



TERM .

WEEK .

GRADE 1

English



WILD ANIMALS. WEEKLY PLAN

.SCOPE . SEQUENCE.



TERM .

WEEK .

WILD ANIMALS		
OVERVIEW	VOCABULARY	GRAMMAR FOCUS .DEVELOP.
LEARNERS IDENTIFY WILD ANIMALS AND TALK ABOUT WHAT ANIMALS CAN AND CANNOT DO.	ELEPHANT MONKEY LION SHARK FALCON KANGAROO CROCODILE SNAKE	PRESENT SIMPLE MODALS .CAN . ABILITIES. SWIM. FLY. JUMP. CLIMB. RUN. LANGUAGE STRUCTURE. A ... CAN A ... CANNOT CAN A? EXAMPLES. A KANGAROO CAN JUMP. CAN AN ELEPHANT SWIM. NO. AN ELEPHANT CANNOT SWIM.
SPECIFIC STUDENT LEARNING OUTCOMES .SSLOS.		
..SLOC.LC..	POINT TO PICTURES THAT MATCH KEY DETAILS MENTIONED IN SHORT SPOKEN TEXTS.	
..SLOC.LC..	ANSWER SIMPLE WHO. WHAT. AND WHERE QUESTIONS ABOUT STORIES HEARD.	
..R.RF..	READ SIMPLE TEXTS ALOUD WITH TEACHER SUPPORT. USING APPROPRIATE PACING AND EXPRESSION.	
..R.VD..	ASK QUESTIONS ABOUT UNFAMILIAR WORDS IN TEXTS. WITH TEACHER SUPPORT.	
..R.UTSF..	ARRANGE PICTURE CARDS IN SEQUENCE TO SHOW THE ORDER OF EVENTS IN A FAMILIAR STORY.	
..R.RC..	IDENTIFY KEY STORY EVENTS BY MATCHING ILLUSTRATIONS TO CORRESPONDING PARTS OF THE TEXT.	
..R.ERT..	CONNECT PERSONAL EXPERIENCES TO EVENTS OR CHARACTERS IN A STORY.	
..R.ERT..	TALK ABOUT WHAT THE STORY TEACHES US WITH TEACHER SUPPORT.	
..R.TTP..	IDENTIFY WHETHER A TEXT TELLS A STORY OR SHARES INFORMATION.	
..W.SWU..	APPLY KNOWLEDGE OF LETTER SOUND RELATIONSHIPS TO WRITE SIMPLE. UNFAMILIAR WORDS.	
..W.SSG..	USE SENTENCE FRAMES AND WORD BANKS TO EXPRESS COMPLETE THOUGHTS ABOUT FAMILIAR TOPICS.	
..W.WP..	CREATE SIMPLE SENTENCES ABOUT A TOPIC WITH VISUALS AND TEACHER SUPPORT.	

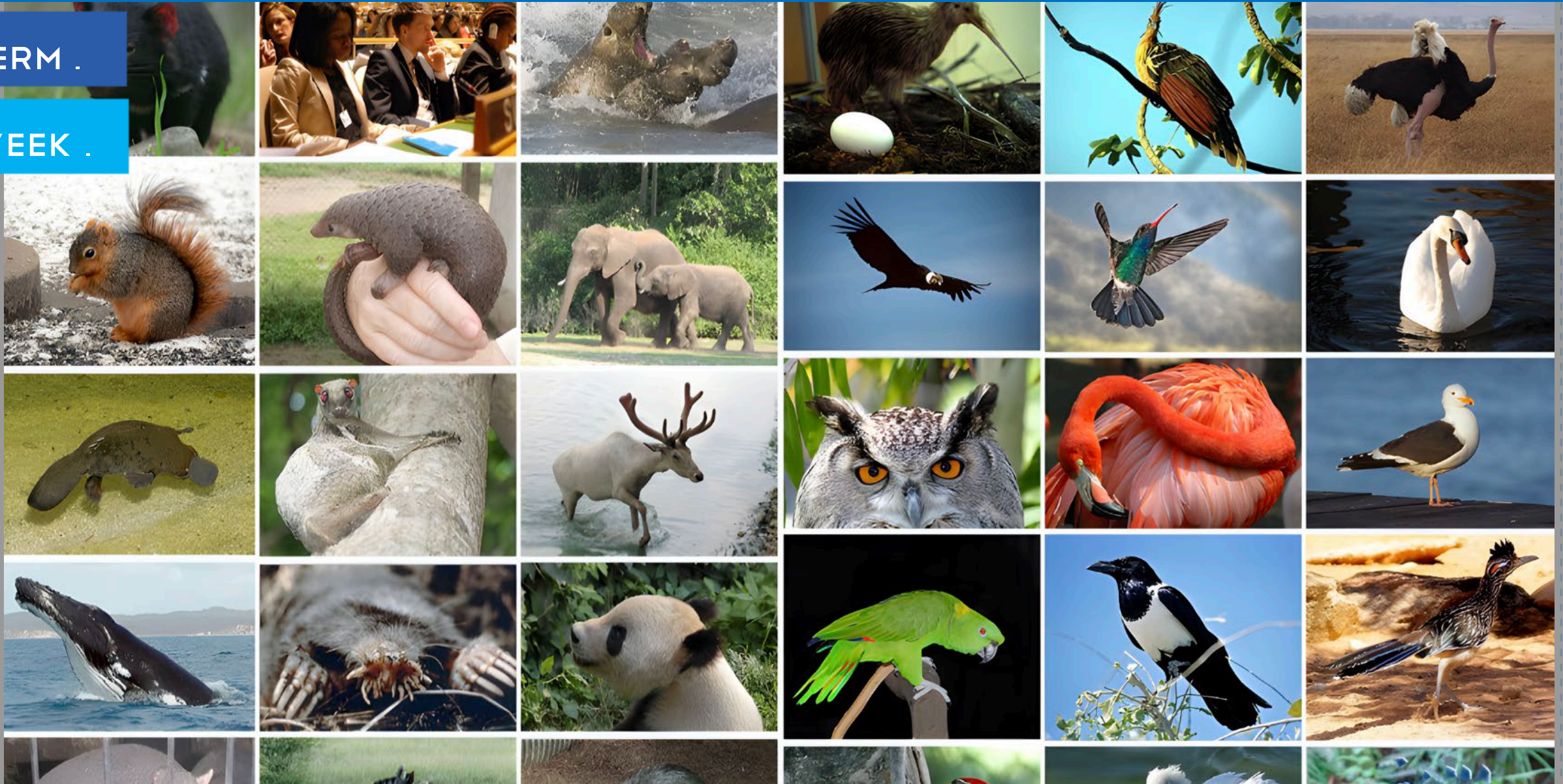
WILD ANIMALS



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WEEK .

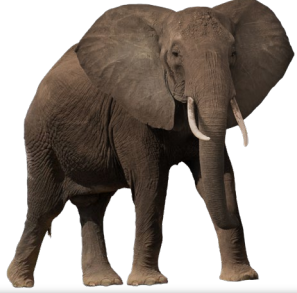


ACTIVITY. VOCABULARY . WILD ANIMALS



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LOOK AT THE PICTURES. LISTEN TO YOUR TEACHER. SAY THE WORDS. READ THE



elephant



monkey



lion



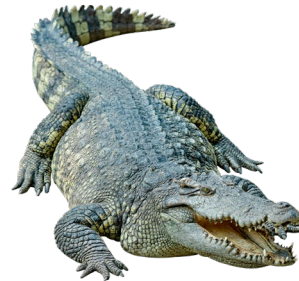
shark



falcon



kangaroo



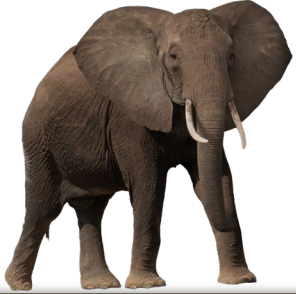
crocodile



snake

ACTIVITY. VOCABULARY . WILD ANIMALS

SAY THE WORDS AND POINT TO THE CORRECT PICTURES. ACT LIKE THE



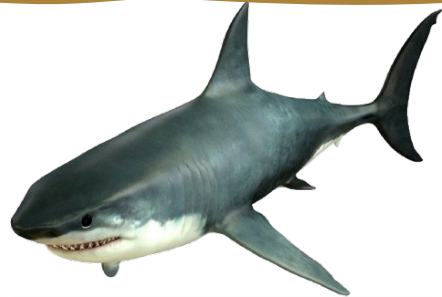
elephant



monkey



lion



shark

Can you say the word and point to the correct picture?

Can you say the word and act like the animal?





ACTIVITY. VOCABULARY . WILD ANIMALS

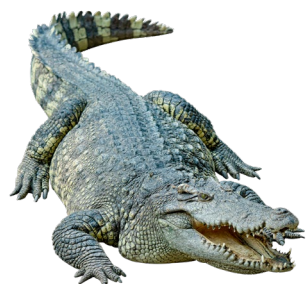
SAY THE WORDS AND POINT TO THE CORRECT PICTURES. ACT LIKE THE



falcon



kangaroo



crocodile



snake

Can you say the word and point to the correct picture?

Can you say the word and act like the animal?



What wild animals are there in the UAE?



ACTIVITY. VOCABULARY . VERBS

LOOK AT THE PICTURES. LISTEN TO YOUR TEACHER. SAY THE WORDS. READ THE WORDS. THEN. DO THE ACTIONS WITH YOUR CLASSMATES.



swim



fly



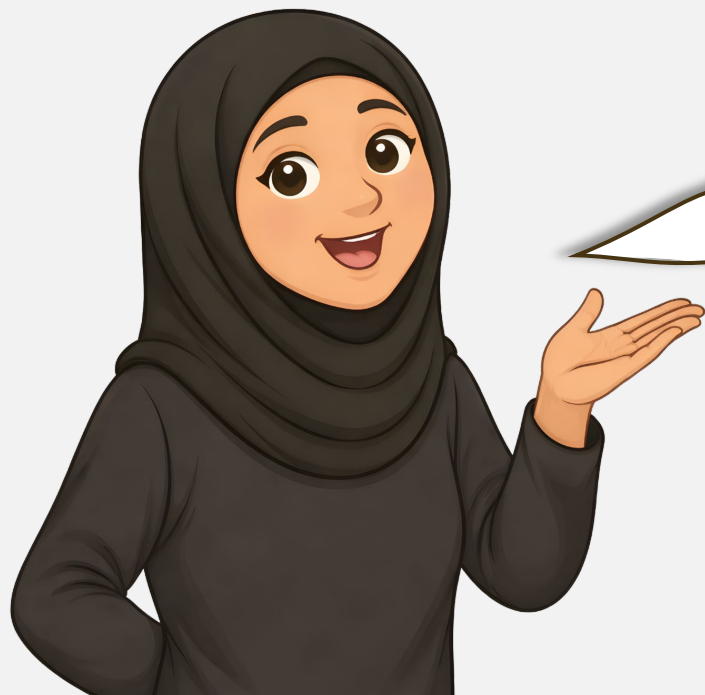
jump



climb



run



Can you make a **swim** like a shark?

Can you **fly** like a falcon?

Can you **jump** like a kangaroo?

Can you **climb** like a monkey?

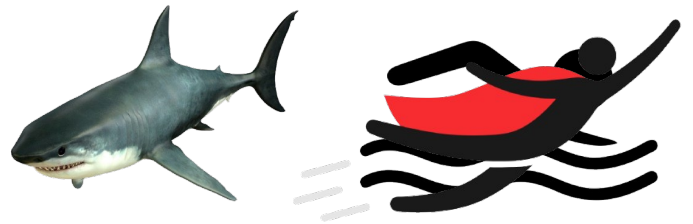
Can you **run** like a lion?

Be strong and
brave like
animals!



ACTIVITY. MAKING SENTENCES . WILD ANIMAL ABILITIES

PRACTISE ASKING AND ANSWERING THE QUESTION WITH A



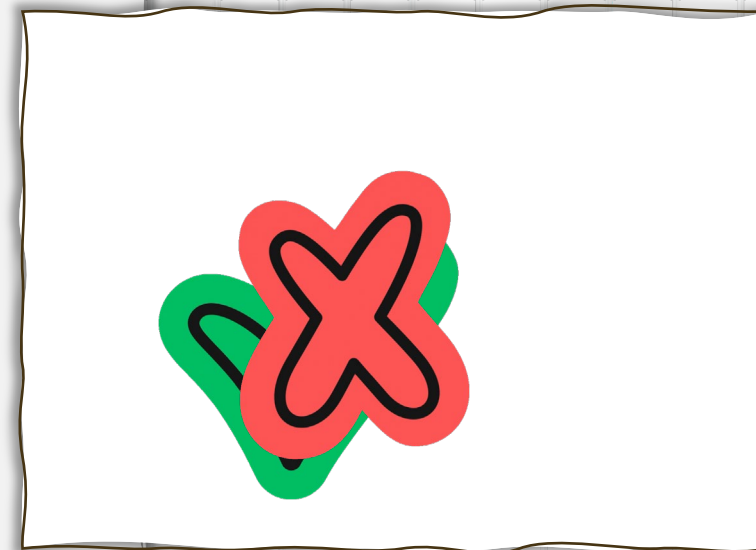
Can a shark fly?

No, a shark
cannot fly.

ACTIVITY. MAKING SENTENCES . WILD ANIMAL ABILITIES

WORK WITH A PARTNER. LOOK AT THE PICTURES. PRACTISE ASKING AND ANSWERING THE QUESTION.

NOT / YES, A ... CAN")



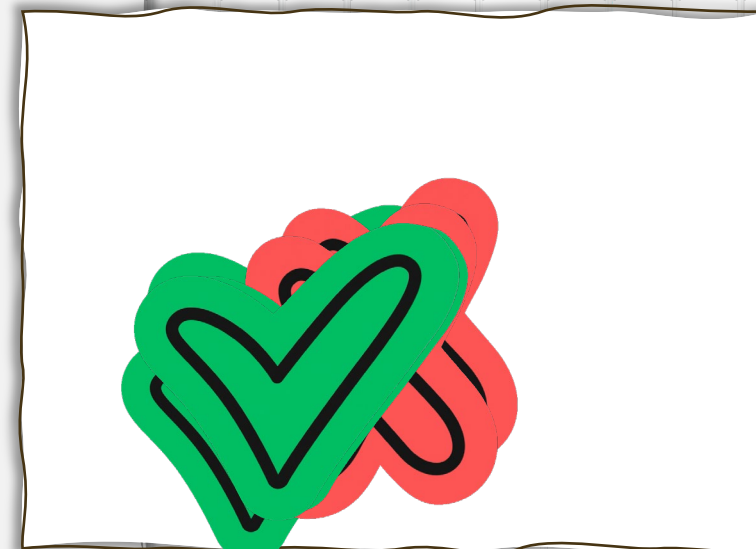
Can a monkey fly?

No, a monkey cannot fly.

ACTIVITY. MAKING SENTENCES . WILD ANIMAL ABILITIES

WORK WITH A PARTNER. LOOK AT THE PICTURES. PRACTISE ASKING AND ANSWERING THE QUESTION.

NOT / YES, A ... CAN")



Can a _____?

Yes, a _____ can _____.

No, a _____ cannot _____.

ACTIVITY. READING . THE ANIMAL RELAY RACE.



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LOOK AT THE PICTURE. WHAT CAN YOU SEE. WHAT DO YOU THINK WILL HAPPEN IN THE STORY.



ACTIVITY. READING . THE ANIMAL RELAY RACE.



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LISTEN TO YOUR TEACHER READ THE STORY. ASK ABOUT ANY WORDS THAT YOU DON'T UNDERSTAND.

THEN, READ THE TEXT WITH YOUR CLASSMATES. WHAT DOES THE STORY TEACH US.

It is Relay Race Day! The Wild Team want to win!

The snake blows the whistle, "One, two, three... go!"

The lion runs across the grass. He can run very fast.

Soon they come to a tall tree. The monkey can climb up and up!

Oh no! A big log in the path. The kangaroo can jump over the log!

Then, they reach a big river! The crocodile can swim across the river.

Next, they see a tall mountain. The falcon can fly high in the sky.

The animals finish the relay race. They are very happy!

Everyone can do something special!





ACTIVITY: READING – THE ANIMAL RELAY RACE.

ANSWER THE QUESTIONS ABOUT THE

STORY

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The falcon can fly high in the sky.

The animals finish the relay race. They are very happy!

Everyone can do something special!

1. Who can run very fast?

The lion can run.

2. Who can climb a tall tree?

The monkey can climb.

3. Who can jump over the log?

The kangaroo can jump.

4. Who can swim across the river?

The crocodile can swim.

5. Who can fly high in the sky?

The falcon can fly.



Why is it
important to
protect wild
animals?



ACTIVITY: READING - LET'S WORK TOGETHER

PUT THE PICTURES IN THE CORRECT ORDER...





ACTIVITY. CLASS SURVEY . WHAT CAN YOU DO.

WHAT CAN YOU DO? WHAT CAN'T YOU DO. .

WHAT CAN YOUR FRIENDS DO? WHAT CAN'T YOUR FRIENDS DO.

TALK TO FIVE CLASSMATES. USE WHAT YOU HAVE LEARNED TO COMPLETE A SURVEY.

SHARE RESULTS WITH YOUR CLASSMATES.

Name	run	jump	climb	fly	swim
Khalifa					
Saeed					
Hessa					
Hamad					
Salama					



Use the internet
to find out more
about amazing
animal abilities!





English Grade 01



I Can name wild animals.



I Can understand what animals Can and Cannot do.



I Can answer questions about animals.



I Can put story pictures in the correct order.



I Can ask and answer questions about different abilities.



WILD ANIMALS

TEACHER GUIDANCE.



TERM .

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TEACHING TIPS

- MODEL FIRST. THEN REPEAT. SHOW A PICTURE OF EACH WILD ANIMAL AND SAY THE WORD CLEARLY. FOR EXAMPLE. ELEPHANT. STUDENTS WATCH AND LISTEN FIRST. THEN REPEAT THE WORD TOGETHER SEVERAL TIMES. CHORAL REPETITION HELPS BUILD CONFIDENCE AND ALLOWS LEARNERS TO HEAR AND PRACTISE THE CORRECT PRONUNCIATION BEFORE SPEAKING INDIVIDUALLY.
- TEACH ANIMAL ABILITIES WITH SIMPLE GESTURES. USE YOUR BODY TO SHOW THE MEANING OF EACH ACTION. JUMP .SMALL JUMPS.. CLIMB .PRETEND TO CLIMB A TREE.. FLY .ARMS LIKE WINGS.. SWIM .ARM SWIMMING MOTION.. RUN .RUN LIGHTLY IN PLACE.
- STUDENTS COPY THE MOVEMENT AND SAY THE ACTION WORD. MOVEMENT SUPPORTS COMPREHENSION AND HELPS LEARNERS REMEMBER NEW VOCABULARY.
- INTRODUCE THE SENTENCE STRUCTURE ONE STEP AT A TIME. MODEL THE PATTERN SLOWLY. POINT TO AN ANIMAL AND DEMONSTRATE THE ACTION. STUDENTS REPEAT TOGETHER. THEN PRACTISE WITH DIFFERENT ANIMALS ONCE THEY FEEL CONFIDENT.
- TEACH CAN NOT WITH CALM MODELLING. USE A GENTLE HEAD SHAKE TO SHOW THE MEANING WHILE SPEAKING CLEARLY. STUDENTS REPEAT WITH THE SAME GESTURE. AT THIS STAGE THERE IS NO NEED TO EXPLAIN GRAMMAR RULES. LEARNERS UNDERSTAND THE MEANING THROUGH REPEATED EXPOSURE AND MODELLING.
- INTRODUCE QUESTIONS THROUGH PLAYFUL INTERACTION. ASK SIMPLE QUESTIONS ABOUT ANIMAL ABILITIES. STUDENTS FIRST ANSWER YES OR NO. THEN GRADUALLY EXPAND TO FULL RESPONSES.
- KEEP THE TONE LIGHT AND INTERACTIVE. GUESSING AND MOVEMENT HELP MAINTAIN ENGAGEMENT.
- REVISIT THE LANGUAGE PATTERN THROUGHOUT THE WEEK. RETURN REGULARLY TO THE CORE STRUCTURES.
- SHORT DAILY PRACTICE BUILDS FLUENCY AND HELPS LEARNERS BECOME COMFORTABLE USING THE SENTENCE PATTERN.

STRETCH

- EXTEND SENTENCES WITH TWO ABILITIES. LEARNERS COMBINE IDEAS.
THE FALCON CAN FLY.
THE FALCON CAN RUN.
- MAKE SIMPLE COMPARISONS LEARNERS DESCRIBE DIFFERENT ANIMALS.
THE CROCODILE CAN SWIM.
THE MONKEY CAN CLIMB.
- ENCOURAGE STUDENT QUESTIONS.
CONFIDENT LEARNERS ASK CLASSMATES.
CAN THE KANGAROO JUMP.
YES. IT CAN.

SUPPORT

- SHOW AN ANIMAL PERFORMING AN ACTION. STUDENTS SAY THE ACTION WORD: TEACHER SHOWS MONKEY CLIMBING → STUDENTS SAY CLIMB.
- MOVE TO SHORT SPOKEN FRAMES. STUDENTS COMBINE THE ANIMAL AND ACTION. MONKEY CLIMB
- BUILD TO FULL SENTENCES THROUGH MODELLING. THE MONKEY CAN CLIMB.
- STUDENTS REPEAT TOGETHER WITH GESTURES.
- USE VISUAL AND MOVEMENT SUPPORT
PICTURE CARDS. ACTIONS. AND POINTING HELP
REDUCE MEMORY LOAD AND SUPPORT
UNDERSTANDING..

ADDITIONAL NOTES

- AVOID INTRODUCING THE CONTRACTION CAN'T AT THIS STAGE. CONTINUE USING CAN NOT TO KEEP THE STRUCTURE CLEAR FOR EARLY READERS.
- USE CALM MODELLING RATHER THAN DIRECT CORRECTION TO SUPPORT ACCURATE SENTENCE FORMATION.
- THE FOCUS OF THE LESSON IS LANGUAGE PRACTICE. NOT SCIENTIFIC ACCURACY. SOME ANIMALS MAY PERFORM DIFFERENT ACTIONS IN REAL LIFE.
- KEEP THE ATMOSPHERE PLAYFUL AND ENCOURAGING. ANIMAL MOVEMENTS AND SIMPLE ACTIONS NATURALLY SUPPORT ENGAGEMENT AND PARTICIPATION.