

UNRWA

DEPARTMENT OF EDUCATION / IRBID AREA

TEACHER :

SECOND SEMESTER ANNUAL PLAN (2019 / 2020)

CLASS (1) SECTION/S ()

Time of implementation: February (2020) / Units 11 ,12 , 13

Unit	Outcomes	Structure & phonics	Functions& vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
11 Where's my bag?	To understand new words using pictures, flashcards and real objects To ask and respond to some simple questions To pronounce some simple words correctly	Prepositions of place in/on/under: Where's my (bag)? It's on/under the (chair). Imperatives: Stand up, please. Sit down, please Phonics d /d/	Functions -Stating location; Asking and answering questions; Singing along with songs New vocabulary bathtub, bed, box, in, on,shelf,sofa TV, under wall	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping - Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games)	Song: Where's the book?	-Performance Based Assessment - Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning -Communication Cooperation Citizenship	- I feel content with.. Challenges..... Suggestions for Improvement.....
12 It's raining	To understand new words when listening using pictures To match pictures with corresponding short sentences To describe simple weather conditions	The verb to be plus adjective: <i>It's (sunny). I'm/happy</i> Imperatives: <i>Open/Close the window, please. Let's go</i> Phonics w /w/	Observing weather conditions; Understand commands vocabulary close, cold, happy, hot, open, park, raining, sad, sunny		Song: It's sunny.			

Unit	Outcomes	Structure & phonics	Functions& vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
13 I like this jacket	To match words to pictures To say what one likes and dislikes To use singular and plural forms To describe clothes by recognising their colours	Present simple: I like this (dress). The verb to be: What's in your bag? What colour are they? Indefinite article an: It's an orange <u>Phonics</u> h /h/	Functions Expressing likes; Identifying objects and colours New vocabulary dress, jacket, orange,pink, shirt, shoes, shop,skirt, socks, trousers, washing machine	Direct instruction. (Work book ; Exercises ; Flash cards) -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games	Project: Make a clothes quiz	-Performance Based Assessment - Pencil and paper -Communication -Observation	Critical and creative Thinking Constructive Learning Communication Cooperation Citizenship	I feel content with..
14 It's a blue bus	To interpret dialogues by drawing and colouring the objects mentioned To learn the phonic value of the letter To choose appropriate colours and compose short sentences	Adjectives and nouns: It's a (red car) How many (cars) Determiner this: This is my (car). <u>Phonics</u> p /p/	Functions Describing things Vocabulary bike, bus, car, train, white		Project: Do a Traffic survey			-Challenges.....
								Suggestions for Improvement.....

Unit	Outcomes	Structure & phonics	Functions& vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
17 I like chicken	To match pictures of food items with their corresponding words To draw a food item and label it To describe what food one likes and dislikes	Present simple: <i>I like (chicken). He/She likes (apples). Do you like (dolls)? Yes/No.</i> <u>Phonics</u> j /j/ a /a/	Expressing likes;Asking about likes; Discussing likes and dislikes <u>Vocabulary</u> apples, chicken, fish, juice, milk, salad, tea	Direct instruction. (Work book ; Exercises ; Flash cards) -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games	Project: Make a poster	Performance Based Assessment - Pencil and paper -Communication -Observation	Critical and creative Thinking Constructive Learning Communication Cooperation Citizenship	- I feel content with.. -Challenges.....
18 Can I have some bread, please?	To understand new words when listening using pictures and real objects To match a piece of dialogue with a corresponding picture To participate in guided exchanges with a peer To ask for food and drink and respond politely	The modal verb can for polite requests: <i>Can I have some (bread), please? Yes, here you are. Thank you.</i> <u>Phonics</u> e /e/ o /o/	Making requests; Singing along with songs <u>Vocabulary</u> apples, bananas, bread, chicken, dates, eggs, fish, ice cream, oranges, salad, tea, water		Song: Can I have some chicken, please?			Suggestions for Improvement.....

Unit	Outcomes	Structure & phonics	Functions& vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
19 Let's draw a man	To understand new words when listening using pictures and real objects To label the parts of the body To listen and follow instructions by drawing appropriate answers To practise counting skills	Imperatives: <i>Let's draw a man. Draw his (head).</i> How many: <i>How many (hands)? (Six hands).</i> <u>Phonics</u> <i>m /m/</i>	Giving and following commands; Counting; Describing parts of the body; Singing along with songs <u>Vocabulary</u> arms, draw, ear, eye, feet, foot, hands, head,, legs, man, mouth, nose, touch, under	Direct instruction. (Work book ; Exercises ; Flash cards) -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games	Song: I can touch my head	Performance Based Assessment - Pencil and paper -Communication -Observation	Critical and creative Thinking Constructive Learning Communication Cooperation Citizenship	- I feel content with.. -Challenges..... Suggestions for Improvement.....
20 Review	To understand a mixture of sentence structures using pictures and real objects To label objects To fill in missing words to complete a Sentence To use the correct personal pronouns to identify people by gender	The modal verb can for polite requests. The modal verb can for ability. Adjectives and noun <u>Phonics</u> Revision of previous sounds	Making requests; Describing ability; Expressing likes; Stating ability <u>Vocabulary</u> Revision of previous vocabs		Project: Make a menu			

