



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

# MAGIC MINDS

for  
Al-Azhar Treetops

**KG 1 Teacher's Guide**



**2025 - 2026**

غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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Curriculum& Instruction.

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#### Mrs. Maha Mohamed Mansour Elmaleh

Teacher of English, Al-Azhar Institutes Sector

### Presidency of Al-Azhar Institutes Wishes to Thank the Graphic Designer

#### Mrs. Asmaa Mossad Mohammed

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**H. H. Professor  
Ahmed M. Al-Tayeb  
Grand Imam of Al-Azhar**



**H. H. Professor  
Muhammad Abdur-Rahmān Ad-Duwini  
Al-Azhar Grand Imam's Deputy**



**H. H. Sheikh  
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# KG 1 TEACHER'S GUIDE

## Unit (4) The Weather & Seasons Pages 53- 9

### General Aims of the Unit:

By the end of this unit, kids will:

- identify and name different types of weather and the four seasons.
- use simple weather-related vocabulary in short spoken sentences.
- identify initial sounds and blend simple CVC words.
- trace and write weather and season vocabulary.
- name appropriate clothing for different seasons.
- demonstrate appreciation for Allah's creation by observing the weather and nature.
- create a personal weather chart to reinforce learning.

### Lesson 1: Pages 25 - 10

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

- identify and name different weather conditions (sun, cloud, rain).
- use simple sentences to describe weather.
- recognize and trace the letters F, G, and L.
- begin reading simple words with /f/, /g/, /l/ sounds.
- draw and match weather vocabulary with images.
- develop fine motor skills through tracing and coloring.

### Vocabulary:

- sun, rain, wind, cloud, snow
- fig, fit, lift, wolf, leaf
- girl, leg, bag, gum
- lamp, ball, bell, lips

### Materials:

Student's Book pages -

Audio Files



# 1. Listening & Speaking

## Objective:

To identify and name types of weather (sun, cloud, rain); to answer using short spoken sentences.

### 1: Listen and Point

- Show the kids flashcards or pictures of the sun, clouds, and rain.
- Say the following sentences clearly:
  - "Point to the sun."
  - "Where is the cloud?"
  - "Show me the rain."
- Ask the children to point to the correct picture each time.
- Repeat and praise children who answer correctly: "Great job!" or "Yes, that's the sun!"



## Teacher Tip:

Use realia or visual aids like toy sun/cloud cutouts. Point first as a model before asking.

### 2: Daily Weather Report (Speaking Practice)

- Hold up weather pictures (sunny day, cloudy day, windy day).
- Ask: "What is the weather today?"
- Model answers:
  - "It is sunny."
  - "It is cloudy."
  - "It is windy."



- Let individual kids try answering. Repeat for practice.

## Teacher Tip:

Turn this into a class routine—ask the weather each morning during circle time.

2. Phonics : /f/ /g/ /l/

## Objective:

To recognise, pronounce, and trace the letters F, G, and L and identify beginning sounds.

Sound /f/

- Show flashcards of: fit, lift, fig, wolf, leaf.
- Say each word aloud. Emphasise the /f/ sound.
- Ask kids to repeat after you.
- Let kids trace the letter 'f' in dotted form (both F and f).
- Model on the board first.

Sound /g/

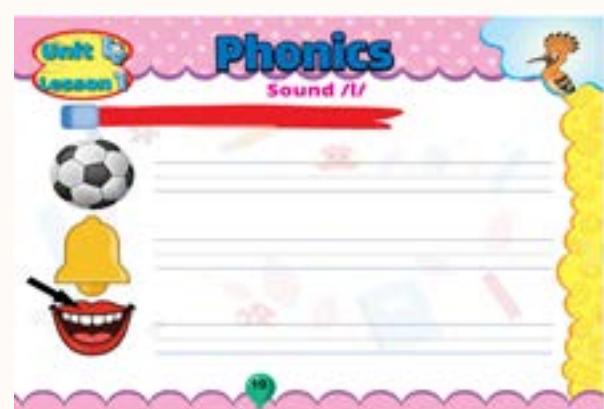
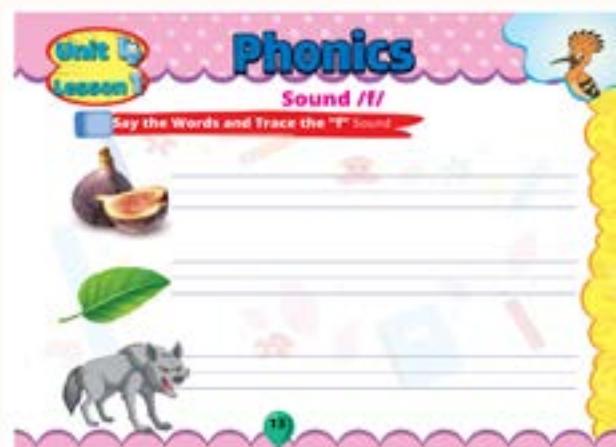
- Show flashcards of: girl, leg, bag, gum, fig.
- Say and emphasise /g/. Have children repeat.
- Ask kids to trace the letter G and g using dotted lines.

Sound /l/

- Show flashcards of: lamp, leaf, ball, bell, lips.
- Say the words aloud and point to the /l/ sound.
- kids trace the uppercase and lowercase L l.

## Teacher Tip:

Use actions—pretend to lift (for “lift”), or make a bell sound. Multisensory learning boosts memory.



### 3. Vocabulary :

#### 1: Look and Say

- Show a large scene with: sun, rain, wind, cloud, snow.
- Point to each element and say the word inside a speech bubble.
- Have kids repeat each word in chorus and individually.

#### 2: Match

- Mix up the same images and weather words.
- Ask children to match each word to the correct picture.
- Let kids complete the matching independently.

#### 3: Read and Draw

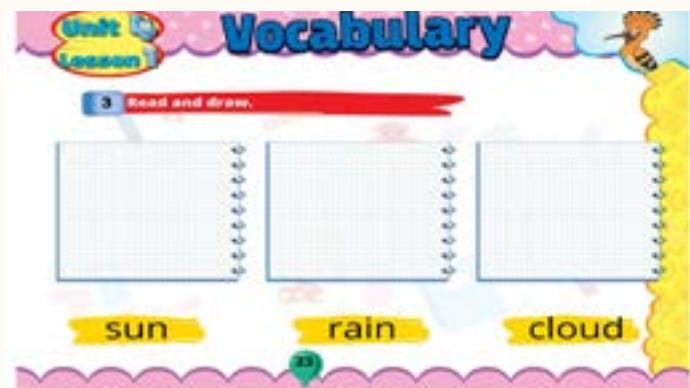
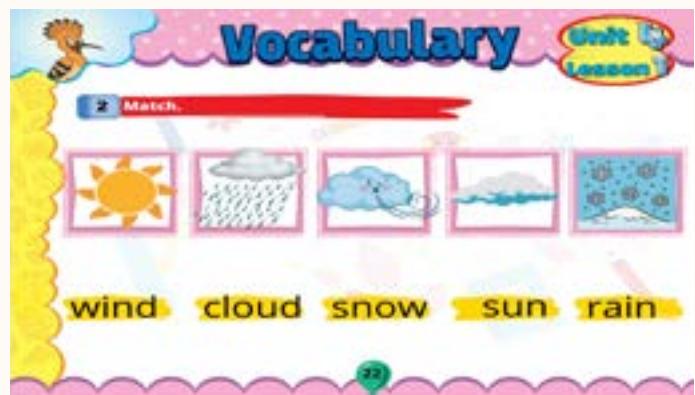
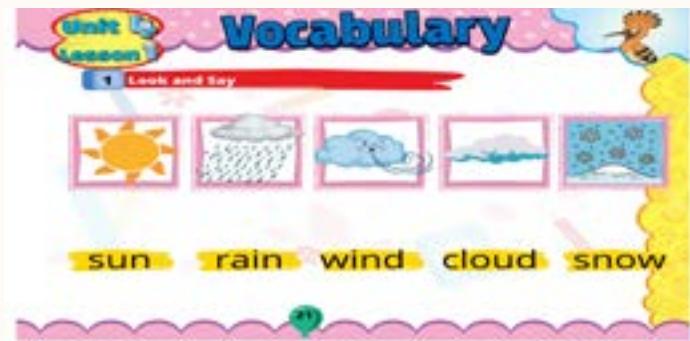
- Write each word: sun, rain, cloud.
- Ask kids to draw each item inside the empty square.
- Give positive feedback on effort.

#### 4. Writing :

##### 1: Trace and Color

- Provide pictures for sun, rain, wind, and snow.
- Each picture should have its word written in dotted form.
- kids trace each word, then color the matching picture.

##### 2: Trace and Match



- Give children four words (sun, cloud, snow, rain) in dotted form.
- kids trace each word then draw a line to the correct image.
- Say each word and let the kids repeat aloud.

### Teacher Tip:

Encourage kids to say each letter aloud as they trace: "S–U–N = sun!"



## Lesson 2:

### Pages 38 - 26

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

- name and describe the four seasons using pictures.
- say "yes" or "no" to simple seasonal weather statements.
- recognize and trace the letters R and I.
- guess and complete weather words with missing letters.
- understand weather conditions in Egypt during different seasons.

### Vocabulary:

- summer, fall, winter, spring
- mild, hot, cold
- star, car, ring, red, bear
- ink, milk, fish, pin, king
- sun, snow, cloud, rain, leaf

### Materials:

Student's Book pages -

Audio Files

### 1. Listening & Speaking

#### 1- Sing : Seasons Song with Actions

### Objective:

To name the four seasons and describe their weather using song and movement.

### Materials:

Audio or teacher singing voice, actions for hot/cold

### Instructions:

1. Sing line by line. Example:

"In the summer, it is hot."



2. Kids repeat the actions.

3. Add movements for each line (e.g., fan for hot, shiver for cold).

4. Lines:

a. "In the summer, it is hot."

b. "In the winter, it is cold."

c. "In Egypt it is hot in summer."

**Teacher Tip:**

Print four posters for the seasons. Let a child stand by the right season while singing.

**Optional Extension:**

Create a "weather dance" with gestures for sun, rain, snow, and wind.

## 2. Listen and say "Yes" or "No"

**Objective:**

To answer simple yes/no questions about Egypt's seasons.

**Materials:**

Pictures showing different weather in Egypt

**Instructions:**

1. Show pictures of the pyramids with different seasonal weather.

2. Say each sentence and ask kids to respond

"Yes" or "No":

□ "In Egypt, it is hot in winter."

□ "In Egypt, it is hot in summer."

□ "It is mild in winter in Egypt."

3. Encourage group and individual responses.

• Thumbs-up = Yes, Thumbs-down = No.

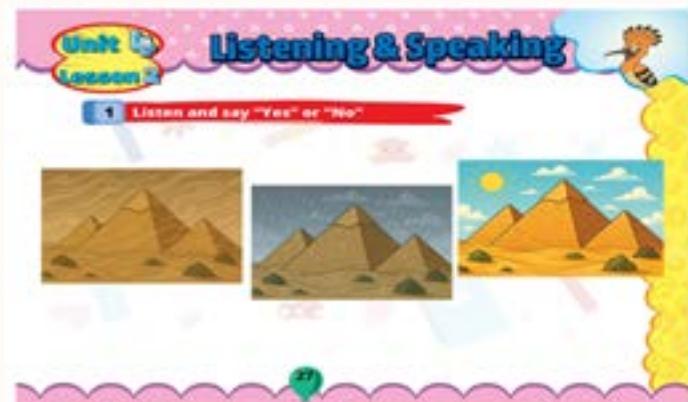
**Teacher Tip:**

Use repetition and body language to help

EFL learners grasp the meaning.

**Optional Extension:**

Use thumbs-up and thumbs-down gestures to make it more interactive.



## 2. Phonics: Sounds /r/, /i/

### Sound /r/

- >Show pictures: star, car, ring, bear, red.
- Say and emphasize /r/. Children repeat.
- Ask kids to trace R and r (5 times each).

### Sound /i/

- Show pictures: king, ink, milk, fish, pin.
- Say and emphasize /i/. Children repeat.
- Kids trace I and i using dotted letters.

#### Optional Extension:

Blend simple words (e.g., r-e-d → red; i-n-k → ink)

## 3. Vocabulary: Seasons

### Objective:

To recognize and name the four seasons.

### Instructions:

#### 1. Look and Say

- Show labelled pictures of the four seasons.

- Say the season name and ask kids to repeat.

#### 2. Say, Match, and Color

- Provide images of seasons in mixed order.

- Ask children to match the name with the picture.

- Allow them to color each picture afterwards.

#### Optional Extension:

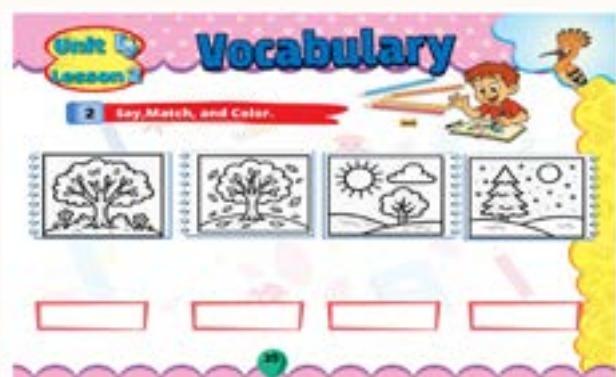
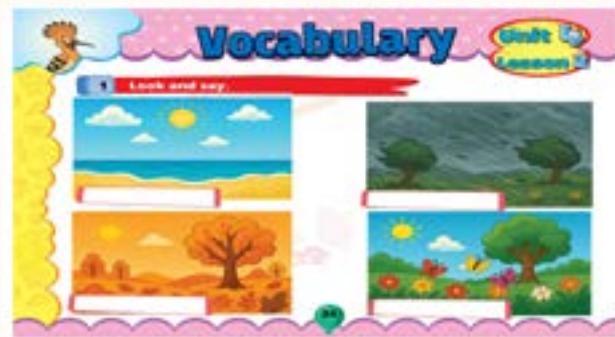
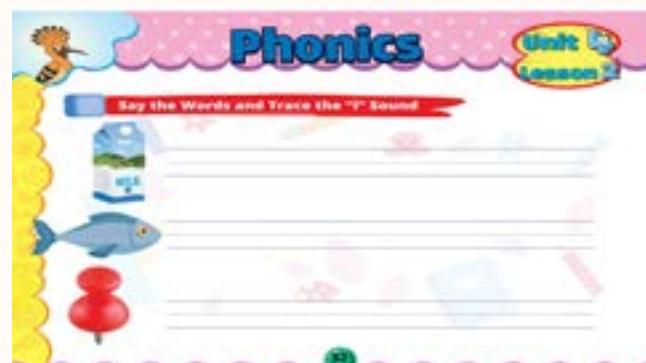
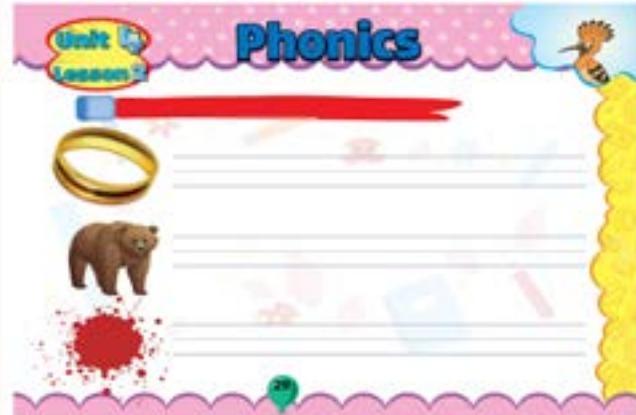
Ask: "What do you wear in summer?"

"What do you see in spring?"

## 4. Writing

### Objective:

To complete weather and season words.



## Instructions:

### 1: Guess and Complete

□ Provide incomplete weather words:

□ s\_n □ sun

□ \_eaf □ leaf

□ sno\_ □ snow

□ ra\_n □ rain

□ Say each word and ask kids to complete it.



### 2: Read and Complete

□ Write:

□ "In Egypt, it is \_\_\_\_ in summer."

(show sunny image)

□ "In Egypt, it is \_\_\_\_ in winter."

(show cold image)

□ "In Egypt, it is \_\_\_\_ in fall."

(show fall image)

□ Use word bank: mild, hot, cold.

□ Read each sentence aloud and let kids fill in the blank.



### 3: Choose and Complete

1. Write: "In summer, it is \_\_\_\_ in \_\_\_\_."

2. Show a sunny Egypt picture.

3. Choices: Egypt, hot.

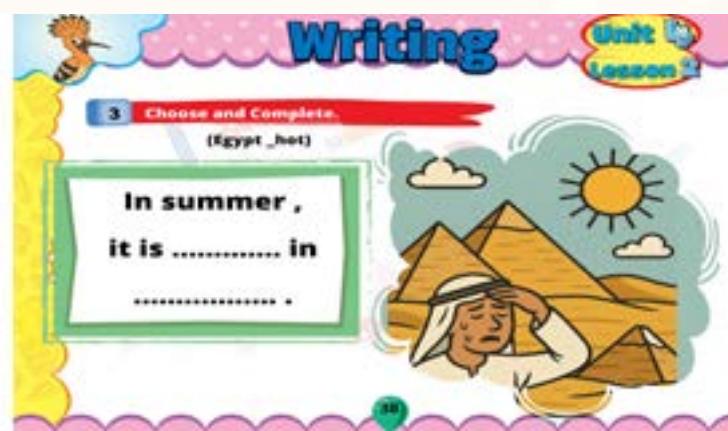
4. Kids choose and complete the sentence.

#### Teacher Tip:

Use visuals while reading to aid meaning comprehension.

#### Optional Extension:

Ask kids to act out the season (pretend to shiver for winter, wave for wind).



## Lesson 3:

Pages 53- 39

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

- Respond to weather questions using clothing vocabulary.
- Use full sentences to talk about the weather and clothes.
- Blend and read CVC words with short i.
- Identify and match clothing with suitable seasons.
- Trace and complete simple weather-related sentences.
- Demonstrate understanding of Islamic values through appreciation of nature.
- Create and label a simple weather chart.

### Vocabulary:

- T-shirt, jacket, hat, coat
- fig, tin, bin, hit, rib, lip
- sunny, rainy, snowy, cloudy, windy
- summer, winter
- MashaAllah

### Materials:

Student's Book pages -

Audio Files

## 1. Listening & Speaking

### Objective:

To describe the weather and match it to clothing.

### Materials:

Flashcards or a worksheet of clothes and seasons

### Instructions:

1. Show a picture of summer and ask:

"It is sunny. What do you wear?"

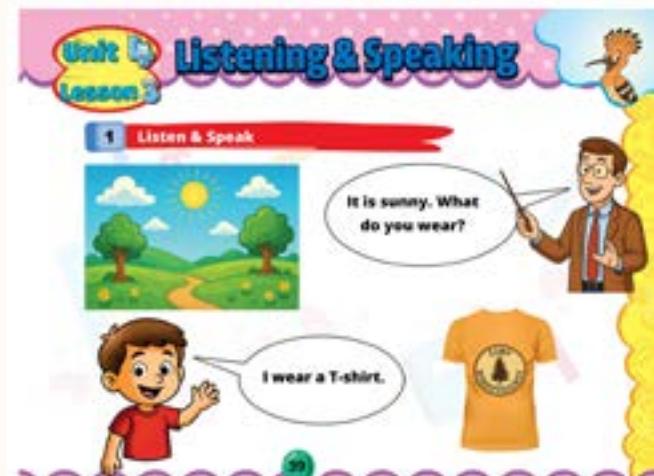
□ Student answers: "I wear a T-shirt."

2. Show winter scene:

"It is cold. What do you wear?"

□ Answer: "I wear a jacket."

3. Let pairs role-play as the teacher and a kid.



### Teacher Tip:

Prepare paper T-shirts and jackets, and let kids act out the dressing.

## Optional Extension:

Set up a pretend clothes shop where kids “buy” summer/winter clothes.

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## 2. Phonics: CVC Blending

### Objective:

To blend and read short-i words: fig, tin, bin, hit, rib, lip

### Instructions:

1. Show dotted words with images.
2. Say each sound slowly: “f-i-g”
3. Blend: “fig!”
4. Kids trace and say the word.
5. Repeat the instructions for the other words.

### Optional Extension:

Play “guess the word” by giving clues: “It’s something you eat. It starts with /f/.”



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## 3. Vocabulary: Clothes

### Objective:

To identify, match, and categorize clothing for summer and winter.

### Instructions:

2. Act out each clothing item when mentioned.
3. Repeat with different voices: whisper, robot, happy.

### Optional Extension:

Make props (paper hats, mini jackets) and wear them during the song.

## 1. Look and Read

- Show pictures: T-shirt, jacket, hat, coat.
- Say the name of each item, and the kids repeat.

## 2. Look and Match

- Kids look at the mixed-up pictures and words.
- Model one, then the kids draw lines.

## 3. Match Clothes to Seasons

- Show pictures of clothes.
- Say: "A T-shirt is for summer."
- Kids draw a line to the correct season.

### Optional Extension:

Students sort clothing cut-outs into two boxes: summer vs. winter.



## 4. Sing the Weather Clothes Song

### Objective:

To reinforce vocabulary through rhythm and movement.

### Instructions:

#### 1. Play or sing the song.

Sunny, rainy, cold or hot,  
We wear clothes — we wear a lot!  
T-shirt, jacket, coat and hat,  
Weather changes just like that!  
Sunny, rainy, cold or hot,  
We wear clothes — we wear a lot!

#### 2. Act out each clothing item when mentioned.

#### 3. Repeat with different voices: whisper, robot, happy.

### Optional Extension:

Make props (paper hats, mini jackets) and wear them during the song.



#### 4.Writing :

##### Objective:

To trace, circle, and complete weather and clothes sentences.

##### Instructions:

###### 1.Trace Sentences

□Model tracing: "It is sunny today."

□Students trace colored dotted words.

###### 2.Circle the Right Word

□Show a weather image.

□Read: "It is \_\_\_ today."

□Kids circle the correct word from 3 options.

###### 3.Match Weather Pictures

□Kids match the pictures to the correct sentences.

###### 4Complete the Sentence

□Provide pictures of clothes.

□Kids write: "I wear a jacket and a coat in winter."

□" We wear a hat and a T-shirt in summer.

##### Optional Extension:

Let students make a mini book: "Today is \_\_\_. I wear \_\_\_. "

##### 5.Islamic Values:



## Islamic Values: Say "MashaAllah"

### Task: Look, Talk, and Act

□ Show a picture of a boy admiring a flower and a girl looking at a butterfly.

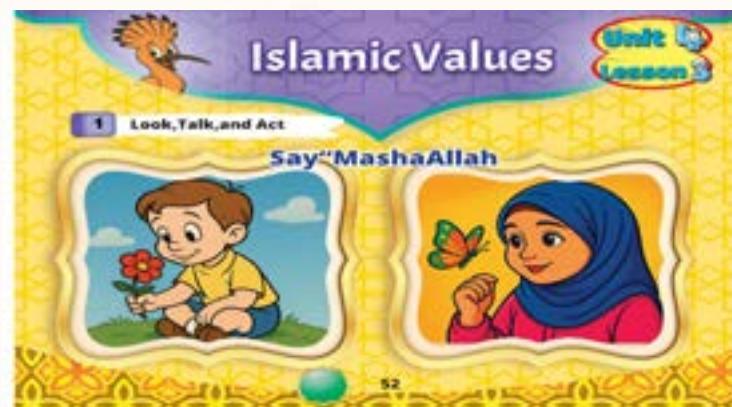
□ Ask: "What do you see?" □ "I see a flower. MashaAllah!"

□ Discuss the beauty of Allah's creation.

□ Ask kids to share what beautiful things they saw.

### Teacher Tip:

Guide them to say "MashaAllah" with respect. Ask, "What else do we say MashaAllah for?"



## 6. Project: Create a Weather Chart

### Task: Color and Display

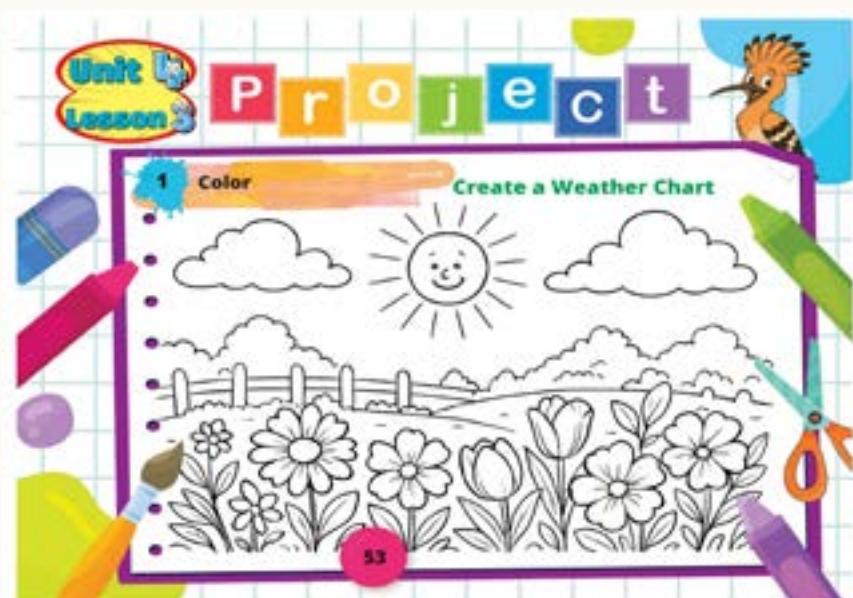
□ Give each student a black-and-white scene:

□ A garden with flowers, a clear sky, and a shining sun.

□ Ask kids to color it according to the weather.

□ Guide them to add sun, clouds, rain, or snow as needed.

□ Display charts on the wall under the title "Our Weather Charts."



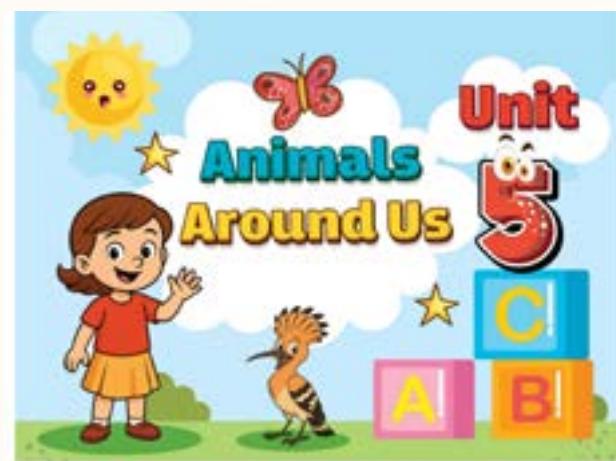
# KG 1 TEACHER'S GUIDE

## Unit ( 5 ) Animals Around Us Pages 54:91

### General Aims of the Unit:

By the end of this unit, children will:

- recognize and name common farm and wild animals.
- listen to animal sounds and identify the animals.
- say and trace the sounds /k/, /s/, /y/, /x/, and /o/.
- blend simple words related to animals and nature.
- show appreciation for animals as Allah's creation.
- demonstrate kindness and care for animals.
- describe animals in full sentences and identify their habitats.



### Lesson 1:

Pages 71 - 55

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

- identify and name common farm animals.
- use short sentences to name animals (e.g., "this is a goat.").
- recognize and trace the letters /k/, /s/, and /y/.
- begin reading simple words with the target sounds.
- match animal names to their pictures.
- trace and write animal names.

### Vocabulary:

cow - goat - sheep - hen - horse -

rabbit

cat - camel - bird

### Materials:

Student's Book pages -

Audio Files

# 1. Listening & Speaking

## 1- Listen and Say

### Instructions:

□ Show a large picture of a family visiting a farm with visible animals (cow, horse, rabbit, hen, etc.).

□ Use speech bubbles where the children ask, "What is this animal?"

Point to each animal. Model full sentence answers:

"This is a rabbit."

"This is a horse."

□ Let children take turns asking and answering in pairs.

### Teacher Tip:

Use toy animal figures or puppets for more engagement. Reinforce full sentences and provide praise for each correct response.

## 2- Look, listen and say

### Instructions:

1. Display the animal pictures on the board, in a pocket chart, or on a large flashcard poster. Ensure that the names (cow, goat, sheep, hen) are clearly visible under each image.

2. Point to one picture at a time (start with "cow").

3. Say the name of the animal slowly and clearly:

"This is a cow. Say: cow."

4. Ask students to repeat the word after you. Repeat twice for practice.

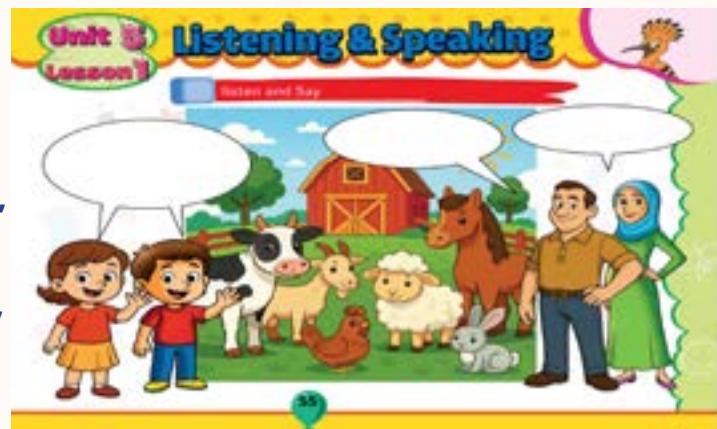
5. Continue the same routine for the other animals:

□ "This is a goat. Say: goat."

□ "This is a sheep. Say: sheep."

□ "This is a hen. Say: hen."

6. Once all words have been introduced, do a quick review:



□ Point to the pictures randomly and ask, "What is this?"

□ Encourage students to respond in full: "It's a \_\_\_\_."

7. Say all four words together and ask students to repeat them as a group.

### Teacher Tip:

Use animal sounds and gestures to make it more engaging. For example, after saying "cow," make a mooing sound and ask:

"What sound does a cow make?"

"Can you moo like a cow?"

This multisensory approach helps children remember the words more easily. Use praise like "Well done!" or "Good mooing!" to boost confidence.

### 2. Phonics :

#### Instructions:

##### 1. Sound /k/

□ Show picture cards: milk, kitten, book, desk, key.

□ Say each word clearly. Emphasize the /k/ sound.

□ Let students repeat after you.

□ Display dotted-letter tracing lines for uppercase and lowercase K k.

□ Model the stroke direction and allow students to trace.



##### 2. Sound /s/

□ Show: bus, sea, sun, dress, soap.

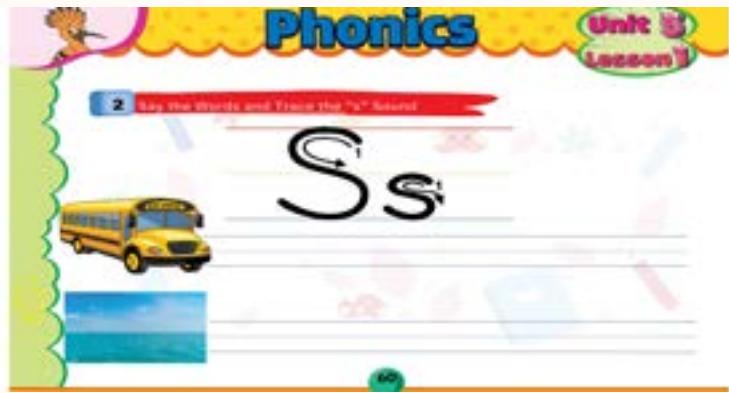
□ Emphasize the /s/ sound. Students repeat.

□ Let students trace the dotted S s five times.

##### 3. Sound /y/

□ Show: yoyo, yes, yellow, say, day.

□ Highlight /y/. Let students say it and trace Y y.



### Teacher Tip:

Use songs or gestures (e.g., "ssss like a snake" for /s/) to support memory. Ensure tracing strokes are correct.

### 3. Vocabulary :

#### 1. Look and Read

□ Show a large picture of a farm scene with animals labeled below: cow, goat, sheep, hen, horse, rabbit.

□ Say each word and have children repeat.

#### 2. Read and Match

□ Hand out a worksheet with animals and their names in mixed order.

□ Model one: "This is a goat. Let's draw a line from the word goat to the goat."

Let children complete the matching.



#### 4. Writing :

##### 1. Trace and Color

□ Provide images with names in dotted form under them (e.g., c a t).

□ Read the word aloud, then let children trace and color.

##### 2. Read and Match

□ Kids match each picture to the corresponding word (e.g., camel, bird, cat).

□ Model one and allow students to finish independently.



##### 3. Complete and Write

□ Provide CVC-style incomplete words:

\_a\_t □ cat

b\_d □ bird

\_m e l □ camel

□ Read each word and guide students to fill in missing letters.

## Lesson 2:

Pages 82 - 72

### Lesson objectives:

- recognize and identify wild animal sounds.
- match animal sounds to pictures.
- recognize and trace letters /x/ and /o/.
- name wild animals and match them with their names.

### Vocabulary:

Wild animals: lion, giraffe, tiger, monkey

Phonics: ox, box, fox, six, dog, frog, dot, olive

### Materials:

Student's Book pages -

Audio Files

## lesson 2

### 1. Listening & Speaking

#### 1- Guess the sound and point

#### Instructions:

□ Show pictures of both farm and wild animals.

□ Use a character like a hoopoe to prompt:

"The cat says meow. Can you guess what the lion says?"

□ Play recorded animal sounds (lion roar, sheep baa, etc.).

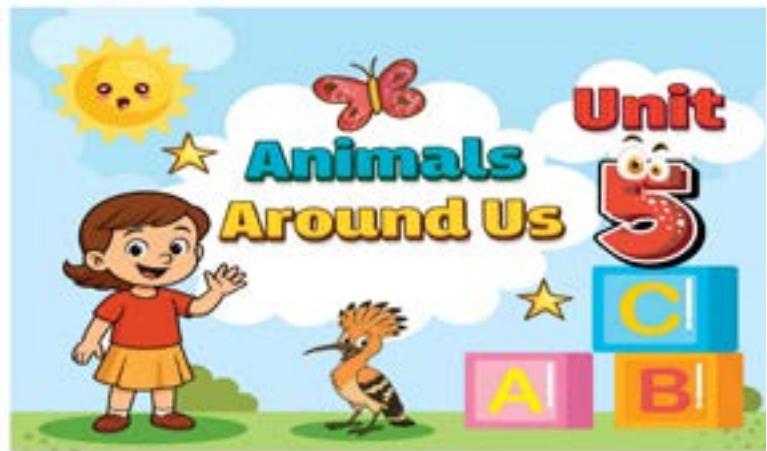
□ Let students listen and point to the correct animal.

#### Teacher Tip:

Ask follow-up questions:

"Is this animal wild or farm?"

Use real sound effects or apps if available.



## 2. Phonics : /x/, /o/

### 1- Sound /x/

□ Show pictures: ox, taxi, fox, box, six.

□ Emphasize /x/ at the end.

□ Students repeat and trace X x.

### 2- Sound /o/

□ Show pictures: dog, dot, oven, frog, olive.

□ Students repeat and trace O o.

### 3. Vocabulary :

#### 1. Look, Point, and Say

□ Present a jungle scene with animals and their labels.

□ Students point and repeat after the teacher.

#### 2. What Animals Are Missing?

□ Show a similar picture with some animals missing.

□ Students identify what's missing and find the correct word to match.

#### 4. Writing :

##### 1. Trace and Complete Sentences

"This is a \_\_\_\_."

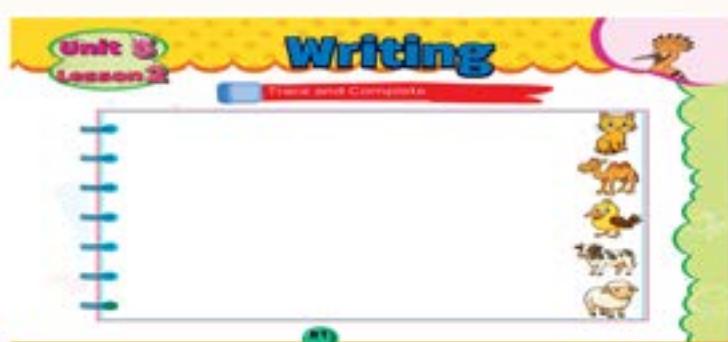
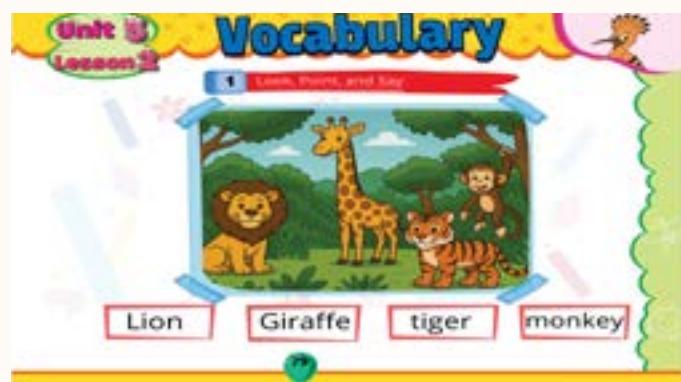
Provide pictures of animals. Children trace the sentence and complete the blank with the correct word.

##### 2. Read and Circle

Example:

This is a \_\_\_\_\_. (cat | sun | car)

Students choose and circle the correct answer based on the image.



## Lesson 3:

Pages 91 - 83

### Lesson objectives:

- describe unique animals in full sentences.
- recognize endangered animals.
- blend and read short animal-related words.
- identify and trace names of insects.
- demonstrate care and appreciation for animals.

### Vocabulary:

Egyptian vulture - vulture - bee - ant - butterfly

Words: fox, pot, box, ox, dog, yoyo

### Materials:

Student's Book pages -

Audio Files

## lesson 3

### 1. Listening & Speaking

#### 1. Listen and Say

□ Show a large image of the Egyptian vulture.

□ Read a short fact text aloud:

"The Egyptian vulture is a big bird. It has white feathers..."

□ Point to the features as you read (feathers, face, flying, etc.).

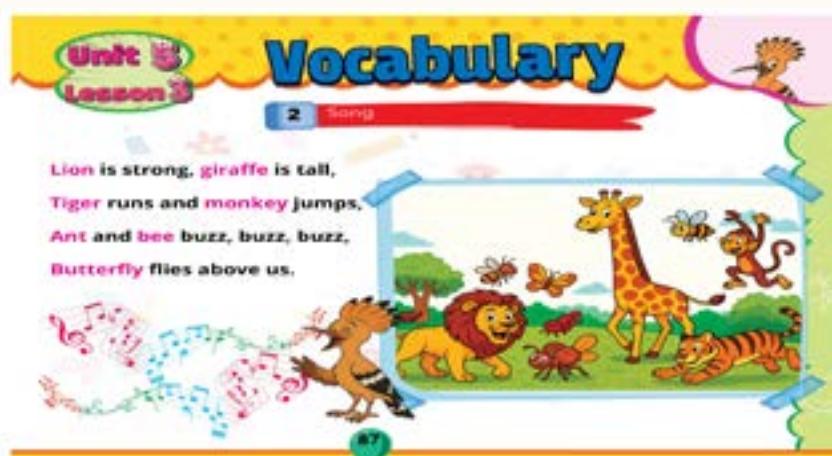
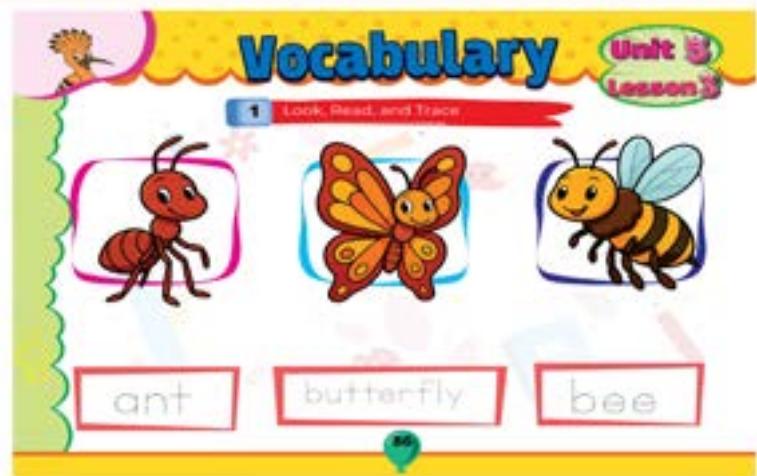
□ Discuss endangered animals briefly (turtles, panda).

### Teacher Tip:

Use gestures and facial expressions to keep children engaged. Ask simple comprehension questions:

"What color is its face?"

"Can it fly?"



## 2. Phonics :

### Instructions:

□ Show CVC words split into phonemes:

f-o-x

□ Say each sound slowly and then blend.

□ Let children trace the word in dotted form.

Repeat for: pot, box, ox, dog, yoyo

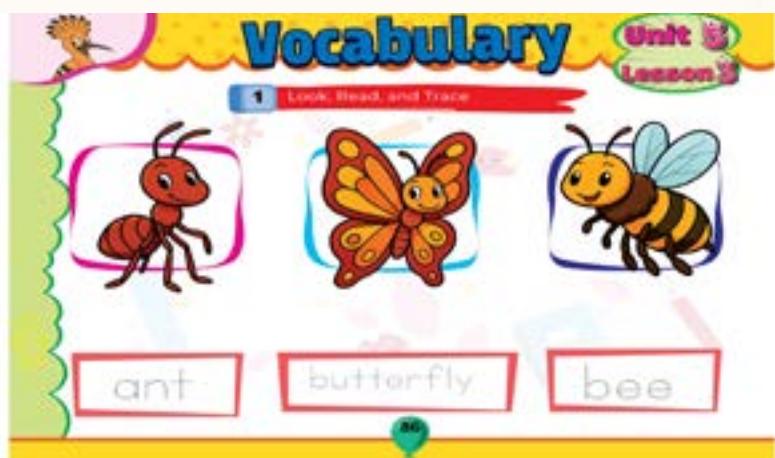


### 3. Vocabulary :

#### 1- Look, Read, and Trace

□ Show insect pictures: bee, ant, butterfly.

□ Read and let students trace the words on dotted lines.



#### 2-Song: Animal Actions

### Lyrics:

Lion is strong, giraffe is tall,

Tiger runs and monkey jumps.

Ant and bee buzz, buzz, buzz,

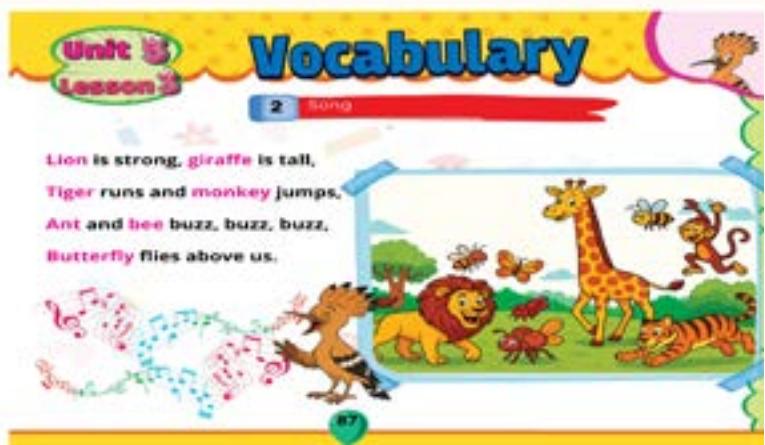
Butterfly flies above us.

### Instructions:

□ Teach line by line with actions for each animal.

□ Sing slowly, then fast, then in different voices (happy, sleepy).

□ Let kids perform with props or puppets.



## 4. Writing :

### 1. Trace and Copy:

□ Sentence: "This is a vulture."

□ Students trace, then copy the sentence two times.

### 2. Read and Match:

□ Match animal picture to word (bee, vulture, ant).

#### Islamic Values: Caring for Animals

#### Look, Talk, and Act

##### □ Show:

□ A boy feeding birds in a cage.

□ A girl playing with and feeding a cat.

##### □ Discuss:

"We should care for animals. Allah loves those who are kind."

□ Ask children how they care for animals (e.g., feeding a pet).

### 5. Project:

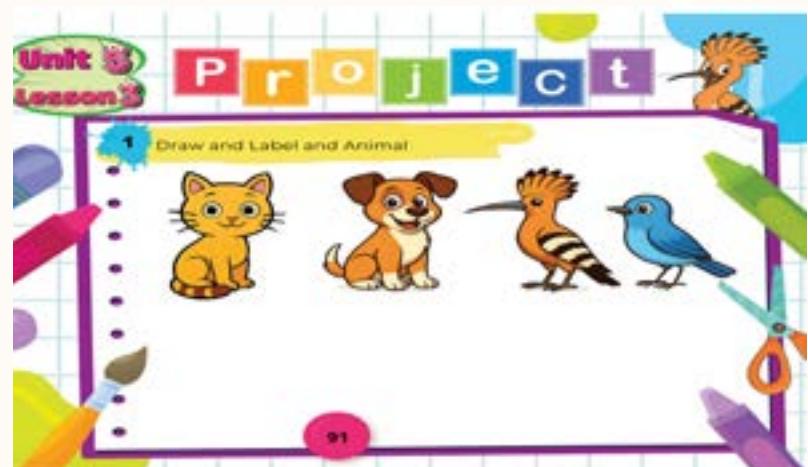
#### Draw and Label an Animal

#### Instructions:

□ Provide images or models (cat, dog, hoopoe, bird).

□ Ask children to choose one, draw it, and write its name below with teacher support.

□ Display drawings in class under "Animals Around Us."

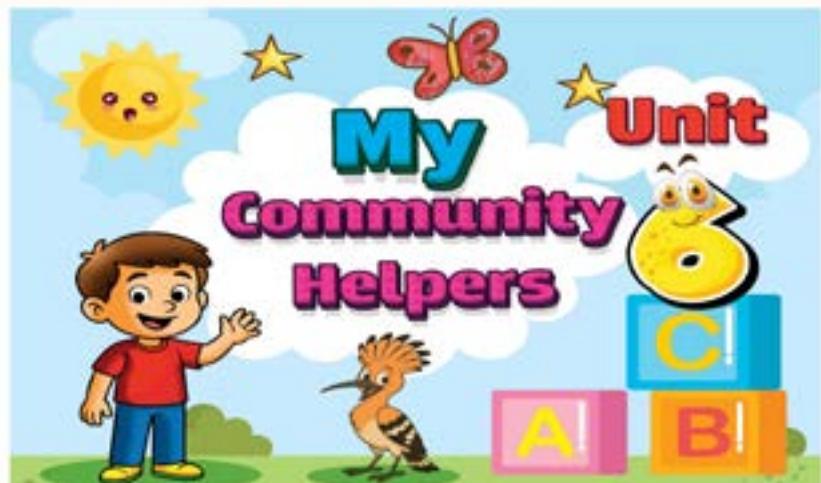


## Unit ( 6 ) My Community Helpers pages 130 -92

### General Aims of the Unit

By the end of this unit, kids will:

- ❑ recognize and name common community helpers and their roles.
- ❑ use simple present tense structures (e.g. "I am a doctor.") in context.
- ❑ identify and pronounce initial sounds /q/, /v/, /w/, /z/, /u/ and blend simple CVC words.
- ❑ trace, copy, and complete job- and place-related vocabulary.
- ❑ demonstrate understanding of how different people help the community.
- ❑ appreciate the value of work in Islam and family life.
- ❑ engage in role-play and project-based activities about real jobs.



### Lesson 1: Pages 110 - 93

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

- ❑ recognize and name at least three community helpers (doctor, teacher, farmer).
- ❑ say short sentences about jobs using the sentence frame: "I am a \_\_\_\_."
- ❑ pronounce and trace the letters q, v, w.
- ❑ match jobs to their tools or workspaces.
- ❑ copy and complete job-related words.

#### Vocabulary:

doctor, teacher, farmer

I am a doctor / teacher / farmer.

queen, wave, whale, van, vase, worm

#### Materials:

Student's Book pages -

## Audio Files

### 1. Listening & Speaking

#### Meet Community Helpers

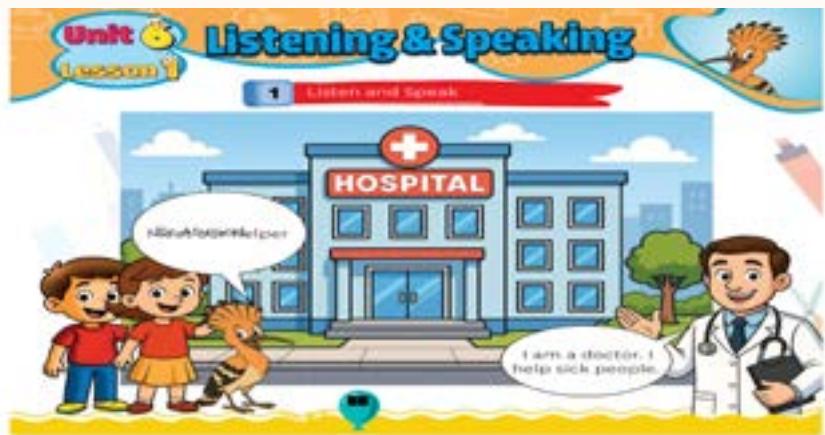
##### Instructions:

1. Show a scene with a boy, a girl, and the hoopoe visiting a hospital, a school, a farm, and a street.
2. Point to the image of the hospital and say:

"Look! The children and hoopoe are visiting the hospital."

##### 3. Read the speech bubbles:

- Hoopoe: "Meet our helper Dr. Ahmed."
- Doctor: "I am a doctor. I help sick people."
- Hoopoe: "Meet our helper Miss Hoda."
- Teacher: "I am a teacher. I help students."
- Hoopoe: "Meet our helper Hassan."
- Farmer: "I am a farmer. I plant food."
- Hoopoe: "Meet our helper Captain Khalid."
- Policeman: "I am a policeman. I keep people safe."



##### 5. Assign 4 students as the community helpers.

##### 6. Give each a picture card or prop (e.g. paper stethoscope, book, toy plant, badge).

##### 7. Let them stand up and say their lines.

## Teacher Tips:

- Use real-life tone and gestures to bring the helpers to life.
- Encourage confident speaking, but don't pressure shy children.

- Praise efforts using words like "Well done, doctor!" or "Great work, farmer!"

## 2. Phonics :

### Objective:

To help students recognize and pronounce the sounds /q/, /v/, and /w/ through guided repetition, vocabulary exposure, and tracing practice.

### 1 Sound /q/

#### 1. Introduce the Sound

Say: "Let's say /q/. /q/ is the sound we hear at the beginning of 'queen'. Say it slowly with me: /q/... /q/... queen."

#### 2. Picture Talk

Point to each picture: queen, square, liquid, quarter, squid. Ask the class:

#### What do you see?

#### Say the word with me: queen! (Repeat for each word.)

#### 3. Listen & Repeat

Have students repeat each word after you, emphasizing the /q/ sound.

#### 4. Trace Q/q

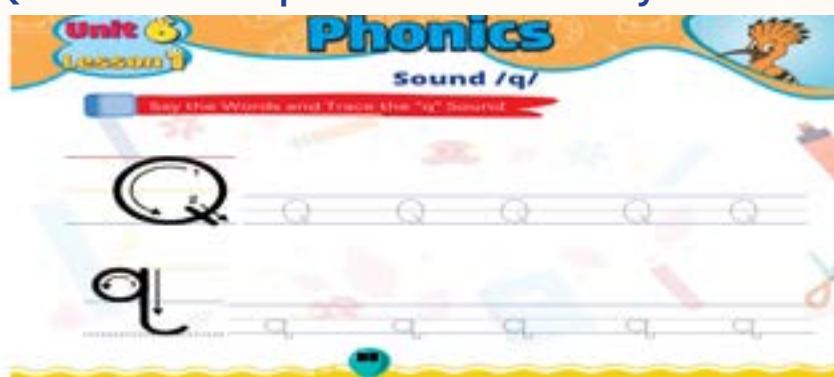
Guide students to trace the uppercase Q and lowercase q in their textbooks. Say:

"Start at the top. Follow the arrows. Q goes around and then a small line."

Walk around and help where needed.

#### Teacher Tip:

Use hand motions to mimic the shape of the letter Q in the air. Always demonstrate tracing first on the board or in the air.



## Sound /v/

### 1. Introduce the Sound

Say: "Now let's say /v/. We hear /v/ in 'van'."

Watch my mouth: /v/... /v/."

### 2. Picture Talk

Point to each image: wave, hive, five, van, vase.

Ask: "Who can say this word with me? What do you see?"

### 3. Repeat Together

Say each word and ask students to repeat: "This is a van. /v/... van."

### 4. Trace V/v

Say: "Let's trace the letter V. Down... up! Now trace lowercase v: short down, short up."

Guide students as they trace in their books.

#### Teacher Tip:

Bring real-life items or use gestures (like counting to five or pretending to drive a van) to connect meaning to sounds.

---

## Sound /w/

### 1. Introduce the Sound

Say: "Let's learn the /w/ sound. We say /w/ in 'water'. Let's say it together: /w/... /w/... water!"

### 2. Picture Talk

Point to water, whale, worm, snow, yellow. Have students say each word and identify the starting sound.

### 3. Repeat the Sound

Use a chant: "/w/ is for water! /w/ is for worm! /w/ /w/ /w/!"

### 4. Trace W/w

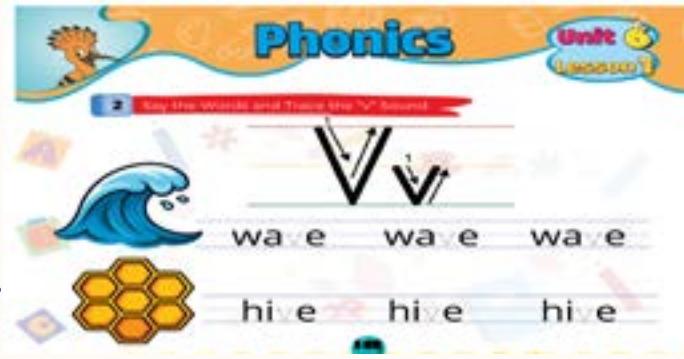
Help students trace the uppercase and lowercase W.

Model: "Go down, up, down, up! That's capital W!"

"Little w is the same – down, up, down, up!"

#### Teacher Tip:

Use fun hand actions to mimic the waves of water as you say /w/. Let kids trace in the air before doing it in the book.



### 3. Vocabulary :

#### Objective:

Students will recognize community helper names and match them to tools or settings.

#### Task 1: Look and Say

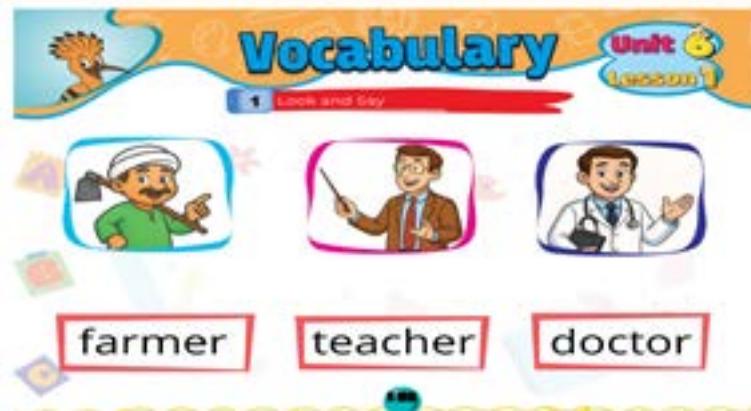
1. Show pictures of a doctor, teacher, and farmer.

2. Point and say:

"This is a doctor. Say doctor."

Repeat for teacher and farmer.

3. Ask: "Who helps sick people?" and allow students to answer.



#### Task 2: Match

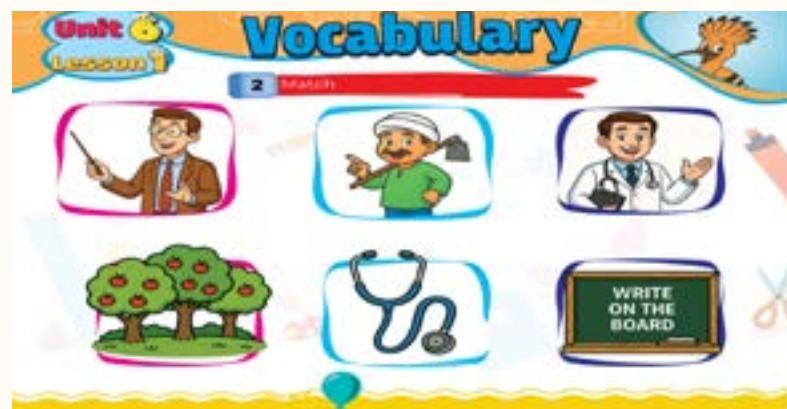
1. Show helper pictures and three tool/setting pictures:

❑ stethoscope ❑ doctor

❑ book and board ❑ teacher

❑ field ❑ farmer

2. Ask students to draw lines between each job and what matches it.



#### Teacher Tip:

Use classroom items as clues: "Where is the board?" to guide matching for the teacher.

❑ Encourage pair work to do the matching together.

#### 4. Writing :

##### 1: Trace and Write

Instructions:

1. Ask children to finger trace first while saying the word.

2. Let them use a pencil to trace the dotted word.

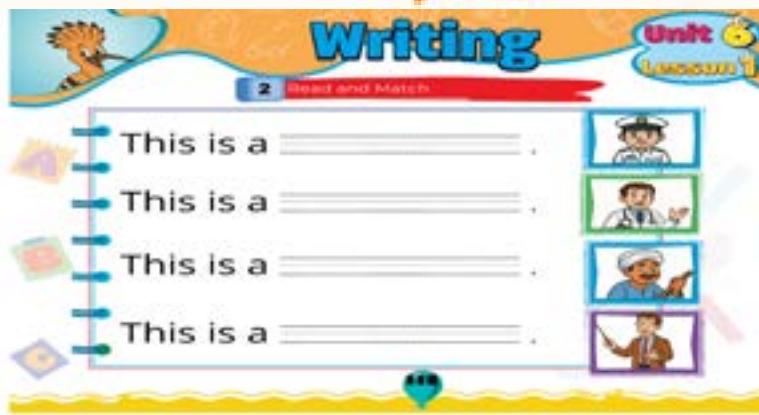
3. Then write the word once without tracing.



## 2: Read and Match

### Instructions:

- Read each word aloud as a class.
- Children draw a line from the picture to the correct word.



## Read and Complete

Get the kids to write the correct job name in the blank.

### Teacher Tip:

- Let students look back at previous pages for help.
- Read the sentence aloud together before they complete it.
- Celebrate efforts even if spelling isn't perfect.



## Lesson 2: Pages 122 - 111

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

- recognize and name two more Egyptian helpers.
- describe helper jobs using full sentences.
- pronounce and trace /z/ and /u/ sounds correctly.
- match helpers to places.
- classify people and places.

### Vocabulary:

felucca driver, street vendor  
zebra, zoo, zero, puzzle  
umbrella, up, mug, drum, sun  
market, mosque

### Materials:

Student's Book pages -  
Audio Files

## 1. Listening & Speaking

### Objective:

Students will recognize and name two Egyptian helpers using clear short sentences:

- "I am a felucca driver."
- "I am a street vendor."

### Materials Needed:

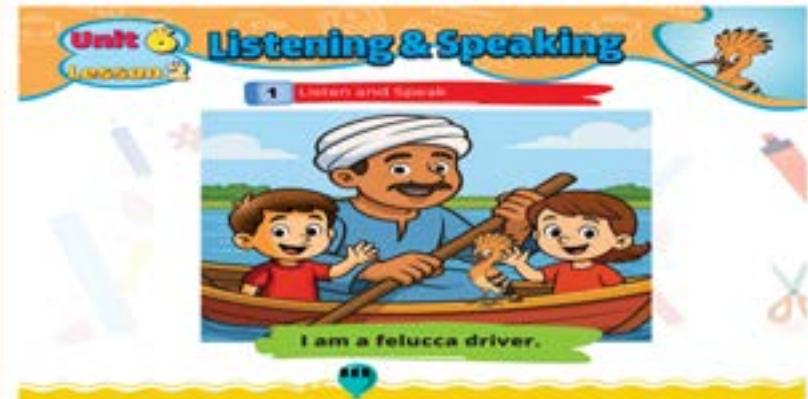
□ Picture of the hoopoe, boy, and girl on a felucca boat on the Nile

□ Picture of the same characters in a busy street scene

### □ Speech bubbles:

□ "I am a felucca driver."

□ "I am a street vendor."



### Instructions:

1. Introduce the characters and setting:

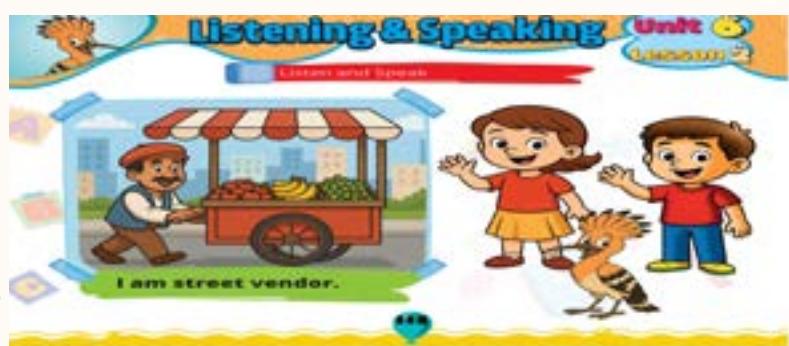
□ Point to the felucca picture and say:

"Look! They are riding a felucca on the Nile River."

2. Read aloud the sentence from the speech bubble:

□ "I am a felucca driver."

□ Model the pronunciation and ask the children to repeat.



**3. Move to the second picture – the street scene**

□ Ask: "Where are they now?"

□ Read aloud: "I am a street vendor."

□ Let students repeat the full sentence.

**4. Comprehension check:**

□ Ask: "Who sells things in the street?"

□ "Who drives the felucca?"

□ Let students answer using complete sentences if possible.

**5. Role-play activity (optional):**

□ Choose two students to act out the helper roles. Let them wear simple props like a scarf or a cap.

□ Encourage them to say: "I am a \_\_\_\_." and mime the action.

**Teacher Tips:**

1. Point to real elements in the images (e.g. boat, river, street) and ask simple questions.

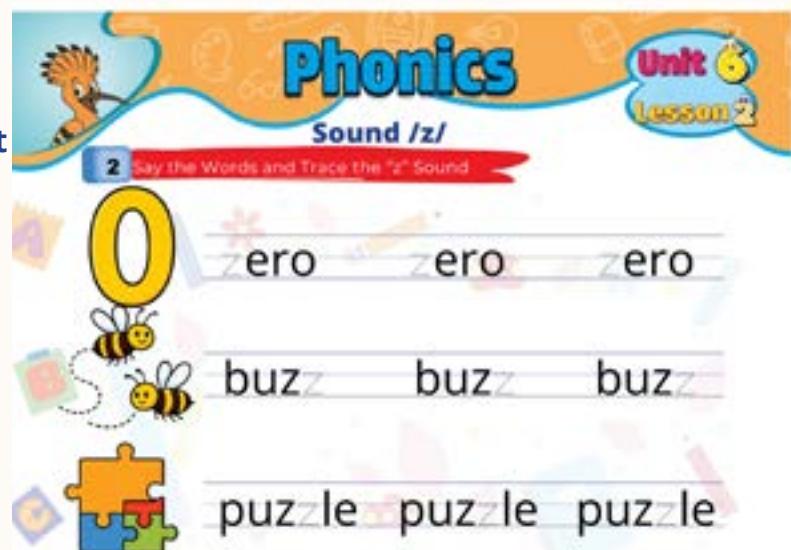
2. Use gesture and intonation to support meaning.

3. Allow students to respond in one or two words at first; full sentences will come with modelling and repetition.

**2. Phonics :**

**Objective:**

Students will recognize and pronounce /z/ and /u/ sounds, connect them to pictures, and trace letters accurately.



## □ Sound /z/

### 1. Introduce the Sound

Say: "Let's say /z/. We hear it in 'zebra'. Let's buzz like a bee: /z/ /z/ /z/!"

### 2. Picture Talk

Show zoo, zebra, zero, buzz, puzzle. Say each word slowly:

□ "This is a zebra. /z/... zebra."

### 3. Repeat After Me

Let students repeat. Say: "Who can say it with me? /z/... zero!"

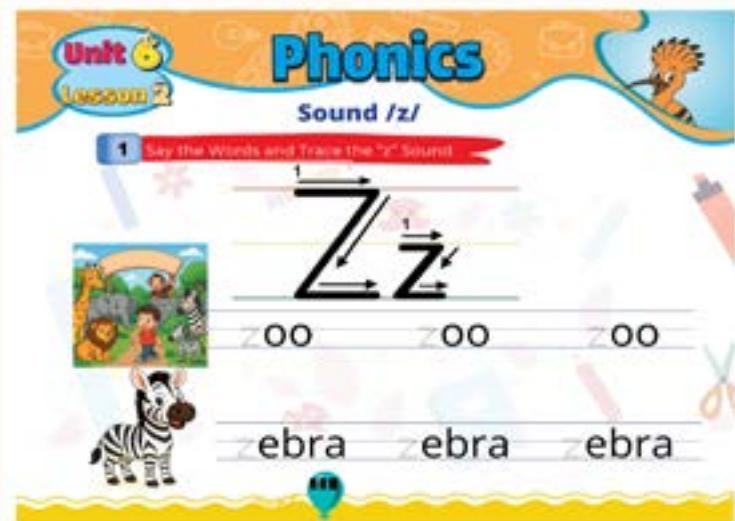
### 4. Trace Z/z

Demonstrate the Z stroke: "Across, down, across." For lowercase: "Across, slant, across."

Let students trace each letter five times in their books.

#### Teacher Tip:

Act out a buzzing bee to make the sound memorable. Use praise for neat tracing.



## □ Sound /u/

### 1. Introduce the Sound

Say: "/u/ is the sound we hear in 'umbrella'.

Let's say it together: /u/... /u/... umbrella!"

### 2. Picture Talk

Use mug, sun, drum, up, umbrella. Ask students to name each one with you.

### 3. Sound Practice

Break words down: "/d/... /u/... /g/ □ dog!"

Repeat blending.

### 4. Trace U/u

Say: "Start at the top, go down and curve up.

That's U. For lowercase: down, curve, and up."

Monitor as they trace.

#### Teacher Tip:

Help students shape a 'cup' with their hands to remember the U curve. Add mini challenges: "Can you trace without lifting your pencil?"



### 3. Vocabulary :

#### Objective:

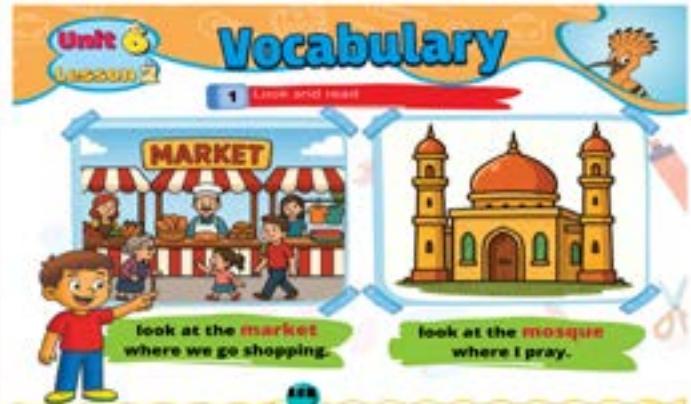
Students will recognize and name common places around town in English.

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#### 1: Look and Read

##### Instructions:

1. Point to the mosque image and say:  
□ "Look at the mosque where I pray."  
□ Say "mosque" clearly and have students repeat.
2. Point to the market and say:  
□ "Look at the market where we go shopping."  
□ Repeat the word "market" together.
3. Ask the class simple questions:  
□ "Where do you go with mama to shop?"  
□ "Where do you go to pray?"



---

#### Teacher Tips:

1. Use Arabic reference lightly if needed to confirm meaning, but always say the word in English multiple times
2. Invite students to act: show how they walk to the market or pray at the mosque

#### 4.Writing :

##### 1: Trace & Copy

##### Instructions:

- 1.Show the picture and say the word slowly.
- 2.Guide students to finger-trace over the dots.
- 3.Let them write the word in the blank line.



#### Task 2: Read and Match

##### Instructions:

- 1.Read the words aloud with students.
- 2.Let them use pencils or crayons to draw lines between the correct helper and the location.

##### Teacher Tips:

□ You may print helper and place words on small cards for physical matching in pairs or groups.

□ Read the helper sentence and let students guess which place matches.



#### 3: Sort the Pictures

##### Objective:

Students will classify images under the correct heading: People or Places.

##### Instructions:

- 1.Show 6 cutout images: doctor, farmer, mosque, market, street vendor, felucca driver.



2. Draw two columns on the board or provide the table:

□ Column 1: People

□ Column 2: Places

3. Ask students to help place each picture in the correct group.

---

**Teacher Tips:**

□ Encourage critical thinking by asking: "Is this a person or a place?"

□ Let children glue the cutouts in their books under correct headings if printed

## **Lesson 3: Pages 130-123**

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

□ Role-play community helper jobs.

□ Blend and read CVC words with short u.

□ Sing about helpers and their roles.

□ Trace and copy four job names.

□ Match helpers to their sentences.

□ Express Islamic values through discussion and coloring.

**Vocabulary:**

doctor, teacher, farmer, policeman

mug, bug, nut, mud, sun, run

**Materials:**

Student's Book pages -

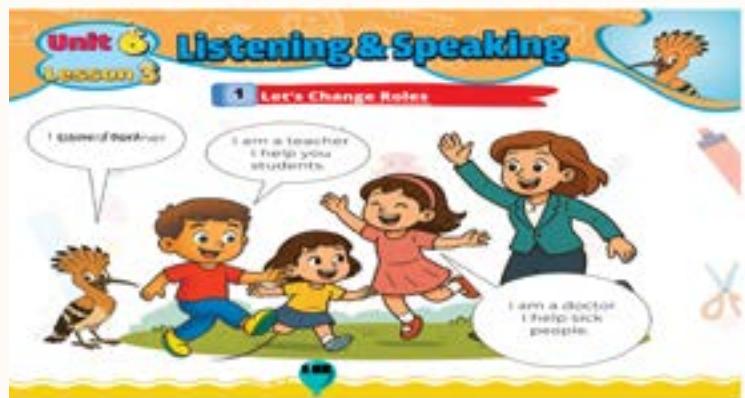
Audio Files

## 1. Listening & Speaking

### Song: Community Helpers

#### Objective:

Students will sing a simple song to reinforce names and roles of community helpers and places.



#### Song Lyrics:

Doctor helps, teacher too,  
Farmer grows food for you.  
Market where we buy and pay,  
Mosque where we go to pray.

#### Instructions:

1. Read the lyrics slowly line by line. Show a picture for each helper/place.

2. Say: "Let's sing it with Hoopoe!"

3. Clap along and sing the full song with the class. Repeat twice.

4. Encourage the kids to do small actions:

□ Doctor: Pretend to check heart

□ Teacher: Pretend to write on board

□ Farmer: Pretend to dig

□ Market: Pretend to pay

□ Mosque: Raise hands in dua'

## Teacher Tips:

1. Sing slowly first, then faster for fun repetition.
2. Add instruments (shakers or drums) for rhythm.
3. Display the song on a poster in the classroom.

## 2. Phonics :

### Objective:

To blend and read CVC (consonant-vowel-consonant) words containing the /u/ sound through segmenting and tracing.

#### 1. Introduce CVC Words with /u/

Words: mug, bug, nut, mud, sun, run

#### 2-Blending Practice

Say each sound separately: "/m/... /u/... /g/" □ "Now let's say it fast: mug!"

Write it on the board as you say it. Repeat with all words.

#### 3. Textbook Activity: Say and Trace

Guide students to say each word, then trace the dotted letters.

Use color-coded rows (as in the textbook) to help children distinguish words.

### □□ Teacher Tip:

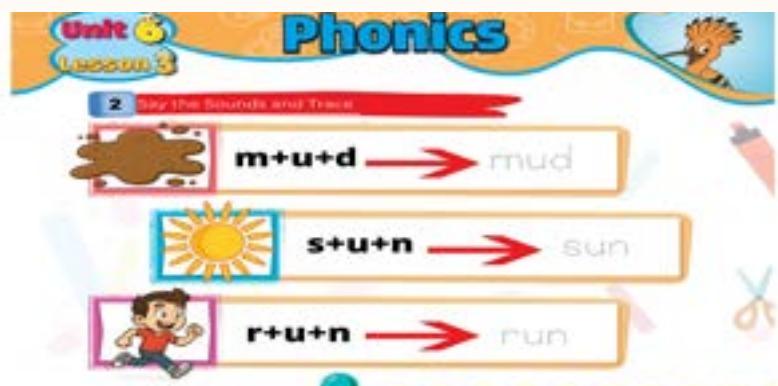
Make it fun! Say the word slowly and ask: "What's this word?" Act it out if possible (e.g., "Run!" and run in place).

Allow children to read the word aloud after tracing to reinforce phonics and reading skills.

## 3. Vocabulary :

### Task 1: Look and Say

□ Show large images of a doctor, teacher, and farmer. Say each word and have students repeat.



## Task 2: Match

□Provide job pictures and object pictures (e.g., doctor □ stethoscope; teacher □ board).

□Ask students to draw lines to match each job to its related item.

### Teacher Tip:

Model the first example on the board before handing out student pages.

### 4. Writing :

#### 1- Trace and Copy

---

##### Objective:

Students will trace and copy community helper words to reinforce spelling and word recognition.

##### Instructions:

1. Point to the first image: e.g., the teacher

2. Say the word clearly: "This is a teacher."

##### 3. Students:

□Trace the dotted word t e a c h e r

□Copy it on the blank line

4. Repeat steps for the remaining three helpers.

---

##### Teacher Tips:

□Remind students to start letters at the top.

□Walk around and support pencil grip.

□Praise neat and careful writing, not just speed.

## 2- Read and Match

### Objective:

Students will match pictures of helpers to sentences describing their job.

### Instructions:

1. Read each sentence aloud.
2. Point to each helper and ask: "Who helps sick people?"
3. The kids draw lines between pictures and sentences.

### Teacher Tips:

- Encourage rereading the sentence after matching.
- If needed, use L1 (Arabic) to clarify meaning, but return to English repetition.

### 5. Islamic Values:

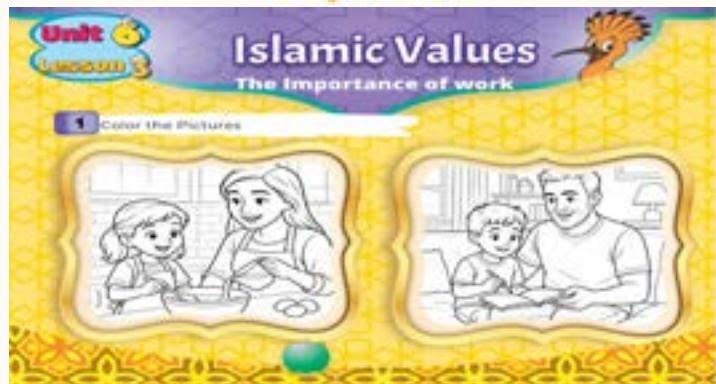
## The Importance of Work

### Objective:

Students will understand that helping at home is a form of good work and responsibility.

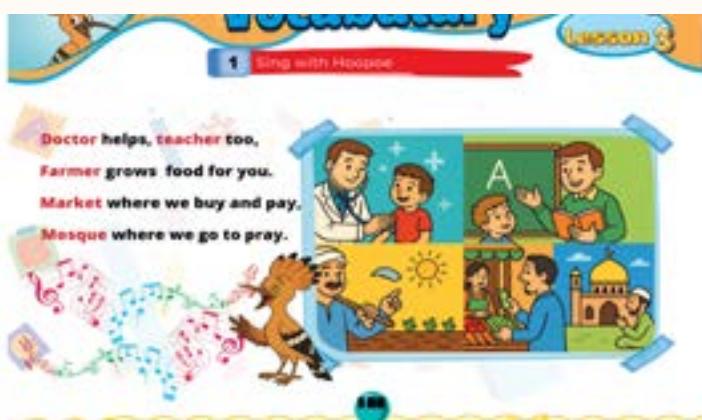
### Materials:

- Black & white pictures for coloring:
- A child helping father at home
- A girl helping her mother in the kitchen



### Instructions:

1. Show the pictures and ask:
  - "What is the boy doing?"
  - "Is he helping at home?"
2. Say: "Helping our parents is a good deed."
3. Let students color the pictures freely.



### Teacher Tips:

- Encourage children to describe their role at home: "I help my dad with \_\_\_\_."
- Say "Work is important. It makes Allah happy when we help."

## 6.Project:

Invite parents to share their professions

### Objective:

To involve families in learning and show real-life examples of jobs.

### Instructions:

1. Introduce the professions with black & white images:

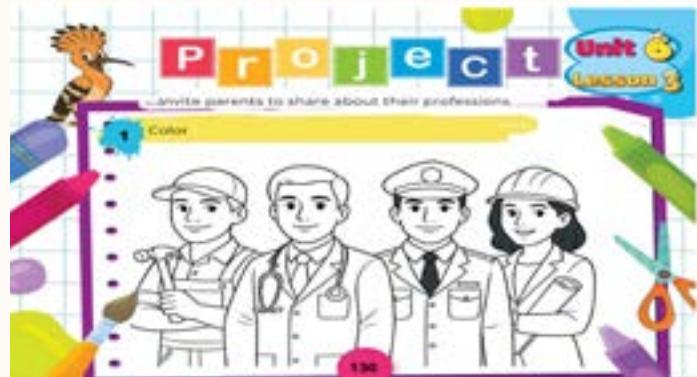
□ Carpenter, doctor, officer, engineer

2. Say the name of each profession and let students color the pictures.

3. Ask students:

□ "What does your father or mother do?"

4. Invite parents (if possible) to talk about their work during the week.



### Teacher Tips:

1. If parents cannot visit, allow students to bring a photo or draw a picture of their parent at work.

2. Make a small "Our Families Work" wall display with the colored pictures and captions.



# Let's Have Fun

## Review B :

Pages 137 -131

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

- ❑ recognize and name common weather vocabulary and simple daily words when shown pictures or flashcards.
- ❑ listen carefully to oral instructions and respond correctly by circling or matching pictures and words in activities.
- ❑ distinguish and classify farm animals and community helpers from pictures or word lists.
- ❑ identify and color letters representing specific sounds (w, s, k) from a group of letters with minimal teacher support.
- ❑ express simple English words they know by saying them aloud and demonstrate understanding by circling the correct number representing how many words they can say.

**Materials:**

Student's Book pages -

Audio Files

Flashcards or pictures for weather, animals, community helpers, letters, and familiar objects

---

**General Notes for the Teacher:**

- ❑ Always model tasks before asking children to try.

- Use visuals, gestures, and repetition to support understanding.
- Keep activities short, playful, and highly interactive.
- Praise all attempts and participation with phrases like “good job!” or “well done!”

## Task 1: Listen and Circle (weather words)

### Objective:

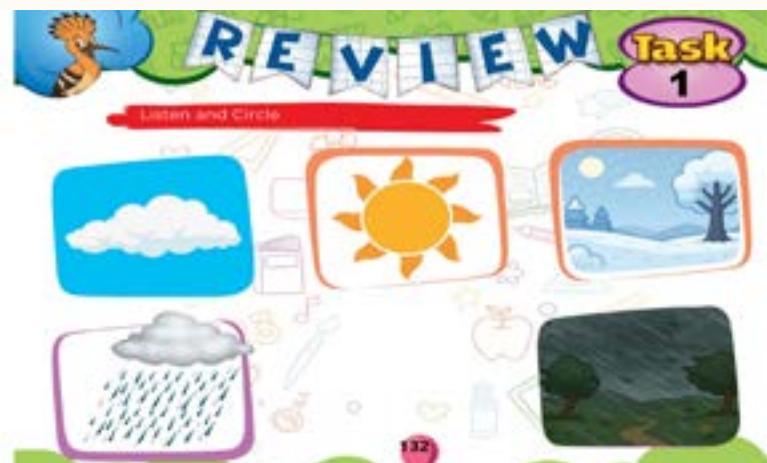
To listen carefully and circle the correct word from 5 weather pictures (sun, cloud, rain, snow, wind).

### Instructions:

- Show 5 pictures clearly on the page.
- Say the weather words in random order (e.g., “rain,” “sun,” “wind,” etc.)
- Children listen and circle the matching word on their page.
- Repeat words and help as needed.

### Optional Extension

- Ask children to say the weather words aloud together.
- Use real gestures or act out the weather (e.g., blowing wind, shining sun).



## Task 2: Look and Match (weather + sentences)

### Objective:

To match pictures of children dressed for the weather with simple sentences describing the weather.

### Instructions:

- Show 3 pictures:



□ A boy with a hat, a t-shirt, and shorts

□ A girl with a jacket

□ A boy flying a paper plane

□ Read the sentences aloud

□ "It is windy."

□ "It is sunny."

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

#### Optional Extension

□ Act out the weather conditions with children.

□ Ask children to say the sentences aloud after matching.

---

### Task 3: Read and circle (farm animals)

#### Objective:

To identify and circle farm animal words from a list of words.

#### Instructions:

□ Write words large and scattered on the page:

horse, sun, sheep, cow, rabbit, taxi, goat, camel, cloud

□ Explain: "Circle the words that are animals on the farm"

□ Children read and circle the 6 farm animals (horse, sheep, cow, rabbit, goat, camel).

□ Alternatively, ask children to circle 3 words that are not farm animals.

#### Optional Extension



□ Ask children to name the animals they circled.

□ Use pictures to reinforce vocabulary.

## Task 4: Look and Match (community helpers + sentences)

### Objective:

To match pictures of community helpers to their job titles and complete the sentence.

### Instructions:

□ Show pictures: policeman, teacher, doctor, farmer, street vendor.

□ Write the words below: street vendor, teacher, farmer, policeman, doctor.

□ Children draw lines to match each picture with the correct word.

□ Write under them: "I want to be a \_\_\_\_."

□ Ask children to say the sentence using the matched word.

### Optional Extension

□ Ask children which helper they want to be and why (simple answers).

## Task 5: colour the w, s, and k sounds

### Objective:

To recognize and color letters with specific sounds among a mix of letters.

### Instructions:

□ Provide a page with letters randomly arranged (w, s, k repeated several times with other letters).

□ Instruct children: "find and color all the letters w".



□ Repeat for “s” and “k”.

□ Model first to show how to find and color the letters.

#### Optional Extension

□ Ask children to say words that start with the letters W, S, or K.

### Task 6: Say the words you know

#### Objective:

To identify familiar words from pictures and show how many words they can say in English.

#### Instructions:

□ Show pictures scattered: cat, box, mosque, cap, farmer, toothbrush, goat, river, pear

□ At the bottom, write numbers 1 to 9 in English.

□ Children look at the pictures and say aloud the words they know.

□ Children put a circle around the number that shows how many words they can say in English.

#### Optional Extension:

□ Have children try to say all the words as a group.

□ Encourage children to draw one picture and say the word.

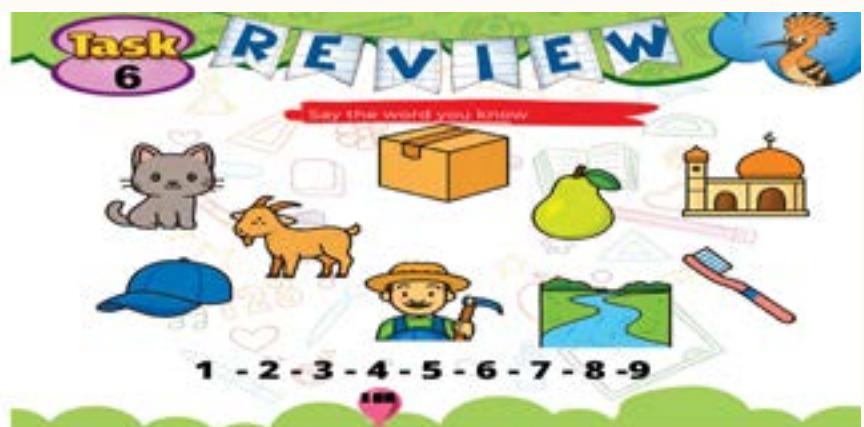
#### Instructions:

1. Present mixed pictures and shadow images.

2. Children draw lines to connect pictures to shadows.

#### Optional Extension

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





# Let's Play

## STORY TIME : SALMA'S NICE DAY

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

- identify family members (mother, father, sister, brother) when shown pictures or flashcards with %80 accuracy.
- name at least five objects or animals from the story (pencil, book, desk, goat, cow, butterfly, bee, ant) during class activities.
- repeat and use simple greetings and expressions ("good morning," "hello," "what a nice day") correctly in response to prompts.
- answer simple questions about Salma's daily activities (e.g., "What does Salma do after breakfast?") with short phrases.
- demonstrate understanding of basic prepositions ("in," "on," "under") by placing objects correctly in classroom activities.
- express feelings by using words from the story (e.g., happy, nice) in sentences or role play with teacher support.

#### Materials:

Student's Book pages .....

#### Audio Files

Real classroom objects: pencil, book, desk, bag

- Pictures or flashcards of family members, animals (goat, cow, butterfly, bee, ant), and market items (apple, carrot)

#### □ Pre-Reading

- Show pictures or real objects: pencil, book, desk, bag

- ask: "what is this?"

- "where do you put your pencil?" (in the bag, on the desk)

- Review family members with flashcards: mother, father, sister, brother

- Teach greetings and expressions:

- say "good morning," "hello," and "what a nice day"

- have children repeat after you

- Introduce some animals in the story using pictures: goat, cow, butterfly, bee, ant

- Ask questions to activate background knowledge:

- "What do you eat for breakfast?"

- "Where do you go after breakfast?"

□ animals and market items

□ Use different voices for family members and teacher to engage children

□ Pause to let children repeat key sentences:

□ “good morning, mother”

□ “time for school”

□ “hello, Salma”

□ “what a nice day”

---

□ Post-Reading

□ Ask simple comprehension questions:

□ who is Salma?

□ who is in Salma’s family?

□ what does Salma do in the morning?

□ what animals does she see?

□ where does Salma go after school?

□ what does she say at the end?

□ Object and action activity:

□ use pencil, book, and bag to ask “where is the pencil?”

□ have children place objects “in,” “on,” or “under” something

□ Role play:

□ assign roles for Salma, mother, father, sister, brother, teacher

□ let children act out parts of the story with objects

□ Drawing activity:

□ ask children to draw their favorite part of the story (e.g., Salma drawing at school or animals in the garden)

□ Tips for Teachers

□ Keep story time short and interactive

□ Use clear gestures and facial expressions to aid understanding

□ Repeat key phrases often for reinforcement

□ Encourage children to speak and express feelings

□ Use real objects and pictures to make vocabulary concrete

□ Praise participation with phrases like:

□ “good job!”

□ “nice speaking!”

□ “beautiful drawing!”

□ “great acting!”

## Lesson 1

### 1- Listening & Speaking

#### 1-Listen & Point

Teacher "Point to the sun." pause

"Where is the cloud?" pause

"Show me the rain."

### 2. Daily Weather Report (Speaking Practice)

Teacher: "What is the weather like today?"

Kids: "It is sunny."

Kids: "It is cloudy."

Kids: "It is windy."

### 2- Phonics

#### 1- Sound /f/

Teacher:

fit - lift - fig - leaf- wolf

#### 2- Sound /g/

Teacher:

girl - leg - bag - gum - fig

#### 3- Sound /l/

Teacher:

lamp - leaf - ball - bell - lips

#### 3- Vocabulary :

oLook and Say.

Teacher:

Sun ..... rain ..... wind ..... cloud ..... snow

## Lesson 2

### Listening & Speaking

#### 1- Sing

Hoopoe:

**Seasons Song with Actions**

**In the summer, in the summer**

**It is hot, it is hot**

**In Egypt it is hot in the summer**

**In the winter, in the winter**

**It is cold, it is cold**

**In Egypt it is cold in the winter**

#### 2. Listen and say "Yes" or "No"

Teacher:

1. "In Egypt, it is hot in winter."

2. "In Egypt, it is hot in summer."

3. "It is mild in winter in Egypt."

#### 2- Phonics :

##### 1- Sound /r/

Teacher:

**star - car - ring - bear - red**

##### -2 Sound /i/

Teacher:

**King , ink , milk , fish , pin**

#### Vocabulary :

##### -1 Look and Say

Teacher:

**summer, fall, winter, spring**

## Lesson 3

### Listening & Speaking

#### 1 Listen and Speak

Teacher: "It is sunny. What do you wear?"

Omar "I wear a T-shirt."

Teacher: "It is cold. What do you wear?"

Omar : "I wear a jacket"

#### 2- Phonics :

Teacher:

Word: fig

#### Step 1: Record individual sounds

❑/f/ (pause)

❑/i/ (pause)

❑/g/ (pause)

#### Step 2: Record blending slowly

❑Say:

"Listen: /f/... /i/... /g/."

❑Then say:

"Let's blend: /f/ /i/ /g/ ... fig."

#### Step 3: Record the full word naturally

❑Say:

"The word is: fig."

Word: tin

#### Step 1: Record individual sounds

❑/t/ (pause)

❑/i/ (pause)

❑/n/ (pause)

#### Step 2: Record blending slowly

❑Say:

"Listen: /t/... /i/... /n/."

❑Then say:

"Let's blend: /t/ /i/ /n/ ... tin."

#### Step 3: Record the full word naturally

❑Say:

"The word is: tin."

**Word: bin**

**Step 1: Record individual sounds**

□/b/ (pause)

□/i/ (pause)

□/n/ (pause)

**Step 2: Record blending slowly**

□Say:

“Listen: /b/... /i/... /n/.”

□Then say:

“Let’s blend: /b/ /i/ /n/ ... bin.”

**Step 3: Record the full word naturally**

□Say:

“The word is: bin.”

**Word: hit**

**Step 1: Record individual sounds**

□/h/ (pause)

□/i/ (pause)

□/t/ (pause)

**Step 2: Record blending slowly**

□Say:

“Listen: /h/... /i/... /t/.”

□Then say:

“Let’s blend: /h/ /i/ /t/ ... hit.”

**Step 3: Record the full word naturally**

□Say:

“The word is: hit.”

**Word: rib**

**Step 1: Record individual sounds**

□/r/ (pause)

□/i/ (pause)

□/b/ (pause)

**Step 2: Record blending slowly**

□Say:

“Listen: /r/... /i/... /b/.”

□Then say:

Let's blend: /r/ /i/ /b/ ... rib."

Step 3: Record the full word naturally

□Say:

"The word is: rib."

Word: lip

Step 1: Record individual sounds

□/l/ (pause)

□/i/ (pause)

□/p/ (pause)

Step 2: Record blending slowly

□Say:

"Listen: /l/... /i/... /p/."

□Then say:

"Let's blend: /l/ /i/ /p/ ... lip."

Step 3: Record the full word naturally

□Say:

"The word is: lip."

Vocabulary

1- Look and read

Teacher:

T-shirt , hat , jacket , coat

4. Sing

**Kids:**

Sunny, rainy, cold or hot,  
We wear clothes — we wear a lot!  
T-shirt, jacket, coat and hat,  
Weather changes just like that!  
Sunny, rainy, cold or hot,  
We wear clothes — we wear a lot!

## **Unit 5 Animals around us**

### **Lesson 1**

#### **Listening & Speaking**

##### **1- Listen and Say**

**Omar:** What is this animal?

**Father:** This a rabbit.

**Maha:** What is this animal?

**Mother:** This is a horse.

**Omar:** What is this animal?

**Father:** This a hen.

**Maha:** What is this animal?

**Mother:** This is a goat

##### **2- Look, Listen and Say**

**Sheep - hen - goat - rabbit**

#### **Phonics**

##### **1- Sound /k/**

**Teacher:**

**milk, kitten, book, desk, key**

##### **2- Sound /s/**

**Teacher:**

**bus, sea, sun, dress, soap**

##### **3- Sound /y/**

**Teacher:**

**yo yo, yes, yellow, say, day**

#### **Vocabulary ☰**

##### **1- Look and read**

**cow, goat, sheep, hen, rabbit, horse**

## Lesson 2

### Listening & Speaking

#### 1- Guess the sound and point

Hoopoe: Can you tell me what the lion says?

The cat says moow.

The cow says მოი მოი - The sheep says მოი მოი

The hen says მოიმი მოი - The goat says მოიმი მოი

- The horse says მოიმი მოი

Phonics მოიმი მოიმი მოიმი მოიმიმი მოიმი მოი მოიმი

-1 Sound /x/

Teacher:

ox - taxi - fox - box - six

-2 Sound /o/

Teacher:

dog - frog , oven , olive , dot

Vocabulary მოიმი მოიმი მოიმი მოიმიმი მოიმი მოი მოიმი

-1 Look, Point, and Say

Teacher:

Lion, Giraffe, tiger, monkey

## Lesson 3

### Listening & Speaking

#### -1 Listen and say

**Teacher:** The Egyptian vulture is a big bird. It has white feathers and a yellow face. The Egyptian vulture flies high in the sky. It eats small animals and eggs. The Egyptian vulture is smart and strong.

#### 2- Phonics :

**Teacher:**

**Word:** fox

#### Step 1: Record individual sounds

□/f/ (pause)

□/o/ (pause)

□/x/ (pause)

#### Step 2: Record blending slowly

□Say:

"Listen: /f/... /o/... /x/."

□Then say:

"Let's blend: /f/ /o/ /x/ ... fox."

#### Step 3: Record the full word naturally

□Say:

"The word is: fox."

**Word: pot**

**Step 1: Record individual sounds**

□/p/ (pause)

□/o/ (pause)

□/t/ (pause)

**Step 2: Record blending slowly**

□ Say:

“Listen: /p/... /o/... /t/.”

□ Then say:

“Let’s blend: /p/ /o/ /t/ ... pot.”

**Step 3: Record the full word naturally**

□ Say:

“The word is: pot.” \_\_\_\_\_

**Word: box**

**Step 1: Record individual sounds**

□/b/ (pause)

□/o/ (pause)

□/x/ (pause)

**Step 2: Record blending slowly**

□ Say:

“Listen: /b/... /o/... /x/.”

□ Then say:

“Let’s blend: /b/ /o/ /x/ ... box.”

**Step 3: Record the full word naturally**

□ Say:

“The word is: box.”

## Word: bat

### Step 1: Record individual sounds

□/o/ (pause)

□/x/ (pause)

### Step 2: Record blending slowly

□Say:

"Listen: /o/... /x/"

Then say:

"Let's blend: /o/ /x/ ... ox."

### Step 3: Record the full word naturally

□Say:

"The word is: ox."

□

## Word: dog

### Step 1: Record individual sounds

□/d/ (pause)

□/o/ (pause)

□/g/ (pause)

### Step 2: Record blending slowly

□Say:

"Listen: /d/... /o/... /g/."

□Then say:

"Let's blend: /d/ /o/ /g/ ... dog."

### Step 3: Record the full word naturally

□Say:

"The word is: dog."

---

## Word: nap

### Step 1: Record individual sounds

□/y/ (pause)

□/o/ (pause)

□/y/ (pause)

□/o/ (pause)

### Step 2: Record blending slowly

□Say

"Listen: /y/... /o/... /y/ ... /o/."

□Then say:

"Let's blend: /y/ /o/ /y/ /o/ ... yoyo."

**Step 3: Record the full word naturally**

□Say:

"The word is: yoyo."

**Vocabulary**

**1- Look, Read, and Match**

**Teacher:**

ant - butterfly - bee

**1- Sing with Hoopoe**

**Hoopoe:**

Lion is strong, giraffe is tall,

Tiger runs and monkey jumps,

Ant and bee buzz, buzz, buzz,

Butterfly flies above us.

# Unit 6 My Community Helpers

## Lesson 1

### Listening & Speaking

#### 1- Listen and Speak

Hoopoe:

Meet our helper Dr Ahmed.

Doctor: I am a doctor. I help sick people.

Hoopoe:

Meet our helper Miss Hoda.

Teacher: I am a teacher. I help students.

Hoopoe:

Meet our helper Hassan.

Farmer: I am a farmer. I plant food.

Hoopoe:

Meet our helper Captain Khalid.

Policeman: I am a policeman. I keep people safe.

### Phonics

#### 1- Sound /q/

Teacher:

queen, square, liquid, quarter , squid

#### 2- Sound /v/

Teacher:

wave, hive, five, van, vase

#### 3- Sound /w/

Teacher:

water, whale, worm , snow, yellow

### Vocabulary :

#### 1- Look and Say

Teacher:

Farmer, teacher, doctor

## Lesson 2

### Listening & Speaking

#### 1- Listen and Speak

I am a felucca driver.

. I am a street vendor

**Phonics** ۰۱۰۰ ۰۱۰۰ ۰۱۰۰ ۰۱۰۰۰۰ ۰۱۰۰۰ ۰۱۰۰ ۰۱۰۰

1- Sound /z/

Teacher:

zoo, zebra, zero, buzz, puzzle

2- Sound /u/

Teacher:

mug, sun, drum, up , umbrella

**Vocabulary :**

1- Look and read

۰Omar:

look at the market where we go shopping.

look at the mosque where I pray.

## Lesson 3

### Listening & Speaking

#### 1 Let's change roles

Omar:I am a teacher. I help students

Maha:I am a doctor. I help sick people

Hoopoe:I am a farmer. I grow food

### Phonics Blending

#### 1- Say the Sounds and trace

Teacher:

Word: mug

#### Step 1: Record individual sounds

❑/m/ (pause)

❑/u/ (pause)

❑/g/ (pause)

#### Step 2: Record blending slowly

❑Say:

"Listen: /m/... /u/... /g/."

❑Then say:

"Let's blend: /m/ /u/ /g/ ... mug."

#### Step 3: Record the full word naturally

❑Say:

"The word is: mug."

---

Word: bug

#### Step 1: Record individual sounds

❑/b/ (pause)

**Word: nut**

**Step 1: Record individual sounds**

□/n/ (pause)

□/u/ (pause)

□/t/ (pause)

**Step 2: Record blending slowly**

□Say:

"Listen: /n/... /u/... /t/."

□Then say:

"Let's blend: /n/ /u/ /t/ ... nut."

**Step 3: Record the full word naturally**

□Say:

"The word is: nut."

---

**Word: mud**

**Step 1: Record individual sounds**

□/m/ (pause)

□/u/ (pause)

□/d/ (pause)

**Step 2: Record blending slowly**

□Say:

"Listen: /m/... /u/... /d/."

□Then say:

□Then say:

"Let's blend: /s/ /u/ /n/ ... sun."

**Step 3: Record the full word naturally**

□Say:

"The word is: sun."

---

**Word: run**

**Step 1: Record individual sounds**

□/r/ (pause)

□/u/ (pause)

□/n/ (pause)

**Step 2: Record blending slowly**

□Say:

"Listen: /r/... /u/... /n/."

□Then say:

"Let's blend: /r/ /u/ /n/ ... run."

**Step 3: Record the full word naturally**

□Say:

"The word is: run."

**Vocabulary**

**1- Sing with Hoopoe.**

**Hoopoe:**

Doctor helps, teacher too,

Farmer grows food for you.

Market where we buy and pay,

Mosque where we go to pray.

## Review

### Task 1 Listen and Circle

Teacher:

Wind - sun - cloud - snow - rain

### Task 2 Look and Match

Teacher:

It is cold.

It is windy .

It is sunny.

## Story Time

Teacher:

### Salma's Nice Day

Salma wakes up. It is sunny.

She says, "Good morning, Mother!" and wears her T-shirt to go to school.

She eats breakfast with Father, Mother, Sister, and Brother.

Then she gets her pencil and book from the desk.

"Time for school!" says Mother.

Salma puts the book in her bag and walks to the door.

At school, she sees her teacher.

"Hello, Salma!" Teacher says.

Salma sits on her desk and draws a goat and a cow.

"I want to be a doctor", Salma says to her teacher.

She sees a butterfly, a bee, and a tiny ant in the school garden.

After school, Father takes her to the market.

They buy apples and carrots.

She prays at the mosque with her mother.

Then she rests and says, "What a nice day!"