

MY FIRST ENGLISH ADVENTURE
UNIT 1- THE FAMILY
20 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate tenses, question forms, correct pronunciation and proper word order, learned as language chunks.</p> <p><u>Access to Information</u> aural: Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, stories and games.</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate literary texts and cultural products.</p> <p>Storybooks 1) Five Little Monkeys 2) Not Now, Bernard 3) Frog Family on a Hot Day</p> <p>Songs and Games</p>	<p>At this stage pupils are exposed to EFL. They bring with them their world knowledge related to the relevant topics, and their communicative experiences from L1.</p> <p>By the end of the unit pupils will be able to: Comprehend vocabulary related to the topic family, Introduce self and others, Respond to commands, Understand questions, Name family members, Describe colors Count from 1-10 Express emotions Follow instructions</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness: rhyming identifying initial sounds orally manipulating sounds orally blending and segmenting orally</p>	<p>Role plays Arts and crafts activities Making take home books.</p>	<p>What is your name? My name is... What color is...? It is ____ Who has...? I have... What color is your balloon? My balloon is red. I have a red balloon. How many...? This is... This is... This is my... Here is... Where is... How do you do? Here I am. My face... Your face... I am happy. How do you feel? How are you? He feels... She feels... It's (very) hot! Come here!</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p>

MY FIRST ENGLISH ADVENTURE
UNIT 2 - AT HOME
20 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate tenses, question forms, correct pronunciation and proper word order, learned as language chunks.</p> <p><u>Access to Information</u> aural: Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, stories and games.</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate literary texts and cultural products.</p> <p>Storybooks 1) Goldilocks and the Three Bears</p> <p>Songs and Games</p>	<p>Exposure to vocabulary and language structures based on the topic of study from unit 1 (Family)</p> <p>By the end of the unit pupils will be able to: Introduce self and others, Exchange greetings, Ask and answer questions about familiar topics and everyday situations., Describe things we do in the house, describe location, describe the outside of the house, name the rooms of the house, follow instructions</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness: rhyming identifying initial sounds orally manipulating sounds orally blending and segmenting orally</p>	<p>Role plays Arts and crafts activities Making take home books.</p>	<p>I am a boy/girl Are you a boy/girl? I am not a boy/girl. Is s/he a ____? Yes s/he is... No s/he is not. She is a girl/He is a boy Open your books to page... Where am I? You are in the Am I in the Who is? Do you like.... What do you do in the _____ I see.... Show me.... What day is today? Today is.... Who is this? Where is the (pencil)? The (pencil) is under the chair</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p>

MY FIRST ENGLISH ADVENTURE
UNIT 3 - Friends at School
20 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate forms, question tenses, correct pronunciation and proper word order, learned as language chunks.</p> <p><u>Access to Information</u> aural: Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, stories and games.</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate literary texts and cultural products.</p> <p>Storybooks We Can Share at School</p> <p>Songs and Games</p>	<p>Exposure to vocabulary and language structures based on the topic of study from unit 2(At Home)</p> <p>By the end of the unit pupils will be able to: Exchange greetings and introductions Ask and answer questions about familiar topics and everyday situations. Describe things, Name class objects and what we do with them, Follow instructions, make polite requests, express likes and dislikes, understand multiculturalism and diversity in the classroom.</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness: rhyming identifying initial sounds orally manipulating sounds orally blending and segmenting orally</p>	<p>Role plays Arts and crafts activities Making take home books.</p>	<p>This is a... These are... Do you have? Yes, I have... No I don't have Who likes? I like We can share Please give me the... Thank you I am ___ years old We study English on ___ and ___ What do you see? I see myself. I am special. Why are you special? ___ is my friend. We like to... We don't like to ...</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p>

MY FIRST ENGLISH ADVENTURE
UNIT 4 - In the Classroom
30 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate tenses, question forms, correct pronunciation and proper word order, learned as language chunks.</p> <p><u>Access to Information</u> aural: Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p><u>Beginning reading</u> skills via exposure to the alphabet and the letters: c,b,a,s,t,e,l,m</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, stories and games. Beginning writing skills (c,b,a,s, t, e, l,m)</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate literary texts and cultural products.</p> <p><u>Storybooks</u> Wheels on the Bus Cookie's Week I Like Books</p> <p><u>Songs and Games</u></p>	<p>Exposure to vocabulary and language structures based on the topic of study from unit 3(Friends at School)</p> <p>By the end of the unit pupils will be able to: Exchange greetings Follow instructions, ask and answer questions, understand and respond to commands, describe locations, describe things and actions, use time expressions , express likes and dislikes, count from 11-15</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness and Phonics: Rhyming orally understanding letter/ sound correspondence for the letters learned identifying initial, final and middle sounds oral and written manipulating sounds oral and written blending and segmenting oral and written</p>	<p>Role plays Arts and crafts activities Making take home books Creating a functional picture dictionary Writing letters and cvc words Decoding letters, cvc words, and familiar sight words and phrases</p>	<p>This is a... These are... Do you have? Yes, I have... No I don't have Who likes? I like We can share Please give me the... Thank you I am ___ years old We study English on ___ and ___ What do you see? I see myself. I am special. Why are you special? ___ is my friend. We like to... We don't like to ... What is in the bag? Today is... Tomorrow is????... Yesterday was.... Is Cookie in the (kitchen?) Is it near the (X)?</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p> <p><u>Beginning Reading and Writing Assessment tool</u></p>

MY FIRST ENGLISH ADVENTURE
UNIT 5 - My Face and My Body
30 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate tenses, question forms, correct pronunciation and proper word order, learned as language chunks.</p> <p><u>Access to Information</u> aural: Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p><u>Beginning reading</u> skills via exposure to the alphabet and the letters(f, h, g, i, p, n, r, w)</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, stories and games. Beginning writing skills (f, h, g, i, p, n, r, w)</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate literary texts and cultural products.</p> <p><u>Storybooks</u> From Head to Toe Where is Harry? Little Red Riding Hood</p> <p><u>Songs and Games</u></p>	<p>Exposure to vocabulary and language structures based on the topic of study from unit 4(In the classroom)</p> <p>By the end of the unit pupils will be able to: Exchange greetings Follow instructions, ask and answer questions, understand and respond to commands, name parts of the body and facial features, describe people, describe body movements, give and follow instructions, count from 16-20</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness and Phonics: Rhyming orally understanding letter/ sound correspondence for the letters learned identifying initial, final and middle sounds oral and written manipulating sounds oral and written blending and segmenting oral and written</p>	<p>Role plays Arts and crafts activities Making take home books Creating a functional picture dictionary Writing letters and cvc words Decoding letters, cvc words, and familiar sight words, Reading short texts made up of decodable or familiar vocabulary.</p>	<p>This is a (nose). These are (eyes). Who has long hair/blue eyes? I have ___ hair/___eyes. Is your hair long? Yes, it is. No, it isn't. I have two (eyes) My monster/picture has... What is your telephone number? What color is your hair? What color are your eyes? Does s/he have red hair? Does s/he have blue eyes? Is it (name of pupil)? Can you do it? I can do it! (Actions with body parts) What is missing? There is no... There are no... What big (eyes) you have. So I can ___ you, my dear.</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p> <p><u>Beginning Reading and Writing Assessment tool</u></p>

MY FIRST ENGLISH ADVENTURE
UNIT 6 - On the Farm and In the Zoo
30 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate tenses, question forms, correct pronunciation and proper word order. Pupils develop pattern awareness of word order for simple positive and negative sentences, present tense, yes/no questions, wh questions.</p> <p><u>Access to Information aural:</u> Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p><u>Beginning reading skills</u> via exposure to the alphabet and the letters(o, u,d, z, y, j, x, v, k, q)</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, stories and games. Beginning writing skills (o, u, d, z, y, j, x, v, k, q)</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate literary texts and cultural products.</p> <p><u>Storybooks</u> The Little Red Hen</p>	<p>Exposure to vocabulary and language structures based on the topic of study from unit 5 (My Face and My Body)</p> <p>By the end of the unit pupils will be able to: Exchange greetings and introductions at a higher linguistic level, describe animals: color, size and movements, describe location, ask and answer higher level questions, understand and respond to commands, give and follow instructions.</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness and Phonics: Rhyming orally understanding letter/ sound correspondence for the letters learned identifying initial, final and middle sounds oral and written manipulating sounds oral and written blending and segmenting oral and written</p>	<p>Role plays Arts and crafts activities Making take home books Creating a functional picture dictionary Writing letters, words and sentences. Decoding letters, words, reading sight words, and short texts made up of familiar vocabulary.</p>	<p>Is it big/small/brown? Where is the sheep? Where does it live? It lives on a farm. Who will help me...? Not I!, I will !, I like... What color is the duck? Which animal is gray? Sight word "the" The cow is near the chair. The cow is in the kitchen, What sound does a duck make? What is the monkey doing? It is jumping on the bed. What do you see? I see a ____ looking at me. If you are a _____,then (do an action) I like _____. Are you a_____? Are you blue? Are you big? Yes, I am. No, I am not. Who are you? Who is your friend? What is this? It is... Where does a/an (animal) live?</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p> <p><u>Beginning Reading and Writing Assessment tool</u></p>

Brown Bear, Brown Bear There Was an Old Lady Who Swallowed a Fly Songs and Games				
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MY FIRST ENGLISH ADVENTURE
UNIT 7 - Foods and Drinks
30 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate tenses, question forms, correct pronunciation and proper word order. Pupils develop pattern awareness of word order for simple positive and negative sentences, present tense past and future tenses, yes/no questions, wh questions including "how" questions.</p> <p><u>Access to Information</u> aural: Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p>Reading skills via exposure to advanced phonics: ch, soft c, soft g)</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, stories and games. Writing skills.</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate literary texts and cultural products.</p> <p>Storybooks The Very Hungry Caterpillar More Spaghetti, I say</p> <p>Songs and Games</p>	<p>Exposure to vocabulary and language structures based on the topic of study from unit 6(On the Farm and In the Zoo)</p> <p>By the end of the unit pupils will be able to: Exchange greetings and introductions at a higher linguistic level, ask and answer higher level questions, name foods and drinks, describe meals, order from a menu, shop at the supermarket, follow a recipe, express likes and dislikes</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness and Advanced Phonics: Rhyming orally understanding letter/ sound correspondence for the letters and letter combinations learned identifying initial, final and middle sounds oral and written manipulating sounds oral and written blending and segmenting oral and written</p> <p>Reading Comprehension: more complex texts of familiar vocabulary</p>	<p>Role plays Arts and crafts activities Making take home books Creating a functional picture dictionary Writing letters, words and sentences. Decoding letters, words, reading sight words, and short texts made up of familiar vocabulary.</p>	<p>What do you want? I want...Do you like...? Yes, I like... No, I don't like...What do you like? I like...No, I don't like... What does (Moshe) like? He likes... What do you have? How many children like...How many children don't like... What does the ____ eat? What does the -- - drink? What is Father eating? He is eating... What is Mother drinking? She is drinking... Who is eating oranges? Who is drinking orange juice? Which ice cream flavor do you like? What is in the fruit bowl? What is in the bag of sweet foods? Do you like sweet foods? I am hungry. I want... How many plums are there? There are __ plums. What did you eat/drink today? Who ate____? Who drank__? What will I buy? Please buy----. What is in the basket? What do you want to buy? Ho many will you buy? Where does it belong? How much does ____ cost? It is ____ (price).</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p> <p><u>Beginning Reading and Writing</u></p> <p><u>Assessment tool</u></p>

MY FIRST ENGLISH ADVENTURE
UNIT 8 - Clothing and Weather
30 Lessons

Domains and Benchmarks	Enabling Skills Pre-Requisites and Outcomes	Performance Tasks	Language Structures	Assessment Tools
<p><u>Social Interaction</u> Pupils interact and convey simple message relating to relevant function words and topics, using appropriate tenses, question forms, correct pronunciation and proper word order. Pupils develop pattern awareness of word order for simple positive and negative sentences, present tense past and future tenses, yes/no questions, wh questions including "how" questions.</p> <p><u>Access to Information aural:</u> Pupils obtain and use information from teacher talk, songs and storybooks which include simple grammatical structures and basic vocabulary.</p> <p>Reading skills via exposure to advanced phonics: sh, th, magic e, ai, ay, oo, ou, ee, ea, br, fr, dr, gr, dr, bl, pl, cl, gl, fl)</p> <p><u>Presentation</u> Pupils present information orally about the topics studied, supported by visual aids, songs, storybooks and games. Writing skills.</p> <p><u>Appreciation of Literature, Culture, Language</u> Pupils are exposed to and familiarize themselves with age appropriate</p>	<p>Exposure to vocabulary and language structures based on the topic of study from unit 7(Foods and Drinks)</p> <p>By the end of the unit pupils will be able to: Exchange greetings and introductions at a higher level, ask and answer higher level questions, describe clothing and what people are wearing, name the seasons, describe the weather, express likes and dislikes</p> <p>Literacy and Thinking Skills: Understand that English goes from left to right, Understand what a book is and the function of the book cover and title, Make predictions based on cover and pictures, Predict what will happen next, participate in interactive reading, retell stories by focusing on pictures, identify main characters in a story, learn lessons from stories, understand emotions expressed in stories, respond to stories personally, understand the structure of a narrative, understand cause and result relationships, understand problem/solution relationships</p> <p>Phonemic Awareness and Advanced Phonics: Rhyming orally understanding letter/ sound correspondence for the letters and letter combinations learned identifying initial, final and middle sounds oral and written manipulating sounds oral and written blending and segmenting oral and written</p> <p>Reading Comprehension: more complex texts composed of familiar vocabulary</p>	<p>Role plays Arts and crafts activities Making take home books Creating a functional picture dictionary Writing letters, words and sentences. Decoding letters, words, reading sight words, and short texts made up of familiar vocabulary.</p>	<p>Are you hot/cold? Yes, I am/ No, I am not. I am wearing... You are wearing... S/he is wearing... What are you wearing today? Who is wearing...? Guess who is wearing___? What do we wear when it is hot/cold/cool/warm? We wear.../ It is winter/summer/fall/sp ring In summer/in winter What is the weather like today? Are you sick? I feel sick. I see... My little cloud changed into a ... Is it ___? It is ___ I am stronger than...</p>	<p><u>End of Unit Assessment</u></p> <p><u>Self-Assessment</u></p> <p><u>Emergent literacy assessment</u></p> <p><u>Beginning Reading and Writing</u></p> <p><u>Assessment tool</u></p>

literary texts and cultural products. Storybooks Mr. McGee Little Cloud The Wind and the Sun Songs and Games				
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