



Teacher's Guide



Social Studies

East & West



Teacher's Book 3

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. We start with 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, an

d 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 – 6):

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, 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 on 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 the framework for education for citizenship 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 for teaching Social Studies:

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
10. Role-plays, drama, pantomimes and charades
11. Story-telling
12. Technology



- 
12. Technology
 13. Visualization and guided Inquiry
 14. Visuals
 15. Work-study and apprenticeships
 16. Writing and journals
 17. Use PowerPoint lessons and guided notes. ...
 18. Go Digital – Use a WebQuest with your students. ...
 19. Integrate reading passages. ...
 20. Use Social Studies interactive notes. ...
 21. Incorporate FUN homework or social studies projects! ...
 22. Use historical fiction read aloud. ...
 23. 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?

How to Use Role Play?

Step 1: Identify the Situation: To start the process, gather students encourage an open discussion to uncover all of the relevant issues.

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 what 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)

Helping the Poor

In this lesson, your students will learn about helping the poor.

Learning objectives

Students should be able to

- realize the importance of helping the poor.
- identify the ways of helping the poor.

Introduction (5 minutes)

- Explain to the students the meaning of “poor people”.
- Show some pictures of helping poor people.
- Have your students talk about how we can help poor people.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: charity, the poor, brochure, inviting, donating

Sentences: “Charity is to provide help for those in need.”

“The poor are people who have a very small amount of money, food or clothes.”

“Teacher: How can we help the poor?”

“Muhammad: We can collect food, toys, and money.”

“Teacher: Great idea Muhammad!”

“Sara: We can also make a brochure inviting all the students to help in collecting money, clothes or food.”

“Teacher: Excellent idea! What else?”

“Sultan: We can donate our old clothes because they no longer fit.

“Teacher: Yes, well done Sultan!”

- Write the key sentences and the keywords 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.

Model question:

“What is the meaning of charity?”

Model answer:

“Charity is to provide help for those in need”



- 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.
- 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 5, & 6). 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.
- Give homework: "In your notebook write more ways to help the poor."

Lesson 2 (pages 9, 10, 11 & 12)

Taking Care of the Sick

In this lesson, your students will learn how to take care of the sick.

Learning objectives

Students should

- recognize the concepts of diseases, cuts and germs.
- determine the appropriate tools to treat cuts.
- take the initiative to help people who need treatment . explain the stages of treating cuts in a simple way.
- be aware of the consequences associated with not taking care of cuts .
- rely on oneself in practicing first aid.

Introduction (5 minutes)

- Ask your students how we can take care of a sick person.
- Show some pictures of sick people.
- Have your students talk about the consequences associated with not taking care of illnesses.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: First Aid Kit, sterilizer, contagious, diseases, cold, measles, mumps, smallpox, flu

Sentences: “When you are sick, you have to go to the doctor.”

“We follow the doctor’s instructions.”

“We take medicine on time.”

“We keep the medicine out of the reach of the children.”

- 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.
- Let your students read the story on page 9.
- Encourage the students to ask and answer questions:

Model questions:

“What did Sara bring from home?”

“Why did it hurt when Sara put a sterilizer on the wound?”

“What will happen if we don’t sterilize wounds?”

“What did Sultan say to his sister? “

“What is Flu?”

“What are contagious diseases?”





Model Answers:

“Sara ran home and brought the First Aid Kit with her.”

“It hurts because it’s killing germs.”

“Wound infection will occur.”

“Thank you.”

"Flu is contagious; it may affect other children in the classroom."

"Flu is contagious; it may affect other children in the classroom."

"Contagious diseases are diseases that can be transmitted from one living being to another through direct or indirect contact, such as flu, cold, measles, mumps, and smallpox."

- 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 read pages 11 & 12.
- Read the lesson many times with them explaining the sentences.
- 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 7, 8 & 9). 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 students repeat the questions they asked and the answers that were given.
- Give homework: Let them write about how we can take care of ourselves to avoid getting sick.

Lesson 3 (pages 13, 14 & 15)

Meeting New People

In this lesson, your students will learn about meeting new people.

Learning objectives

Students should be able to

- explain some behaviors while meeting other people.
- apply the correct social behavior in the society, especially with the parents, the elders, as well as brothers and sisters.
- recognize the correct behavior when meeting other people.
- do the correct behavior when meeting other people.
- Help other people who feel shy.

Introduction (5 minutes)

- Explain to your students some behaviors while meeting other people.
- Show some pictures about meeting new people.
- Ask your students what they should do when they meeting new people.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: shy, polite, uncomfortable

Sentences: “Shy people feel uncomfortable when they are around people.

As a result, they need our help.”

“Introduce the child to other children.”



“Allow the child to talk to other children.”

- Write the key sentences on the board and the keywords; make sure they can read them from the board and that they understand the vocabulary used. You can write the new words on the board in a separate box to check understanding.
- Let your students read the story on pages 13 & 14.
- Encourage students to ask and answer questions.

Model questions:

“How did Hashim welcome his neighbors?”

“What did the neighbor tell Hashim’s mother?”

“Why is Hashim’s mother proud of him?”

“What should we do to help Sami to be comfortable when he is around people?”

“How do you help a shy child?”

Model answers:

“He welcomed them with a smile .He said

“Hello, nice meeting you.”

“Hashim is a polite boy. He really has good manners.”

“Because their neighbor told her that Hashim is a polite boy and has good manners.”

“Introduce him to your friends, and then let them play football with them. Now Saud is social and confident. He is not shy anymore.”

“Introduce the child to other children. Allow the child to talk to other children.

Allow the child to play with other children. Allow the child to share toys with other children.”

- 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.
- Instruct your students to act in their role of an information seeker and information provider.

- Let them act just like on pages 13, 14 and 15.
- 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 10, 11 & 12). 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.
- Give homework: Let them write about the manners they usually observe when meeting new people.

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. The same words are highlighted in the lessons.



Unit 2

My health and My Safety

Lesson 1 (pages 21, 22 & 23)

Clean and Tidy

In this lesson, your students will learn about cleaning.

Learning objectives

Students should be able to

- realize the importance of keeping all places clean and tidy
- help to make one's home, school and neighborhood clean and tidy.
- realize the importance of keeping up healthy.
- apply the correct social behavior in the society.

Introduction (5 minutes)

- Ask your students if they help in cleaning their home with their parents.
- Show some pictures of people cleaning homes, schools and neighborhoods.
- Have your students talk about the correct social behavior in the society.

Explicit instruction /Teacher modeling (10 minutes)

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

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

Words: angry, tap, floor, litter

Sentences: "We should keep our school, home, and neighborhood clean and tidy."

"Students should be aware about cleaning."

"Sultan ate his sandwich and threw the plastic bag on the floor."

Model questions:

"What did Saud do in breakfast time?"

"What did the teacher tell Saud?"

"What was Saud response to the teacher?"

Model answers:

"In breakfast time, Saud ate his sandwich and threw the plastic bag on the floor."

"Teacher: Saud why did you throw the plastic bag on the floor! You should throw it in the garbage bin not on the floor!"

"Saud: I'm so sorry."

- Write the key sentences and 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.
- 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

- Have your students repeat the questions they asked and the answers that were given.
- Give homework: Let the students write simple sentences about how they clean and tidy their rooms.

Lesson 2 (pages 24 & 25)

Safety at the Park

In this lesson, your students will learn about maintaining their safety at the park.

Learning objectives

Students should be able to give examples on how to maintain public facilities.

- explain the advantages of playing.
- realize the benefits of playing with other children.
- express opinion on displayed misbehaviors.
- realize the importance of safety in all aspects of life.

Introduction (5 minutes)

- Ask your students about the places where they usually play.
- Have your students talk about their favorite place that they like to go to.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: dangers, blood circulates, slide

Sentences: "When we play, we learn new things and have fun."

"When we play with other children, we make new friends. This makes us happy."

- Write the key sentences and 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 some students read on page 24.
- Encourage them to ask and answer.

Model questions:

“Where do you usually play?”

“Do you like playing with your friends?”

“Why is playing important for children?”

Model answers:

“I like going to the park.”

“Yes, I do.”

“Because when we play, blood circulates actively in our body. This helps us to grow, when we play, we learn new things and have fun, and when we play with our children, we wake new friends. This makes us happy.”

- 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 as an information seeker and information provider.
- 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 15& 17). 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: Draw a park with slides and swings in it.

Lesson 3 (pages 26, 27 & 28)

Safety on the Road

In this lesson, your students will learn about the correct habits to keep safe on the road.

Learning objectives

Students should be able to

- apply the correct behavior while crossing the street.
- realize the importance of safety in all aspects of life .

Introduction (5 minutes)

- Explain to them the safety measures while getting in the car.
- Show some pictures about the safety measures while getting in the car.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: accidents, seatbelt, sidewalk, direction, traffic, zebra crossing

Sentences: “We have to care of ourselves when riding a car or bus in order not to have accidents.”

“Use a seatbelt in the car.”

“Do not move or damage things in the car.”

- Write the key sentences and 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 some students read page 26.
- Encourage them to ask and answer.

Model questions:

“Why should we take care of ourselves when we ride a car or bus?”

“What are the safety rules that we have to follow when we riding a car?”

Model answers:

“In order not to have accidents.”

“Use a seatbelt in the car, do not damage things in the car, do not get in the car or get out of it unless it has totally stopped, use the door next to the sidewalk to get in the car or get out of it, do not put your head or any part of your body out of the car.”

- 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 as an information seeker and information provider.
- For example:
 - “Ahmad: Hello Joud, can you tell me about some road safety tips?”**
 - “Joud: Of course! Look in all directions before crossing the road and cross the road when it is clear or when all traffic has stopped.”**
 - “Ahmad: Nice! Can you give me more tips, Sara?”**
 - “Sara: Sure! Use the zebra crossing to cross the road, keep looking and listening for traffic while crossing the road.”**
 - “Ahmad: Okay. Is there anyone else who would like to tell us other tips?”**
 - “Farah: Don not run between parked cars and buses and remember not to walk around school buses where the driver cannot see you. It is a dangerous area.”**
- 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 18, 19, & 20). 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 the students write other safety rules.

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. The same words are highlighted in the lessons.

Unit 3 Special Times

Lesson 1 (pages 33 & 38) The Holy Month of Ramadan

In this lesson, your students will learn about the importance of Ramadan.

Learning objectives

Students should be able to

- recognize the manners of the holy month of Ramadan.
- describe the features of the holy month of Ramadan.
- recognize the importance of the holy month to all Muslims.
- pay respect to religious and national occasions.
- formulate a positive attitude towards fasting in the holy month of Ramadan.

Introduction (5 minutes)

- Ask your students what they know about Ramadan.
- Show some pictures of the holy month, such as the holy Quran, someone is praying, food and dates.
- Have the students describe their experience in Ramadan.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: Suhoor, Iftar, commemorate, the night of Al-Qadr, prayer, fast, Taraweeh, revelation, crescent.

Sentences: "Ramadan is the 9th month of the Islamic calendar. It is preceded by month of Sha'ban and followed by the month of Shawwal."

"Muslims start fasting when a visual sighting of the crescent moon is perceived and end the holy month when the next visual sighting of the crescent moon is perceived at the end of Ramadan."

Model questions:

"What do we do in Ramadan?"

"When does Taraweeh start?"

"Why is Ramadan the most beloved month to Allah?"

"When do Muslims start fasting?"


"What do we do in Ramadan?" "What is the Night of Al-Qadr?"

Model answers:

"Ramadan is the 9th month of the Islamic calendar. It is preceded by month of Sha'ban and followed by the month of Shawwal."

"Because it is the month of the revelation of the Holy Qur'an and the month of worship to Allah."





"Muslims start fasting when a visual sighting of the crescent moon is perceived and end the holy month when the next visual sighting of the crescent moon is perceived at the end of Ramadan."

"We fast, we help our mothers in making Iftar and we pray."

"During the last 10 days of the holy month of Ramadan, Muslims commemorate the Night of al- Qadr."

- Let some students talk about their favorite time during Ramadan, 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 understand and explain them.
- Make groups, let every two students ask and answer questions about Ramadan.
- Instruct your students to act in their role of an information seeker and information provider.
- 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 23, 24, 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 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: Ask the students to write about what they do in Ramadan.

Lesson 2 (pages 39 & 40)

Teacher's Day

In this lesson, your students will learn about teacher's day.

Learning objectives

Students should be able to

- recognize teacher's duties.
- mention the importance of Teacher's Day.
- speak about the value of teachers.

Introduction (5 minutes)

- Speak to your students about the value of teachers.
- Let your students talk about the importance of teachers and their positive role in the society.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: profession, morals, obligation, honorable

Sentences: "Teachers are taking care of promising generations and evaluate their minds with knowledge and morals to serve themselves and their country."

"The profession of teaching is regarded as one of the most honorable professions."

- 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 students to talk about why teaching is regarded as one of the most honorable professions.
- Encourage students to ask and answer questions.

Model questions:

“What are teachers’ duties?”

“When is Teacher’s Day?”

“What did Anas bin Malik report from Muhammad (peace be upon him)?”

Model answers:

“Taking care of promising generations and evaluate their minds with knowledge and morals to serve themselves and their country.”

“Teacher’s Day is on October 5 every year.”

“He reported: Muhammad (peace be upon him) said, “Seeking knowledge is an obligation upon every Muslim”.

- 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.
- 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 28 & 29). 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 the questions they asked and the answers that were given.
- Give homework: Let the students write about how they show respect to their teachers.

Lesson 3 (pages 41 & 42) A Newborn in My Family

In this lesson, your students will learn about helping with a newborn.

Learning objectives

Students should be able to

- describe the feelings of the family at the arrival of a new born.
- draw the stages of a child growth in order.

Introduction (5 minutes)

- Ask your students if they have a newborn brother or sister.
- Show some pictures of newborn babies.
- Let them describe the appearance of babies (small, tiny, and beautiful).

Explicit instruction /Teacher modeling (10 minutes)

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

Words: Celebrate, relatives, distributing Sentences: "Describe feelings of the family upon the arrival of a newborn."

" Our relatives visited us. *They brought gifts for the newborn baby.*"





"When mum gave birth to my sister, we were all happy."

- Tell the students to bring and show their pictures when they were newborn babies in front of the class, and tell each one of them to talk about how his/her family celebrated this event.
- 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 the students who have a newborn sister or brother, speak and describe how their family welcomed this event.
- Encourage your students to use the same sentences in the lesson with changing the names of people.

For example:

"My sister Sara and I are so happy because my mother gave birth to my sister Fatima", after that let them describe how the newborn baby looks 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 30, 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

- Remind the students of what they learnt and repeat the key words and sentences of the lesson.
- Let them repeat questions they asked and the answers that were given.
- Give homework: Stick your photos when you were a newborn baby and a little older, then write sentences like the ones on page 42.
"This is my photo when I was _____ year old"

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. The same words are highlighted in the lessons



Unit 4

Places Around Me

Lesson 1 (pages 49, 50, 51 & 52)

My Country

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

Learning objectives

Students should be able to

- distinguish the map of Saudi Arabia.
- know the name of the king of Saudi Arabia.
- name the capital of the Saudi Arabia.
- show loyalty, pride and love to our country.
- show the king loyalty and love.
- know the name of the Crown Prince of Saudi Arabia.
- realize the importance of Saudi Arabia as the birth place of Islam.

Introduction (5 minutes)

- Ask your students about their country.
- Show some pictures of different countries around Saudi Arabia.
- Have the students describe our country and the king.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: citizen, capital city, government and map

Sentences: “Riyadh is the capital city of the kingdom of Saudi Arabia.”

“Saudi Arabia is the birthplace of Islam. It is the home to Islam’s two holiest mosques in Makkah and al-Madinah.”

“We love our king because he is the leader of our country and the symbol of

- Explain the achievements the king did. Remind students that we love the king and that he is a symbol.
- Encourage students to ask and answer questions that have to do with the king.
- Separate the class into four groups to represent each city of our country.
- Explain the purpose of each section of our country. Remind students that every country has many cities and one Capital city.
- Model asking and answering questions with a few student volunteers so that each of them play the role of an information seeker and provider.

Model questions:

“Where do you live?”

“What is the capital of our country?”

“What is the name of our king?”

“When was the king born?”

“What is the name of the prince?”

“When was the prince born?”

Model answers:

“I live in Riyadh.”

“Riyadh is the Capital.”

“His Majesty King Salman bin Abd al-Aziz Al Saud.”

“His Majesty was born on December 31st, 1935.”

“His Royal Highness Prince Muhammad bin Salman.”

“His Royal Highness Prince Muhammad bin Salman was born on August 31st, 1985.”

- Ask students about their favorite city.
- Instruct to ask and answer questions about their favorite city.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Instruct to ask and answer questions about their favorite city.
- 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 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.
- 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. again but in a new different way.

Review and closing

Ask your students to recap the role play.

Give homework: Give a worksheet to color the flag of Saudi Arabia.

Lesson 2 (pages 53 & 54)

My Flag

In this lesson, your students will learn about the flag of their country.

Learning objective

Students should be able to

- distinguish the flag of the Kingdom of Saudi Arabia.

Introduction (5 minutes)

- Ask your students about cities in the Kingdom of Saudi Arabia.
- Show some pictures of the flag.
- Have the students describe the colors of the flag.
- Tell your students that today they will practice asking and answering questions to gather information.

Explicit instruction /Teacher modelling (10 minutes)

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

Words: *flag, symbol*

Sentences: *"We love our flag because it is the symbol of our pride in our country." "We pay respect to our flag by standing while it is raised, never allowing it to be down and keeping it clean."*

- Explain the purpose of a flag. Remind students that the flag is a symbol for each country. Encourage students to ask and answer questions that have to do with the flag.
- Model asking and answering questions with a few student volunteers so that each of them play the role of an information seeker and provider.

Model questions:

"What are the colors of the Saudi Arabia flag?"

"What is a flag?"

"Why is a flag important?"

Model answers:

"Black, white, green and red."

"It is a piece of cloth that has a special design."

"Because it is the symbol of a country."

- 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. For example, let a student bring a flag, he 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 is the symbol of our flag?"** to the student in group 1.
- 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 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. 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.
- Give homework: Give a ***worksheet to color the flag of Saudi Arabia.***

Lesson 3 (pages 55, 56, 57 & 58)

My City

In this lesson, your students will learn about cities in the kingdom of Saudi Arabia.

Learning objectives

Students should be able to

- locate the kingdom on the map.
- name some cities in the kingdom of Saudi Arabia.
- list the regions of the kingdom Saudi Arabia .

Introduction (5 minutes)

- Ask your students about our cities.
- Show some pictures of (Riyadh, Makkah, and Jeddah).
- Have your students to talk about their favorite city in Saudi Arabia.

Explicit instruction /Teacher modelling (10 minutes)

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

Words: city, capital

Sentences:" Saudi Arabia is the second largest country in the Arab world.

As a result, it is divided into 13 regions which have 13 capitals."

"Every country has many cities and one Capital city."

- Write the key sentences on the board, and 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 of an information seeker and provider.

Model Questions:

"How many regions are there in Saudi Arabia?"

"What are the largest cities in Saudi Arabia?"

Model Answers:

"13 regions."

"Riyadh, Makkah, Jeddah, Hofuf, Dammam, Ta'if."

- 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. For example:
"Farah: Where do you live Reem?"
"Reem: I live in Tabuk, and you?"
"Farah: I live in Riyadh."

- 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 41, 42 & 43). 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.



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- 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 your students repeat questions they asked and the answers that were given.
- Give homework: Let the students write about the city they live in.

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. The same words are highlighted in the lessons.

Unit 5 My Food

Lesson 1 (pages 63, 64 & 65) Food Pyramid

In this lesson, your students will learn about food pyramid.

Learning objectives

Students should be able to

- feel grateful to Allah for the grace of food.
- conclude the importance of eating a variety of foods.
- identify the food pyramid and its usage.

Introduction (5 minutes)

- Ask your students if they know about the food pyramid and what it means.
- Show some pictures of the food pyramid, talk about it.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: hunters and gatherers, food pyramid, grains, poultry, protein, vitamins, fiber

Sentences: “The food pyramid is made up of 4 major groups of food.”

“Nowadays, almost most types of food are available and can be bought from the market.”

Model questions:

“Where did people gather food from long time ago?”

“Where can people buy most types of food?”

“What are the four major groups of food the pyramid made of?”

Model answers:

“From nature.”

“From the market.”

“Grains, fats, poultry, vitamins.”

- Write the key sentences and the keywords on the board; make sure they them from the board and that they understand the vocabulary used. You 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. 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.
- Encourage students to ask and answer questions:
- At this stage, give 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 45, 46, 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

- Give homework: Let the students draw the food pyramid and stick food pictures on it.

Lesson 2 (pages 66 & 67)

Food and Nutrients

In this lesson, your students will learn about food and nutrients.

Learning objectives

Students should be able to

- conclude the importance of nutrients to our health.
- identify nutrients, their function and their food sources.
- realize the importance of drinking 8 glasses water daily.
- Count products of milk.

Introduction (5 minutes)

- Ask your students if they like healthy food.
- Show some pictures of food (carbohydrates, minerals, protein, vitamins and fat) and name them.

Explicit instruction /Teacher modeling (10 minutes)

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

Sentences: “Water is found in juices, fruits and soup”

Words: nutrients, reproduce, carbohydrates, minerals, dairy products, vitamins, fat

“Nutrients are the building blocks of all living things.”

Model questions:

“What are nutrients?”

“Where can we find water?”

“Where can we find carbohydrates?”

“Where can we find minerals?”

“Where can we find protein?”

“Where can we find vitamins?”

“Where can we find fat?”

Model answers:

“Nutrients are the building blocks of all living things.”

“Water is found in juices, fruits and soup.”

“Carbohydrates are found in the whole, grains, starchy fruit and root vegetables.”

“Minerals are found in the whole grains, lean meat, and milk.”

“Protein is found in meat, poultry, fish, eggs, milk, and dairy products.”

“Vitamins are found in fruits, vegetables, fish, milk, dairy products and whole grains.”





“Fat is found in vegetable oil, fish, meat, and dairy products.”

- Write the key sentences on the board and the keywords; make sure they can read them from the board and that they 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.
- Encourage students to ask and answer 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 49, 50 & 51). 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 the students stick pictures of different food and write sentences about them in their activity notebook.

Lesson 3 (pages 70, 71, 72 & 73) Healthy Meals

In this lesson, your students will learn about healthy meals.

Learning objectives

- Students should be able to
- recognize the importance of eating healthy food on a regular basis to the body.
- list examples on both healthy and unhealthy food.
- realize the importance of eating healthy breakfast and healthy lunch.
- Show some pictures of healthy meals and unhealthy food and talk about it.
- identify the healthy snacks.
- realize the importance of eating less fats.

Introduction (5 minutes)

- Ask your students if they like healthy food.
- Show pictures or a video on healthy foods.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: breakfast, snacks, daily products

Sentences: "Eat less sugar and sweets to live a healthy life."

"Breakfast also gives you energy to participate more in class and visit the school doctor less."

Model questions:

"Is it better to eat less sugar?"

"Why should we eat breakfast?"

"Why should we eat healthy lunch?"

Model answers:


"Yes, it is."

"Because it gives you a head start, helps you learn better and behave better."

"Because it gives you energy for the rest of the day."

- Write the key sentences on the board and the keywords; make sure they can read them from the board and that they 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.
- Encourage students to ask and answer 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 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

- Give homework: Let the students search and write about healthy and unhealthy food in their activity notebook. They can stick pictures, too.

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. The same words are highlighted in the lessons.

Unit 6 Economy

Lesson 1 (pages 79 & 80) Needs

In this lesson, your students will learn about needs.

Learning objectives

Students should be able to

- realize the importance of food, water, clothes and shelter.
- list the major needs of humans.
- show appreciation of having basic needs.

Introduction (5 minutes)

- Ask your students about the needs of humans.
- Show some pictures of (water, food).

Explicit instruction /Teacher modeling (10 minutes)

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

Words: air, needs, shelter

Sentences: “Needs are the things a person must have to live.”

“A shelter is a place to live in, such as the tents where refugees live in Jordan.”

Model questions:

“What are needs?”

“What is shelter?”

Model answers:

“Needs are the things a person must have to survive, for example, we need air breath, water to drink, and food.”

“A shelter is a place to live in, such as the tents where refugees live in Jordan.”

- Write the key sentences on the board and the keywords; make sure they can read the new words on the board in a separate box to check understanding.
- Introduce to your students the basic needs in our lives.
- 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 students to ask and answer 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 55). 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 the students write about the importance of needs to the humans.

Lesson 2 (pages 79 & 80)

Wants

In this lesson, your students will learn about wants.

Learning objectives

Students should be able to

- realize that wants are not as important as needs.
- realize the importance of making correct choices.
- realize that wants are not as important as needs
- mention some of students' wants.

Introduction (5 minutes)

- Ask your students what are the needs.
- Show some pictures of (ice cream, cake, and villa).

Explicit instruction /Teacher modeling (10 minutes)

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

Words: save, spend, choice, wants, money, buy

Sentences: "Wants are things that we like to have, but can live without having them."

"To satisfy our needs and wants, we pay money to buy them."

Model questions:

"What are wants?"

"What is the meaning of spend?"

Model answers:

"Wants are things that we like to have, but can live without having them."

"To have enough money when needed, we have to save some money and spend some."

- Write the key sentences on the board and the keywords; make sure they can read them from the board and that they 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.
- Encourage students to ask and answer 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 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.
- 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.
- Give homework: Give a worksheet to color the flag of Saudi Arabia.

Lesson 3 (page 83 & 84)

Money and currency

In this lesson, your students will learn about money and currency.

Learning objectives

Students should be able to

- recognize that each country has its own currency.
- classify money into its correct categories.
- spend money in a correct way.
- differentiate between spending and saving money.
- recognize that people choose to spend or save money.
- understand the importance of saving money.

Introduction (5 minutes)

- Ask your students about money and currency.
- Show some pictures of money and currency.

Explicit instruction /Teacher modeling (10 minutes)

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

Words: *currency, country, categories, coins*

Sentence: *"Each country has its own money that is used in that country and is called currency."*

Model questions:

"What is currency?"

"What is the currency in Saudi Arabia?"

"Are there coins in Saudi Arabia?"

"What do you do when you want to buy something from your school's cafeteria?"

Model answers:

" Each country has its own money that is used in that country. "

"It is Saudi Riyal."

"Yes, there are."


"I count my money; I check the price of the things I want to buy "

- Write the key sentences on the board and the keywords; make sure they can read them from the board and that they 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.
- Encourage students to ask and answer questions:



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- 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 59, 60 & 61). 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 your students stick pictures of the Saudi Arabia paper money and Saudi Arabia coins.***

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. The same words are highlighted in the lessons.