



BINT AL SHAATE SCHOOL FOR CYCLE 1

تربية
وتعليم

English booklet



Grade 1 English



My name is _____

Grade one section:

Vocabulary

hello, bye, hi, teacher, I,
am, name, school

HFW

like, me,
my, I

Phonics focus

S s

(sit-snake – spoon – sun)

A a

(apple – ant – axe – arrow)

T t

(tree – tiger – tap – ten)

Language structure

Examples:

"I am Sara."

"My name is
Ahmed."

Grammar focus

Personal

Pronouns (I)

+ Present

Simple (be)





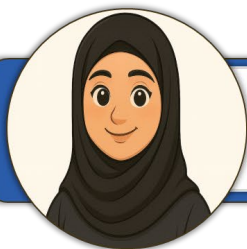
vocabulary



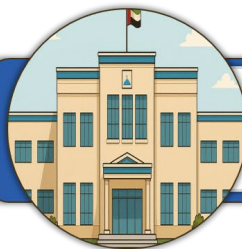
hello



goodbye



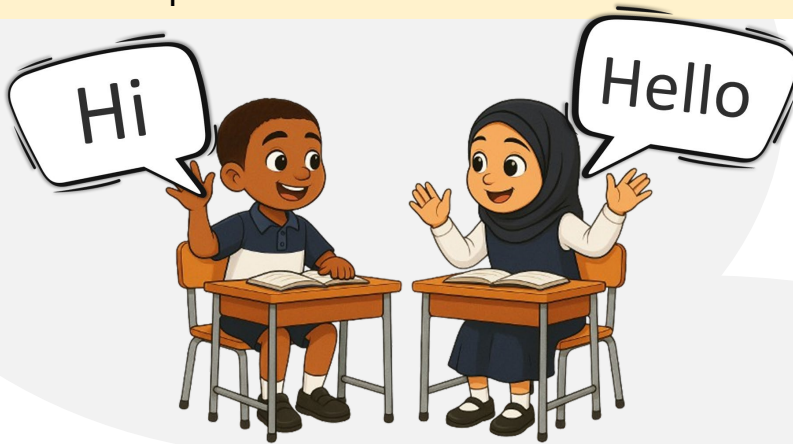
teacher



school

Activity: Greetings and Introductions

Practise with a partner.



Practise greeting your teacher.

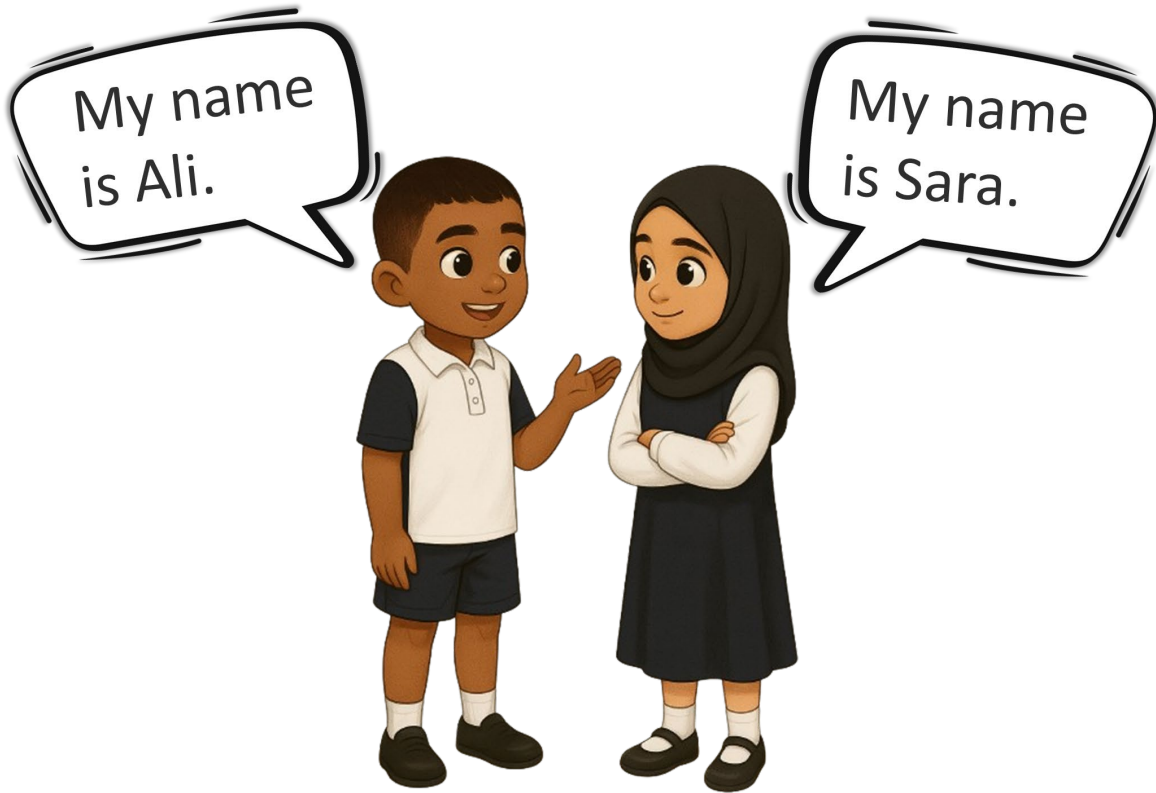


Practise saying your name.

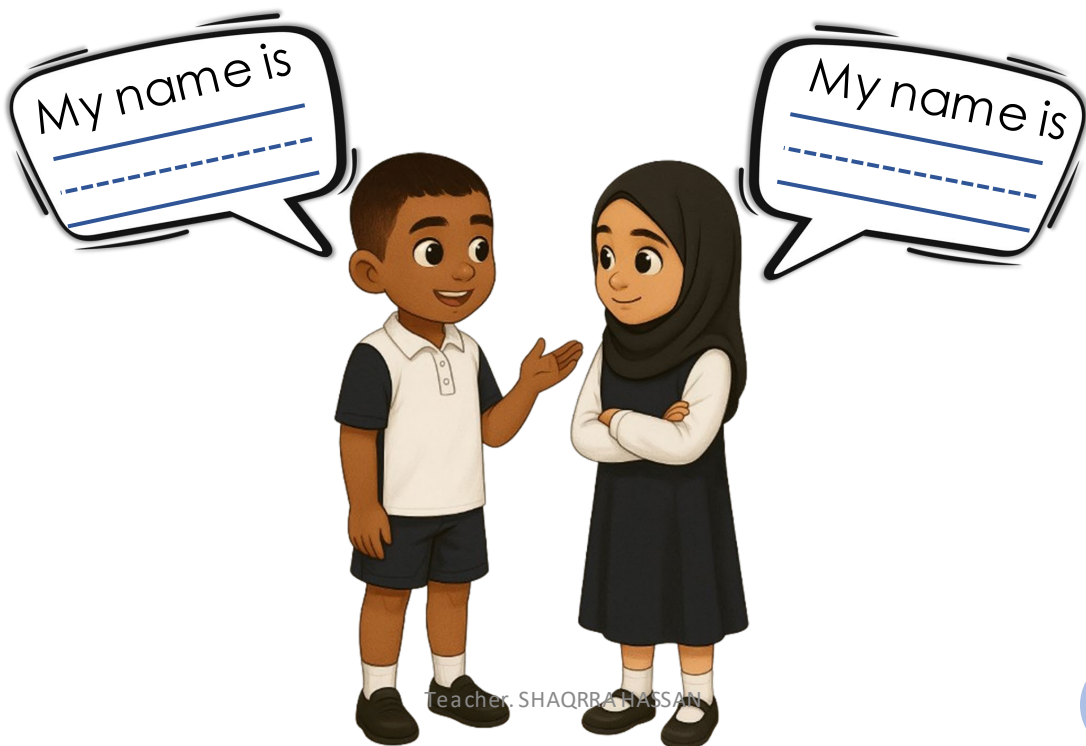


Activity: Greetings and Introductions

Practise saying your name.

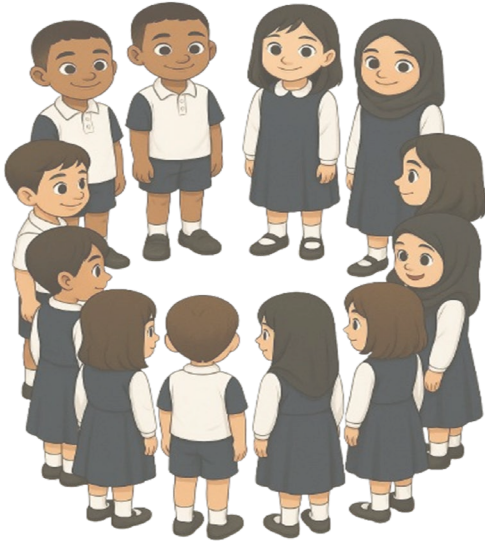


Write your name.



Activity: Greetings and Introductions

Stand in a circle. Take it in turns to greet and introduce yourself.



//

Hello, my name is _____.

Hello, I am _____.

Hi, my name is _____.

Hi, I am _____.

//

Look at the pictures. Say the words. Match the words to the correct pictures.



goodbye



hello



school



teacher

Activity: Greetings and Introductions

Look, listen and repeat! Practise saying goodbye to your friends.



Self Assessment....

- ☐ I can say 'Hello' and 'Goodbye' to my friends.
- ☐ I can say my name.
- ☐ I can say four new words (hello, goodbye, school, teacher).
- ☐ I can greet in Arabic and English.



like

me

my

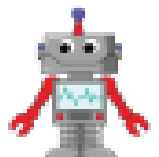
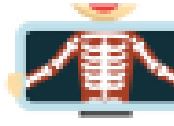
I

Say, trace and write.

say	trace	write
like	like	
me	me	
my	my	
I	I	

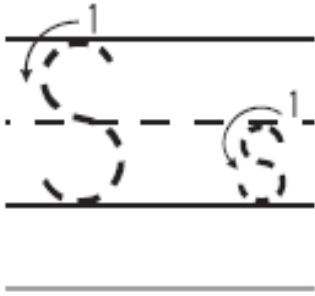
Read and copy the sentence in neat hand writing.

I like my school.

Aa 	Bb 	Cc 	Dd 
Ee 	Ff 	Gg 	Hh 
Ii 	Jj 	Kk 	Ll 
Mm 	Nn 	Oo 	Pp 
Qq 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 
Yy 	Zz 		

Look at the letter. Say **s**. Trace **S s**.
Listen to your teacher. Say the sound.

S s



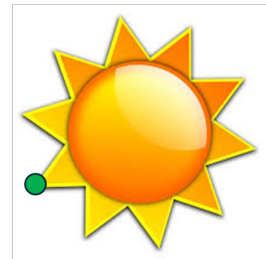
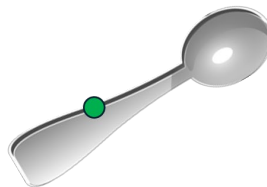
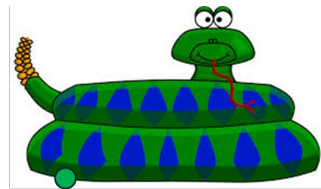
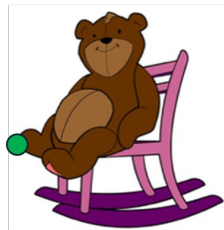
	
s un	s poon
	
s nake	s it

Activity 1: colour **S s**.



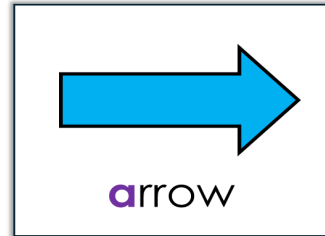
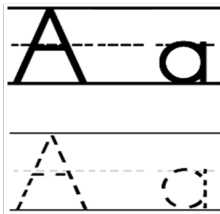
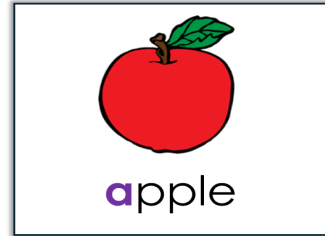
Activity 2: Match the words to the pictures.

1. **s**un
2. **s**poon
3. **s**nake
4. **s**it



Look at the letter. Say **a**. Trace **A a**.
Listen to your teacher. Say the sound.

Aa



Activity 1: circle the matching letters.

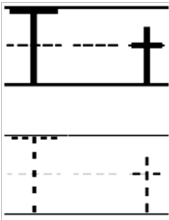
1.	A	S	T	N
2.	i	s	b	a
3.	p	a	t	s
4.	O	A	P	T

Activity 2: colour the correct pictures.

1.	2.	3.	4.
apple	axe	arrow	ant

Look at the letter. Say **t**. Trace **Tt**.
Listen to your teacher. Say the sound.

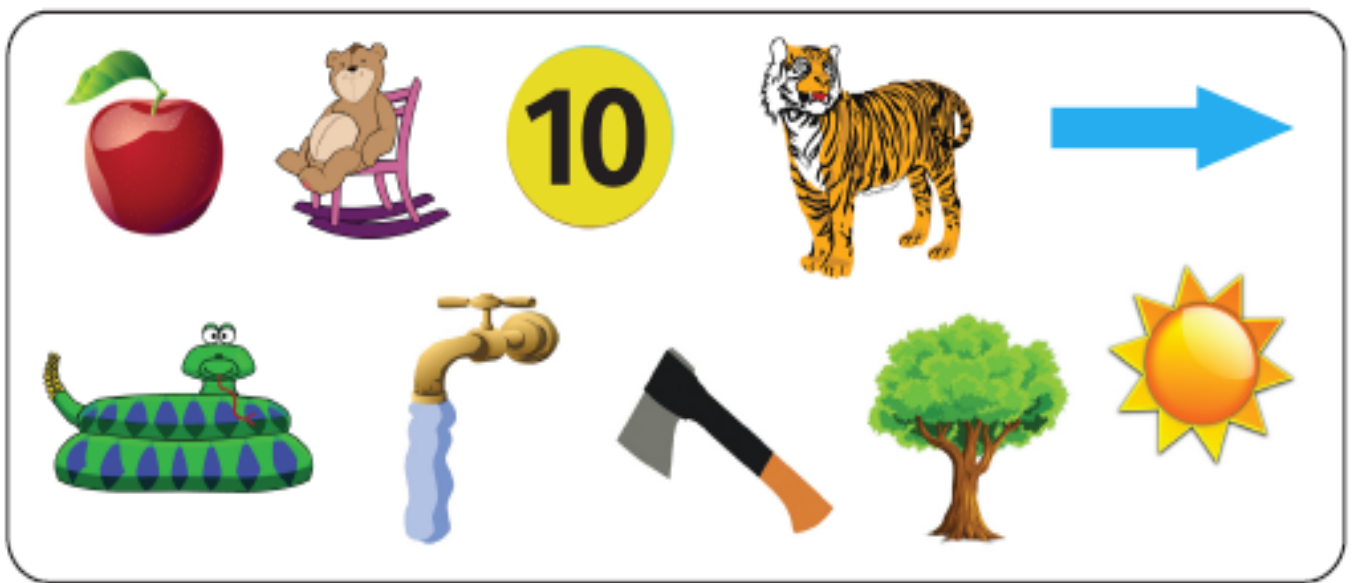
Tt



Activity 1: colour **Tt**.



Activity 2: circle the **Tt** pictures.



Vocabulary

classroom, desk, chair, board,
door, window, **in**, **on**

HFW

put, on, in,
it, the

Phonics focus

P p

(**p**ot-**p**en - **p**in - **p**ink)

I i

(**i**nk - **i**gloo - **i**n - **i**guana)

Nn

(**n**ut - **n**ine - **n**et - **n**ose)

Language structure

This is a/an...
That is a/an ...

Grammar focus

Demonstratives
(this/that) +
Articles
(a/an/the)

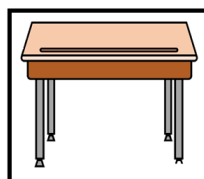




vocabulary



classroom



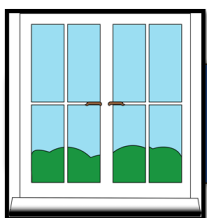
desk



chair



door

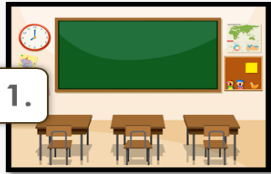


window



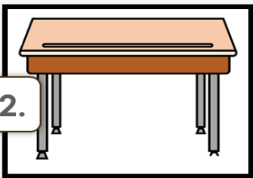
board

Look at the pictures. Write the correct words.



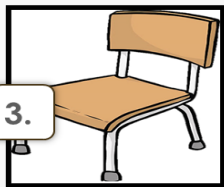
1.

desk



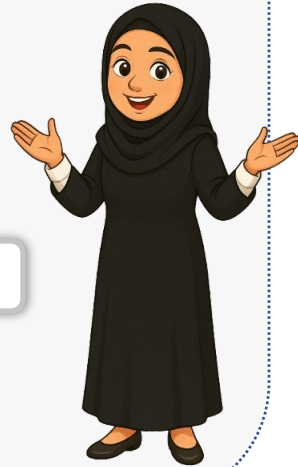
2.

chair



3.

classroom

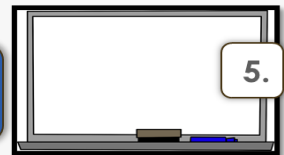


window



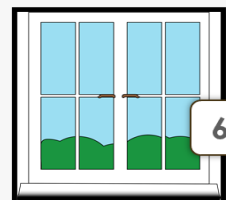
4.

door



5.

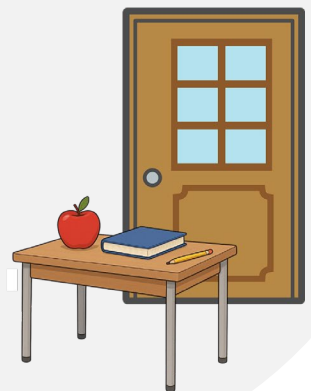
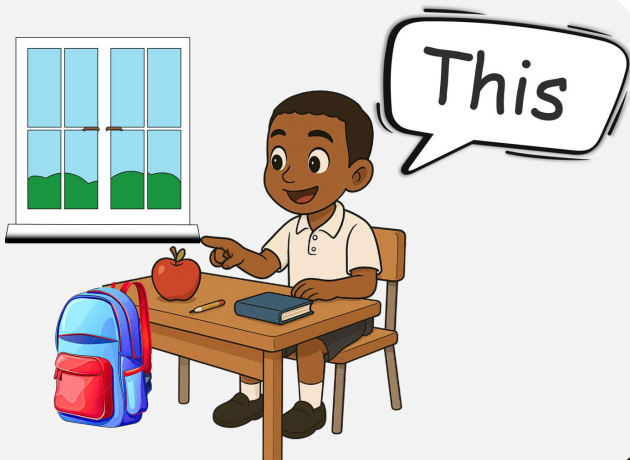
board



6.

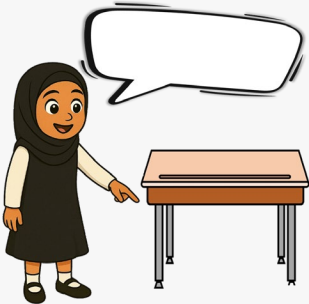
Activity: "This" and "That"

Look, listen and repeat! Practise with a partner.

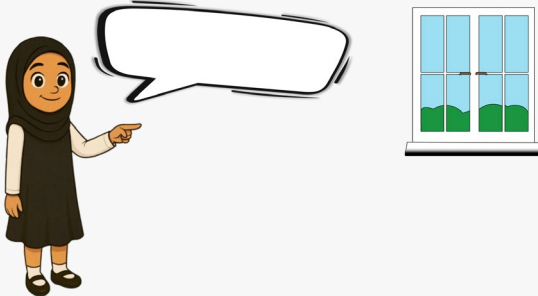


Activity: "This" and "That"

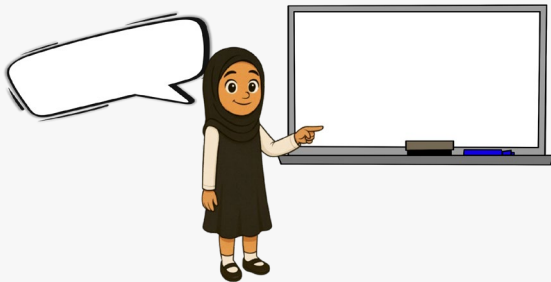
Look at the pictures. Match to the correct sentences.



That is a window.



This is a desk.



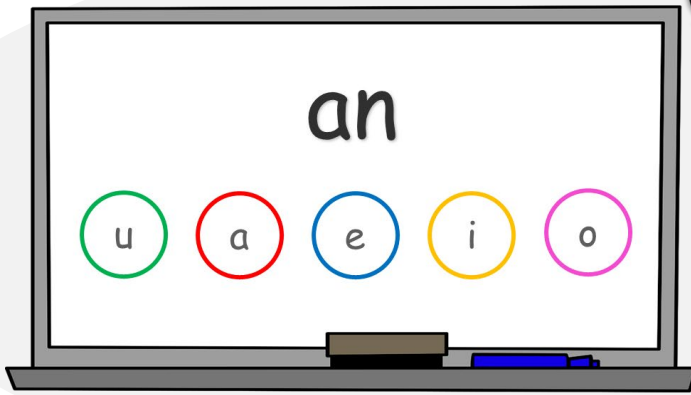
That is a classroom.



This is a board.

Activity: Using "an"

"an" + vowels



"an" + vowels



This is **an** apple.



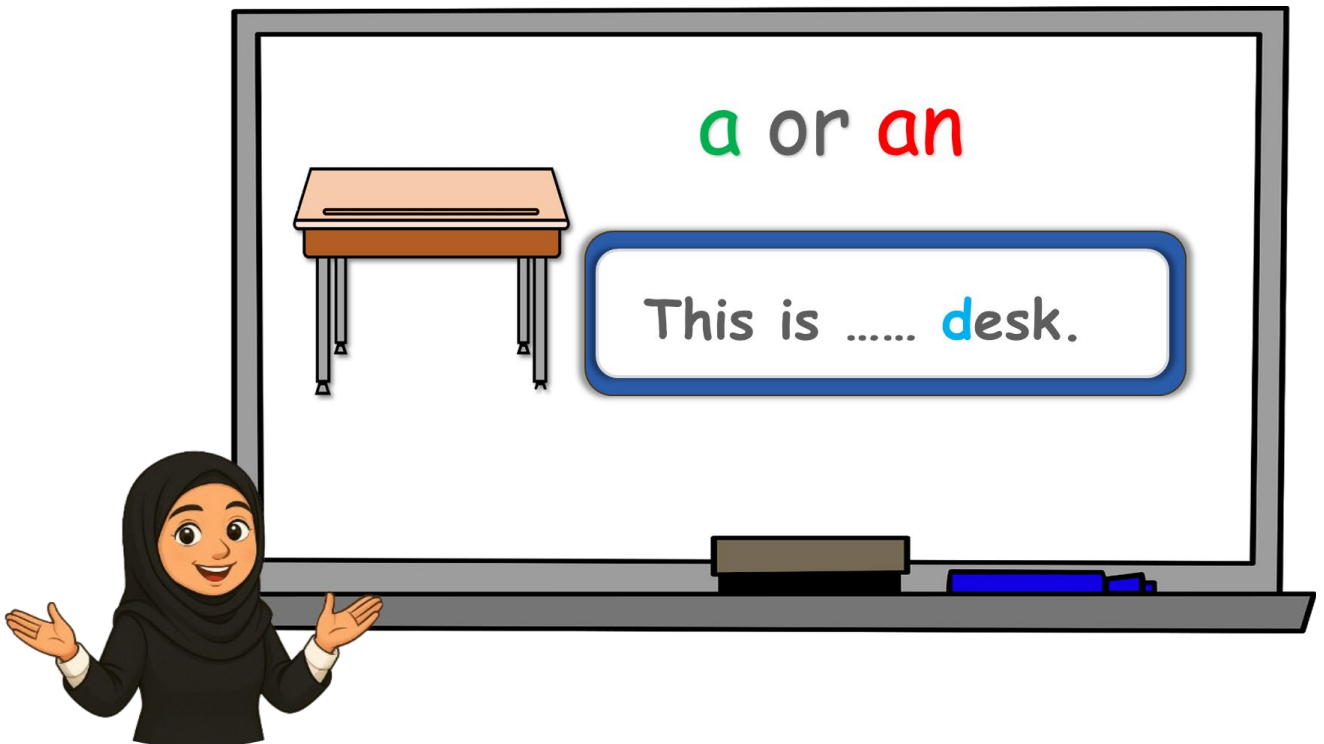
1

This is **an** eraser.

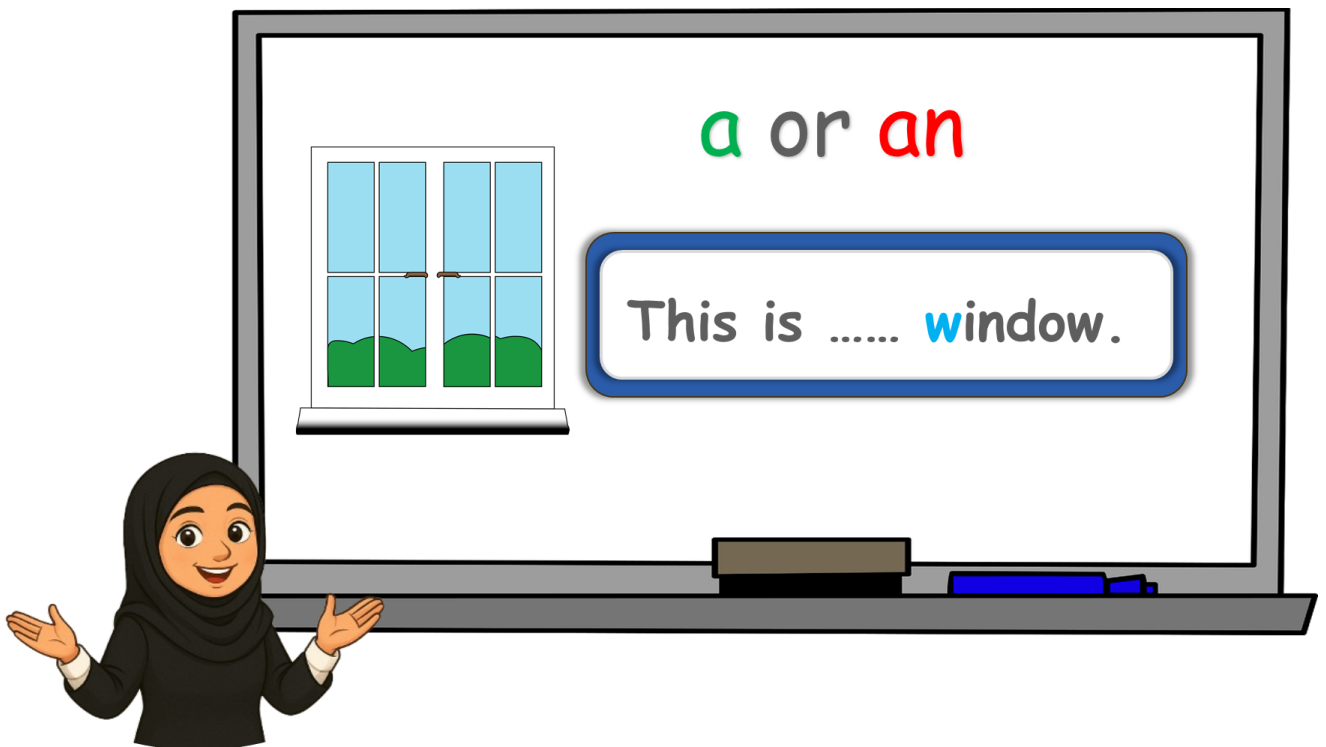
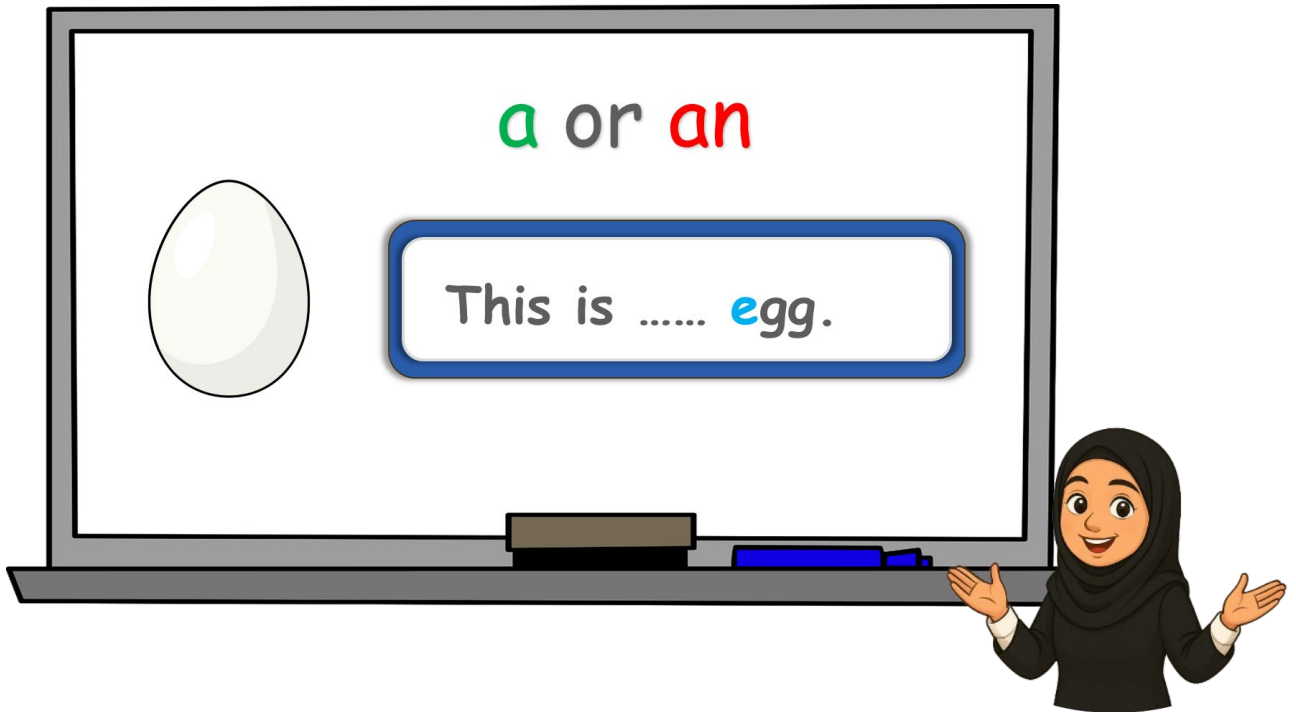


2

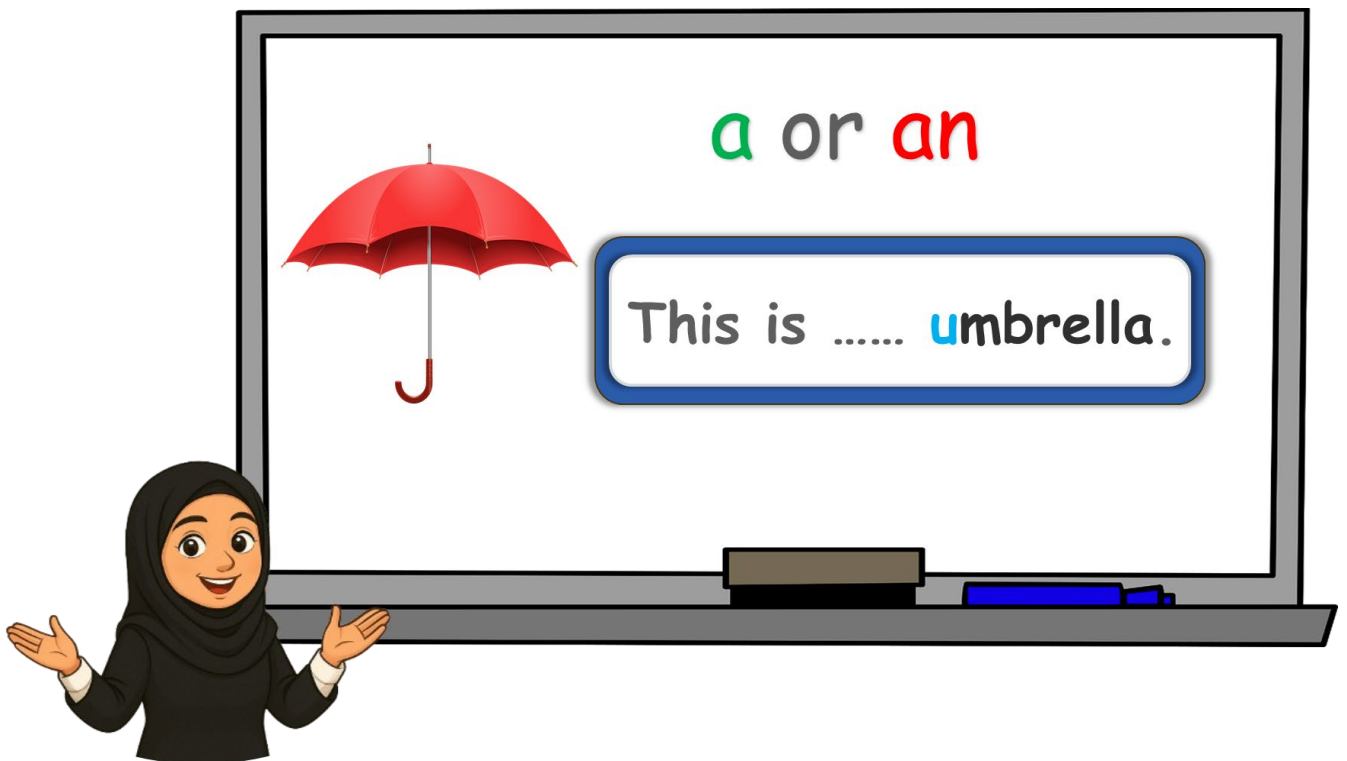
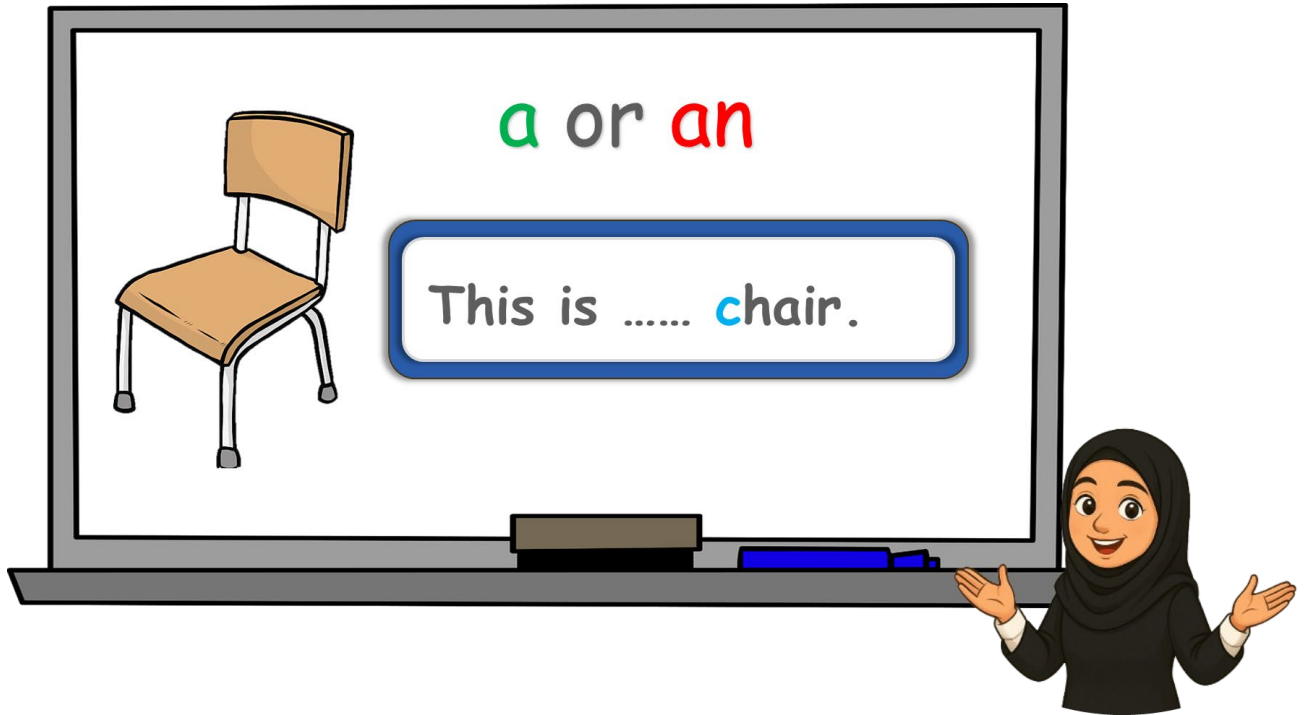
Activity: Using "an"



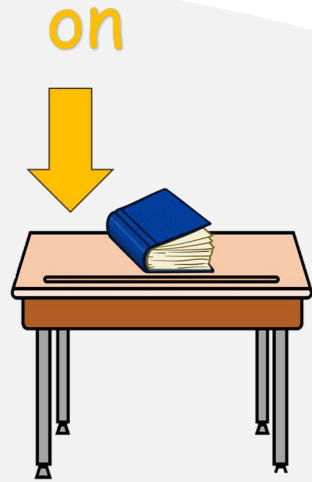
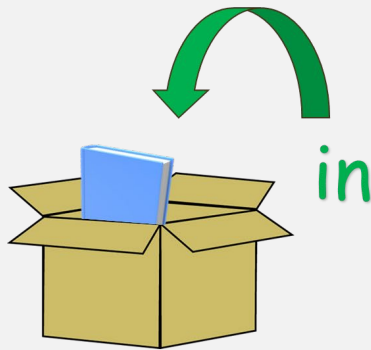
Activity: Using "an"



Activity: Using "an"



Activity: Using "in" and "on"



Use **in** or **on**.

in or on

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Activity: Find the UAE Flag!

New word. Copy the words



UAE Flag

Circle the UAE flag.



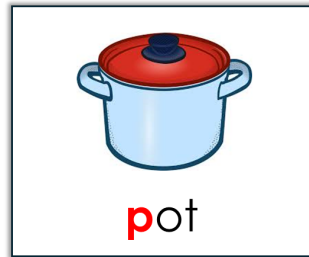
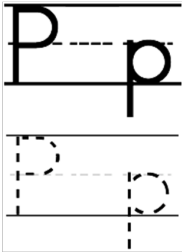
Self Assessment....

- ☐ I can use "This" and "That" correctly.
- ☐ I can say six new words (classroom, desk, chair, door, window, board)
- ☐ I can use "a" and "an" correctly.
- ☐ I can use "in" and "on" correctly.

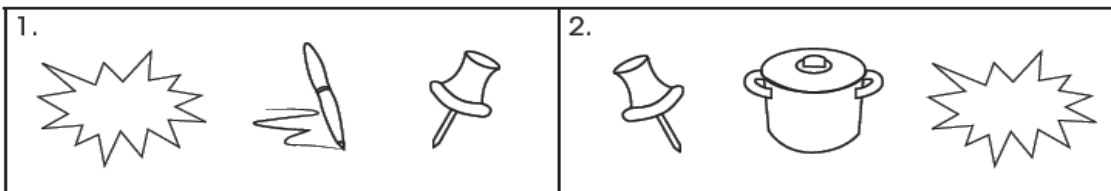


Look at the letter. Say **p**. Trace **P p**.
Listen to your teacher. Say the sound.

Pp



Activity 1: listen and colour the pictures.



Activity 2: Say the sentence and the **p** sound. Choose the correct pictures.

1. **P** is for **p**en.



2. **P** is for **p**ink.



3. **P** is for **p**in.

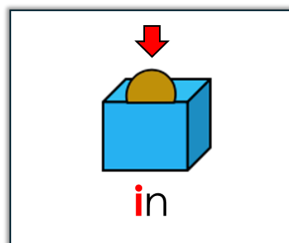
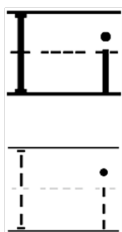


4. **P** is for **p**ot.



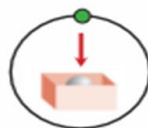
Look at the letter. Say **i**. Trace **i**.
Listen to your teacher. Say the sound.

Ii



Activity 1: Match the words to the correct pictures.

- | | | | |
|---------------|-------------------|----------------|------------------|
| 1. i n | 2. i guana | 3. i nk | 4. i gloo |
|---------------|-------------------|----------------|------------------|

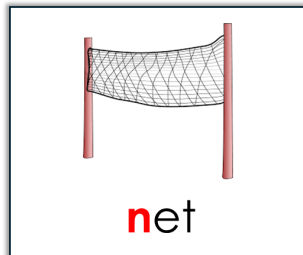
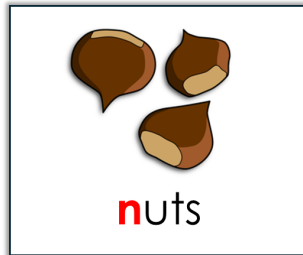
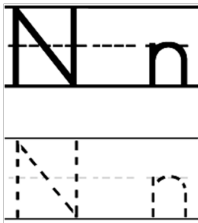


Activity 2: listen and circle the correct pictures.



Look at the letter. Say **i**. Trace **i**.
Listen to your teacher. Say the sound.

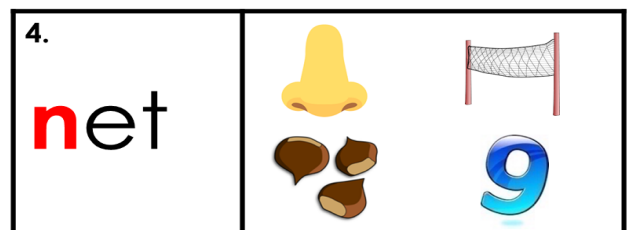
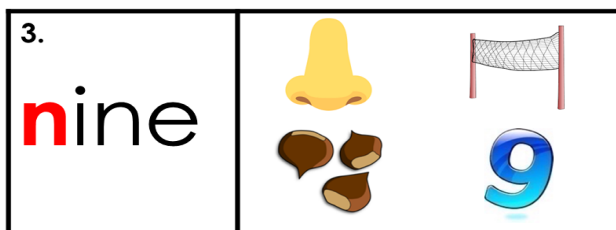
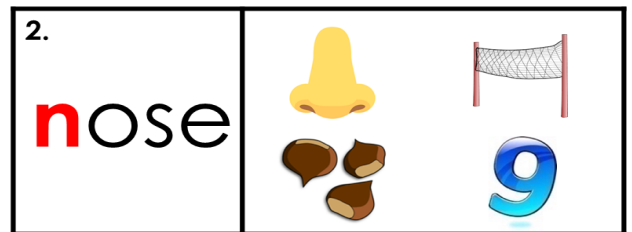
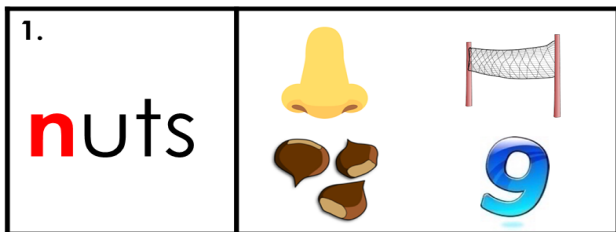
Nn



Activity 1: circle the **N n** pictures.



Activity 2: Read the word and choose the correct picture.



Activity 1: Practise blending the words.

✓ **Blending** is putting **sounds together** to make a word. It's like building a word by connecting the sounds.

1.	t	a	p		tap
3.	p	i	t		pit
5.	n	a	p		nap
7.	p	a	t		pat

2.	s	i	t		sit
4.	p	a	n		pan
6.	p	i	n		pin
8.	t	i	n		tin

✓ **Segmenting** means breaking a word into its **separate sounds**. It's like taking a word apart piece by piece.

1.	tap				
3.	pit				
5.	nap				
7.	pat				

2.	sit				
4.	pan				
6.	pin				
8.	tin				



In the Classroom

This is the classroom.

The teacher is **in** the classroom.

The board is **on** the wall.

The desk is in the room.

The chair is in the room.

The window is in the wall.

The door is in the wall too.

I **put** my bag on the desk.

I sit on the chair.

It is the classroom.

Vocabulary

book, pen, pencil, bag, ruler,
eraser, my, this, red, blue

HFW

and, it, is,
me, you

Phonics focus

M m

(**m**an-**m**op- **m**elon- **m**oon)

D d

(**d**og-**d**esk-**d**uck-**d**oll)

O o

(**o**lives-**o**range-**o**ctopus-**o**n)

Language structure

This is my.....
I have a

Grammar focus

Possessive
Adjectives (my)
+ Present
Simple (have)





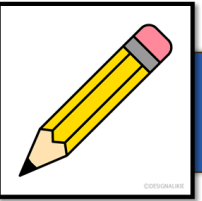
vocabulary



book



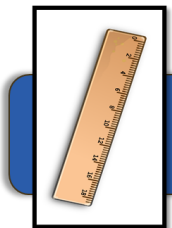
pen



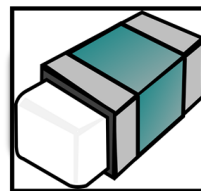
pencil



bag



ruler



eraser

Look at the pictures and write the words.

eraser

bag

book

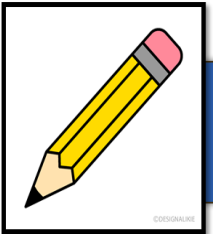
pen

ruler

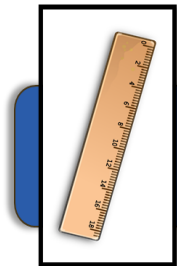
pencil

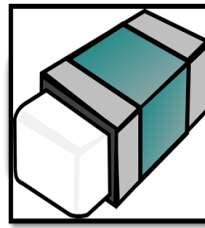












Read and copy the sentence.

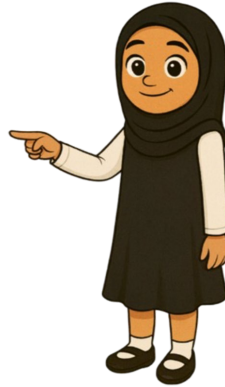
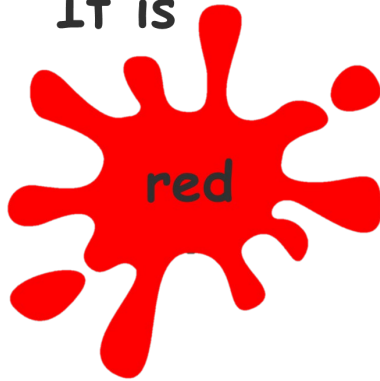
I have a book in my bag.

What's in My Bag?

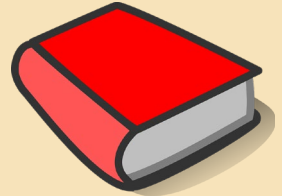
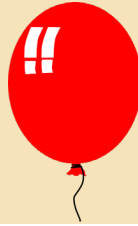
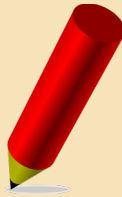
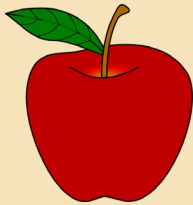


Activity: What colour is it?

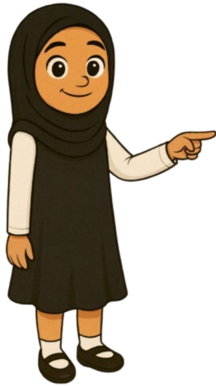
It is



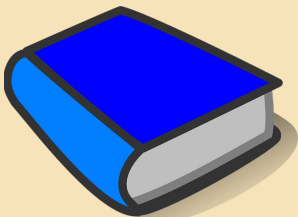
Name objects that are red. Then say "It is red"



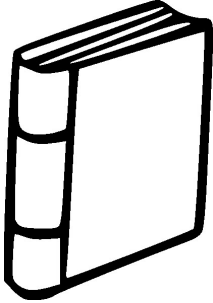
It is



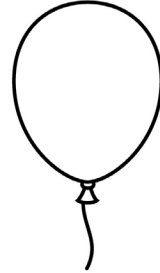
Name objects that are blue. Then say "It is blue"



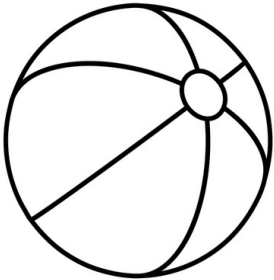
Read and colour.



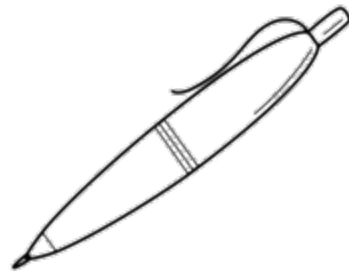
This **book** is blue.



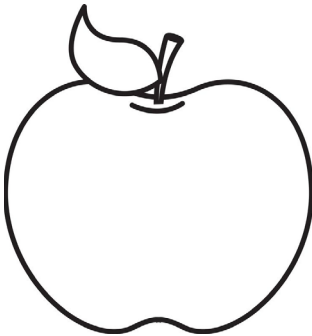
This **balloon** is red.



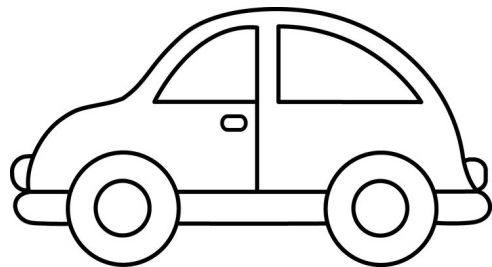
This **ball** is red.



This **pen** is blue.



This **apple** is red.



This **car** is red.

What's in My Bag?



Activity: "This is my..."

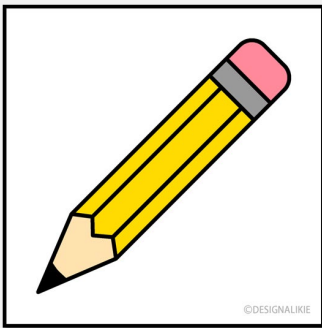
This is my
pencil.



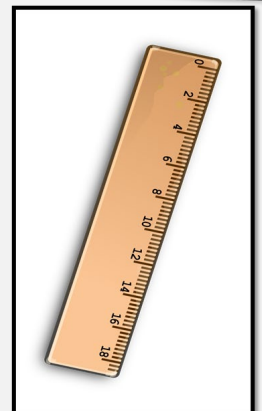
This is my
bag.



This is my pencil.



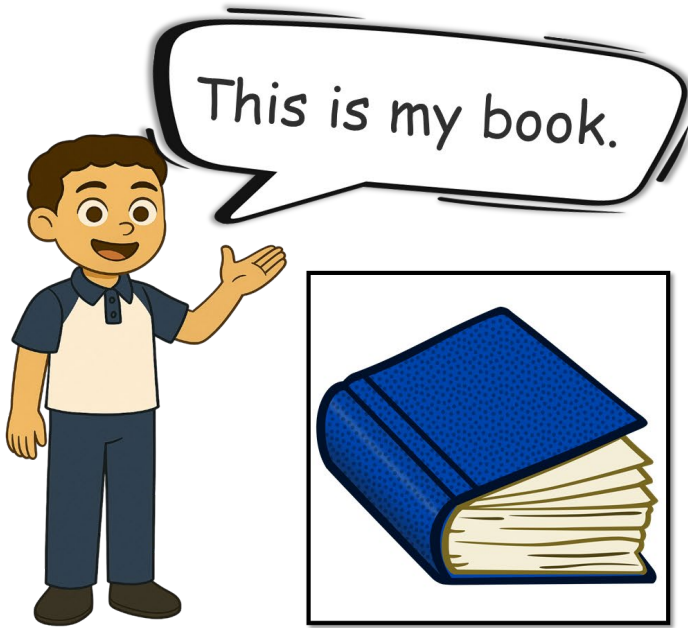
This is my ruler.



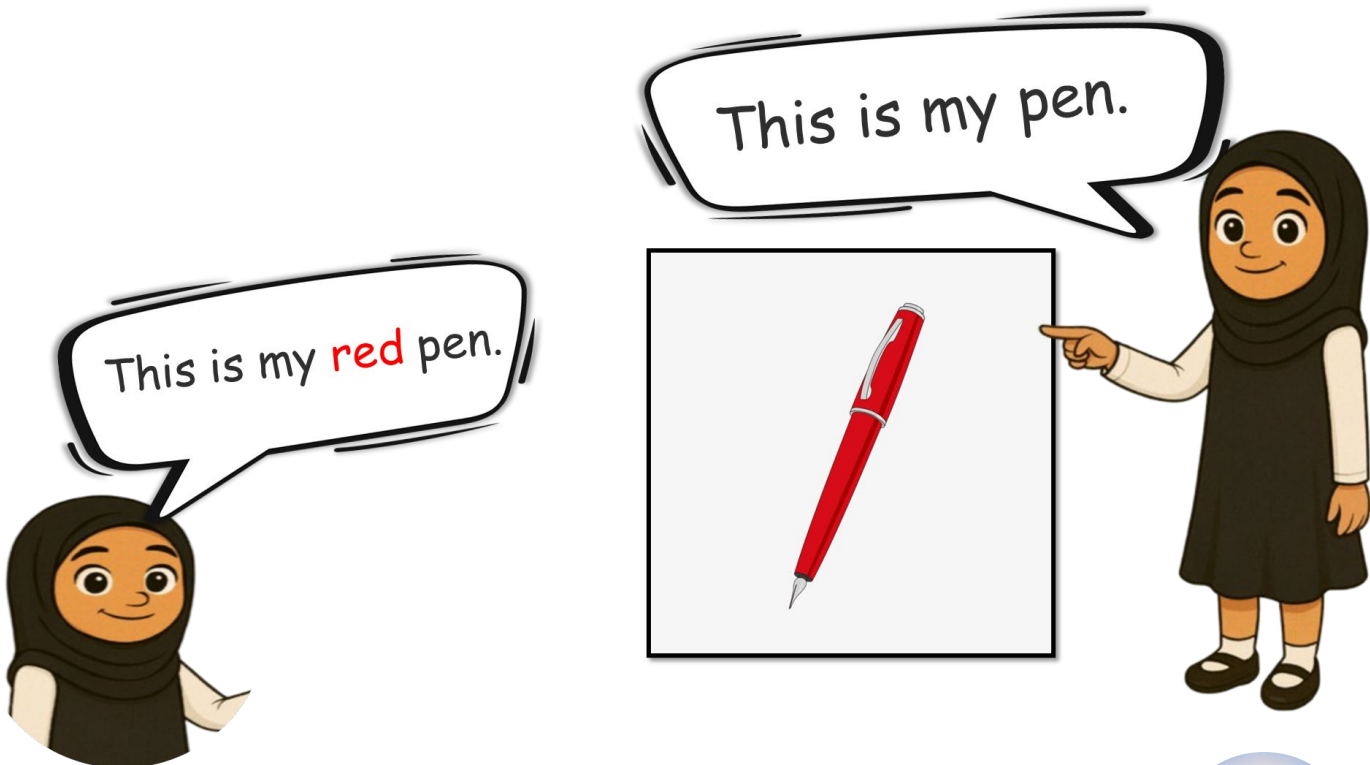
What's in My Bag?



Activity: "This is my..."



Name objects that are red. Then say "It is blue"



Activity: "This is my..."

What is this ? Complete the sentences.

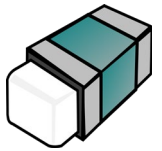
This is my pen.



This is my



This is



This



What's in My Bag?



Activity: "I have a..."

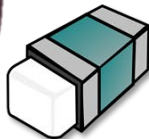
I have a
ruler.



I have a
pen.



What do I have in my bag?



What's in My Bag?



Activity: "I have a..."



I have a blue pen in my bag.



I have a ruler in my bag.



I have a red book in my bag.



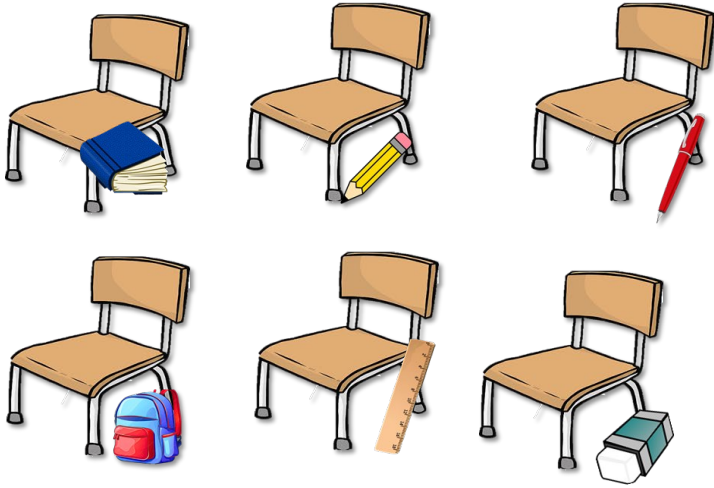
I have **an** eraser in my bag.

Activity: Writing

Find the card under your chair. First, say what you have to your partner.

Then, complete the sentence in your notebook :

I have



bag

book

pencil

pen

ruler

eraser

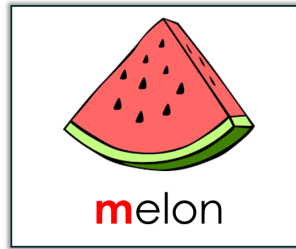
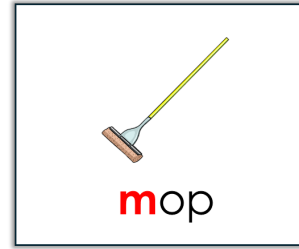
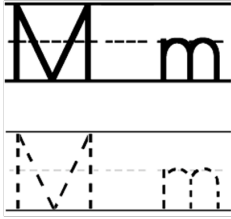
Self Assessment....

- ☐ I can name common school items (book, bag, pen, pencil, ruler, eraser)
- ☐ I can identify and say the colours (red, blue)
- ☐ I can use "This is my...." in a sentence.
- ☐ I can use "I have ..." in a sentence.
- ☐ I can use "me, you, and, it, is) correctly.



Look at the letter. Say **m**. Trace **M m**.
Listen to your teacher. Say the sound.

Mm



Activity 1: underline the correct words.

1.	2.	3.	4.
<u>m</u> elon man	moon <u>m</u> elon	moon <u>m</u> op	man <u>m</u> op

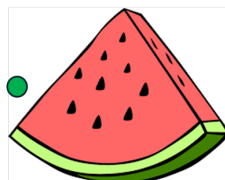
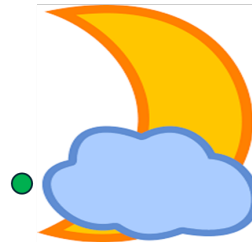
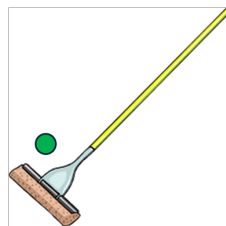
Activity 2: Match the words to the pictures.

1. **m**an

2. **m**elon

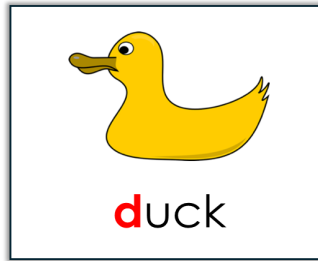
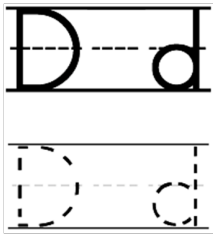
3. **m**op

4. **m**oon



Look at the letter. Say **d**. Trace **D d**.
Listen to your teacher. Say the sound.

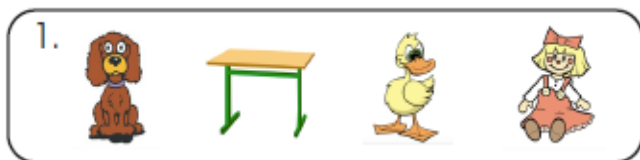
Dd



Activity 1: colour the correct pictures.

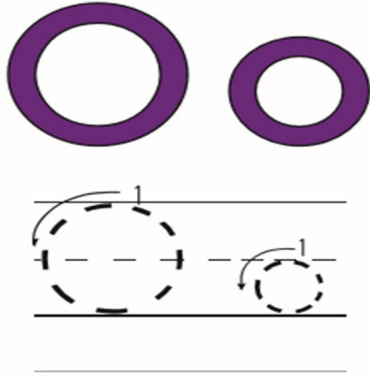
1. d og	2. d esk	3. d uck	4. d oll
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Activity 2: Listen and circle the correct pictures.



Look at the letter. Say **o**. Trace **O o**.

Listen to your teacher. Say the sound.



o lives	o range
o ctopus	o n

Activity 1: Circle **O o**.

n	o	N	s	n	o
i	a	t	p	O	d
S	N	i	n	a	t
o	s	T	O	p	n

Activity 2: Underline the correct words.

1.	2.	3.	4.
o lives o n o range	o lives o ctopus o n	o lives o ctopus o range	o ctopus o n o range

Activity 1: Look at the word family for -at. Read the words and make a sentence. Work with a partner. Make new words with -at.

- ✓ A **word family** is a group of words that share the **same ending sound and spelling pattern**.
- ✓ These words usually **rhyme** and look similar because they have the **same letters at the end**.

-at	fat
	cat
	sat
	mat



The **fat** **cat** **sat**
on the **mat**.



Activity 2: Listen and write the missing letters. Practise reading with a partner.
Activity 3: Put the words in the correct place.

Word families help you:

- Read new words more easily!
- Understand spelling patterns!
- Find rhyming words!



Write the missing letters.

-et	pet
	set
	_et
	_et

-ot	tot
	dot
	_ot
	_ot

-ut	gut
	cut
	_ut
	_ut

-it	bit
	pit
	_it
	_it

Write the words in the correct places.

mat pot cut kit net cat dot nut pet sit

-at	-et	-it	-ot	-ut