



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

# ENGLISH for Al-Azhar MAGIC MINDS

KG 2 Term 2  
Teacher's Guide

First Draft Edition

2025 - 2026



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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

English For Al-Azhar

# MAGIC MINDS

## KG 2



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# MAGIC MINDS

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**▪ General Aims of the Unit:****• By the end of this unit, kids will:**

- ◆ identify and label key places in their neighborhood (house, street, mosque, school, market).
- ◆ describe and share simple sentences about their neighborhood and community.
- ◆ differentiate and pronounce the long vowel /o/ in different spellings (oa, ow, o-e).
- ◆ trace, copy, and write neighborhood-related vocabulary with correct letter formation.
- ◆ perform and demonstrate songs and chants about their neighborhood with gestures and rhythm.
- ◆ express and demonstrate appreciation for being good neighbors as part of Islamic values.
- ◆ construct and create a model neighborhood using recycled materials in collaboration with peers.

**Lesson 1****ILOs: By the end of this lesson, kids will:**

- ◆ identify and name key places in their neighborhood (house, street, mosque, market, school).
- ◆ repeat and use simple sentences to describe their neighborhood (e.g., "I live in Cairo").
- ◆ recognize and pronounce the long vowel sound /oa/ in words (boat, coat, goat, loaf, toast).

# Unit 4: My Neighborhood

- ◆ trace and copy neighborhood vocabulary words correctly.
- ◆ match words with the correct pictures of places in the neighborhood.
- ◆ draw and label their own house as part of sentence completion ("I live in \_\_\_\_.").
- ◆ participate in role-play and short chants to demonstrate understanding of neighborhood concepts.

## ■ Vocabulary:

### ● Places in the neighborhood:

- ◆ house      ◆ street
- ◆ mosque     ◆ market
- ◆ school

### ● Phonics /oa/ words:

- ◆ boat      ◆ coat
- ◆ goat     ◆ loaf
- ◆ toast

### ● Sentence frames:

- ◆ I live in Cairo.
- ◆ I live in .....
- ◆ This is your house.
- ◆ There is a mosque in my neighborhood.
- ◆ There is a market in my neighborhood.

## ■ Materials:

Student's Book pages - Audio Files.

## 1. Listening & Speaking

- **Objective:** Children will introduce their neighborhood and name common places.

- **Materials:** Picture of a boy, a girl, and hoopoe puppet visiting their neighborhood; speech bubbles with sentences.



# Unit 4: My Neighborhood

## • Instructions:

### 1. Introduction

- ◆ Show the big picture of the boy, girl, and hoopoe in the neighborhood.
- ◆ Say: Today we are going to visit the neighborhood with our friends.
- ◆ Point to each character (boy, girl, hoopoe) and ask: Who is this? (Kids answer in L1 or English).

### 2. Teacher Modeling

- ◆ Point to the boy and read his speech bubble slowly:

I live in Cairo. There is a mosque in my neighborhood.

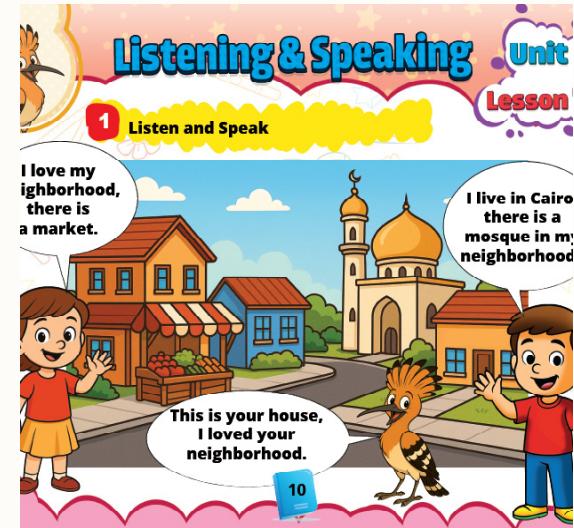
- ◆ Gesture to show a mosque with prayer hands.
- ◆ Ask kids to repeat after you 2-3 times.
- ◆ Point to the girl and read her speech bubble:

I love my neighborhood. There is a market.

- ◆ Pretend to carry a shopping bag as you say "market."
- ◆ Kids repeat after you.
- ◆ Point to the hoopoe and read his bubble:

This is your house. I loved your neighborhood.

- ◆ Kids repeat after you.



### 3. Guided Practice

- ◆ Cover the speech bubbles with paper.
- ◆ Point to the boy and ask: What does he say?
- ◆ If kids hesitate, give them the first words: I live in Cairo... and let them complete.
- ◆ Repeat with the girl and hoopoe.
- ◆ Mix it up: Ask Who says "I love my neighborhood"? (Children point to the girl).

# Unit 4: My Neighborhood

- ◆ Ask Who says "This is your house"? (Children point to the hoopoe).

## 4. Pair Practice

- ◆ Put kids in pairs.
- ◆ Give each pair one role: boy, girl, or hoopoe.
- ◆ Let them act it out by pointing to the picture and saying the sentences.
- ◆ Rotate roles so each kid says all three sentences.

## 5. Wrap-up

- ◆ Say the sentences together as a class in a chant-like rhythm.

- ◆ Example:

Teacher: I live in Cairo!

Kids: I live in Cairo!

Teacher: There is a mosque in my neighborhood!

Kids: There is a mosque in my neighborhood!

- ◆ End with everyone saying together: We love our neighborhood!

## •Teacher Tips

- ◆ Use clear gestures: praying hands for mosque, carrying bag for market, pointing to house.
- ◆ Encourage shy kids to join in by letting them repeat as a group before speaking alone.
- ◆ Praise effort with phrases like Great job! or MashaAllah!
- ◆ Keep the tone playful, as KG kids learn better through fun and repetition.



# Unit 4: My Neighborhood

## 2. Phonics : Long /o/ (oa)

- **Objective:** Children will recognize the /oa/ sound and connect it to words.
- **Materials:** Flashcards/pictures of boat, coat, goat, loaf, toast; tracing worksheet with dotted oa words, crayons or coloring pencils.

### • Instructions:

#### 1. Warm-up

- ◆ Write oa on the board in big letters. Point and say: /o:/ "oa makes the long O sound."
- ◆ Stretch your arms out wide as you say /o:/ to show "long."
- ◆ Ask kids to repeat after you several times, making it fun: oa ... oa ... oa.



#### 2. Teacher Modeling – Say the Words

- ◆ Show the first picture (boat). Point and say slowly: boat. Emphasize the long O sound: b-oa-t.
- ◆ Underline or point to the dotted "oa" under the word.
- ◆ Repeat with coat, goat, loaf, and toast.
- ◆ After each word, have kids repeat 2-3 times, clapping once on the "oa" sound.
- ▶ Example: g-oa-t (clap on "oa").

#### 3. Tracing Activity – Trace the "oa"

- ◆ Show the worksheet where each picture has the word written below with dotted "oa."
- ◆ Model tracing: Hold a pencil, trace over "oa," and say the sound aloud: /"o"/ as you trace.
- ◆ Ask kids to do the same for each word (boat, coat, goat, loaf, toast).
- ◆ Walk around to check pencil grip and direction of tracing.

## Unit 4: My Neighborhood

### 4. Match and Color – Word-Picture Connection

- ◆ Show the second worksheet: pictures of boat, coat, goat, loaf, toast on one side, words on the other side.
- ◆ Read each word aloud together: boat, coat, goat, loaf, toast.
- ◆ Model one example: Draw a line from boat to the boat picture. Say: Boat goes with boat.
- ◆ Let kids match the rest.
- ◆ After matching, ask kids to color the pictures. Encourage them to say the word while coloring (I'm coloring a goat.).

### 5. Wrap-up

- ◆ Hold up all five pictures quickly and ask kids to shout the words when they see them.

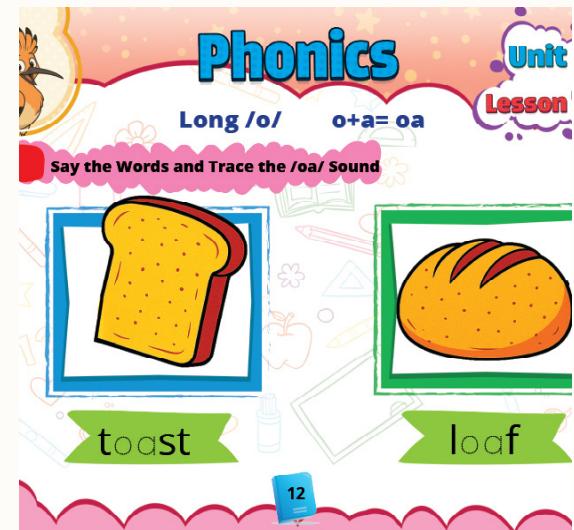
◆ End with a short chant:

Boat, coat, goat,

Loaf and toast!

O-A says O,

We like it the most!



### • Teacher Tips

- ◆ Always exaggerate the long /o/ sound so kids can clearly hear it.
- ◆ Use actions to keep kids engaged: pretend rowing for boat, wearing for coat, chewing for toast.
- ◆ Praise effort, not just correct answers: Good tracing! Nice coloring!
- ◆ For faster learners, ask: Which two words rhyme? (goat-coat, loaf-toast).

### 3. Vocabulary :

- **Objective:** Children will identify and name 5 neighborhood places.  
Target Words: street, house, market, mosque, school

# Unit 4: My Neighborhood

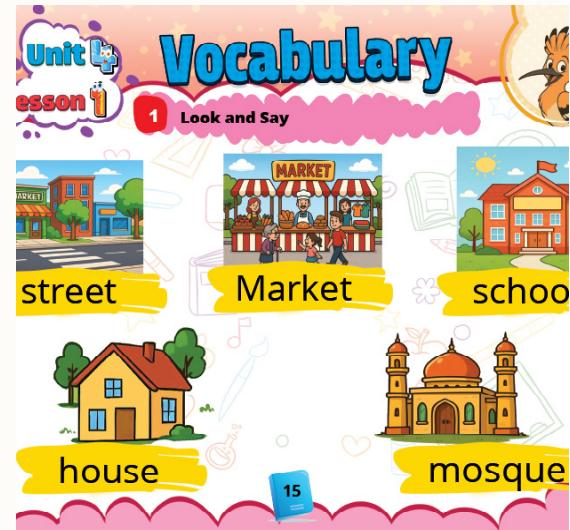
- **Materials:** Big colorful city scene with mosque, market, house, school, street labeled in bold; smaller uncolored versions for matching/coloring.

- **Instructions:**

- **Activity 1: Look and Say**

## 1. Introduction

- ◆ Show the large neighborhood picture (with all five places labeled).
- ◆ Point to each place one by one and say:
- ◆ This is a street. (point to street)
- ◆ This is a house. (point to house)
- ◆ This is a market. (point to market)
- ◆ This is a mosque. (point to mosque)
- ◆ This is a school. (point to school)
- ◆ Say each word slowly and clearly. Have kids repeat 2-3 times after you.



## 2. Whole-Class Repetition

- ◆ Do a "listen and repeat" drill. Clap once as kids say the word, e.g., school (clap).
- ◆ Add gestures:
- ◆ Street – trace a line in the air with your finger.
- ◆ House – make a roof shape with hands.
- ◆ Market – pretend to carry a shopping bag.
- ◆ Mosque – hands together in prayer.
- ◆ School – pretend to write.

## 3. Practice with Kids

- ◆ Cover one label on the poster and ask: What's this?
- ◆ Show flashcards randomly: kids shout the word.
- ◆ Do a quick "point and say" game: Teacher says house and kids point to the house in the picture.

# Unit 4: My Neighborhood

## Activity 2: Match and Color

### 1. Introduce the Worksheet

- ◆ Hand out the worksheet with the five pictures (not colored) and the words mixed on the side.
- ◆ Point to one picture (e.g., mosque). Say: This is a mosque. Let's find the word mosque. (show the word).

### 2. Model Matching

- ◆ Draw a line on the board or chart: mosque → mosque.
- ◆ Explain: Now you match pictures and words.

### 3. Kids Work

- ◆ Ask kids to match all five pictures with the correct words.
- ◆ Walk around to guide. Encourage them to say the word as they draw the line.



### 4. Coloring :

- ◆ Ask kids to color each picture after matching.
- ◆ Say: Color the school. Color the mosque. Give directions and let kids repeat.

### • Wrap-up

- ◆ Hold up the worksheet and point to a random picture: ask What's this?
- ◆ Praise with simple words: Great job! Nice coloring!

### • Teacher Tips

- ◆ Always say the word while pointing or coloring — repetition builds memory.

# Unit 4: My Neighborhood

- ◆ Use actions to make it fun (buy at the market, pray at the mosque, walk on the street).
- ◆ For kids who finish early, ask them to trace the words again or say them to a partner.

## 4. Writing :

- **Objective:** Children will trace and write neighborhood words and complete a simple sentence.
- **Materials:** Worksheet with dotted sentence "I live in Cairo." and space to draw home; word tracing lines for house, mosque, market, school, street.
- **Instructions:**

### Activity 1: Trace and Complete

#### 1. Introduce the Sentence

- ◆ Write I live in Cairo. on the board. Read it slowly: I - live - in - Cairo.
- ◆ Ask kids to repeat after you (choral repetition).
- ◆ Explain in simple Arabic if needed: "This is how we say أنا أعيش في القاهرة in English."



#### 2. Tracing Practice :

- ◆ Show kids their worksheet with the dotted sentence " I live in Cairo."
- ◆ Model: Put your pencil on the first letter I, trace carefully, then continue until the end.
- ◆ Ask kids to trace the sentence. Walk around, check grip and tracing.
- ◆ Repeat 2 times if possible for practice.

#### 3. Sentence Completion :

- ◆ Show the second sentence I live in ..... on the worksheet.
- ◆ Say: Now, write the name of your city/town/village.

# Unit 4: My Neighborhood

- ◆ Give examples: I live in Cairo. / I live in Giza.
- ◆ Help weaker kids by writing the name for them to copy.

## 4. Drawing Extension

- ◆ Ask: Draw your house in the box.
- ◆ Give kids 2 minutes to draw. Encourage: Big house, small house, color it!

## Activity 2: Trace and Copy Words

### 1. Introduce Words

- ◆ Point to each word on the worksheet: house, mosque, market, school, street.
- ◆ Say the word aloud, and have kids repeat twice.
- ◆ Add quick gestures:
  - house ▶ (make roof with hands)
  - mosque ▶ (prayer hands)
  - market ▶ (pretend shopping)
  - school ▶ (pretend writing)
  - street ▶ (walk in place)



### 2. Tracing

- ◆ Show kids how to trace one word (e.g., house) on the board.
- ◆ Ask kids to trace each dotted word on their worksheet.
- ◆ Walk around and remind the kids: "Trace slowly, don't rush."

### 3. Copying

- ◆ After tracing, ask kids to copy each word twice in the empty spaces.
- ◆ Encourage: Say the word as you write it. For example, kids whisper "house" while writing.

# Unit 4: My Neighborhood

## 4. Review and Praise

- ◆ Point to one word and ask the class: What is this? (Kids answer.)
- ◆ Praise effort, not only perfection: Good writing! Nice work!

## • Wrap-up

- ◆ Ask kids: Where do you live? (guide them to say: I live in Cairo / Giza / my village.)
- ◆ End with clapping or a quick chant: House, mosque, market, school, street!

## • Teacher Tips

- ◆ Always model tracing and copying before asking kids to do it.
- ◆ Help kids write their town/village name in English if they cannot yet.
- ◆ Walk around to check pencil grip and letter formation.
- ◆ Use positive feedback: Great tracing! Your mosque looks very nice!
- ◆ For fast finishers: Ask them to color their drawing or trace the words again.

## ■ Lesson Closure :

- ◆ Ask 2-3 kids to share their drawings of their house.
- ◆ Recap key vocabulary with quick flashcard game: Teacher shows card ▶ kids shout the word.
- ◆ End with a short chant:  
"House, mosque, market, school, street,  
My neighborhood is really neat!"



## Lesson 2

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

- ◆ recognize and name common neighborhood places (school, mosque, market, street, building, house) when shown pictures.
- ◆ repeat and use simple sentences to describe their neighborhood (e.g., In my neighborhood, there is a mosque).
- ◆ identify and trace the long vowel sound /o/ with "ow" spelling in 5 target words (snow, follow, bowl, window, bow).
- ◆ match words with correct pictures of /ow/ words and neighborhood places with 80% accuracy.
- ◆ trace and copy neighborhood vocabulary (house, mosque, school, market, street, building) with correct letter formation.

### ● Vocabulary:

#### ▪ Neighborhood places:

◆ house	◆ street
◆ mosque	◆ school
◆ market	◆ building

#### ▪ Phonics /ow/ words:

◆ snow	◆ follow	◆ bowl
◆ window	◆ bow	

#### ▪ Sentence frame:

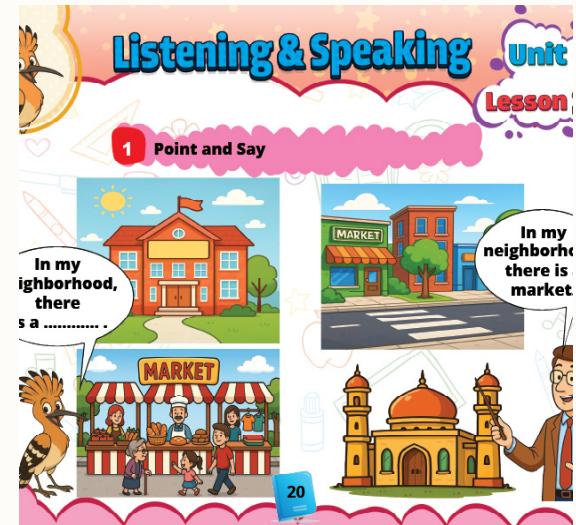
- ◆ In my neighborhood, there is a .....

### ● Materials: Student's Book pages - Audio Files

## 1. Listening & Speaking

### 1. Warm-up

- ◆ Greet the kids and say: Let's talk about our neighborhood today!



## Unit 4: My Neighborhood

- ♦ Show the hoopoe picture/puppet. Say: Hoopoe wants to know about our neighborhood.

### 2. Teacher Modeling

- ♦ Show the picture of the market. Say slowly and clearly while pointing:

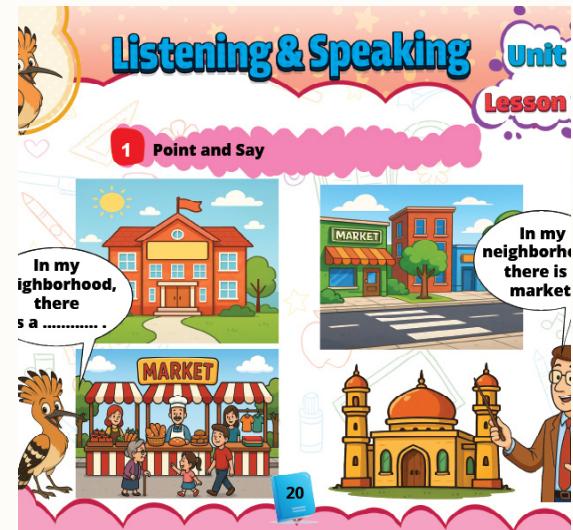
In my neighborhood, there is a market.

- ♦ Place a teacher picture next to it and repeat the sentence.

♦ Ask kids to repeat after you 2-3 times:

Teacher: In my neighborhood, there is a market.

Kids: In my neighborhood, there is a market.



### 3. Hoopoe's Turn

- ♦ Show Hoopoe puppet/picture with another place (e.g., mosque).

- ♦ Say in a different voice for Hoopoe:

In my neighborhood, there is a mosque.

- ♦ Let kids repeat after Hoopoe.

- ♦ Continue with other places (school, street).

### 4. Guided Practice

- ♦ Point to each picture one by one. Ask: What is this?

- ♦ Encourage kids to answer in a full sentence:

- ♦ In my neighborhood, there is a school.

- ♦ In my neighborhood, there is a mosque.

- ♦ If kids only say the word (school), gently model the full sentence again and have them repeat.

### 5. Pair/Group Practice

- ♦ Divide kids into pairs (or small groups).

- ♦ Give each group a picture card of one place.

## Unit 4: My Neighborhood

- ◆ Ask them to practice saying the sentence together:  
In my neighborhood, there is a ...
- ◆ Walk around, listen, and help where needed.

### 6. Wrap-up

- ◆ Point to all four pictures together and ask the class to chant:  
In my neighborhood, there is a mosque.  
In my neighborhood, there is a market.  
In my neighborhood, there is a school.  
In my neighborhood, there is a street.

### ● Teacher Tips

- ◆ Use gestures to support meaning:
  - ◆ Mosque ▶ hands in prayer.
  - ◆ School ▶ pretend to write.
  - ◆ Market ▶ pretend to carry a bag.
  - ◆ Street ▶ trace a line in the air with your finger.
- ◆ If kids forget the structure, provide the first words: In my neighborhood ... and let them finish.
- ◆ Encourage shy kids by praising them with words like Good job! or MashaAllah!

### ● Phonics : Long /o/ Sound with ow

#### 1: Say the Words and Trace

##### ▪ Instructions:

###### 1. Introduce the sound:

- ◆ Write "ow" on the board. Say: This is "ow."  
It makes a long "o" sound. Stretch the sound when saying: oooooow.
- ◆ Have kids repeat after you several times.



## Unit 4: My Neighborhood

### 2. Connect with the words and pictures:

- ◆ Point to the first picture (snow). Say: snow, s-n-ow. Emphasize the ow sound at the end. Ask kids to repeat 2-3 times.
- ◆ Do the same with each word (follow, bowl, window, bow). Always stress the ow part.

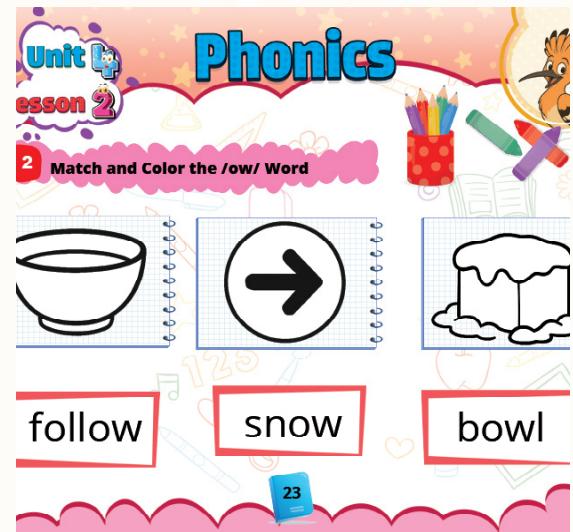
### 3. Use actions to make it fun:

- ◆ snow ▶ pretend to shiver.
- ◆ follow ▶ walk behind a student.
- ◆ bowl ▶ pretend to hold a bowl.
- ◆ window ▶ pretend to open a window.
- ◆ bow ▶ pretend to bow.

### 4. Tracing activity:

- ◆ Point to the dotted "ow" under each picture. Say: Now, trace the letters o and w. Follow the dots
- ◆ Walk around the class and check how kids hold their pencils.

- **Teacher Tip:** Encourage kids to say the word while tracing. This reinforces sound-letter connection.



## 2: Match and Color

### ● Instructions:

1. **Explain the task:** Tell the kids: Look at the words: snow, follow, bowl, window, bow. Draw a line from each word to the correct picture.
2. **Model the first example on the board:** Write snow and show how to match it to the snow picture.
3. Let kids complete the rest in their books.
4. **Coloring:** After matching, say: Now color the pictures! Encourage neat coloring.

  - ◆ Snow ▶ blue/white
  - ◆ Bowl ▶ any color
  - ◆ Window ▶ brown or blue

## Unit 4: My Neighborhood

- ◆ Bow ▶ red
- ◆ Follow ▶ teacher may guide (kids can color the character).

● **Teacher Tip:** While kids are coloring, walk around and ask individual kids: What is this? (to check recall of the word).

### Quick Review Game (Optional, 2 minutes if time allows):

- ◆ Show the flashcard/picture quickly and ask: What word is it?
- ◆ Kids shout the word together: snow! bowl! window!

### Quick Review Game (Optional, 2 minutes if time allows):

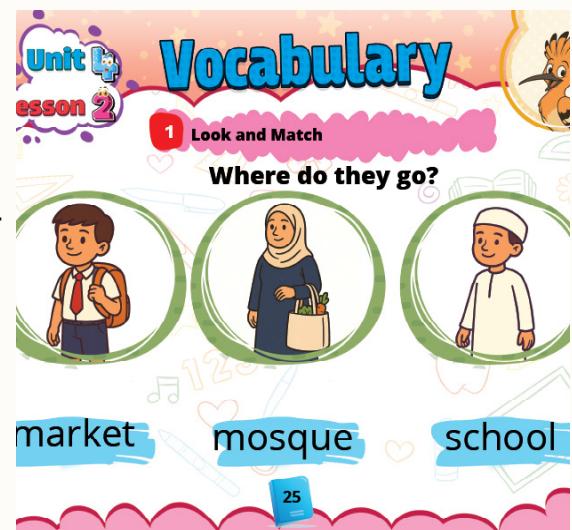
- ◆ Show the flashcard/picture quickly and ask: What word is it?
- ◆ Kids shout the word together: snow! bowl! window!

### 3. Vocabulary :

#### ● Instructions:

#### 1. Introduce the words

- ◆ Point to the three words in the speech bubbles at the top of the page: school, market, mosque.
- ◆ Say each word slowly and clearly. Ask kids to repeat after you 2-3 times.
- ◆ Show the action for each place:
- ◆ School ▶ pretend to write with a pencil.
- ◆ Mosque ▶ hands together in prayer.
- ◆ Market ▶ pretend to carry a bag or buy fruit.



● **Teacher Tip:** Always connect the word to the picture + gesture. This helps kids remember.

#### 2. Look at the pictures :

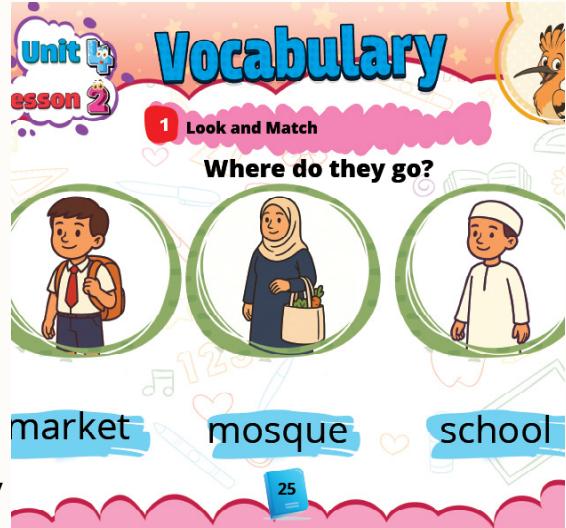
- ◆ Point to the first picture (boy in a white galabeya). Ask: Where is he going? Guide kids to say: mosque.

## Unit 4: My Neighborhood

- ◆ Point to the second picture (teacher or kids with school uniform). Ask: Where is he/she going? Kids answer: school.
- ◆ Point to the third picture (mother with shopping bag). Ask: Where is she going? Kids answer: market.

### 3. Match the words to the pictures:

- ◆ Tell kids: Draw a line from the word to the right picture.
- ◆ Model the first one on the board or in your own copy: Draw a line from mosque to the boy in galabeya.
- ◆ Ask kids to do the same in their books for the other two words.
- ◆ Walk around the classroom, check, and support kids who are unsure.



### • Extension (Optional if time allows):

- ◆ Play a quick game: "Stand and Point"
- ◆ Say mosque ▶ kids point to the picture.
- ◆ Say market ▶ kids pretend to carry a bag.
- ◆ Say school ▶ kids pretend to write.
- ◆ Mix them up faster to make it fun.

- **Teacher Tip:** Act out each action to help understanding: bow in prayer, carry a schoolbag, hold a shopping bag.

### 4. Writing :

#### 1. Trace and Copy

- **Objective:** Kids will trace and copy neighborhood vocabulary words with correct letter formation.

# Unit 4: My Neighborhood

## • Materials Needed:

- ◆ Student Books (with dotted words: house, mosque, school, market, street, building).
- ◆ Pencils and crayons.
- ◆ Board and markers for modeling.

## • Instructions:

### 1. Introduce the first word (house):

- ◆ Write “house” on the board in big, clear letters.
- ◆ Point to each letter while saying it slowly: h - o - u - s - e, house.
- ◆ Ask kids to repeat the word after you.
- ◆ Point to the picture of a house in their book and say: This is a house.



### 2. Tracing practice:

- ◆ Tell kids: Let's trace the letters with our fingers first. Ask them to trace on the dotted letters in their books with their finger before using pencils.
- ◆ Then ask them to use their pencil to trace the dotted letters carefully.

### 3. Copying practice:

- ◆ After tracing, point to the empty lines next to the dotted word and say: Now write the word “house” by yourself.
- ◆ Walk around the class to check kids' writing and correct gently.

### 4. Repeat with each word (mosque, school, market, street, building):

- ◆ For each word, follow the same routine:
- ◆ Say the word.
- ◆ Show the picture.
- ◆ Trace together.
- ◆ Copy independently.

# Unit 4: My Neighborhood

## • Teacher Tips:

- ◆ Always model letter formation on the board before kids trace.
- ◆ Encourage proper pencil grip (thumb, index, middle finger).
- ◆ Praise effort: Good try! Nice letters! even if the spelling isn't perfect yet.
- ◆ Allow kids to color the small pictures beside the words after finishing writing to make the task fun.

## 2. Read and Complete

- **Objective:** Kids will complete sentences by identifying neighborhood places and filling in the missing words.

### Materials Needed:

- ◆ Student books (with pictures of house, mosque, school, street).
- ◆ Word bank provided above the pictures: house, mosque, school, street.



## • Instructions:

### 1. Introduce the activity:

- ◆ Point to the first picture (house) in the book. Ask: What is this? Elicit "house."
- ◆ Read the sentence aloud: This is my..... . Pause and let kids fill in the missing word: house.

### 2. Guided practice:

- ◆ Do the same for the mosque, school, and street.
- ◆ Read each sentence aloud first, then ask the class to say the missing word together.
- ◆ Finally, ask them to write the correct word in the blank space.

### 3. Independent practice:

- ◆ After modeling all sentences, let kids complete the blanks on their own in their books.

## Unit 4: My Neighborhood

### • Teacher Tips:

- ◆ Use gestures to support meaning:
- ◆ House ▶ draw a roof shape with hands.
- ◆ Mosque ▶ put hands together in prayer.
- ◆ School ▶ pretend to write.
- ◆ Street ▶ draw a line in the air.
- ◆ For weaker kids, point to the word bank and help them match the first letter (e.g., "h" for house).
- ◆ After finishing, read all sentences aloud as a class to reinforce sight word recognition.



# Lesson 3

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

- ◆ recognize and name common neighborhood places (school, mosque, market, street, house) when shown pictures.
- ◆ repeat and use simple sentences to answer the question "Where are you going?" (e.g., I'm going to the mosque).
- ◆ identify and trace the long vowel sound /o/ with the "o-e" spelling in 5 target words (bone, rose, rope, cone, home).
- ◆ write and reproduce five neighborhood vocabulary words (house, mosque, school, market, street) with correct letter formation.
- ◆ demonstrate understanding of Islamic values by identifying good neighbor actions (sharing food, giving gifts).
- ◆ create a simple model of a neighborhood using recycled materials and label places correctly.

- **Vocabulary:**

**Places:** house, school, street, mosque, market

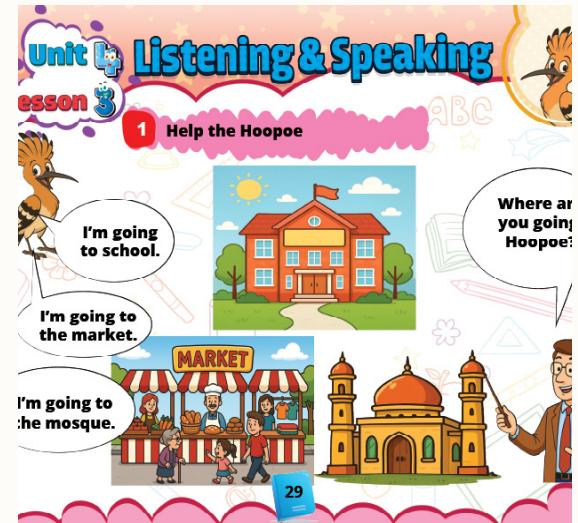
**Phonics (long /o/):** bone, rose, rope, cone, home

**Functional language:**

- ◆ Where are you going?
- ◆ I'm going to the school/market/mosque.

- **Materials:**

Student's Book pages - Audio Files



## 1. Listening & Speaking

- **Objective :**

- ◆ To recognize places in their neighborhood (school, market, mosque).
- ◆ To respond to the question "Where are you going?" with simple sentences.

# Unit 4: My Neighborhood

- ◆ To practice listening and speaking through repetition and role-play.

## ● Materials Needed:

- ◆ A big picture of the hoopoe (hoopoe cutout/flashcard).
- ◆ Large pictures of a school, market, and mosque (laminated if possible).
- ◆ Board or wall space to stick the pictures.
- ◆ Marker for teacher modeling.

## ● Instructions:

### 1. Warm-up

- ◆ Show the hoopoe picture and say: Look! It's Hoopoe! Where is Hoopoe going today?
- ◆ Encourage kids to guess: School? Market? Mosque? (accept all answers to activate prior knowledge).



### 2. Teacher Modeling

- ◆ Stick the 3 place pictures (school, market, mosque) on the board/wall.
- ◆ Hold the hoopoe picture.
- ◆ Ask: Where are you going, Hoopoe? (The teacher acts as Hoopoe and answers:) I'm going to school.
- ◆ Move the hoopoe picture to the school. Say slowly again: I'm going to school.
- ◆ Repeat with market and mosque.

### 3. Guided Practice

- ◆ Pick one student to be "Hoopoe." Give them the hoopoe card.
- ◆ Teacher asks: Where are you going?
- ◆ Student answers: I'm going to school/market/mosque. (Guide or whisper if needed.)
- ◆ Ask the student to place Hoopoe on the correct picture.
- ◆ Repeat with 3 – 4 different kids.

# Unit 4: My Neighborhood

- **Tip :** If kids are shy, the teacher can whisper the sentence and let the kids repeat.

## 4. Pair Practice

- ◆ Divide the class into pairs.
- ◆ One student asks: Where are you going?
- ◆ The other answers: I'm going to ... and points to the picture on the board/wall.
- ◆ Switch roles after one round. The teacher walks around and supports weaker kids.

## 5. Whole-Class Review

- ◆ Point randomly to a place (school/market/mosque). Ask the whole class: Where are you going?
- ◆ Kids answer together: I'm going to school! (choral response).
- ◆ Praise them with claps: Great job, neighbors!

## ● Wrap-up

- ◆ Say: Hoopoe went to the school, mosque, and market. Where do YOU go in your neighborhood?
- ◆ Allow 2-3 kids to answer in their own words.

## ● Teacher Tips

- ◆ Always model first before asking kids to respond.
- ◆ Use gestures (walk in place when saying "going").
- ◆ Encourage full sentences: instead of school, prompt with I'm going to school.
- ◆ Praise effort, not only correctness.



## Unit 4: My Neighborhood

### 2. Phonics : Long /o/ (o+e = o-e)

#### • Objective:

- ◆ To recognize and say the long /o/ sound in o-e words.

Materials Needed:

- ◆ Worksheets or flashcards with pictures (bone, rose, rope, cone, home).
- ◆ Each picture has its word written under it with o-e letters dotted.
- ◆ Crayons or colored pencils.
- ◆ Board/marker for teacher modeling.

#### • Instructions :

##### 1. Warm-up

- ◆ The teacher writes “o-e” on the board. Say: This is o-e. Together, they make the long sound /o/.
- ◆ Stretch the sound with gestures (make an “O” with your mouth and point).
- ◆ Say slowly: bone, rose, rope, cone, home. Have kids repeat.



### 2. Teacher Modeling: Say & Trace

#### 1. Show the first picture (e.g., bone).

- ◆ Say: Bone. Say it with me: Bone.
- ◆ Emphasize the /o/ sound.
- ◆ Point to the dotted o-e in the word. Say: Trace o-e. It makes /o/. Trace with your finger in the air.

#### 2. Do the same with rose, rope, cone, home.

For each, say the word 2-3 times and let kids repeat.

- ◆ Trace the word in the air as a class before going to the worksheet.

**Tip:** Clap the syllable as you say the word (Bone = 1 clap; Ro-se = 2 claps).

# Unit 4: My Neighborhood

## 3. Guided Practice: Worksheet Tracing

- ◆ Hand out worksheets with the pictures and dotted words.
- ◆ Teacher models on the board: trace each dotted letter slowly while saying the sound.
- ◆ Kids trace under teacher guidance:
- ◆ Say: Trace o-e in bone. Trace o-e in rose.
- ◆ Walk around to help kids hold pencils correctly and start tracing from the right point.

## 4. Match and Color

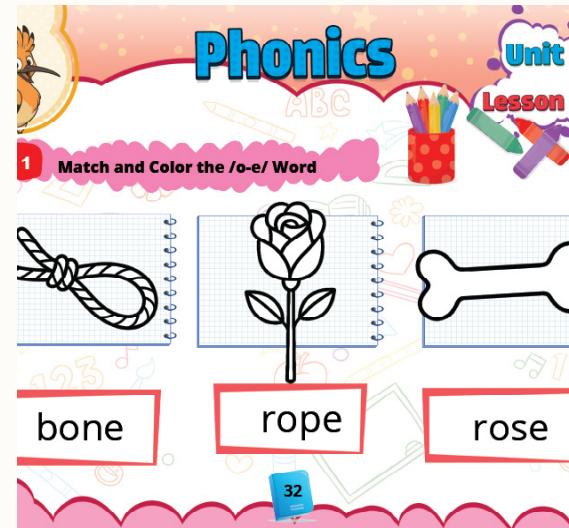
- ◆ Below the pictures, write the words in random order (bone – rose – rope – cone – home).
- ◆ Teacher explains: Look at the picture. Say the word. Find the word. Draw a line to match.
- ◆ Example: Teacher points to the picture of a rose, says Rose, then finds the word rose and draws a line to show.
- ◆ Kids do the rest individually. The teacher supports weaker learners.
- ◆ When finished, kids color the pictures. Encourage them to use correct colors (rose = red, cone = brown, rope = yellow, home = any color they choose).

## 5. Review

- ◆ Hold up each picture and ask the class: What is this?
- ◆ Kids answer together: It's a bone. It's a rope.
- ◆ Teacher reinforces: Good job! o-e makes /o/!

### ● Teacher Tips

1. Use hand gestures (circle mouth shape for /o/) to help kids remember.
2. Praise effort: Good tracing! Nice matching!
3. For fast finishers: Ask them to circle all the o-e letters in the words again.



### 3. Vocabulary :

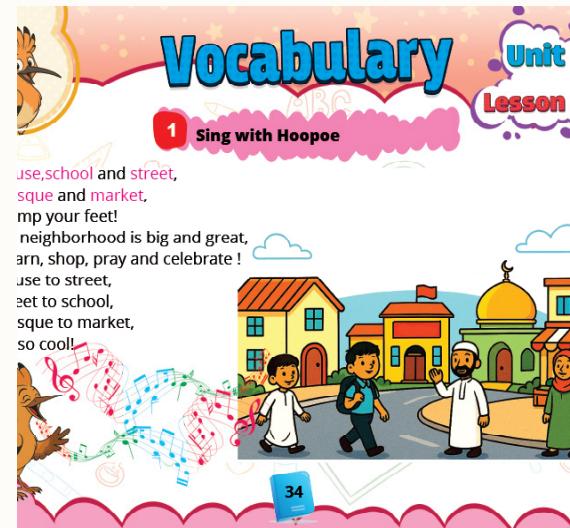
#### • Objective

Kids will practice and use neighborhood-related vocabulary (house, school, street, mosque, market) through songs, gestures, and interactive games to build word recognition, meaning, and oral fluency.

#### • Activity 1: Sing with Hoopoe

Materials Needed:

- ◆ Flashcards or big pictures of house, school, street, mosque, market.
- ◆ Hoopoe puppet or picture.
- ◆ Open classroom space for movement.



#### • Instructions:

##### 1. Introduce the Words

- ◆ Hold up each flashcard and say the word slowly: House... School... Street... Mosque... Market.
- ◆ Have kids repeat after you 2-3 times.
- ◆ Attach a simple gesture to each word:
  - ▶ House: make a roof with hands over head.
  - ▶ School: pretend to write with a pencil.
  - ▶ Street: draw a line in the air.
  - ▶ Mosque: hands in prayer.
  - ▶ Market: pretend to carry a shopping bag.

##### 2. Slower “Learn the Words” Version

- ◆ Play the song slowly.
- ◆ Stand in front of the class with Hoopoe (puppet or card).
- ◆ Sing one line, do the gesture, and ask kids to copy. Example:
  - ▶ Teacher: House (point to house picture).
  - ▶ Class repeats and points.

## Unit 4: My Neighborhood

- ◆ Go through the full song once, slowly and clearly, with lots of repetition.

### 3. Faster “Fun & Energy” Version

- ◆ Once kids are confident, play the faster version.
- ◆ Add clapping, stomping, and marching to make it fun.
- ◆ Encourage loud group participation and energy.
- ◆ At the end, everyone jumps and shouts “Yeah!”

### ● Teacher Tips:

- ◆ Always use gestures with words — this helps memory.
- ◆ If some kids are shy, encourage them by praising small efforts.
- ◆ Repeat the song every day in this unit for reinforcement.

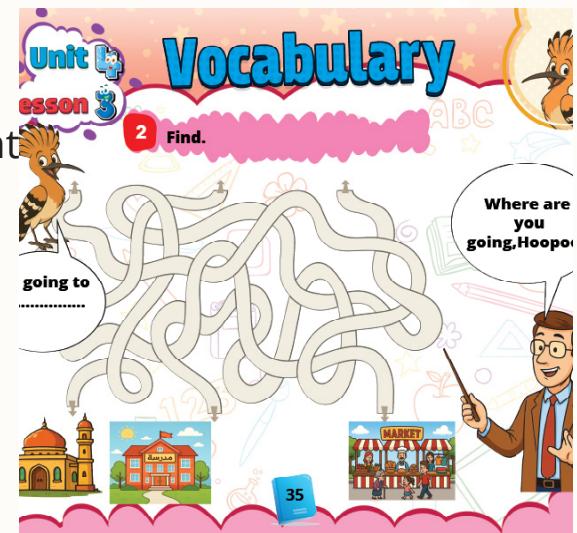
### Activity 2: Find the Place (Maze Game)

#### ● Materials Needed:

- ◆ Worksheet or poster of a simple maze with pictures of school, market, mosque at different exits.
- ◆ Hoopoe picture or token.

#### ● Instructions:

1. Show the maze to the class. Place the Hoopoe at the start.
2. Teacher models the dialogue:
  - ◆ Teacher asks: “Where are you going?”
  - ◆ Teacher moves the Hoopoe and says: “I’m going to school.”
3. Give the Hoopoe to a volunteer. Ask the class: “Where is the hoopoe going?”
  - ◆ Student answers: “I’m going to the market.”
  - ◆ Student moves Hoopoe along the path to the correct place.
4. Repeat several times with different kids and different destinations.



## Unit 4: My Neighborhood

5. For written follow-up (if using a worksheet), kids trace the path and write the place name in the blank:

- ◆ I'm going to .....

### • Teacher Tips:

- ◆ Keep the language short and clear.
- ◆ Repeat the question "Where are you going?" every time — this builds automatic response.
- ◆ Praise each correct match with clapping.

## 4. Writing :

### Activity 1: Trace, Write, and Color

Target Words: mosque – school – street

Time: 10 minutes

### • Materials Needed:

- ◆ Student worksheets with dotted words (mosque, school, street) and matching pictures.
- ◆ Pencils, crayons.

### • Instructions:

#### 1. Introduce the Words

- ◆ Show each flashcard (mosque, school, street).
- ◆ Say each word clearly, have kids repeat.
- ◆ Point to the picture on the worksheet and say: "This is a mosque. This is a school. This is a street."

#### 2. Tracing Practice

- ◆ Model on the board: trace the dotted letters of one word slowly.
- ◆ Say the letters aloud while tracing: m – o – s – q – u – e, mosque.
- ◆ Ask kids to trace each word on their sheet.

#### 3. Independent Writing

- ◆ After tracing, kids copy the words again on the provided line.



# Unit 4: My Neighborhood

- ◆ Encourage neat writing, left to right.

## 4. Coloring

- ◆ Ask kids to color each picture.
- ◆ Remind them: "Color the mosque, color the school, color the street."

### • Teacher Tips:

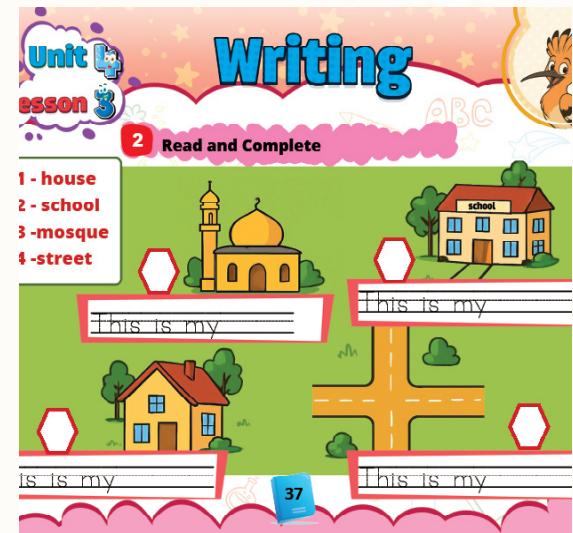
- ◆ Walk around and guide kids who hold the pencil incorrectly.
- ◆ Praise effort, not just correctness.
- ◆ Encourage kids to say the word while writing.

## Activity 2: Read and Complete (Map Task)

Time: 10-12 minutes

### • Materials Needed:

- ◆ Worksheet with a simple neighborhood map showing a house, school, mosque, street without names.
- ◆ Word bank above the map: house – school – mosque – street.



### • Instructions:

#### 1. Introduction

- ◆ Show the map on the board. Point to each place.
- ◆ Ask: "What is this?" Children answer with the word.
- ◆ Point to the word bank and read words aloud.

#### 2. Modeling

- ◆ Pick one picture (e.g., mosque). Write the word "mosque" in the blank.
- ◆ Say aloud: "This is my mosque."
- ◆ Point to the example sentence on the worksheet.

#### 3. Guided Practice

- ◆ Guide kids as they choose the correct word from the bank for each picture.

## Unit 4: My Neighborhood

- ◆ Read the sentences aloud as they complete them:
  - ▶ "This is my house."
  - ▶ "This is a school."
  - ▶ "This is a mosque."
  - ▶ "This is a street."

### 4. Independent Work

- ◆ Children finish writing the missing words.
- ◆ They can color the pictures after finishing.

### • Teacher Tips:

- ◆ For struggling learners, point to the word in the bank and help them match.
- ◆ Encourage kids to read their completed sentences aloud to a partner.
- ◆ Remind them to always begin with a capital letter and end with a period.

## 5. Islamic Values: Being a Good Neighbor

### • Objective:

Children will recognize, say, and practice simple acts of kindness toward neighbors as part of their Islamic values.

### • Instructions:

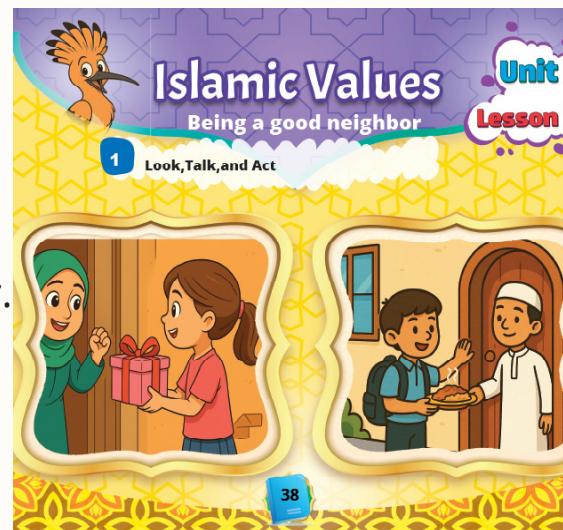
#### Activity 1: Look

#### Materials Needed:

- ◆ Picture of a boy knocking on his neighbor's door with food.
- ◆ Picture of a girl giving a gift to her neighbor.

#### Instructions:

1. Show the first picture (boy with food). Ask:
  - ▶ "What is the boy doing?" (Guide kids to say: He is giving food to his neighbor.)
  - ▶ Say: "The Prophet ▶ said we must be good to our neighbors."



## Unit 4: My Neighborhood

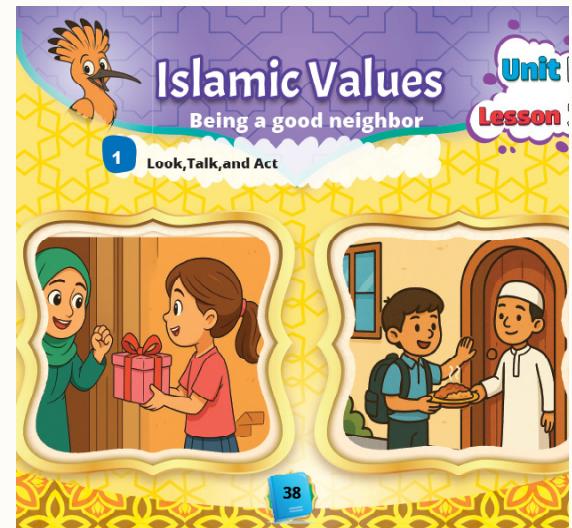
2. Show the second picture (girl with gift). Ask:

- ◆ “What is the girl doing?” (Guide kids to say: She is giving a gift to her neighbor.)
- ◆ Say: “Being kind makes Allah happy.”

### Activity 2: Talk

#### • Instructions:

- ◆ Ask guiding questions:
  - ▶ “What can you give your neighbor?” (Possible answers: food, a gift, a smile, help.)
  - ▶ “How do you feel when someone is kind to you?” (Possible answers: happy, good, loved.)
- ◆ Reinforce: “A good Muslim loves his neighbor.”



### Activity 3: Act (Role Play)

#### • Instructions:

1. Pair kids. One kid pretends to be the neighbor, the other pretends to give food or a gift.
2. Model first: Teacher pretends to give the hoopoe (puppet/toy) a plate of food, saying: “Here is food for you, my neighbor.”
3. Invite pairs to act it out. Encourage polite words: “Thank you.” and “You are welcome.”

#### • Teacher Tips:

- ◆ Use simple language and repeat key phrases: “Be kind. Share. Help.”
- ◆ Praise kids when they role-play kindly: “Mashallah, that is a kind neighbor.”
- ◆ Connect to daily life: ask kids to share one way they can be kind to a real neighbor at home.

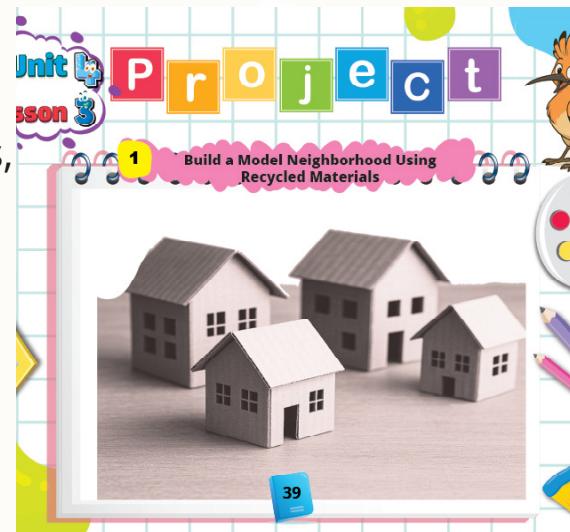
### 6. Project: Build a Model Neighborhood

#### • Objective:

Children will create a simple model of their neighborhood using recycled materials to develop creativity, fine motor skills, and awareness of community places.

#### • Materials Needed:

- ◆ Recycled boxes (small cartons, cereal boxes, milk cartons).
- ◆ Paper rolls (can be used for minarets or tall buildings).
- ◆ Colored paper, glue sticks, child-safe scissors, tape.
- ◆ Crayons, markers, and paint.
- ◆ Labels with key words: house, school, mosque, market, street.
- ◆ Sample pictures of small carton houses/buildings (teacher shows them as a guide).



#### • Instructions :

##### 1: Introduction

- ◆ Show kids pictures of small model houses made of cartons.
- ◆ Say: "We are going to build our neighborhood together!"
- ◆ Point to the key places: house, school, mosque, market, street.

##### 2: Building

1. Distribute the boxes and rolls.
2. Guide kids step by step:
  - ▶ "This box will be your house. Let's draw windows and a door."
  - ▶ "This tall roll can be a minaret for the mosque."
  - ▶ "This big box can be the school."
3. Encourage kids to color and decorate their models.

# Unit 4: My Neighborhood

## 3: Neighborhood Assembly

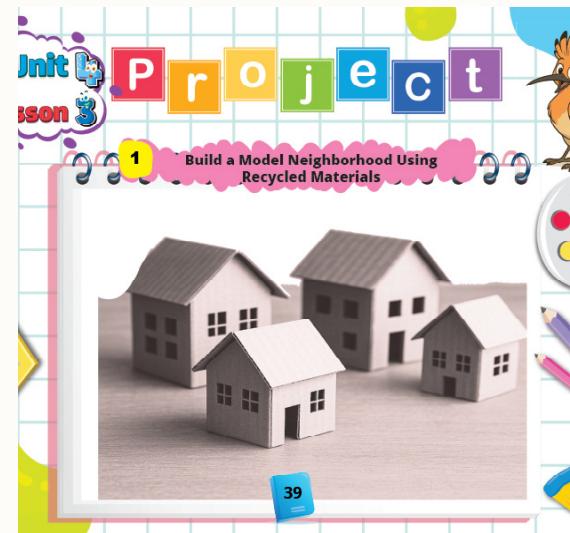
- ◆ Place all the buildings together on a big table or floor mat.
- ◆ Use strips of paper/tape as streets.
- ◆ Label each building with word cards (house, mosque, market, school).
- ◆ Ask kids: "Where is your house? Where is the mosque?"

## 4: Reflection

- ◆ Gather kids around the model.
- ◆ Ask:
  - ▶ "What do you see in our neighborhood?"
  - ▶ "Where do we go to pray?" (mosque)
  - ▶ "Where do we buy food?" (market)

### • Teacher Tips:

- ◆ Keep scissors and glue safe — teacher helps where cutting is needed.
- ◆ Praise creativity: "Mashallah, your house looks so nice."
- ◆ Encourage teamwork: ask kids to share crayons and help each other.
- ◆ If materials are limited, do it as a whole-class activity instead of individual projects.



### General Aims of the Unit:

- **By the end of this unit, kids will:**
  - ◆ recognise and discuss daily routines and times of the day.
  - ◆ use simple sentences to describe what they do in the morning, afternoon, evening, and night.
  - ◆ identify and practice the long vowel /u/ (u-e) and consonant digraphs (/sh/, /ch/) in words.
  - ◆ trace, copy, and write time- and routine-related vocabulary.
  - ◆ sing and chant about daily activities with gestures and rhythm.
  - ◆ show appreciation for following a daily routine as part of Islamic values (like fajr prayer and starting the day early).
  - ◆ create and present a simple daily schedule through a project activity.



### Lesson 1

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

- **recognize and name three daily activities (wake up, eat breakfast, go to school) from pictures.**
- **repeat and say short sentences about their daily routine (e.g., "I wake up at 7:00").**
- **identify and trace the long vowel /u/ (u-e) in 5 words (cube, flute, tube, mule, dune).**
- **match words with their pictures and color them correctly.**
- **trace and copy four times-of-day vocabulary words (morning, afternoon, evening, night).**
- **write simple routine sentences with support (e.g., "I wake up at 7:00").**

# Unit 5 : Time and Daily Activities

## ● Vocabulary:

- ◆ morning ◆ afternoon ◆ evening
- ◆ night ◆ wake up ◆ breakfast
- ◆ school ◆ cube, flute, tube, mule, dune

## ● Materials:

Student's Book pages - Audio Files

## 1. Listening & Speaking

### ● Objective:

- ◆ Children will listen and speak about their daily routine using simple sentences.

### ● Materials:

- ◆ Pictures of a boy and a girl doing daily activities (waking up, eating breakfast, going to school); teacher flashcards with times (7:00, 8:00, 7:30); speech bubbles.



### ● Instructions:

#### 1. Introduction

- ◆ Show the first picture (boy waking up).
- ◆ Say: "This is my daily routine."
- ◆ Point to the clock (7:00) and say: "I wake up at seven o'clock."
- ◆ Ask children to repeat.

#### 2. Teacher Modeling

- ◆ Show picture 2 (boy eating breakfast). Say slowly: "I have breakfast at seven-thirty." Pretend to eat.
- ◆ Show picture 3 (boy going to school). Say: "I go to school at eight o'clock." Pretend to walk with a bag.
- ◆ Ask the class to repeat each sentence 3-2 times with gestures.

## Unit 5 : Time and Daily Activities

### 3. Guided Practice

- ◆ Show the picture of the teacher asking the girl: "Tell me your daily routine."
- ◆ Read her speech bubbles together:
  - ▶ "I wake up at ..."
  - ▶ "I have breakfast at ..."
  - ▶ "I go to school at ..."
  - ▶ "This is my daily routine."
- ◆ Cover the words and let children complete orally.



### 4. Pair Practice

- ◆ Put children in pairs.
- ◆ One child asks: "Tell me your daily routine."
- ◆ The other child answers with 2-3 sentences using the pictures.
- ◆ Rotate pairs so everyone practices.

### 5. Wrap-up

- ◆ Do a whole-class chant:  
Teacher: "I wake up at seven!"  
Kids: "I wake up at seven!"  
Teacher: "I go to school at eight!"  
Kids: "I go to school at eight!"
- ◆ End with: "This is my daily routine!" (everyone claps).

### ● Teacher Tips

- ◆ Always model gestures: sleeping, eating, walking.
- ◆ For shy kids, let them repeat as a group before trying alone.
- ◆ Use realia (spoon, bag, small clock) if possible.

## 2. Phonics :

- **Objective:** Children will recognize the /uə/ sound in u-e words and connect them to pictures.

# Unit 5 : Time and Daily Activities

## • Materials:

Flashcards/pictures (cube, flute, tube, mule, dune); tracing worksheet with dotted u-e words; crayons.

## • Instructions:

### 1. Warm-up

- ◆ Write u-e on the board. Say: "u-e makes the long /u:/ sound."
- ◆ Stretch arms out long as you say /u:/.
- ◆ Kids repeat with you 3-2 times.

### 2. Teacher Modeling – Say the Words

- ◆ Show cube picture: "Cube. c-u-be." Stress the /u:/.
- ◆ Repeat with flute, tube, mule, dune.
- ◆ Kids repeat each word 3-2 times with clapping on the /u:/ sound.

### 3. Tracing Activity

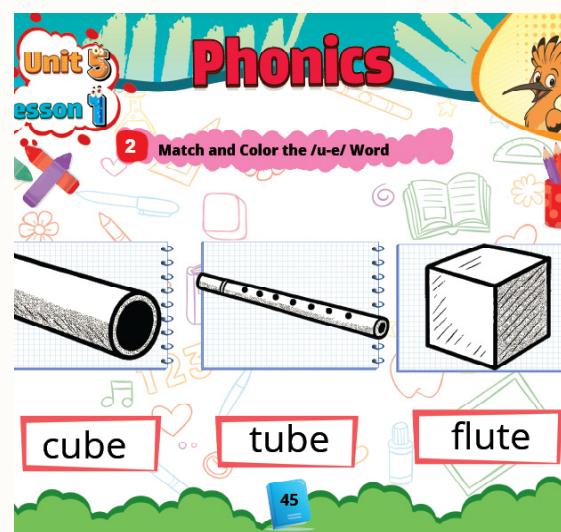
- ◆ Show worksheet with dotted u-e words.
- ◆ Model tracing: trace "u-e" while saying /u:/.
- ◆ Ask kids to trace each word under its picture.

### 4. Match and Color

- ◆ Show worksheet with pictures and words.
- ◆ Model one: Draw line from "cube" to cube picture. Say: "Cube goes with cube."
- ◆ Kids match all, then color while repeating words aloud.

### 5. Wrap-up

- ◆ Hold up flashcards quickly and let kids shout the words.
- ◆ End with a chant:  
"Cube, flute, tube, mule, dune,  
u-e says /u:/, sing the tune!"



# Unit 5 : Time and Daily Activities

## • Teacher Tips

- Use actions: play a flute, ride a mule.
- Praise neat tracing and coloring: "Nice cube! Good job with dune!"

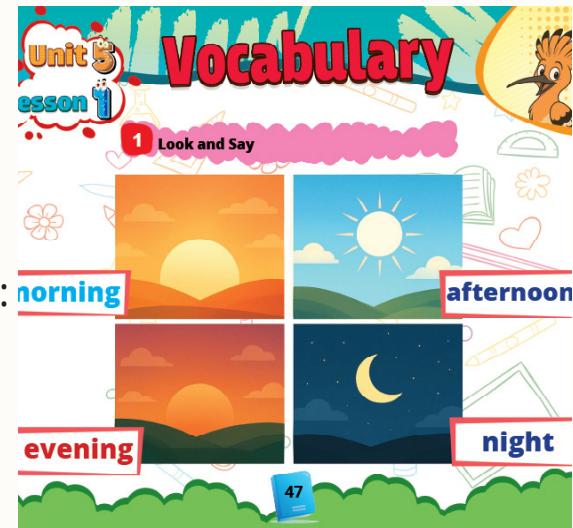
## 3. Vocabulary :

### • Objective:

Children will identify and say four times of the day.

Target Words: morning, afternoon, evening, night.

- Materials: Poster divided into four sections: sunrise (morning), bright sun (afternoon), sunset (evening), dark sky with moon (night); small uncolored worksheets for kids.



## • Instructions:

### Activity 1 – Look and Say

1. Show the poster. Point to the sunrise picture. Say: "Morning." Kids repeat.
2. Point to bright sun: "Afternoon." Repeat.
3. Point to sunset: "Evening." Repeat.
4. Point to night sky: "Night." Repeat.
5. Go through all four together: "Morning, afternoon, evening, night!"

### Activity 2 – Look, Say, and Match

1. Show worksheet with the 4 pictures (uncolored) and 4 words.
2. Model: point to the word "morning" □ match to sunrise picture.
3. Kids match all, then color.
4. While coloring, encourage them to say: "This is morning. This is night."



# Unit 5 : Time and Daily Activities

## • Wrap-up

- ◆ Ask: "When do you sleep?" (At night).
- ◆ Ask: "When do you go to school?" (In the morning).

## • Teacher Tips

- ◆ Always add gestures: stretch arms for morning, wipe forehead for afternoon, wave goodbye for evening, pretend to sleep for night.
- ◆ Recycle words throughout the day (say "Good morning" at the start of class, "Good afternoon" later).

## 4. Writing :

### • Objective:

Children will trace and copy words and sentences about daily routine.

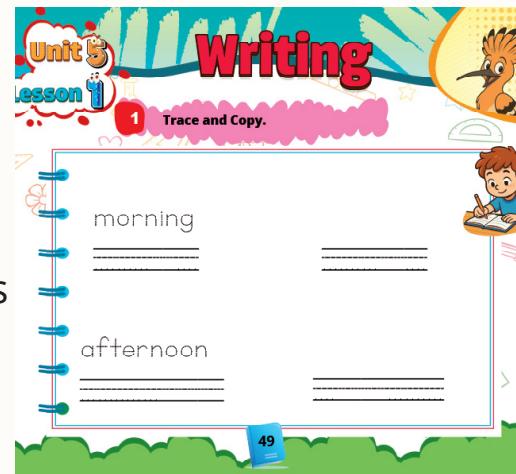
### • Materials:

Worksheet with traceable words (morning, afternoon, evening, night) and traceable sentences (I wake up at 7:00, etc.).

### • Instructions:

#### Activity 1 – Trace and Copy (Times of Day)

1. Show word "morning" on board. Say: "Morning." Kids repeat.
2. Model tracing the dotted word.
3. Kids trace, then copy twice in the spaces.
4. Repeat with afternoon, evening, night.



#### Activity 2 – Trace and Copy (Sentences)

1. Show sentence on board: "I wake up at 7:00." Read slowly.
2. Kids trace it in their books.
3. Repeat with:
  - ◆ "I eat at 1:00."

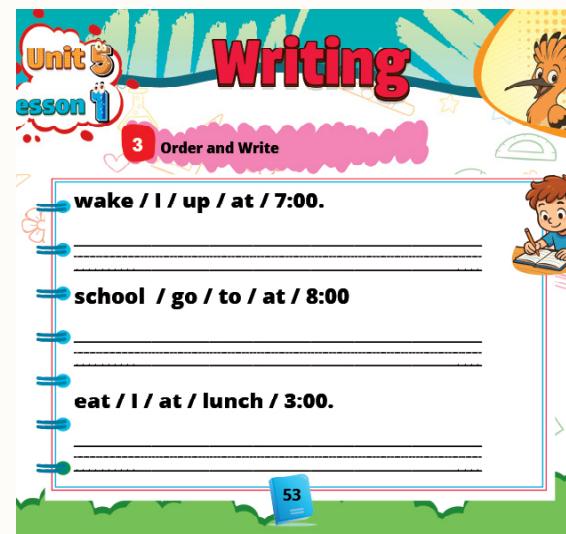


## Unit 5 : Time and Daily Activities

- ◆ "I go to school at 8:00."
- ◆ "I sleep at 9:00."

### Activity 3 – Order and Write

1. Write mixed-up sentence on the board:  
"wake / I / up / at / 7:00."
2. Ask: "Who can help me put it in order?"  
Guide them to: "I wake up at 7:00."
3. Kids complete 3 similar sentences in their books.



### ● Wrap-up

- ◆ Ask volunteers: "When do you wake up?" Let them answer with times.
- ◆ Praise writing effort: "Great sentences! MashaAllah, beautiful writing!"

### ● Teacher Tips

- ◆ Model slowly before letting children write.
- ◆ Walk around checking grip and letter formation.
- ◆ For weaker kids, allow drawing a clock beside the sentence to help connect time with action.

# lesson 2

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

- ◆ listen to simple sentences and recognize the time of day in different countries.
- ◆ repeat short sentences about time and routines (e.g., "it's 5 pm in Japan").
- ◆ identify and trace the /sh/ sound in 5 words (ship, sheep, fish, dish, shell).
- ◆ match /sh/ words with pictures and color them.
- ◆ recognize and use routine vocabulary (wake up, eat fruit, play, sleep) in context.
- ◆ read and complete short sentences about routines with teacher support.
- ◆ match daily actions with the correct time of day (morning, afternoon, night).

#### ● Vocabulary:

- ◆ wake up
- ◆ eat fruit
- ◆ play
- ◆ sleep
- ◆ morning
- ◆ afternoon
- ◆ night
- ◆ ship, sheep, fish, dish, shell

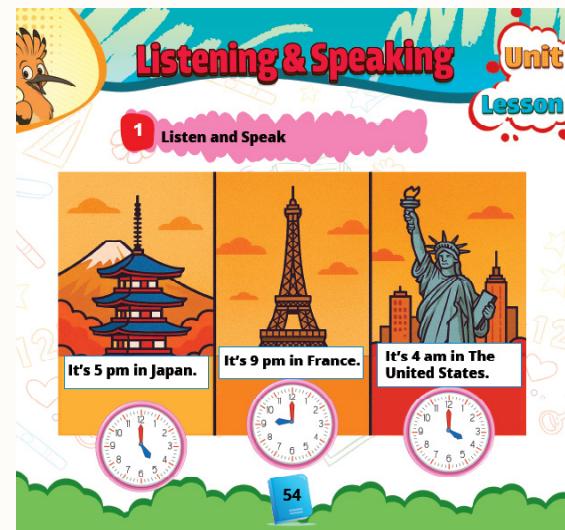
#### ● Materials:

Student's Book pages - Audio Files

### 1. Listening & Speaking

#### ● Objective:

children will recognize different times in different countries and say simple time sentences.



# Unit 5 : Time and Daily Activities

## ● Materials:

- ◆ Pictures of Japan, France, and the United States with clocks under them.
- ◆ Speech bubbles: "It's 5 pm in Japan.", "It's 9 pm in France.", "It's 4 am in the United States."
- ◆ Pictures of children in traditional dress from each country with daily routine speech bubbles.

## ● Instructions:

### 1. Introduction

- ◆ Show the first country picture (Japan). Point to the clock and say: "It's five o'clock in the evening in Japan."
- ◆ Show France: "It's nine o'clock in the evening in France."
- ◆ Show the U.S.: "It's four o'clock in the morning in the United States."
- ◆ Children repeat after each sentence.



### 2. Teacher Modeling

- ◆ Show picture of boy (Jack) from the U.S. in school uniform. Read his speech bubble:  
"I am Jack from the United States. I go to school at 8 in the morning."
- ◆ Gesture: pretend to walk with a bag.
- ◆ Repeat with Yuki from Japan: "I am Yuki from Japan. I go to school at 7 in the morning."
- ◆ Kids repeat sentences 3-2 times with gestures.

### 3. Guided Practice

- ◆ Cover the words and point to the child's picture. Ask: "What does he say?"
- ◆ Prompt if needed: "I am Jack..." and let them complete.
- ◆ Mix it up: "Who goes to school at 7?" (Children point to Yuki).

## 4. Pair Practice

- ◆ Put kids in pairs. Each pair gets one country picture.
- ◆ Partner A asks: "What time is it in Japan?"
- ◆ Partner B answers: "It's 5 pm in Japan."
- ◆ Rotate so all practice.

## 5. Wrap-up

- ◆ Do a quick chant:

"Japan, France, USA,  
Time is different every day!  
Morning, evening, night, you see,  
Clocks can tell it easily!"

## • Teacher Tips

1. Use finger clocks or toy clocks if available.
2. Emphasize morning/evening difference with gestures: yawning for morning, waving goodnight for evening.
3. Praise every effort, even if not perfect.

## 2. Phonics :

### • Objective:

Children will recognize the /sh/ sound and connect it with words.

Materials: Flashcards/pictures of ship, sheep, fish, dish, shell; tracing worksheet with dotted sh words; crayons.

### • Instructions:

#### 1. Warm-up

- ◆ Write sh on the board. Say: /ʃ/ ... shhh! (finger on lips like "be quiet").
- ◆ Kids repeat and make the "shhh" gesture with a finger on their lips.



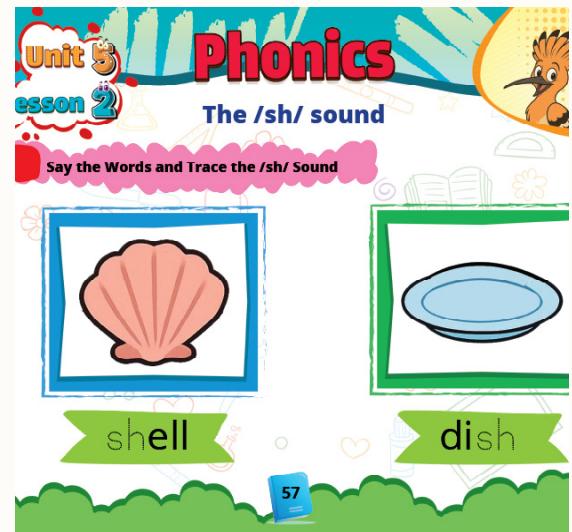
# Unit 5 : Time and Daily Activities

## 2. Teacher Modeling – Say the Words

- ◆ Show a picture of a ship. Say slowly: "Ship. shhh-ip." Emphasize /sh/.
- ◆ Repeat with sheep, fish, dish, shell.
- ◆ Kids repeat each word 3-2 times.

## 3. Tracing Activity

- ◆ Show worksheet with dotted sh words.
- ◆ Model tracing: trace sh while saying /ʃ/ shhh.
- ◆ Kids trace all words. Walk around to check the grip.

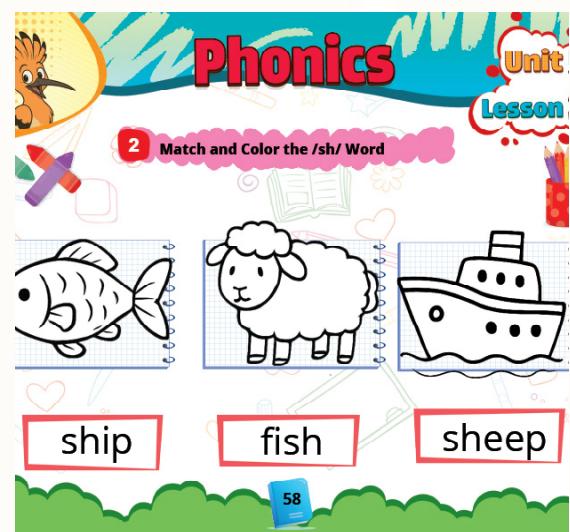


## 4. Match and Color

- ◆ Show the page with words and pictures.
- ◆ Model: "Ship goes with ship." Draw a line.
- ◆ Kids match all, then color.
- ◆ Encourage them to say the word while coloring: "I'm coloring a sheep."

## 5. Wrap-up

- ◆ Show flashcards quickly: kids shout the words.
- ◆ End with a chant:  
"Ship, sheep, fish, dish, shell,  
shhh says /ʃ/, we know it well!"



## • Teacher Tips

1. Always exaggerate the sound.
2. Use actions: sailing for "ship", eating for "fish", holding "plate" for "dish".
3. Praise effort: "Good tracing! Beautiful coloring!"

## 3. Vocabulary :

- **Objective:** Children will match daily actions with times of day.

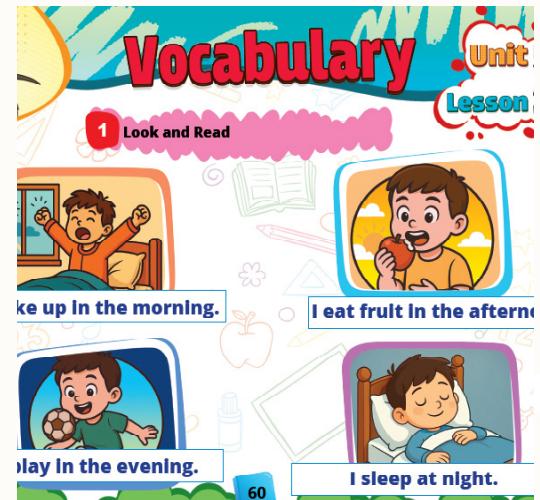
Target Words: wake up, eat fruit, play, sleep.

- **Materials:** Dialogue picture of Omar with actions; 4 small pictures: waking up, eating fruit, playing, sleeping.

### • Instructions:

#### Activity 1 – Look and Read

- ◆ Show Omar picture with bubbles:
- ▶ “I wake up in the morning.” (gesture: stretch arms).
- ▶ “I eat fruit in the afternoon.” (pretend to eat).
- ▶ “I play in the evening.” (pretend to run).
- ▶ “I sleep at night.” (pretend to sleep).
- ◆ Read aloud, kids repeat after each sentence.



#### Activity 2 – Match Pictures

- ◆ Show worksheet with 4 pictures and sentences.
- ◆ Model one: match wake up ▶ morning.
- ◆ Kids match the rest.
- ◆ Ask them to say the sentence as they match: “I sleep at night.”

### • Wrap-up

- ◆ Ask: “What do you do in the morning?” (Kids answer: “I wake up.”)

### • Teacher Tips

- ◆ Use strong gestures to help memory.
- ◆ Repeat often; repetition makes the link stronger.

## 4. Writing :

### • Objective:

- ◆ Children will read, match, and complete sentences with correct times and actions.

# Unit 5 : Time and Daily Activities

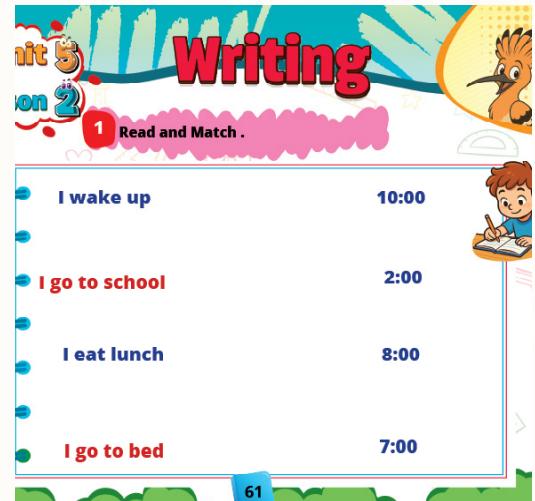
## • Materials:

Worksheet with clocks (2:00, 10:00, 8:00, 7:00) and sentences; second worksheet with fill-in-the-blank sentences.

## • Instructions:

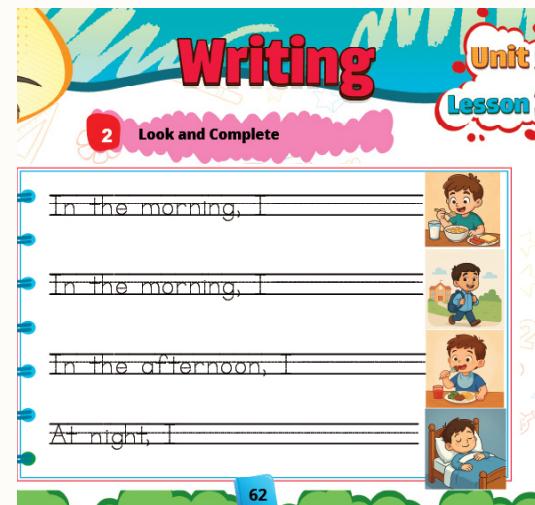
### Activity 1 – Read and Match

- ♦ Show worksheet with sentences:
  - I wake up. – 10:00
  - I go to school. – 2:00
  - I eat lunch. – 8:00
  - I go to bed. – 7:00
- ♦ Model: “I wake up □ 10:00.” Draw line.
- ♦ Kids match the rest.



### Activity 2 – Look and Complete

- ♦ Show pictures (child eating, playing, sleeping).
- ♦ Read sentences together:
  - “In the morning, I \_\_\_\_.” (kids: wake up).
  - “In the afternoon, I \_\_\_\_.” (kids: eat).
  - “In the evening, I \_\_\_\_.” (kids: play).
  - “At night, I \_\_\_\_.” (kids: sleep).
- ♦ Kids write missing words in boxes.



## • Wrap-up

- ♦ Ask 3–2 kids to read one sentence aloud.
- ♦ Praise: “Well done! Great writing!”

## • Teacher Tips

- ♦ Help weaker kids by pointing to the correct picture.
- ♦ Let fast finishers color the pictures.
- ♦ Always model writing before asking kids to write.

# Lesson 3

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

- ◆ sing and perform a routine song using gestures and rhythm.
- ◆ listen and respond to simple questions about routines (e.g., "when do you sleep?" ▷ "i sleep at night").
- ◆ identify and trace the /ch/ sound in 5 words (cheese, chips, teacher, chick, cherry).
- ◆ match /ch/ words with pictures and color them.
- ◆ read and complete time sentences using clocks (e.g., "i wake up at 7:00").
- ◆ write or complete 4 simple daily action-time sentences with support.
- ◆ show understanding of Islamic values by linking daily routines to prayer and helping family.
- ◆ create a simple personal daily schedule in a project activity.

### **● Vocabulary:**

- ◆ morning              ◆ afternoon
- ◆ evening              ◆ night
- ◆ wake up              ◆ eat lunch
- ◆ go to school
- ◆ sleep / go to bed
- ◆ cheese, chips, teacher, chick, cherry

### **● Materials:**

- ◆ Student's Book pages - Audio Files.



## 1. Listening & Speaking

### 1. Sing with Hoopoe

#### ● Objective:

Children will identify times of day (morning, afternoon, night), respond to simple questions, and sing a routine song with actions.

## Unit 5: Time and Daily Activities

### • Materials:

- ◆ Flashcards/pictures showing morning (sunrise), afternoon (bright sun), and night (moon and stars).
- ◆ Lyrics chart of the song Morning, afternoon, night .
- ◆ Hoopoe puppet.

### • Instructions:

#### 1. Introduction

- ◆ Show the three flashcards: sunrise, sun, night sky.
- ◆ Ask: "When do you wake up? Morning or night?" (gesture waking up).
- ◆ Kids answer in L1 or English. Praise any attempt.

#### 2. Teacher Modeling – Song

- ◆ Show the lyric chart.
- ◆ Sing slowly with gestures:
  - ▶ "Morning, morning, hello!" (wave hello)
  - ▶ "Afternoon, afternoon, let's go!" (march in place)
  - ▶ "Night, night, sleep tight." (pretend to sleep)
  - ▶ "Morning, afternoon, night!" (clap three times)
- ◆ Ask kids to repeat each line after you.

#### 3. Guided Practice

- ◆ Use Hoopoe puppet to "sing" the lines. Kids answer with actions.
- ◆ Example: Hoopoe sings "Morning, morning, hello!" □ Kids wave.

#### 4. Pair Practice

- ◆ Pair children. Each child sings one line, partner answers with a gesture.
- ◆ Rotate roles.

#### 5. Wrap-up

- ◆ Sing the whole song as a class two times:
- ◆ First slow .
- ◆ Then faster with claps and stomps.

## • Teacher Tips

1. Encourage shy kids to do actions even if they don't sing.
2. Keep energy high — KG kids love singing with movement.

## 2. Listen and Match:

### • Objective:

Children will answer simple routine questions using morning/afternoon/night.

• **Materials:** Picture cards: boy waking up, boy going home, boy sleeping.

### • Instructions:

#### 1. Teacher Modeling

- ◆ Teacher asks: "When do you wake up?" (point to waking-up picture).
- ◆ Omar (in dialogue) answers: "I wake up in the morning."
- ◆ Repeat with: "When do you go home?" ▶ "I go home in the afternoon."
- ◆ "When do you sleep?" ▶ "I sleep at night."



#### 2. Guided Practice

- ◆ Show each picture and ask: "When do you...?"
- ◆ Kids answer: "I wake up in the morning."

#### 3. Independent Practice

- ◆ Give each child one picture. Partner A asks: "When do you...?"
- ◆ Partner B answers with a full sentence.

#### 4. Wrap-up

- ◆ Quick chant with actions:  
"Wake up in the morning,  
Go home afternoon,  
Sleep at night,  
We'll wake again soon!"

# Unit 5 : Time and Daily Activities

## 2. Phonics :

### • Objective:

Children will identify the /ch/ sound in words and connect it to objects.

Materials: Pictures/flashcards of cheese, chips, teacher, chick, cherry; tracing worksheet with dotted ch words; coloring materials.

### • Instructions:

#### 1. Warm-up

- ◆ Write ch on the board. Say: /ch/ ... like choo-choo train.
- ◆ Pretend to move like a train: ch-ch-ch! Kids copy.

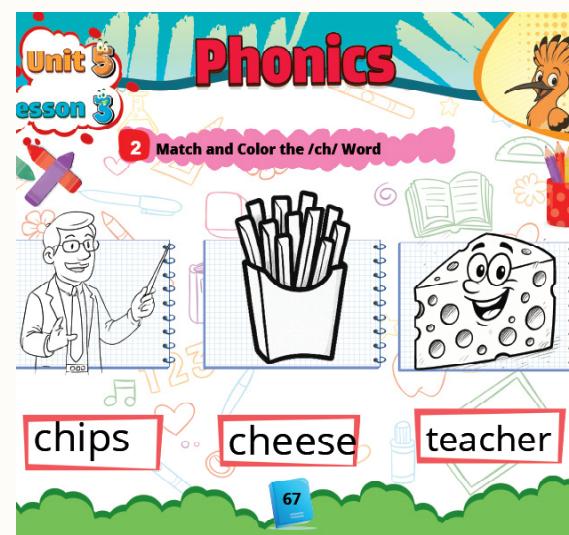


#### 2. Teacher Modeling

- ◆ Show a picture of cheese. Say: "Cheese. /ch/."
- ◆ Repeat with chips, teacher, chick, cherry.
- ◆ Kids repeat after each word with the train action.

#### 3. Tracing Activity

- ◆ Model tracing ch in the word cheese. Say /ch/ as you trace.
- ◆ Kids trace all the dotted words on their worksheet.



#### 4. Match and Color

- ◆ Show matching worksheet. Model one: "Cheese ☐ cheese picture."
- ◆ Kids match all, then color.
- ◆ Encourage them to say the word while coloring: "I'm coloring chips."

#### 5. Wrap-up

- ◆ Show flashcards quickly ☐ kids shout the words.

## Unit 5 : Time and Daily Activities

- ◆ End chant:

"Cheese and chips, chick and cherry,  
Teacher says /ch/ is very merry!"

### ● Teacher Tips

- ◆ Always link /ch/ with the train sound for memory.
- ◆ Praise even attempts, not just correct answers.

## 3. Vocabulary :

### ● Objective:

- ◆ Children will sing and act out a daily routine chant.

- ◆ Lyrics:

Morning, morning, wake up bright,  
Eat my breakfast, smile so wide.  
Afternoon, afternoon, time to play,  
Run and jump all through the day.  
Evening, evening, time to rest,  
Wash my hands, I feel my best.  
Night, night, time for sleep,  
Close my eyes, sleep, sleep, sleep.

### ● Instructions:

- ◆ The teacher sings line by line with actions.  
Kids repeat.
- ◆ Add rhythm with clapping.
- ◆ Sing the whole chant together twice.

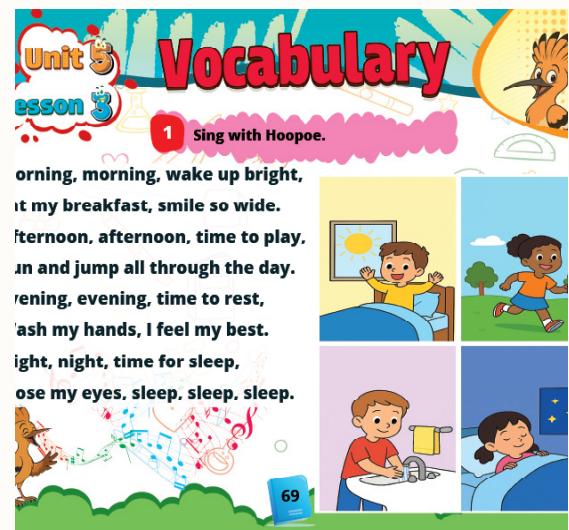
### ● Teacher Tips:

- ◆ Use actions (pretend eating, jumping, washing hands, sleeping).
- ◆ Keep tempo slow first, then faster for fun.

## 4. Writing :

### ● Objective:

Children will write daily actions with the correct times.



# Unit 5 : Time and Daily Activities

## • Materials:

Worksheet with clocks (9:00 ,3:00 ,8:00 ,7:00) and sentences.

## • Instructions:

### Activity 1 – Look and Complete

- ♦ Show clock 7:00. Ask: "What do we do?" Kids answer: "I wake up at 7:00."
- Model writing the missing time.
- Kids complete all four sentences:
  - I wake up at 7:00.
  - I go to school at 8:00.
  - I eat lunch at 3:00.
  - I go to bed at 9:00.



### Activity 2 – Read and Complete (Table)

- ♦ Show table with "Action" and "Time."
- ♦ Read aloud: "Wake up – what time?" Kids say 7:00.
- ♦ Model writing 7:00 in the blank.
- ♦ Kids complete the table.

## • Wrap-up

- ♦ Ask 3-2 kids to read one sentence each.
- ♦ Praise effort: "Mashallah! Great writing!"

## • Teacher Tips

- ♦ Walk around to check pencil grip.
- ♦ Use clear modeling before asking kids to write.
- ♦ Encourage kids to whisper the sentence as they write.



## 5. Islamic Values:

### • Objective:

Children will understand that Islam encourages us to start the day early with prayer and good habits.

# Unit 5 : Time and Daily Activities

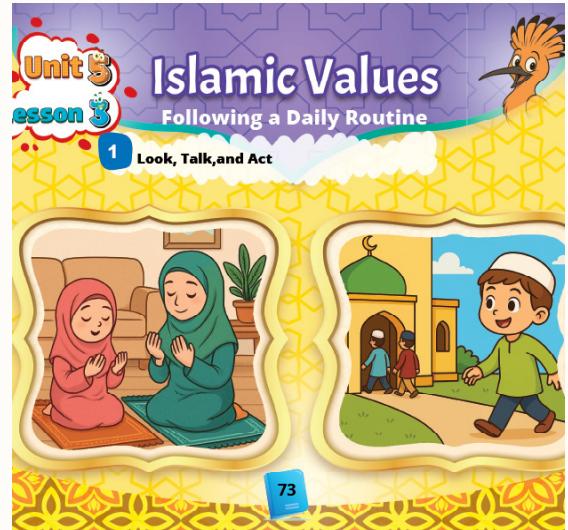
## • Materials:

- ◆ A picture of a boy near the mosque going for prayer.
- ◆ A picture of a girl in hijab praying with her mother at home.
- ◆ Hoopoe puppet for role-play.

## • Instructions:

### 1. Introduction

- ◆ Show the two pictures (boy at mosque, girl praying at home).
- ◆ Say: "Muslims start the day with Fajr prayer. This is the best way to begin the day."
- ◆ Ask: "Who prays in the morning?" (Point to the boy and girl). Children answer.



### 2. Teacher Modeling

- ◆ Use the Hoopoe puppet to say: "I wake up early. I pray Fajr."
- ◆ Teacher says: "We wake up early. We pray Fajr. We start the day with good habits."
- ◆ Kids repeat as a chant: "Wake up early! Pray Fajr! Start the day!"

### 3. Guided Practice

- ◆ Act it out together:
- ◆ Pretend to wake up (stretch arms).
- ◆ Pretend to wash hands/face (ablution gesture).
- ◆ Stand in prayer (hands up, then cross hands).
- ◆ Kids follow step by step.

### 4. Pair Practice

- ◆ Pair kids. One child pretends to be the boy, the other the girl.
- ◆ They say short sentences: "I pray Fajr." / "I pray with my mother."

### 5. Wrap-up

- ◆ End with all kids saying together:  
"We pray Fajr. We start our day early. Allah loves us when we pray!"

### • Teacher Tips:

- ◆ Keep it simple and joyful, no lecturing.
- ◆ Praise effort with: "Mashallah, good praying!"
- ◆ Use actions to make it memorable.

## 6. Project:

### • Objective:

Children will make a simple daily routine chart using pictures of common activities.

### • Materials:

- ◆ Worksheet or chart with 4 boxes (morning, afternoon, evening, night).
- ◆ Cut-out pictures (wash face, eat breakfast, go to school, play, pray, sleep).
- ◆ Glue sticks, crayons, scissors (teacher prepares or supervises cutting).

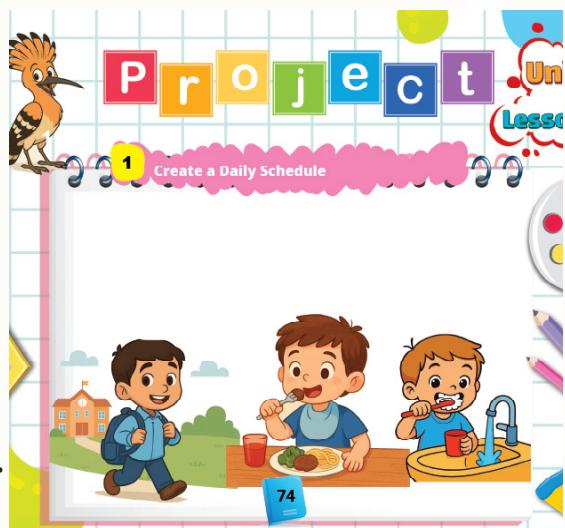
### • Instructions:

#### 1. Introduction

- ◆ Show your own sample chart: morning (wash face), afternoon (eat lunch), evening (play/pray), night (sleep).
- ◆ Say: "This is my daily schedule. It helps me remember what I do every day."

#### 2. Teacher Modeling

- ◆ Place one picture (e.g., "wake up and wash face") in the morning box. Say: "Morning – I wake up and wash my face."
- ◆ Repeat for the other times of day.



#### 3. Guided Practice

- ◆ Give each child a chart and a set of pictures.
- ◆ Together as a class: "Let's put 'wake up' in the morning box." Kids glue it.
- ◆ Continue step by step until all boxes are filled.

### 4. Independent Practice

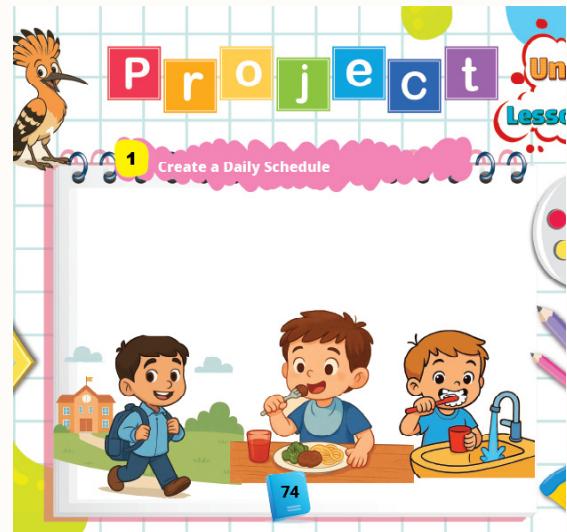
- ◆ Allow children to color their pictures.
- ◆ Encourage them to say the action while coloring: "I eat lunch in the afternoon."

### 5. Wrap-up

- ◆ Invite 3–2 children to hold up their chart and say one sentence:  
"In the morning, I wake up."
- ◆ Display the charts on the classroom wall under the title "Our Daily Routines."

#### • Teacher Tips:

- ◆ Prepare pictures in advance — KG kids need clear visual support.
- ◆ Guide with simple English sentences, but allow kids to respond in L1 if needed.
- ◆ Celebrate effort by clapping after each child shares.



**General Aims of the Unit:****• By the end of this unit, kids will:**

- ◆ identify short sentences about jobs and role models by listening
- ◆ answer and repeat simple questions about what they want to be
- ◆ describe parents and inspiring people using simple sentences
- ◆ Recognize and use new vocabulary for jobs (doctor, teacher, gardener, zookeeper, engineer, leader)
- ◆ construct simple model sentences about jobs and ambitions
- ◆ distinguish and practice initial blends (/bl/, /sl/, /cl/)
- ◆ trace, copy, and complete words and guided sentences correctly
- ◆ recall facts about Lady Khadija as a model of kindness and wisdom
- ◆ explain who Ahmed Zewail was and what he achieved
- ◆ demonstrate understanding of truthfulness through chants and role-play
- ◆ act out truthful behavior by repeating and performing "I tell the truth"
- ◆ value and respect people who help society in different roles
- ◆ illustrate kindness through the story The Lost Hoopoe
- ◆ reflect on and express their own future dreams and ambitions

**lesson 1****ILOs: By the end of this lesson, kids will:**

- ◆ identify pictures of common jobs (doctor, teacher, gardener, zookeeper, engineer) when listening to the teacher.
- ◆ repeat and produce short sentences to say what they want to be in the future.
- ◆ recognize and pronounce the /bl/ sound in words (blue, black, blanket, blender, block).
- ◆ trace and copy job words correctly with teacher guidance.



## Unit 6 : People Who Inspire Us

- ◆ Match job words to suitable pictures (doctor ▷ sick child, gardener ▷ garden, etc.).
- ◆ Complete simple guided sentences using “I want to be a ...”

### ● Vocabulary:

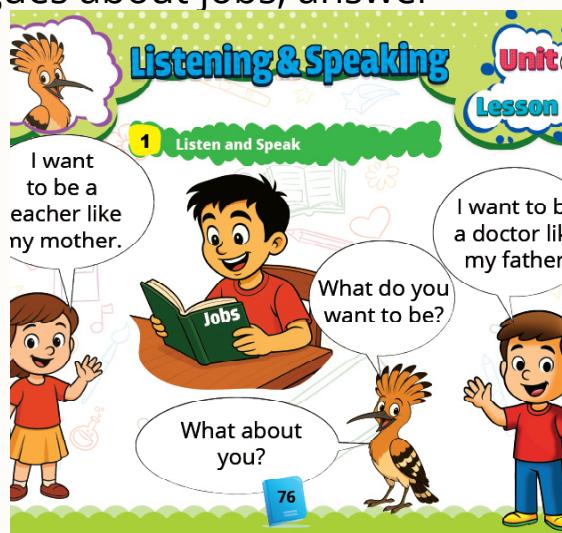
teacher – doctor – gardener – zookeeper – engineer – leader – parent  
blue – black – blanket – blender – block

### ● Materials: Student's Book pages - Audio Files.

## 1. Listening & Speaking

### ● Objective:

- ◆ Children will listen to and repeat short dialogues about jobs, answer the question “What do you want to be?”, and role-play using job vocabulary.



### ● Materials:

- ◆ Picture of a boy reading a book with “Jobs” on the cover
- ◆ Picture of a girl
- ◆ Hoopoe puppet or cutout
- ◆ Speech bubbles with dialogue written inside

### ● Instructions:

#### 1. Introduction

- ◆ Show the picture of the boy with the “Jobs” book.
- ◆ Say: “Look! He is reading about jobs.”
- ◆ Bring out Hoopoe and say: “Hoopoe wants to ask him a question.”

#### 2. Teacher Modeling

- ◆ Point to Hoopoe and read the speech bubble: “What do you want to be?”

## Unit 6 : People Who Inspire Us

- ◆ Point to the boy and read: "I want to be a doctor like my father." (gesture with a stethoscope).
- ◆ Point to Hoopoe again and read: "What about you?"
- ◆ Point to the girl and read: "I want to be a teacher like my mother." (gesture writing on a board).
- ◆ Repeat the dialogue slowly and clearly 2-3 times with actions. Children echo after you.



### 3. Guided Practice

- ◆ Cover the speech bubbles.
- ◆ Ask: "What does the boy say?" (give first words: "I want to be...").
- ◆ Ask: "What does the girl say?"
- ◆ Mix it up: "Who says I want to be a teacher like my mother?" (children point).
- ◆ Practice as a class with repetition.

### 4. Pair Practice

- ◆ Put kids in pairs.
- ◆ One plays Hoopoe, the other plays the boy or the girl.
- ◆ Give them a turn to ask and answer: "What do you want to be? – I want to be a doctor/teacher."
- ◆ Rotate roles so each child tries all parts.

### 5. Wrap-up

- ◆ Do a class chant:  
Teacher: "What do you want to be?"  
Kids: "I want to be a doctor!"  
Teacher: "What about you?"  
Kids: "I want to be a teacher!"
- ◆ End with the class shouting happily: "We want to be helpers!"

## • Teacher Tips

- ◆ Use clear gestures: stethoscope for doctor, writing for teacher.
- ◆ Let shy kids repeat in a group before speaking alone.
- ◆ Praise effort: "Great job!" "MashaAllah!"
- ◆ Keep it playful—smile, clap, and act out the roles with energy.

## 2. Phonics :

### • Objective:

Children will recognize, say, and trace the sound /d/ in simple words.

• **Materials:** Flashcard of letter D/d; picture cards of dog, door, doll, doctor; workbook tracing page.

### • Instructions

#### 1. Introduction

- ◆ Show the big letter card D. Say: This is letter D. D says /d/.
- ◆ Clap once for each sound: /d/, /d/, /d/. Children copy.
- ◆ Show the lowercase d. Say: Big D, small d. Both say /d/. Children repeat.



#### 2. Teacher Modeling

- ◆ Show picture card dog. Say slowly: /d/-og, dog.
- ◆ Emphasize the /d/ sound. Ask children to touch their lips and feel the sound.
- ◆ Do the same with door, doll, doctor. Use gestures (open a door, hug a doll, wear a stethoscope).

#### 3. Guided Practice

- ◆ Say 2-3 words (some with /d/, some without, e.g. dog, cat, doll, sun).
- ◆ Ask children: Do you hear /d/? If yes, they clap once. If no, stay silent.
- ◆ Show the letter D again. Ask: What sound? Children answer /d/.

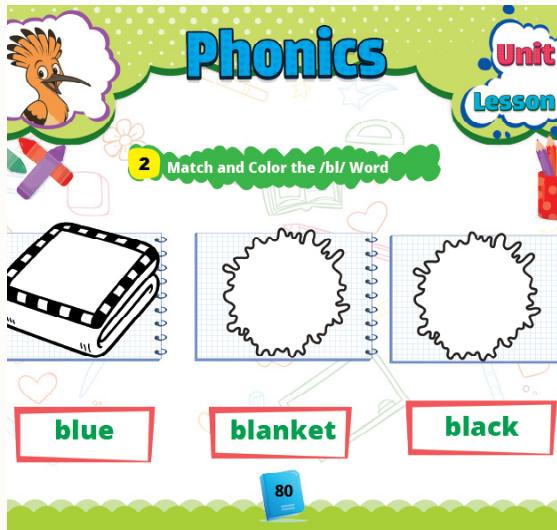
# Unit 6 : People Who Inspire Us

## 4. Practice Writing

- ◆ Give tracing page. Model on the board: start at the top, big curve, line down (for D).
- ◆ Guide children to trace D and d with their fingers first, then pencils.
- ◆ Walk around to give help and praise.

## 5. Wrap-up

- ◆ Chant together: /d/ is for dog, /d/ is for door, /d/ is for doll, /d/ is for doctor!
- ◆ Kids clap as they say each word.



## ● Teacher Tips

- ◆ Keep sounds short and clear (not duh but /d/).
- ◆ Use gestures and realia (a toy doll or picture of a door) if possible.
- ◆ Always link sound to meaning for memory.

## 3. Vocabulary :

### ● Objective:

- ◆ Children will name and use words for four community helpers.

Materials: Flashcards of doctor, teacher, police officer, farmer; toy props (optional).

### ● Instructions

#### 1. Introduction

- ◆ Show the flashcard of the doctor again. Say: Doctor. Kids repeat 3 times.
- ◆ Mime checking someone. Say: Doctor helps sick people. Children repeat.
- ◆ Do the same for teacher, police officer, farmer.

# Unit 6 :People Who Inspire Us

## 2. Teacher Modeling

- ◆ Hold up the card, say the word, and show action. Example: Farmer (pretend to dig).
- ◆ Children repeat after each model.



## 3. Guided Practice

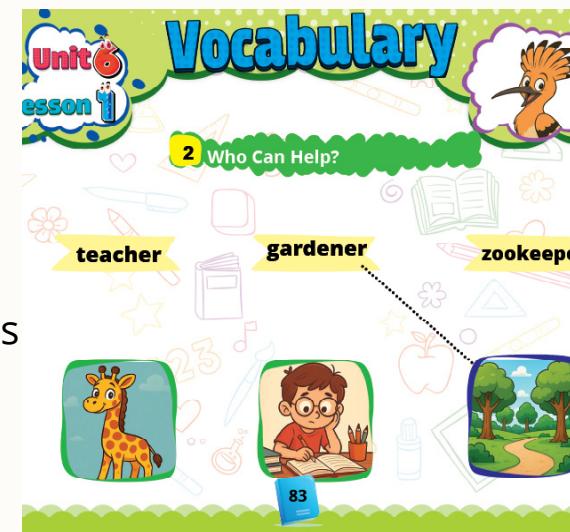
- ◆ Place flashcards on the board. Say: Touch the farmer! Children point.
- ◆ Say: Where is the teacher? Children point.
- ◆ Mix it up with actions: Show me the police officer! Children salute.

## 4. Pair Practice

- ◆ Put children in pairs. Give one child a card.
- ◆ Partner asks: Who is this? The other answers: This is a doctor.
- ◆ Rotate cards so all children practice.

## 5. Wrap-up

- ◆ Play quick game Guess the Helper: teacher acts silently (writing, planting, helping sick, saluting).
- ◆ Children guess: Teacher! Farmer! Doctor!



## ● Teacher Tips

- ◆ Keep vocabulary linked to gestures so kids remember.
- ◆ Correct gently and model again if pronunciation is weak.
- ◆ Praise with smiles and short phrases: Excellent! Shukran!

## 4. Writing :

### • Objective:

- ◆ Children will trace, copy, and complete simple job-related words and sentences.

Materials: Student workbook (tracing pages), pencils, board/marker.

### • Instructions

#### 1. Introduction

- ◆ Show the flashcard doctor. Write doctor on the board.

- ◆ Say: This word says doctor. Let's write it.

Children repeat doctor.

- ◆ Do the same with teacher, parent, gardener, zookeeper, engineer, leader.



#### 2. Teacher Modeling

- ◆ On the board, slowly model tracing doctor: start from left to right, letter by letter.
- ◆ Say each letter aloud as you write: d – o – c – t – o – r.
- ◆ Ask children to air-trace with their fingers in the air.

#### 3. Guided Practice

- ◆ Open to the workbook tracing page. Say: Trace the word doctor. Show on the board how to follow the dotted letters.
- ◆ Children trace, then copy the word two more times.
- ◆ Repeat the same steps for teacher, parent, gardener, zookeeper, engineer, leader.
- ◆ Walk around, guide hand positions, and encourage neat writing.

# Unit 6 : People Who Inspire Us

## 4. Sentence Completion Practice

- ◆ Point to the first dotted sentence in the book: I want to be a doctor like my grandfather.
- ◆ Read aloud slowly and let children repeat.
- ◆ Show how to trace the dotted words with a finger first, then pencil.
- ◆ Continue with the remaining sentences:
  - ▶ I want to be a ... like my father.
  - ▶ I want to be a ... like my uncle.
  - ▶ I want to be a ... like my brother.
- ◆ After tracing, let children try filling in the missing job word (doctor, teacher, engineer, etc.).

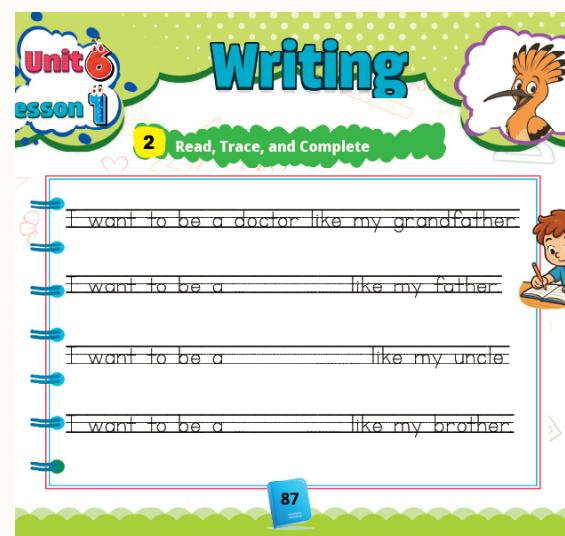


## 5. Wrap-up

- ◆ Ask 2-3 children to show their writing to the class. Applaud their effort.
- ◆ End with a short chant: Doctor, teacher, leader, engineer—we can write them clear!

## • Teacher Tips

- ◆ Always model letters big and clear before children try.
- ◆ Praise neatness and effort more than perfection.
- ◆ If some kids struggle, let them finger-trace on your palm or use larger dotted letters.
- ◆ Encourage children to say the word as they write it to connect sound and spelling.



# Lesson 2

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

- ◆ recall facts about Lady Khadija as kind and wise and Ahmed Zewail as a scientist.
- ◆ answer oral comprehension questions (Who was kind and wise? Who won a Nobel Prize?).
- ◆ repeat key sentences to show understanding of role models.
- ◆ distinguish and pronounce the /sl/ sound in words (sleep, slipper, slime, slide, slice).
- ◆ complete job words with missing letters (doctor, engineer, teacher, zookeeper, gardener).
- ◆ trace and match job words to correct pictures.
- ◆ complete short sentences with correct job words (He is a doctor, She is a teacher, etc.).

### ● **Vocabulary:**

- ◆ Lady Khadija - Ahmed Zewail - doctor - teacher - engineer - gardeer - zookeeper - parents - sleep - slipper - slime - slide - slice - help

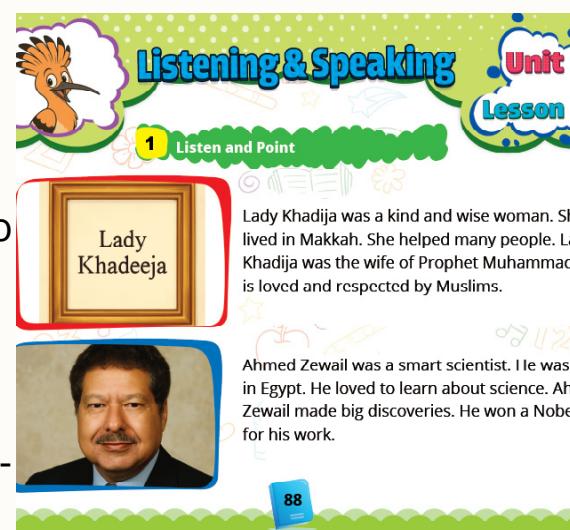
### ● **Materials:** Student's Book pages - Audio Files

## 1. Listening & Speaking

### ● **Objective:**

- ◆ Children will talk about their parents' jobs and answer the question What do you want to be?

- **Materials:** Picture of a boy, girl, and hoo-poe puppet; speech bubbles; flashcards of jobs (doctor, teacher, engineer, gardener, zoo-keeper).



# Unit 6 : People Who Inspire Us

## • Instructions

### 1. Introduction

- ◆ Show the boy picture with the hoopoe puppet.
- ◆ Hoopoe says in bubble: What do you want to be?
- ◆ Boy answers: I want to be an engineer like my father.
- ◆ Hoopoe asks the girl: What about you? Girl replies: I want to be a gardener like my mother.

**Listening & Speaking**

1 Listen and Point

Lady Khadija

Lady Khadija was a kind and wise woman. She lived in Makkah. She helped many people. Lady Khadija was the wife of Prophet Muhammad. She is loved and respected by Muslims.

Ahmed Zewail

Ahmed Zewail was a smart scientist. He was in Egypt. He loved to learn about science. Ahmed Zewail made big discoveries. He won a Nobel Prize for his work.

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### 2. Teacher Modeling

- ◆ Say the question slowly: What do you want to be? Children repeat.
- ◆ Say the answer: I want to be a doctor like my father. Children repeat.
- ◆ Model two or three different examples using flashcards.

### 3. Guided Practice

- ◆ Ask: What do you want to be? Call one child to answer with a card (e.g., teacher). Help if needed.
- ◆ Repeat with several children until most can answer with a full sentence.

### 4. Pair Practice

- ◆ Put children in pairs. One asks: What do you want to be? Partner answers: I want to be a ...
- ◆ Switch roles so both ask and answer.

### 5. Wrap-up

- ◆ Say together in a chant: I want to be a doctor! I want to be a teacher! I want to be an engineer!
- ◆ End with clapping rhythm to keep energy high.

# Unit 6 : People Who Inspire Us

## • Teacher Tips

1. Accept mixed answers: if children only say doctor instead of full sentence, praise and gently extend.
2. Use puppets or gestures to make it fun.

## 2. Phonics :

### • Objective:

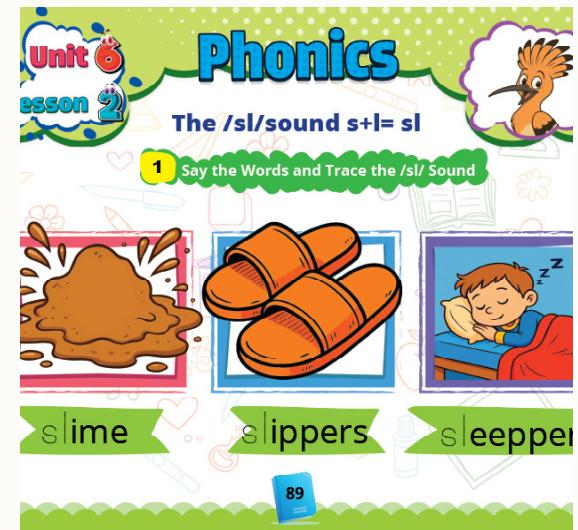
Children will recognize, say, and trace the /sl/ sound in words.

Materials: Picture cards: slip, slide, sleep, slow, slim; workbook tracing page.

### • Instructions

#### 1. Introduction

- ◆ Write sl on the board. Say: s + l = sl. Sl says / sl/.
- ◆ Children repeat 3 times.



#### 2. Teacher Modeling

- ◆ Show picture slide. Say slowly: /sl/ – ide, slide.
- ◆ Emphasize the beginning sound. Do the same with sleep, slim, slow, slip.
- ◆ Act it out (pretend to slide, close eyes to sleep, walk slowly).



#### 3. Guided Practice

- ◆ Say words, children decide if it begins with / sl/. Example: slide (yes), dog (no), sleep (yes), cat (no).
- ◆ Children clap for /sl/ words.

#### 4. Practice Writing

- ◆ Children trace sl in the workbook.

## Unit 6 : People Who Inspire Us

- ◆ Trace the words under each picture (slide, slow, slim, sleep, slip).

### 5. Wrap-up

- ◆ Chant: /sl/ is for slide, /sl/ is for sleep, /sl/ is for slim!
- ◆ Children repeat with hand actions.

### ● Teacher Tips

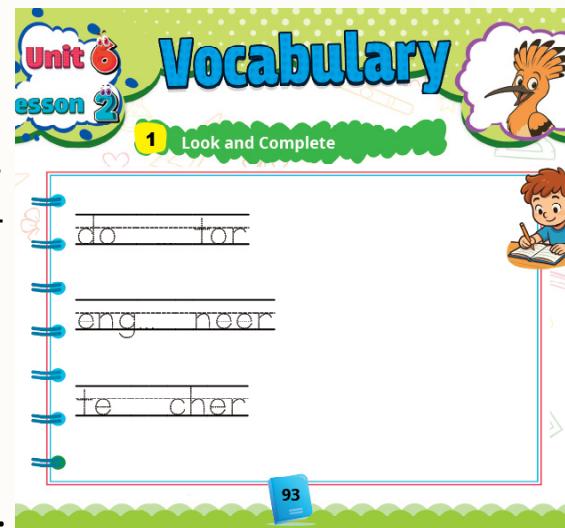
1. Keep sounds short and blended smoothly: /sl/ not suh-luh.
2. Always add actions to fix sound in memory.

## 3. Vocabulary :

### ● Objective:

- ◆ Children will identify and say more job words.

Materials: Flashcards: nurse, driver, pilot, builder; board.



### ● Instructions

#### 1. Introduction

- ◆ Show nurse card. Say: Nurse. Children repeat.  
Mime caring for a patient.
- ◆ Show driver card. Say: Driver. Mime driving a bus.
- ◆ Show pilot card. Say: Pilot. Pretend to fly a plane.
- ◆ Show builder card. Say: Builder. Pretend to build a wall.

#### 2. Teacher Modeling

- ◆ Say each word with action. Children repeat 2-3 times.

#### 3. Guided Practice

- ◆ Stick cards on board. Say: Touch the pilot! Children point.
- ◆ Say: Where is the builder? Children point.
- ◆ Say: Show me the nurse! Children mime.

# Unit 6 :People Who Inspire Us

## 4. Pair Practice

- ♦ In pairs, one holds a flashcard, the other asks: Who is this? Partner answers: This is a nurse.
- ♦ Rotate roles.

## 5. Wrap-up

- ♦ Play quick game: What's my job? Teacher mimes. Kids guess: Pilot! Builder!

## • Teacher Tips

1. Link each job to a clear gesture.
2. If children forget, prompt with action not translation.

## 4. Writing :

### • Objective:

- ♦ Children will trace and complete job words and sentences.

Materials: Workbook tracing page, pencils.

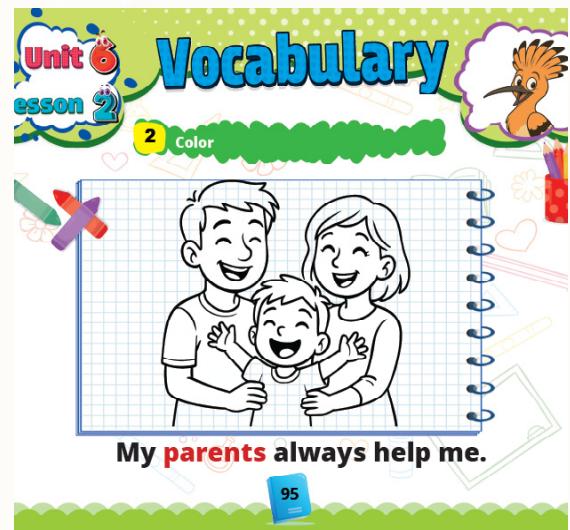
### • Instructions

#### 1. Introduction

- ♦ Show flashcard "nurse". Write nurse on board. Say letters: n - u - r - s - e. Children repeat.
- ♦ Do the same for driver, pilot, builder.

#### 2. Teacher Modeling

- ♦ Model tracing nurse on the board with dotted lines. Children air-trace with fingers.
- ♦ Do the same for "driver, pilot, builder".



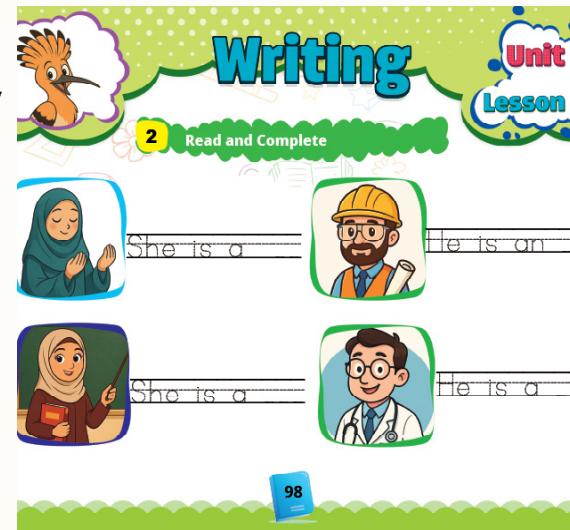
# Unit 6: People Who Inspire Us

## 3. Guided Practice

- Children open workbook. Trace each word carefully, then copy it twice.
- Teacher walks around, helps with hand position.

## 4. Sentence Completion

- Model sentence: "I want to be a pilot like my uncle". Children repeat.
- Show workbook sentences with gaps:
  - I want to be a ... like my father.
  - I want to be a ... like my mother.
  - I want to be a ... like my sister.
- Children complete with nurse, driver, pilot, builder.



## 5. Wrap-up

- Ask 2–3 children to read their completed sentences aloud.
- End with chant: Pilot, nurse, driver, builder—we can write them all together!

## • Teacher Tips

- Keep pace slow: young learners need time for tracing.
- Praise effort, not only accuracy.
- Let children say the job word aloud as they write it.

### Lesson 3:

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

- ◆ identify parents and role models (father, mother, Lady Khadija, Ahmed Zewail) during listening.
- ◆ describe each role model using short guided sentences.
- ◆ distinguish and pronounce the /cl/ sound in words (clock, cloud, class, clay, clap).
- ◆ sing a short role model song with correct pronunciation and actions.
- ◆ trace, copy, and color job words and pictures (doctor, teacher, gardener, zookeeper, engineer).
- ◆ complete simple sentences with job words (This is my dad. He is a doctor, etc.).
- ◆ demonstrate understanding of the Islamic value of truthfulness through role-play.
- ◆ act out the chant "I tell the truth like the Prophet."
- ◆ create a personal project by drawing or pasting a picture of their role model.
- ◆ retell parts of the story The Lost Hoopoe by pointing to pictures and recalling key actions.

#### ● **Vocabulary:**

father - mother - Lady Khadija - Ahmed Zewail - doctor - teacher  
gardener - zookeeper - engineer - parents - clock - cloud - class -  
clay - clap - truth - Prophet - kind - help - role model

#### ● **Materials:** Student's Book pages - Audio Files

## 1. Listening & Speaking

### • Objective:

- ◆ Children will identify the correct role model picture by listening to short sentences and pointing to it.

### • Materials:

- ◆ four pictures displayed clearly on the board or wall: father,mother,Lady Khadija, Ahmed zewail

### • Instructions

#### 1. Introduction

- ▶ **Point to all four pictures together.**
- ▶ **Say slowly: "Look! These are role models."**
- ▶ **Point to yourself and say: "We listen and point."**
- ▶ **Model the action: put your finger up and point clearly.**



#### 2. Teacher Modeling

- ▶ Point to the father's picture and say: "My father works and helps me."
- ▶ Pause, smile, and point again to show the answer.
- ▶ Point to the mother's picture and say: "My mother cooks and loves me."
- ▶ Point to Lady Khadija and say respectfully: "Lady Khadija was kind."
- ▶ Point to Ahmed Zewail and say clearly: "Ahmed Zewail was a scientist."
- ▶ Repeat all sentences.

#### 3. Guided Practice

- ▶ Say one sentence only without pointing: "My father works and helps me."
- ▶ Say: "Point."
- ▶ Children point to the correct picture.
- ▶ Repeat with the other sentences:  
"My mother cooks and loves me."

## Unit 6 : People Who Inspire Us

"Lady Khadija was kind."

"Ahmed Zewail was a scientist."

► Praise correct responses:

"Good pointing!" "MashaAllah!"

### 4. Pair Practice

- Mix the order of sentences.
- Say one sentence at a time.
- Children listen and point quickly.
- Repeat the game 2–3 times to build confidence.

### 5. Wrap-up

- Point to each picture and say one word only:  
"Father" – children repeat - "Mother" – children repeat  
"Lady Khadija" – children repeat  
"Ahmed Zewail" – children repeat
- End by saying:  
"They are good role models."
- Children repeat: "Good role models."

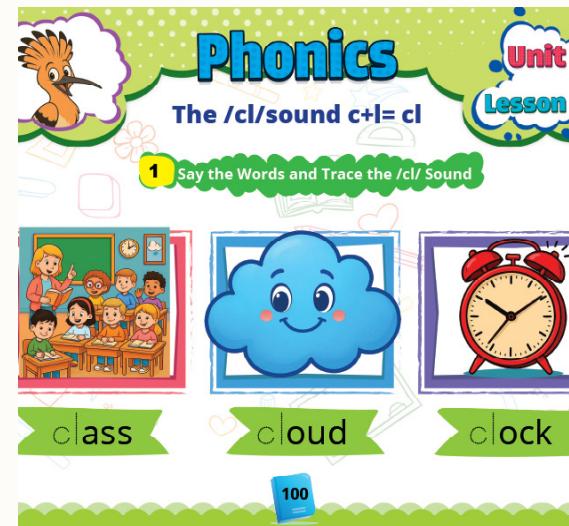
### ● Teacher Tips

1. Speak slowly and use a warm tone.
2. Always show respect when mentioning Lady Khadija.
3. Accept pointing only (no speaking required from shy children).
4. Repeat sentences more than once if needed.
5. keep it short, calm, and encouraging.

## 2. Phonics :

### ● Objective:

Children will recognize, say, and trace the /cl/ sound in words.



# Unit 6 : People Who Inspire Us

## • Materials:

Picture cards: clock, clap, class, cloud, clean; workbook tracing page.

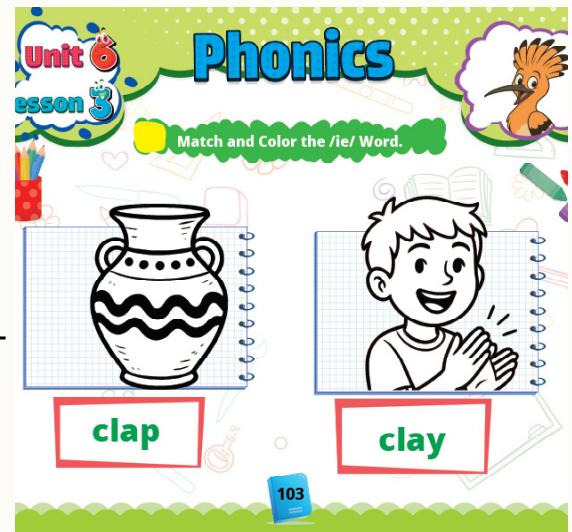
## • Instructions

### 1. Introduction

- ◆ Write cl on the board. Say: c + l = cl. Cl says /cl/.
- ◆ Children repeat 3 times with gestures (hands like a clock, waving for cloud).

### 2. Teacher Modeling

- ◆ Show clock. Say slowly: /cl/ – ock, clock.
- ◆ Emphasize beginning sound. Repeat for clap, class, cloud, clean.
- ◆ Mime each action: clap hands, pretend cleaning, look at a clock.

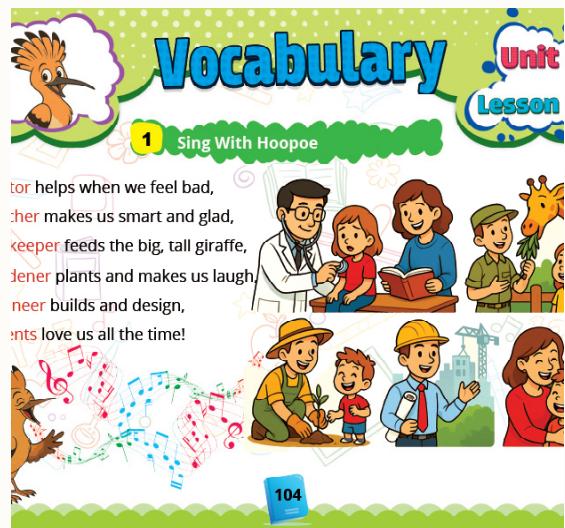


### 3. Guided Practice

- ◆ Say words, children identify if it begins with /cl/. Clap for yes words.
- ◆ Children repeat after teacher, stretching the /cl/ sound.

### 4. Practice Writing

- ◆ Children trace cl in workbook.
- ◆ Trace and copy each word under its picture.



### 5. Wrap-up

- ◆ Chant: /cl/ is for clock, /cl/ is for clap, /cl/ is for cloud!
- ◆ Children repeat with actions.

# Unit 6 : People Who Inspire Us

## • Teacher Tips

1. Keep the blend short and smooth: /cl/ not /cuh-luh/.
2. Always combine action with sound for memory reinforcement.

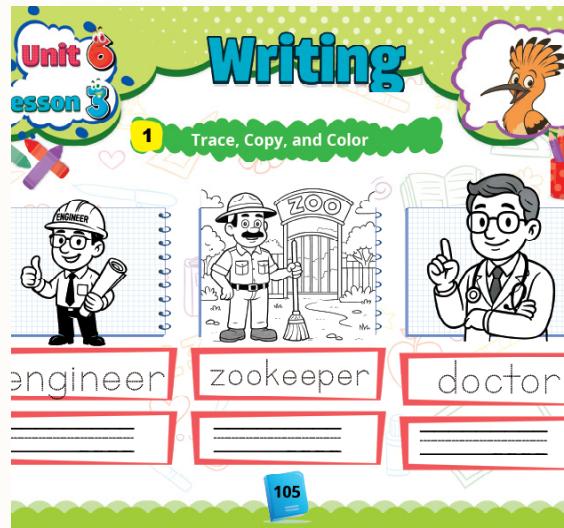
## 3. Vocabulary :

### • Objective:

Children will identify, say, and match job words to their images.

### • Materials:

Flashcards: doctor, teacher, engineer, gardener, zookeeper; matching worksheets.



## • Instructions

### 1. Introduction

- ◆ Show a flashcard, say the word: Teacher. Children repeat. Mime teaching.
- ◆ Repeat for doctor, gardener, engineer, zookeeper.

### 2. Teacher Modeling

- ◆ Hold a card, ask: Who can help? Children answer: The doctor!
- ◆ Match flashcards to pictures on board.

### 3. Guided Practice

- ◆ Draw dotted lines from words to correct images on worksheet.
- ◆ Example: Gardener ☐ picture of a garden. Children trace lines with guidance.

### 4. Pair Practice

- ◆ In pairs, children take turns asking: Who is this? Partner answers: This is a doctor.

# Unit 6 : People Who Inspire Us

- ◆ Rotate cards between pairs.

## 5. Wrap-up

- ◆ Quick game: Show me the ... Children point to the correct flashcard or mime action.

## • Teacher Tips

- ◆ Use gestures to link word meaning.
- ◆ Praise effort: Mashallah, good matching!

## 4. Writing :

### • Objective:

Children will trace, copy, and complete sentences using job words.

### • Materials:

Workbook with dotted words and sentences; pencils; crayons.

### • Instructions

#### 1. Introduction

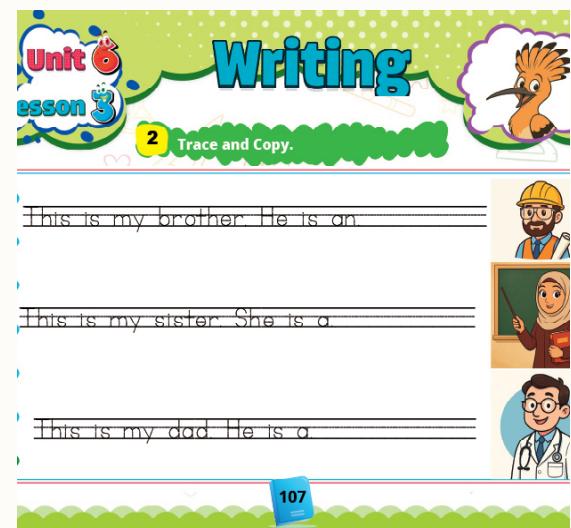
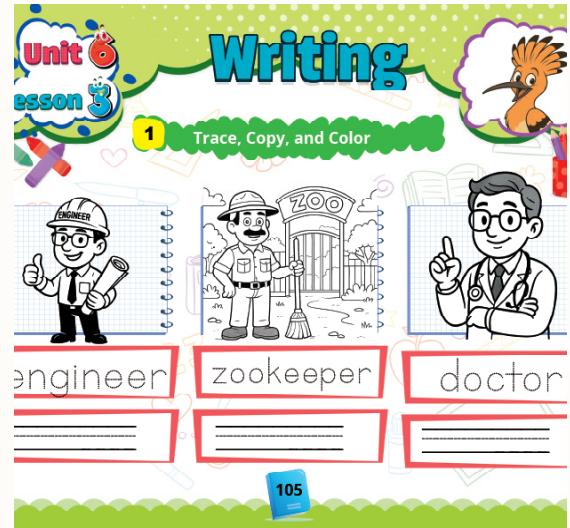
- ◆ Show flashcard a doctor. Say letters slowly: d – o – c – t – o – r. Children repeat.

### 2. Teacher Modeling

- ◆ Trace the word on the board. Children air-trace first, then on workbook.

### 3. Guided Practice

- ◆ Children trace each word twice: doctor, teacher, engineer, gardener, zookeeper.
- ◆ Then copy each word once independently.



## Unit 6 : People Who Inspire Us

### 4. Sentence Completion

- ◆ Model: I want to be a doctor like my father.
- Children complete sentences in workbook:
- I want to be a ... like my ...
- I want to be a ... like my mother.
- ◆ Encourage children to read aloud completed sentences.

### 5. Wrap-up

- ◆ Choral reading of all completed sentences.

### ● Teacher Tips

- ◆ Walk around to help pencil grip and writing posture.
- ◆ Praise all efforts, even if spelling is not perfect.

## 5. Islamic Values:

### ● Objective:

- ◆ Children will understand that helping others is a valuable action in Islam and connect it to jobs.

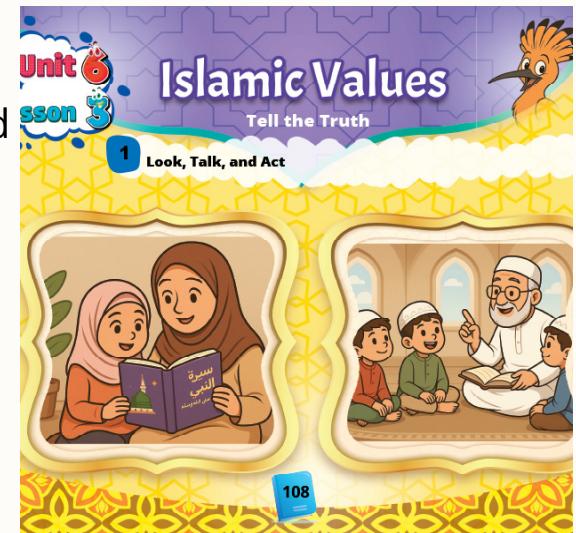
### ● Materials:

- ◆ Pictures: doctor helping a patient, teacher helping students, gardener planting flowers.

### ● Instructions

#### 1. Look

- ◆ Show doctor picture: What is the doctor doing? Children answer: Helping patients.
- ◆ Show teacher picture: Helping students.
- ◆ Show gardener picture: Helping plants grow.



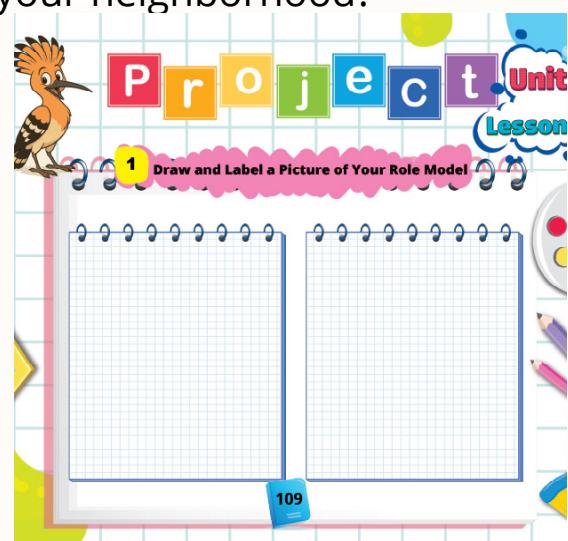
## Unit 6 :People Who Inspire Us

### 2. Talk

- ◆ Ask guiding questions: Who helps people in your neighborhood?
- ◆ Discuss: helping others makes Allah happy.

### 3. Act

- ◆ Role-play in pairs: One child pretends to be a doctor, teacher, or gardener; the other is a patient, student, or plant.
- ◆ Encourage polite words: Mashallah, you are helping!



### • Teacher Tips

- ◆ Use simple sentences: Help. Share. Care.
- ◆ Reinforce the link between jobs and good deeds.

## 6. Project: My Dream Job Poster

### • Objective:

- ◆ Children will create a poster of their dream job to develop creativity, fine motor skills, and expression of future aspirations.

Materials: Paper, crayons, markers, cut-out job images, glue sticks.

### • Instructions

#### 1. Introduction

- ◆ Show a sample poster with a child as a doctor.
- ◆ Say: We are going to make our dream job posters!

#### 2. Creating

- ◆ Children choose their dream job.
- ◆ Draw themselves in that role or paste pictures from cut-outs.
- ◆ Write the sentence: I want to be a ... like my ...

#### 3. Sharing

- ◆ Children show their posters to the class and say their sentences aloud.

## Review B:

### 4. Wrap-up

- ◆ Display all posters in the classroom as a gallery.
- ◆ Praise creativity: Mashallah, amazing dream jobs!

#### ● Teacher Tips

1. Provide support for cutting, gluing, and writing.
2. Encourage children to explain why they chose their job.



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

- ◆ identify and recognize common places in their neighborhood.
- ◆ match daily actions to correct sentences.
- ◆ recognize jobs and workplaces.
- ◆ listen carefully and respond by ticking, circling, or matching.
- ◆ practice reading, writing, tracing, and fine motor skills through interactive activities.

#### ● Materials:

- ◆ Pictures of mosque, building, school, street, market, house
- ◆ Pictures of children performing daily actions
- ◆ Pictures of engineer, teacher, gardener, zookeeper, doctor
- ◆ Halves of animal pictures
- ◆ Maze picture (cat and ball)
- ◆ Shapes and balls for pattern activities
- ◆ Pencils, crayons, and paper

#### ● General Notes for the Teacher:

- Always model each activity clearly before children begin.

## Review B:

- Use gestures, visuals, and real objects wherever possible.
- Encourage children to speak in English and repeat after you.
- Provide praise and encouragement for all attempts.
- Keep the pace energetic and the tone playful.

### ● Task 1: Listen and Tick – Places in My Neighborhood

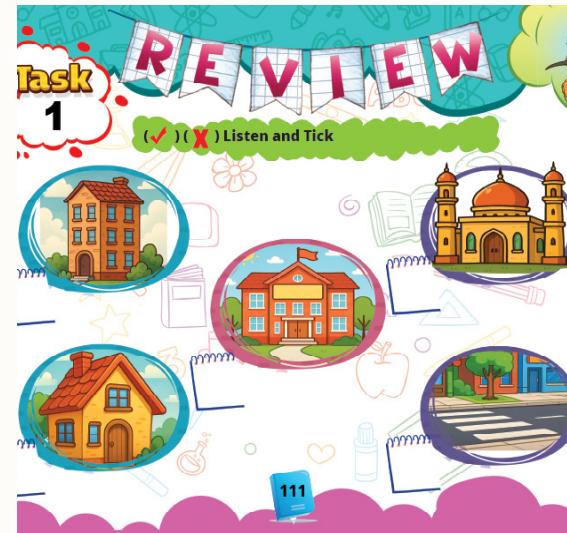
◆ **Objective:** Children will identify and recognize common places in their neighborhood by listening.

◆ **Materials:** Pictures of mosque, building, school, street, market, house; small boxes for tick marks.

#### ● Instructions:

1. Show the pictures on the page with empty boxes next to each.
2. Say the words in random order: building, market, street, house, mosque.
3. Children listen carefully and put a tick (✓) in the box next to the correct picture when they hear it.
4. Repeat the activity 2-3 times for reinforcement.

● **Optional Extension:** Ask children to name another place in their neighborhood in English.



### ● Task 2: Circle Places in Your Neighborhood

● **Objective:** Children will recognize and circle familiar places from a mixed word list.

● **Materials:** Words scattered across the page: school, mosque, hat, house, banana, market, street, goat, building.

#### ● Instructions for Teacher:

## Review B:

1. Show the page with scattered words.
2. Ask: Can you circle all the places in your neighborhood?
3. Children circle: school, mosque, house, market, street, building.

- **Optional Extension:** Children say each circled word aloud and point to the matching picture if available.



### • Task 3: Match and Complete – Daily Actions

- **Objective:** Children will associate daily actions with correct sentences.

Materials: Pictures: child sleeping, child eating lunch, child going to school, child waking up; sentence strips.

### • Instructions for Teacher:

1. Show the pictures and read the sentences aloud:

- I have my lunch in the ...
- I get up in the ...
- I go to school in the ...
- I sleep ...

2. Children draw lines to match the picture with the correct sentence.

3. Children complete the blanks with appropriate words: lunch, morning, school, night.

- **Optional Extension:** Act out each action after matching to reinforce learning.



## Review B:

### • Task 4: Choose and Color – Routines & Numbers

- **Objective:** Children will select the correct word or number to complete sentences.

Materials: Sentences and numbers printed on page; crayons.

#### • Instructions:

1. Read sentences aloud and have children choose the correct answer:

- I ... to school in the morning. (go – sleep – have)
- I eat lunch in the ... (5:00 – afternoon – night)
- I wake up at ... (evening – 7:00 – morning)
- Every day I pray ... times. (3 – 5 – 6)

2. Children color or circle the correct word or number.

- **Optional Extension:** Encourage children to read the completed sentences aloud.



### • Task 5: Find and Match – Jobs

- **Objective:** Children will match people to the correct workplace.

• **Materials:** Pictures of engineer, teacher, gardener, zookeeper, doctor; sentence strips:

- I work in a school.
- I work in a zoo.
- I work in a building.
- I work in a hospital.
- I work in a garden.

#### • Instructions for Teacher:

1. Show pictures and sentences.
2. Children draw lines to match each person with their workplace.
3. Children say each sentence aloud.

- **Optional Extension:** Ask children to act out the job after matching.



## Review B:

### • Task 6: Listen and Circle / Trace and Copy – Words and Sentences

• **Objective:** Children will identify spoken words and practice writing simple sentences.

• **Materials:** Large picture of a park with scattered words: slime, blue, sleep, class, blender, cloud, slipper; workbook lines with dotted words.

#### • Instructions for Teacher:

##### A. Listen and Circle:

1. Say the words one by one in random order.
2. Children circle the word they hear.

##### B. Trace and Copy:

1. Children trace and copy sentences from the workbook:

- ◆ I love my parents.
- ◆ I like to be a leader.

• **Optional Extension:** Children illustrate one of the sentences with a small drawing.



## Let's Have Fun – Games Section

### ① Match the animals (page 139)

• **Objective:** Improve visual matching and fine motor skills.

#### • Instructions :

1. Point to the half pictures on the left and right.
2. Ask children to find and match the correct halves to make a full animal picture.
3. When they find a match, they should say the animal's name in English.

## Review B:

### • Tip to Make it Interactive:

Give each child a small set of picture halves to match in pairs.

Play a “fast match” game where they match within a short time.

### 2 Find the Way (Page 140)

• **Objective:** Develop visual tracking and problem-solving skills.

#### • Instructions :

1. Show the picture with the paths.
2. Explain that the cat wants to reach the ball.
3. Children should follow the correct path with their finger or pencil until they find the ball.

#### • Tip to Make it Interactive:

Let children work in pairs and check each other’s answers.

Ask them to describe the cat’s movement in English (e.g., “go left,” “go round”).

### 3 Complete the Series (Page 141)

• **Objective:** Build pattern recognition and logical thinking.

#### • Instructions:

1. Point to the shapes and explain that each row and column must have all the different balls (no repeats).
2. Ask children to choose the correct ball from the options on the right to fill in the empty spaces.
3. Check answers together.

#### • Tip to Make it Interactive:

Give children real or paper cut-out pictures of balls to place in the boxes.

Encourage them to say the ball name in English (e.g., “basketball,” “football”).



# Story Time : The Lost Hoopoe

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

- ◆ understand simple story sequences and events.
- ◆ identify key actions like helping, looking for someone, and giving food/water.
- ◆ recognize and express feelings such as concern, happiness, and satisfaction.
- ◆ practice vocabulary related to kindness, animals, and outdoor places.



- **Materials:**

- ◆ Student's Book pages 148–157
- ◆ Audio files for the story
- ◆ Visual flashcards: Hoopoe, garden, park, food, water, tree, happy/sad faces
- ◆ Puppets or props for role-play (optional).

- **Instructions**

## 1. Pre-Reading (Warm-up)

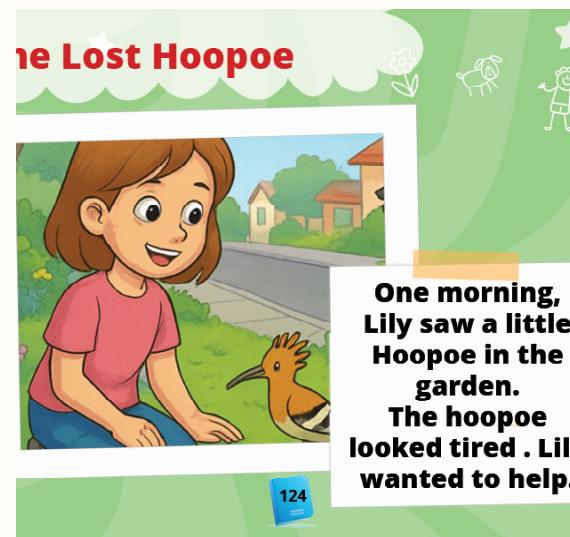
- **Objective:** Activate background knowledge about kindness and caring for animals.

1. Show pictures: hoopoe, garden, park, food, water.

2. Ask:

- ▶ "Have you seen a bird in the garden?"
- ▶ "What do you do when an animal looks tired or hungry?"
- ▶ "How can we help our friends?"

3. Introduce the story title: "The Lost Hoopoe"
4. Say: "Let's listen and find out how Lily and Ali help the hoopoe today!"



## Story Time : The Lost Hoopoe

### 2. While Reading (Listening and Responding)

- **Objective:** Understand story actions and feelings.

1. Read the story slowly and clearly.

2. Show pictures while reading:

- ◆ Lily in the garden seeing the hoopoe
- ◆ Lily walking down the street asking Ali
- ◆ Lily and Ali talking to the gardener in the park
- ◆ Finding the hoopoe near a tree
- ◆ Giving food and water to the hoopoe
- ◆ Lily sleeping at night

3. Use gestures and expressions to model feelings: worried, happy, helpful.

4. Encourage children to act out actions:

- ◆ Walking (tiptoe)
- ◆ Asking "Have you seen the hoopoe?" (cup hand to ear)
- ◆ Giving food/water (pretend feeding)
- ◆ Smiling happily (big grin, clap hands)

5. Ask after each part:

- ◆ "How does Lily feel now?"
- ◆ "What are they doing to help the hoopoe?"

### 3. Post-Reading (Discussion and Activities)

- **Objective:** Recall story events, express feelings, and connect with values.

1. Use flashcards or pictures to ask:

- ◆ "Where did Lily see the hoopoe first?"
- ◆ "Who helped Lily find the hoopoe?"
- ◆ "What did they give to the hoopoe?"

2. Discuss feelings:

- ◆ "How did Lily and Ali feel when they found the hoopoe?"



She walked down the street and asked her cousin Ali, «Have you seen the hoopoe?»

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They went to the park and asked the gardener. The gardener didn't know where the hoopoe was.

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## Story Time : The Lost Hoopoe

- ◆ "How do you feel when you help someone?"

### 3. Story sequencing:

- ◆ Children arrange pictures in order: garden  
► street ► park ► tree ► giving food/water ► home ► sleep.

### 4. Optional coloring activity: Children color the hoopoe and Lily/ Ali helping.



Then, they found the hoopoe near a tree in the garden.

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## 4. Optional Extension Activities

### • A. Role-Play:

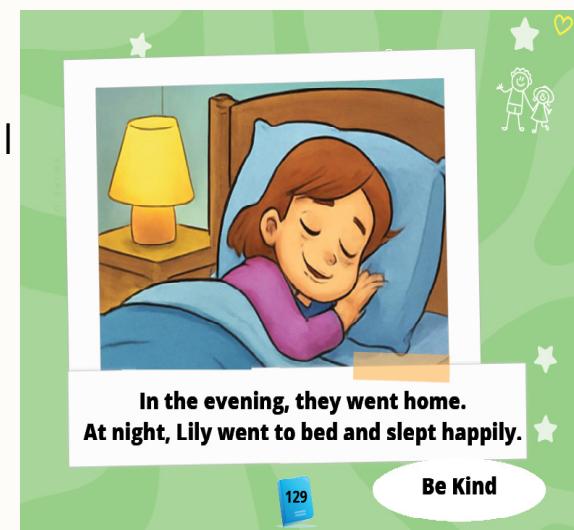
- ◆ Assign roles: Lily, Ali, Hoopoe, Gardener.
- ◆ Children act out simple phrases:
  - "Have you seen the hoopoe?"
  - "Here is some food and water!"
  - "I am happy!"

### • B. Drawing Response:

- ◆ Template: "I can be kind when I ....."
- ◆ Children draw themselves helping an animal or friend.

### • C. Story Sequencing with Words:

- ◆ Print or draw 4-5 scenes from the story.
- ◆ Children place them in order and say one sentence per picture.



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Be Kind

### • Teacher Tips:

- ◆ Repeat key phrases: "Lily is happy," "Ali is helpful."
- ◆ Use gestures and facial expressions to engage children.
- ◆ Encourage children to speak in English with one or two words.
- ◆ Praise children's kindness and attention: "MashaAllah, you remembered the order!"
- ◆ Reinforce Islamic values: Highlight Be Kind and discuss how helping others is good behavior.

## Unit 4: My Neighborhood

### Lesson 1

- **Listening & Speaking**

1. Visit my neighborhood

Omar: I live in Cairo, there is a mosque in my neighborhood

Maha: I love my neighborhood, there is a market.

Hoopoe: This is your house, I loved your neighborhood.

- **Phonics :**

1. Long (o) Sound.

- **Teacher:**

***Start with the target sound. Repeat each word twice with a short pause in between.***

◆ goat - coat - boat - toast - loaf

- **Vocabulary:**

1. Look and Say

- **Teacher:**

***Each word is repeated twice with a short pause in between.***

◆ Street - house - market - mosque - school

---

### Lesson 2

- **Listening & Speaking**

1. Point and Say

• **Teacher:** In my neighbourhood, there is a market

Hoopoe: In my neighbourhood, there is a school.

## Script:

Hoopoe: In my neighbourhood, there is a street.

Hoopoe: In my neighbourhood, there is a mosque.

### ● Phonics :

1. Long (o) Sound.

### ● Teacher:

***Start with the target sound . Repeat each word twice with a short pause in between.***

◆ bowl - follow - snow - bow - window

---

## Lesson 3

### ● Listening & Speaking

1. Help the Hoopoe.

● Teacher: Where are you going, Hoopoe?

Hoopoe: I'm going to school.

Teacher: Where are you going?

Hoopoe: I'm going to school.

Teacher: Where are you going?

Hoopoe: I'm going to the market.

### ● Phonics :

1. Long (o) Sound.

Teacher:

***Start with the target sound . Repeat each word twice with a short pause in between.***

◆ rope - rose - bone - home - cone

## Script:

- **Vocabulary**

1. Sing with Hoopoe.

**Hoopoe:**

House, school and street,

Mosque and market,

Stomp your feet!

My neighborhood is big and great,

I learn, shop, pray and celebrate!

House to street,

Street to school,

Mosque to market,

It's so cool!

## ***Unit 5: Time and Daily Activities***

### **Lesson 1**

- **Listening & Speaking**

1. Listen and speak

**Omar:**

I am Omar, and this is my daily routine.

I wake up at 7:00

I have breakfast at 7:30

I go to school at 8:00

This is my daily routine.

• **Teacher:** Tell me your daily routine.

Maha: I wakw up at .....

I have breakfast at.....

I go to school at.....

## Script:

- **Phonics :**

1. Long (u) Sound.

- **Teacher:**

***Start with the target sound . Repeat each word twice with a short pause in between.***

◆ Tube - flute - cube - dune - mule

- **Vocabulary:**

1. Look and Say.

- **Teacher:**

***Each word is repeated twice with a short pause in between.***

\* morning - afternoon - evening - night.

---

## Lesson 2

- **Listening & Speaking**

1. Listen and Speak.

- **Teacher:**

- Now, it's 5 pm in Japan.
- It's 9 pm in France.
- It's 4 am in The United States.

2. Listen and Say the time.

- A boy from the US: I am Jack from the United States. I go to School at 8 in the morning.
- A boy from Japan: I am Yuki from Japan. I go to School at 7 in the morning.
- A boy from France: I am Yuki from Japan. I go to School at 7 in the morning.

• **Phonics :**

1. The /sh/ sound

• **Teacher:**

***Start with the target sound . Repeat each word twice with a short pause in between.***

◆ fish - sheep - ship - shell - dish

• **Vocabulary:**

1. Look and read.

**Omar:**

I wake up in the morning.

I eat fruit in the afternoon.

I play in the evening.

I sleep at night.

## Lesson 3

• **Listening & Speaking**

1. Sing with Hoope:

**Hoopoe:**

Morning, afternoon, night

Morning, morning, hello! (wave hello)

Afternoon, afternoon, let's go! (walk in place)

Night, night, sleep tight. (pretend to sleep)

Morning, afternoon, night! (clap 3 times)

2. Listen and Match

Teacher: When do you wake up?

Omar: I wake up in the morning.

Teacher: When do you go home?

Omar: I go home in the afternoon.

Teacher: When do you sleep?

Omar: I sleep at night.

## Script:

- **Phonics:**

1. The /ch/ sound

- **Teacher:**

***Start with the target sound. Repeat each word twice with a short pause in between.***

◆ teacher - chips - cheese - cherry - chick

- **Vocabulary**

1. Sing with Hoopoe

- **Hoopoe:**

Morning, morning, wake up bright,  
Eat my breakfast, smile so wide.

Afternoon, afternoon, time to play,  
Run and jump all through the day.

Evening, evening, time to rest,  
Wash my hands, I feel my best.

Night, night, time for sleep,  
Close my eyes, sleep, sleep, sleep.

---

## Unit 6: People Who Inspire Us

### Lesson 1

- **Listening & Speaking**

1. Listen and speak

● **Hoopoe:** What do you want to be, Omar?

Omar: I want to be a doctor like my father

Hoopoe: What about you, Maha?

Maha: I want to be a teacher like my mother.

## Script:

2. Meet different jobs:

• **Teacher:**

***Each word is repeated twice with a short pause in between.***

- ◆ teacher , gardener,doctor , zookeeper , engineer

• **Phonics:**

**1. The consonant blend (bl)**

• **Teacher:**

***Start with the target sound . Repeat each word twice with a short pause in between.***

- ◆ blanket - black - blue - block - blender

• **Vocabulary :**

1. Look and Say

• **Teacher:**

***Each word is repeated twice with a short pause in between.***

- ◆ teacher , gardener,, zookeeper , engineer, doctor

---

## Lesson 2

• **Listening & Speaking**

1. Listen and Point

• **1.Teacher:** I am going to tell you about Lady Khadija

Lady Khadija was a kind and wise woman. She lived in Makkah. She helped many people. Lady Khadija was the wife of Prophet Muhammad. She is loved and respected by Muslims.

•Teacher:

Now, kids, tell me:

Who was kind and wise?

Where did Lady Khadija live?

- **2. Teacher:** Now, I am going to tell you about Ahmed Zewail  
Ahmed Zewail was a smart scientist. He was born in Egypt. He loved to  
learn about science.
- Ahmed Zewail made big discoveries. He won a Nobel Prize for his work.

● **Teacher:**

Now, kids, tell me:

Who was Ahmed Zewail?

What did he win?

● **Phonics:**

**1. The consonant blend (sl)**

● **Teacher:**

***Start with the target sound . Repeat each word twice with a short pause in between.***

◆ slime - slippers - sleep - slice - slide

---

## Lesson 3

● **Listening & Speaking**

1. Listen and Point

● **Teacher:**

Father – “My father works and helps me.”

Mother – “My mother cooks and loves me.”

Lady Khadija – “Lady Khadija was kind.”

Ahmed Zewail – “Ahmed Zewail was a scientist.”

- **Phonics:** Each word is repeated twice with a short pause in between.

### 1. *The consonant blend (cl)*

- Teacher:

**Start with the target sound . Repeat each word twice with a short pause in between.**

- ◆ class - cloud - clock - clap - clay

- Vocabulary

### 2. Sing with Hoopoe.

#### - Hoopoe:

Doctors help when we feel bad,  
Teachers make us smart and glad,  
Zookeepers feed the big, tall giraffe,  
Gardeners plant and make us laugh,  
Engineers build and design,  
Parents love us all the time!

## Review

### Let's Have Fun

### Task 1: Listen and Tick

- Teacher:

**Each word is repeated twice with a short pause in between.**

- ◆ building - market - street - house - mosque - school

### Task 2: Circle places in your neighborhood

- Teacher:

**Each word is repeated twice with a short pause in between.**

mosque - hat - house - banana - market - street - goat - building - school

## Task 6: A. Listen and Circle

• Teacher:

***Each word is repeated twice with a short pause in between.***

slime, blue, sleep, class, blender, cloud, slipper

## Story Time

• Teacher:

***In a calm, slow voice, preferably a female narrator telling the story.***

### ***The Lost Hoopoe***

One morning, Lily saw a little Hoopoe in the garden.

The hoopoe looked tired. Lily wanted to help.

She walked down the street and asked her cousin Ali, "Have you seen the hoopoe?"

They went to the park and asked the gardener.

The gardener didn't know where the hoopoe was.

Then, they found the hoopoe near a tree in the garden! ☺

Lily and Ali were happy. They gave the hoopoe some food and water.

In the evening, they went home.

At night, Lily went to bed and slept happily.

## Be Kind