



Teacher's Guide



S o c i a l S t u d i e s

East & West



Teacher's Book 2

Saudi Arabia

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Introduction:

Social Studies: AERO's curriculum writers have reviewed the Social Studies Framework (2019) and identified the Critical Areas for grades K-6, and have developed three sample units for each grade built on the critical areas. These units have been designed to guide teachers develop students into global citizens.

The best start we make here is a quote from the National Council for the Social Studies, the largest professional association for social studies educators in the world, it defines social studies as:

“... the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” (*The National Council of the Social Studies*, <https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction>)

“The civic mission of social studies demands the inclusion of all students—addressing cultural, linguistic, and learning diversity that includes similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. Diversity among learners embodies the democratic goal of embracing pluralism to make social studies classrooms laboratories of democracy.” (*The National Council of the Social Studies*, <https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction>)

From this general quote we can derive the following general outcomes of teaching Social Studies in primary levels:

1. State facts of what students should learn at each level in the social studies curriculum.
2. Teach the language of Social Studies (in English) that is aimed at teachers and seeks to capture the expectations of the comprehensive and long-range outcomes.

3. Define the learning outcomes at each level, present key questions and answers for exploration related to each theme.
 4. Identify the types of purposes, knowledge, and intellectual processes that students should demonstrate in student products.
 5. Identify and elaborate the reasons why it is important to study each theme.
 6. Build knowledge to integrate new information into existing cognitive constructs.
 7. Engage in processes that develop students' abilities to think, reason, conduct research and attain understanding as they encounter new concepts.
 8. Represent what students learn in products that demonstrate their ability to use information accurately, and that reflect the thinking and research skills acquired in the process of learning.
 9. Develop students' ability both to conceive and implement self-directed projects and to participate in group projects. The development of the writing skills of students is an important objective of the products, which also include audio visual presentations.
- As a whole, the above outcomes are standards that are a framework for education for citizenship and to provide students with the **democratic dispositions, values, and attitudes** needed for good and useful civic engagement.

So we can generally use the above standards to:


- deal with East & West curriculum with a view toward long-range outcomes.
- provide a framework for 1-6 curriculum development.
- provide ideas for instruction and assessment.
- serve as the basis for professional development experiences.

Individual teachers can use the standards to:

- evaluate current curriculum, instruction, and assessment practices.
- provide learning expectations for units and course books that are consistent with long-range social studies goals within and across grade levels.
- acquire ideas and examples for alignment of learning outcomes, instruction, and assessment.

General Instructional Strategies needed in teaching in general:



- 
1. Brainstorming and discussion
 2. Drawing and artwork
 3. Field trips
 4. Games
 5. Graphic organizers, semantic maps and word webs
 6. Humor
 7. Manipulatives, experiments, labs, and models
 8. Metaphors, analogies and similes
 9. Mnemonic devices
 10. Movement
 11. Music, rhythm, rhyme and rap
 12. Project-based and problem solving-based instruction
 13. Reciprocal teaching and cooperative learning
 14. Role-plays, drama, pantomimes and charades
 15. Story-telling
 16. Technology
 17. Visualization and guided Inquiry
 18. Visuals
 19. Work-study and apprenticeships
 20. Writing and journals
 21. Use PowerPoint lessons and guided notes. ...
 22. Go Digital – Use a WebQuest with your students. ...
 23. Integrate reading passages. ...
 24. Use Social Studies interactive notes. ...
 25. Incorporate FUN homework or social studies projects! ...
 26. Use historical fiction read aloud. ...
 27. Create an immersive history experience.

How to execute the pretend role-play with the students:

For a good role play session, let the students immerse themselves fully in the role that they are portraying. Set up a pretend scenario with necessary props to let them play it out. Keep it simple and easy.

How do you conduct a role-play in the classroom?

Step 2: Add Details: Teach the new vocabulary and sentences that will be used; write some on the board.

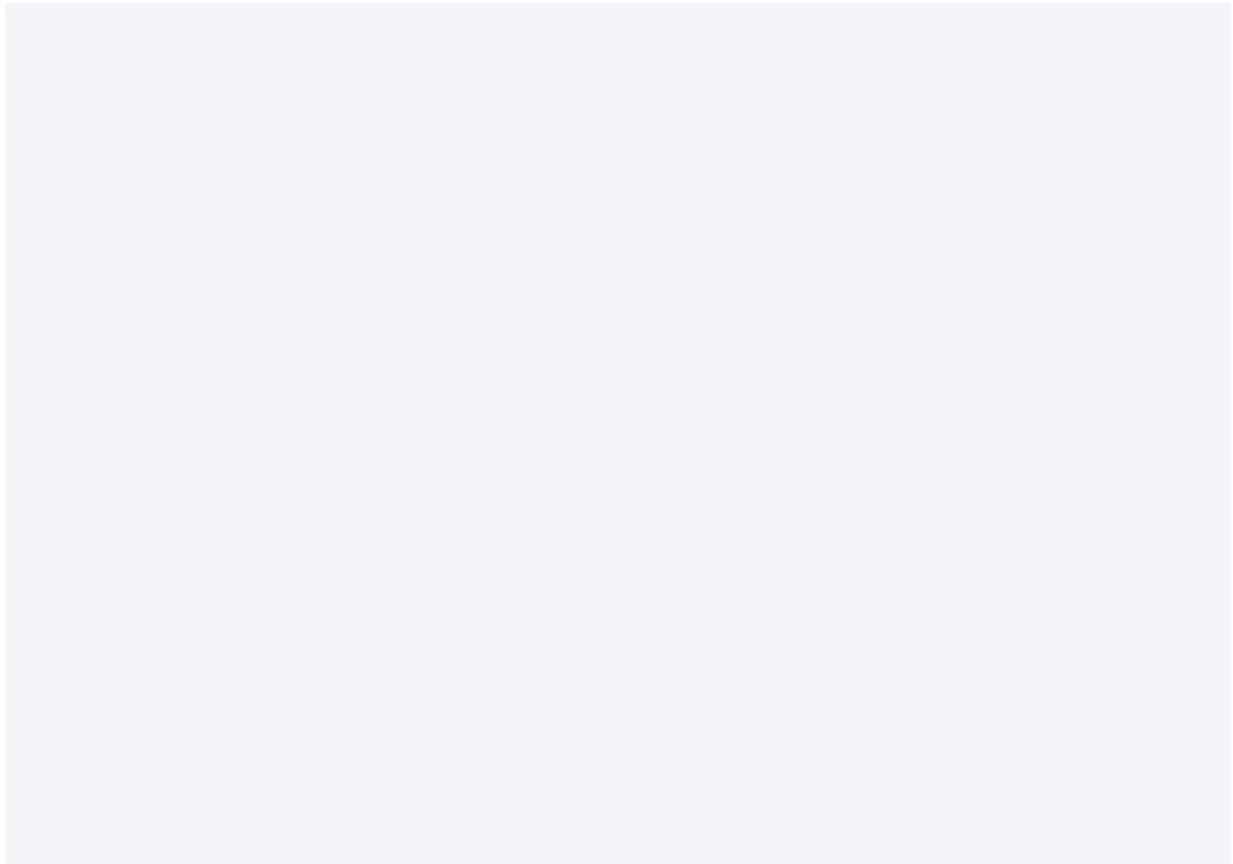
Step 3: Assign Roles: Divide the groups into information seekers who ask the questions and information providers who answer them.


Step 4: Pose and Act: Pose and act out the scenario with good students to help the class do the same.

Step 5: Discuss: Ask questions to assess what the students have learned.

DID YOU KNOW: Read this piece of information in every unit with your students and explain it. Elicit answers from the students first, then elaborate on their answers.

Glossary: At the end of each unit you will find a “Glossary” It has the key words from the topics discussed in the lessons. Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.





Unit 1

My Character

Lesson 1 (pages 7 & 8)

My Behavior

In this lesson, your students will learn the correct behavior with their family members.

Learning objectives

Students should be able to

- realize the importance of being polite.
- use appropriate words when talking to others.
- resolve conflict by differentiating between the correct behavior and the incorrect behavior.
- apply the correct social behavior in the society, especially with the parents the elders as well as the brothers and sisters.
- realize the importance of being clean.

Introduction (5 minutes)

- Ask your students what they know about the importance of showing respect to their family members.
- Show pictures about the manners of dealing with family members.

Explicit instruction/Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times in class orally.

Words: toy, angry, shouting, behavior

Sentences: “We should respect our brothers and sisters.”

“We have to be polite when we talk to our sisters and brothers.”

- Write the key sentences and the key words on the board, make sure they can read and understand them. You can write the new words on the board in a separate box to check understanding.
- Let some students talk about how they behave with their brothers and sisters.
- Let the students work in pairs to pretend they are Sultan and Fahd, for example:

Sultan: “You broke my favorite toy, Fahd!”

“I will not let you play with my toys again”, Sultan said angrily.”

Fahd: “Sorry, Sultan” Fahd is crying.

Sultan: “Oh, Fahd! I’m sorry, too.” Sultan hugged Fahd.”

Model questions:

“Who broke Sultan’s toy?”

“Who became angry and shouted at his brother?”

“Is shouting at others a good behavior?”

“What did Sultan say to his brother?”

Model answers:

“Fahd.”

“Sultan.”

“No, it isn’t.”

“He said sorry to Fahd and hugged him.”

- Remind students that these situations sometimes happen between sisters and brothers.
- Explain and ask what happened.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to ask questions like those on (page 8).
- For example:



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

Independent working time (5 minutes)

Do the workbook exercises (page 5). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing (5 minutes)

- Have students repeat the questions they asked and the answers that were given.
- **Give homework:** Recall a time you had a fight with your sister/brother and write how you behaved.

For example:

Once I took my sister's bag. She was very angry and shouted at me. I said I was sorry. She said she was sorry too and hugged me.

Lesson 2 (pages 9 & 10)

Being Responsible at Home

In this lesson, your students will learn about being responsible at home.

Learning objectives

Students should be able to

- realize the importance of the family.
- show respect to their parents.
- show respect and good manners in daily life.
- help to make one's home clean and tidy.

Introduction (5 minutes)

- Ask your students if they have ever helped their parents at home.
- Show some pictures of children helping their parents, such as helping mother with cleaning the house, taking care of grandfather and grand- mother.
- Have them describe their experience in being responsible at home.

Explicit instruction /Teacher modelling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times in the class orally.

Words: family, brother, sister, mother, grandfather **Sentences: “We must help our parents in cleaning the house.”**

“Brothers and sisters help each other in doing homework.”

“My father takes care of my grandfather.”

- Write the key sentences and the key words on the board, make sure they can read and understand the vocabulary used.
- You can write the new words on the board in a separate box to check understanding.
- Separate the class into four groups at a pretend; each group must have a father, a mother, a grandfather, a sister and a brother.
- Let them make scenes as they are in the book. Explain the purpose of each group; what responsibilities is on the mother, the father, the brother and the sister.

Model questions:

“Who helps mother in setting the table for lunch?”

“Who takes care of your grandfather?”

“Who helps in cleaning the house?”

Model answers are open to students.

- Model asking and answering questions with a few student volunteers so that each of them plays the role of an information seeker and provider.

For example:

“Brother: Is there anything I can help you with, sister?” Model answer is:

“Yes, I need help with my homework.”

- Check understanding of the new vocabulary and repeat them every now and then.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.



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

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Pose a scenario, such as "pretending to be a mother and her two daughters and one son".
- Encourage your students to ask questions.

For example:

"Daughter: Mum is there anything I can do to help you?"

- Tell the speaker to answer the questions, or provide students with a model answer.
- Now ask the students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Instruct your students to act in their role of an information seeker and information provider.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 6, 7 & 8). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat the questions they asked and the answers that were given.
- Ask your students to think of more responsibilities at home.
- Give homework: Write three sentences about the responsibilities you have on weekends and read them in class.

Lesson 3 (pages 11 & 12)

Being Responsible in the Neighborhood

In this lesson, your students will learn about being responsible in the neighborhood.

Learning objectives

Students should be able to

- help to make one's neighborhood clean and tidy.
- list the negative impact of garbage on people's health.
- appreciate the role of the government in providing healthy atmosphere.

Introduction (5 minutes)

- Ask your students if they have any responsibilities in the neighborhood. Get them to talk about things they do to help in the neighborhood like taking the trash bag out.
- Show some pictures that show the things we should do or shouldn't do in the neighborhood.
- Describe the pictures to the class and let them state if this is a good behavior or a bad one to do.





Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: neighbor, disease, garbage container, trash

Sentences: “We should put the garbage in the garbage container.”

“We should not throw the garbage on the floor because it attracts flies and spread diseases.”

- Explain the purpose of each behavior and why we should do it and why we should not do the bad one.
- Encourage students to ask and answer questions:
“Is it good to put the trash bag in the container?”
“Yes.”

“Is it good to throw the trash bag outside the container?”

Why?

Why not?”

“No, this will make the place dirty and people may get sick.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Show a video talking about the importance of taking care of the neighborhood and what things should be done to take care of it.
- Tell the students to give sentences that describe the scenes on the video.
- Choose a group of students to summarize what they saw in the video. Write the sentences on the board.
- At this stage, give new tasks to make sure that the students are producing the

Independent working time (5 minutes)

Do the workbook exercises (page 9, 10 & 11). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.


Review and closing

- Ask your students to recap what they have learnt.
- Give homework: Find pictures of good and bad behaviors in the neighborhood, cut them, stick them in your activity notebook and write sentences under them.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English.





Unit 2

My Health and My Safety

Lesson 1 (pages 17 & 18)

Nails and Hair

In this lesson, your students will learn about hair and nail health.

Learning objectives

Students should be able to

- explain why we cut our nails regularly.
- cut one's nails in a safe way and be aware not to bite one's nail.
- keep one's hair clean and Show different ways to take care of hair.
- feel grateful to Allah for the grace of hair and beautiful appearance.

Introduction (5 minutes)

- Ask your students about nails and hair. Show some pictures of healthy hair and nails and bad hair and nails.
- Have the students describe their habits of taking care of their hair and nails.

Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: nail, hair, germs, healthy, toes, towel, comb

Sentences: "Nails are so important. They protect our fingers and toes tips. They make our hands and feet more beautiful. They do not allow germs to enter our bodies." "I comb my hair every morning."

"I eat healthy food to keep my hair strong and shiny."

- Explain the purpose of each stage of cleaning your hair and nails. Remind students that it is important to keep your hair and nails healthy.
- Encourage students to ask and answer questions that have to do with nails and hair.
- Model asking and answering questions with a few student volunteers so that each one of them plays the role of an information seeker and provider.

Model questions:

"How do you take care of your nails?"

"How do you take care of your hair?"

Model answers are:

"Don't bite your nails."

"Wash your hair with shampoo."

- Divide students into two groups: group 1 (information providers) and group 2 (information seekers).
- Have group 1 sit in different corners of the classroom.
- Instruct group 1 members to take on the roles of the information providers. The student will be the one providing information to someone in group 2.
- Instruct group 2 members to take on the roles of the information seekers. For example, "What should I do to take care of my hair?"
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to ask questions.
- Walk around the room, acting as a speaker in group 1 and group 2 at various times.
- Have students change groups so that they practice in both asking and answering questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 13 & 14). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.



- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap the role play.
- Have the students repeat questions they asked and the answers that were given.
- Give homework: Let them write ways of how to take care of their hair and nails. Ask them to read what they have written in class.

Lesson 2 (pages 19 & 20)

My Daily Routine

In this lesson, your students will learn about their daily healthy routine.

Learning objectives

Students should be able to
realize the importance of taking care of one's appearance.
realize the benefits of keeping their hair always clean and tidy.

Introduction (5 minutes)

- Ask your students about their daily healthy routine.
- Get them to talk about things they do in their daily routine to stay healthy.
- Show some pictures that show daily routine for students.
- Describe the pictures with the class and let them say if they do the things in the pictures or not.

Explicit instruction /Teacher modeling (10 minutes)

- Teach students the new vocabulary, particularly the ones presented in their lesson.

Words: tide, comb, wash, breakfast

Sentences: "We should wash my hands and face when we wake up."

"We should wake up early."

- Teach the key sentences by repeating them many times with the class orally.
- Explain the purpose of each behavior and why we should or shouldn't do it.
- Encourage students to ask and answer questions:

Model questions:

"When do you wake up?"

"Do you wash your hands and face when you wake up?"

Model answers:

“Every day I wake up at 6 in the morning.”

“Yes, I do.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Show a video talking about daily healthy routine and what things should be done.
- Give sentences to describe the scene, let students do this with you. Choose a group of students to summarize what they saw in the video. Write the sentences on the board.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 15). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.



- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your student to read what they have written.
- **Give homework:** Let them write about their daily healthy routine and read it in class.

Lesson 3 (pages 21 & 22)

Safety in the Classroom

In this lesson, your students will learn about safety in the classroom.

Learning objectives

Students should be able to

- realize the importance of safety in the classroom.
- avoid sitting/standing inappropriately in the class.
- apply the arrangements of school books and tools.
- carry the bag properly; hold the pencil properly.

Introduction (5 minutes)

- Ask your students about what we should do to stay safe in the classroom.
- Show some pictures of things the students should do to stay safe in the classroom and the things they should not.
- Describe the pictures with the class and let them say if this is right or wrong to do in the classroom.

Explicit instruction /Teacher modeling (10 minutes)

- Teach students the new vocabulary particularly the ones presented in their lesson, teach the key sentences by repeating them many times with the class orally.

Words: spine, pencil case, pencil, eraser, bag, ruler, book, copybook, sharpener

Sentences: "I stand straight and sit straight to keep my spine healthy."

"I don't put my bag behind me on the chair."

"I don't lean to the front or the back."

Model questions:

"What do you put in your bag, Ahmad?"

"How should we sit and stand in the class, Sara?"

Model answers:

"I put my pencil case, sharpener, book and copybook."

"I stand straight and sit straight to keep my spine healthy."

- Separate the class into two groups, one of the groups should do bad behaviors in the neighborhood and the other group should do good behaviors.
- Explain the purpose of each behavior and why we should make it and why we should not do the other.
- Encourage the students to ask and answer questions: "What do we do to stay safe in the classroom?"
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Pose a scenario, instruct your students to act in their role of an information seeker and information provider.
Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 16, 17 & 18). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your student to recap what was said in the class.
- Give homework: Let them stick pictures of school tools and name them.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English.



Unit 3

The Four Seasons

Lesson 1 (page 27)

Fall

In this lesson, your students will learn about fall.

Learning objectives

Students should be able to

- name the four seasons in order.
- talk about some features of fall.
- identify the job of farmers in fall.
- appreciate farming and farmers.

Introduction (5 minutes)

- Ask your students what they know about fall.
- Show some pictures of fall.
- Ask your students if they like fall, why? Why not?

Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: **weather, plow, sow, warm**

Sentences: **"The weather in fall is cool."**

"In fall farmers plow the land, and then sow the seeds."

"Birds fly to warm places."

Model questions:

"What is the weather like in fall?"

"In which season do farmers plow the land then sow the seeds? "

"Where do birds fly in fall?"

Model answers:

"The weather in fall is cool."

"In fall farmers plow the land, and then sow the seeds."

"Birds fly to warm places."

- Write the key sentences on the board, make sure they can read and understand the vocabulary and the sentences used. You can write the new words on the board in a separate box to check understanding.
- Let them answer the questions that are at the beginning of the lesson.
- Ask more questions to cover the main points in the lesson and let the students answer.

- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Instruct your students to act in their role of an information seeker and information provider.
- Let them use the features of fall n— on page 27 to make a play role.
- Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

- Do the workbook exercises (pages 20 & 21). Follow this procedure:
- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.





Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- **Give homework:** Let them stick pictures related to fall in their activity notebooks and talk about them in class.

Lesson2 (pages 28 & 29)

Winter

In this lesson, your students will learn about winter.

Learning objectives

Students should be able to

- recognize the importance of rain to living things.
- talk about some features of winter.

Introduction (5 minutes)

- Ask your students what they know about winter.
- Show some pictures of winter.
- Ask your students if they like winter, why/why not!

Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson.
- Teach the key sentences by repeating them many times with the class orally.

Words: trim, umbrella, gloves, switcher, jacket, pants, boots, scarf, hat

Sentences: "Winter is the season of rain and

Sentences: "Winter is the season of rain and snow."

"Rain is what people, animals and plants need to live."

"The weather in winter is cold and rainy."

"We drink hot drinks like tea and hot chocolate."

"We wear winter clothes to stay warm and healthy."

Model questions:

"What is winter?"

"What is rain?"

"What is the weather like in winter?"

"Why do farmers trim trees?"

"What do we drink to stay warm in winter?"

"What do we wear in winter to stay warm?"

Model answers:

"Winter is the season of rain and snow."

"Rain is what people, animals and plants need to live."

"The weather in winter is cold and rainy."

"Because leaves start growing again."

"We drink hot drinks like tea and hot chocolate."

"We wear winter clothes to stay warm and healthy."

- Write the key sentences and the keywords on the board, make sure they can read and understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 22 & 23). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.





Assessment (5 minutes)

During independent working time, go around the room, checking to see what information your students are using.

Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned. Check their workbooks and write down notes about how they answered the exercises. Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- **Give homework:** Let them stick pictures related to winter in their activity notebook and talk about them in class.

Lesson 3 (pages 30 & 31)

Spring

In this lesson, your students will learn about spring.

Learning objective

Students should be able to

- talk about some features of spring.

Introduction (5 minutes)

- Ask your students what they know about spring.
- Show some pictures of spring.
- Ask your students if they like spring. Why? Why not!

Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson; teach the key sentences by repeating them many times with the class orally.

Words: moderate, blossom, leaves

Sentences: "The weather in spring is moderate."

"The trees become green."

Model questions:

"What is the weather like in spring?"

"What color are the trees in spring?"

"Are there any blossoms or butterflies in spring?"

"Is spring a good season to go on picnics? "

Model answers:

"The weather in spring is moderate."

"The trees become green."

"Yes, they are everywhere in Jordan."

“Yes, it is a good weather for picnics.”

- Write the key sentences and the keywords on the board, make sure they can read and understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Let them answer the questions on page 30.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 24). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- **Give homework:** Let them use pictures that are related to spring and talk about them in class.



Lesson 4 pages (32&33)

Summer

In this lesson, your students will become learn about summer.

Learning objectives

Students should be able to

- identify the features summer.
- recognize the importance of summer.
- appreciate the role farmers play in providing people with food.
- appreciate Allah's creation of the four seasons.

Introduction (5 minutes)

- Ask your students what they know about summer.
- Show some pictures of summer.
- Ask your students if they like summer.

Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson; teach the key sentences by repeating them many times with the class orally.

Words: vacation, cap, sunglasses, shirt, shorts, sandals

Sentences: "Summer is the season of hot weather and the summer vacation."

"The weather in summer is hot."

"We eat ice-cream, swim in the pool and drink cold juices."

"Farmers harvest wheat, watermelon, grapes and figs."

Model questions:

"What is summer?"

"What is the weather like in summer?"

"What do farmers do in summer? "

"Is it okay to play outside in summer? "

Model answers:

"Summer is the season of hot weather and the summer vacation."

"The weather in summer is hot."

"Farmers harvest wheat, watermelon, grapes and figs."

"Yes, it's okay, but not under the Sun."

- Write the key sentences and the keywords on the board, make sure they can read and understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Ask more questions to cover the main points in the lesson and let the students answer.

- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 25, 26 & 27). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.

Review and closing

- **Give homework:** Let them stick pictures that are related to summer in their activity notebook.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English.



Unit 4

Places Around Me

Lesson 1 (pages 39 & 40)

My School

In this lesson, your students will learn about their school.

Learning objectives

Students should be able to

- identify different parts of their school.
- realize the importance of keeping school clean and tidy.

Introduction (5 minutes)

- Ask your students about parts of their school.
- Show some pictures of school, students, playground of school and the principal's office.

Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson; teach the structure of the key sentences by repeating the key sentences many times with the class orally.

Words: library, science lab, backpack, experiment, uniform, principal's office, computer lab, cafeteria, playground **Sentences:** "I wear my uniform and carry my backpack to go to school."

"You can read stories in the library."

"We can do experiments in the science lab."

- Write the key sentences and the keywords on the board, make sure they can read and understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions.

Model questions:

"What do you wear when you go to school?"

"Where do you read stories in school?"

"Where can we do experiments in school?"

Model answers:

"I wear my uniform and carry my backpack to go to school."

"You can read stories in the library."

"We can do experiments in the science lab."

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 29 & 30). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
 - Let the students do the exercises individually now.
 - Walk around the class and watch the students doing the work on their own.
 - Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.





Review and closing

- Have the students repeat questions they asked and the answers that were given.
- Ask your students to think of more responsibilities at home.
- **Give homework:** Write 3 sentences about the responsibilities you do in week- ends and read them in class.

Lesson 2 (pages 41) My Classroom

In this lesson, your students will learn about their classroom.

Learning objectives

Students should be able to

- name objects in the classroom.
- realize the importance of keeping class clean and tidy.

Introduction (5 minutes)

- Show some pictures of objects in the classroom. Ask your students about what they like in their classroom.
- Explain to them why students go to the classroom and what they do in it.

Explicit instruction /Teacher modeling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: bookshelf, window, board, door, teacher, desk, and student

Sentences: “We go to school to learn how to read, write and count.”

“We learn new things at school.”

“You can put your books in the bookshelf.”

“My favorite subject is Math/ English/ Science.”

- Write the key sentences and the keywords on the board, make sure they can read and understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Encourage students to ask and answer questions.

Model questions:

“Why do we go to the school?”

“What do we learn at school?”

“Where we can put my books?”

“What is your favorite subject?”

Model answers:

“We go to school to learn how to read, write and count.”

“We learn new things at school.”

“You can put your books in the bookshelf.”

“My favorite subject is Math/ English/ Science.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Let some students talk about their classroom.
Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 31 & 32). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.





Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing (5 minutes)

- Have the students repeat questions they asked and the answers that were given.
- Ask your students to think of more responsibilities at home.
- Give homework: Let your students write about what they like in their classroom.

Lesson 3 (pages 42 & 43)

My Neighborhood

In this lesson, your students will learn about their neighborhood.

Learning objectives

Students should be able to

- describe their neighborhood.
- name the street, area and building they live in.
- name public places in their neighborhood.
- Show pride and love for their house, school and neighborhood.

Introduction (5 minutes)

- Ask your students about their neighborhood.
- Show some pictures of buildings, supermarkets, bakeries and houses.
- Describe the pictures to your students.

Explicit instruction /Teacher modelling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: buildings, street, grocery store, bakery, barbershop, haircut, bookshop

Sentences: “A neighborhood is a place where people live, work and play.”

“A grocery store where we buy the things we need.”

“A barbershop where we get a haircut.”

“A bookshop where we can buy books and crayons.”

- Write the key sentences and the keywords on the board, make sure they can read and understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Separate the class into two groups.
- Encourage them to ask and answer.

Model questions:

“What are houses and buildings for?”

“What are streets for?”

“What is a bakery?”

“What is a barbershop?”

“What is a book shop?”

Model answers:

“They are places we live in.”

“Streets are where people drive cars and buses.”

“A grocery store is where we buy the things we need.”

“A barbershop is where we get a haircut.”

“A bookshop is where we can buy books and crayons.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (pages 33, 34 & 35). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat questions they asked and the answers that were given.
- Ask your students to think of more responsibilities at home.
Give homework: Write 3 sentences about your neighborhood and describing it. Read it in class.

Lesson 4 (pages 44 & 45)

Public Places

In this lesson, your students will learn about public places.

Learning objectives

Students should be able to

- name public places in their neighborhood.
- show their house, school, and neighborhood pride and love.

Introduction (5 minutes)

- Describe the meaning of public places to your students.
- Show some pictures of public places.
- Let them name any public places in their area.

Explicit instruction /Teacher modelling (10 minutes)

- Teach your students the new vocabulary, particularly the ones presented in their lesson.

Teach the key sentences by repeating them many times with the class orally.

Words: mosque, park, sport center, hospital, police station

Sentences: “A public place is a place that is open to people.”

“A park where we play football, swing and ride the seesaw.”

- Write the key sentences and the keywords on the board, make sure they can read and understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Model asking and answering questions with a few student volunteers so that each of them play the role an information seeker and provider.

Model questions:

“What is a public place?”

“What is a park?”

“What is a police station?”

Model answers:

“A public place is a place that is open to people.”

“A park is where we play football, swing and ride the seesaw.”

“A police station is where policemen work hard to keep us safe.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (pages 36 & 37). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat questions they asked and the answers that were given.

Give homework: Let them write about one public place they like and what they do there.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English.

Unit 5

My Food

Lesson 1 (pages 51,52 & 53)

Food

In this lesson, your students will learn about food.

Learning objectives

Students should

- be grateful to Allah for the grace of food.
- be able to distinguish between animal- based food and plant- based food.

Introduction (5 minutes)

- Ask your students what food is and why it is important.
- Show some pictures of food, such as fruits, vegetables, beans, wheat, rice, meat, eggs, honey, and milk.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson; teach the structure of the key sentences by repeating the key sentences many times with the class orally.

Words: fruits, vegetables, beans, wheat, rice, meat, eggs, honey, milk

Sentences: “Food is important for us to grow up, be active and strong as well.”

“We can’t live without food, food is vital for people, plants and animals.”

Model questions:

“Do you like cheese?”

“Can we live without food?”

“Why do we need food?”

“Yes, I do like cheese.”

“What are the sources of food?”

“What food should we eat?”

Model answers:

“No, we can’t.”


“To grow, be active and strong. Food helps us fight diseases.”

“Plants and animals.”

“Meat, fruit, grains and vegetables.”

Ask more questions to cover the main points in the lesson and let the students answer.





Ask more questions to cover the main points in the lesson and let the students answer.

- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Make pairs, let every two students ask and answer questions about food.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask "Do you like _____?"
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 39 & 40). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.

- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have your students repeat questions they asked and the answers that were given.
- **Give homework:** Let them write about their favorite food and tell their classmates about it.

Lesson 2 (pages 54, 55, 56, 57, 58 & 59)

Healthy Diet

In this lesson, your students will learn about a healthy diet.

Learning objectives

Students should be able to

- distinguish between healthy and unhealthy food.
- give examples on both healthy and unhealthy food.
- conclude the importance of eating healthy food on a regular basis to the body.
- count products of milk.
- mention the source of honey.

Introduction (5 minutes)

- Ask your students if they know what are the five groups of food.
- Show some pictures of groups of food.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson; teach the structure of the key sentences by repeating them many times with the class orally.

Words: grains, vitamins, carbs, minerals, protein, junk food

Sentences: “Grains provide our bodies with energy which we get from carbs.”

“Vegetables provide our bodies with vitamins and minerals.”

Model questions:

“Do you eat grains?”

“Do you eat apples?”

“Do you eat vegetables?”

Model answers:

“Yes, I do.”

“Students’ own answers.”



- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to ask “Do you eat_?”
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Instruct your students to act in their role of an information seeker and information provider.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 41, 42, 43, 44, 45 & 46). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat questions they asked and the answers that were given.
- **Give homework:** Let them write about healthy and junk foods and read their sentences in class.

Lesson 3 (pages 60 & 61) Eating Manners

In this lesson, your students will learn about eating manners.

Learning objectives

Students should be able to

- apply the manners of eating properly.
- recognize the importance of home-cooked food.
- recognize the importance of the food cleanliness.
- recognize the reason behind which are to be washed properly before and after a meal.
- wash fruits and vegetables before eating.

Introduction (5 minutes)

- Ask your students to mention some of the eating manners.
- Show a video or pictures about eating manners.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson.
- Teach the key sentences by repeating them many times with the class orally.

Words: chewing, stomachache, manners

Sentences: “Washing hands before and after eating.”

“Chewing food well.”

“Sitting properly during eating.”

For example:

“Do you wash your hands before and after eating?”

“Do you sit properly during eating?”

“Do you chew food well?”

Model answers:

“Yes, I do.”

“No, I don’t.”

- Let your students talk about eating manners and ask them if they apply them while eating.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.



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

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask "Do you _____?"
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 47 & 48). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have your students repeat questions they asked and the answers that were given.
- **Give homework:** Let them write simple sentences about some other eating manners they know and apply.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English.

Unit 6

Transportation

Lesson 1 (pages 67 & 68)

Transportation

In this lesson, your students will learn about transportation.

Learning objectives

Students should be able to

- recognize means of transportation and their uses.
- recognize the advantages of all means of transportation by land, air, and water.
- give examples on means of transportation by land, air and water.

Introduction (5 minutes)

- Ask your students what transportation is.
- Show some pictures of taxis, airplanes, cars and bikes.
- Ask them what type of transportation they use.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: transportation, invented, carts and wagons

Sentences: “Transportation is the means by which people travel from one place to another.”

“Throughout the life of human beings, they have always tried to travel from one place to another either to find food and water or to find safe place to live in.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Show pictures that describe the journey of transportation throughout the life of human beings.
- Let the students talk and explain about transportation, just like on page 49 and 50.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (pages 51 & 52). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have your students repeat questions they asked and the answers that were given.
- **Give homework:** Let your students write about transportation and mention some types of them.

Lesson 2 pages (69,70 & 71)

Transportation by Land

In this lesson, your students will learn about transportation by land.

Learning objectives

Students should be able to

- give examples on means of transportation by land.
- recognize the types of vehicles and their uses.

Introduction (5 minutes)

- Ask your students if they like transportation by land.
- Show some pictures of transportation, such as cars, bicycles, trains, buses.
- Have the students describe their experiences in transportation.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson.
- Teach the key sentences by repeating them many times with the class orally.

Words: revolution, environmentally, subways, goods, passengers, cargo

Sentences: “The invention of the wheel resulted in a revolution in transportation.”

“Cars are vehicles that have four tires and are used to transport people rather than goods.”

Model questions:

“What invention resulted in a revolution in transportation?”

“Why do people like to use bicycles?”

“What is a car?”

Model answers:

“The wheel.”

“They are friend and safe.”

“A vehicle that has four wheels.”

- Let some students talk about their favorite transportation, and ask them why.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.

- Make pairs, let every two students ask and answer questions about transportation.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask the question “What is a _____?” to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Make pairs, let every two students ask and answer questions about transportation.
- Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask the question “What is a ?”



- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 53 & 54). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have your students repeat questions they asked and the answers that were given.
- Give homework: Let the students write about one of the vehicles.

Lesson 3 (pages 72 & 73)

Transportation by Water

In this lesson, your students will learn about transportation by water.

Learning objective

Students should be able to

- recognize means of transportation by water and their uses.

Introduction (5 minutes)

- Ask your students if they know anything about sailing, boats and ships.
- Show some pictures of transportation, such as sail boats and ships.
- Ask them if they have ever traveled by water.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: sail, boats, ship, oil tankers

Sentences: “Freight ships can carry cargo which may be cars or other goods.”

“Oil tankers are ships that carry petroleum across the ocean or the sea.”

For example:

“What is a passenger ship?”

“What is a freight ship?”

“What is a fishing ship?”

The answers are the definitions that are mentioned on pages 54 & 55.

- Let some students talk about transportation by water.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Make pairs, let every two students ask and answer about transportation.
- Encourage your students to ask “What is a _____?”
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Instruct your students to act in their role of an information seeker and information provider.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 55 & 56). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.



Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have your students repeat questions they asked and the answers that were given.
- Give your students a worksheet to do at home.

Lesson 4 (pages 74 & 75)

Transportation by Air

In this lesson, your students will learn about transportation by air.

Learning objective

Students should be able to

- recognize the types of transportation by air.

Introduction (5 minutes)

- Ask your students if they have ever got on an airplane.
- Show some pictures of transportation by air, such as hot air balloons, airplanes, aviations, helicopters and jets.
- Help the students to describe their experience.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson. Teach the key sentences by repeating them many times with the class orally.

Words: hot air balloon, airplane, aviation, helicopter, jets, passenger

Sentence: "Transportation by air or air travel is called aviation; it is a form of travel by hot air balloons, helicopters, airplanes or jets."

For example:

"What is aviation?"

"Who are the Wright Brothers?"

- The answers are the definitions that mentioned on page 56.
- Let some students talk about transportation by air.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Make pairs, let every two students ask and answer about transportation by air.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Instruct your students to act in their role of an information seeker and information provider.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

- Do the workbook exercises (pages 57, 58 & 59). Follow this procedure:
- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.





Review and closing

- Have your students repeat questions they asked and the answers that were given.
- Ask your students to explain why asking questions can be helpful.
- **Give homework:** Let them name the transportation that is used by air.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English.

