



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2026-2027

English

Activity Book



Grade
01

English

Activity Book

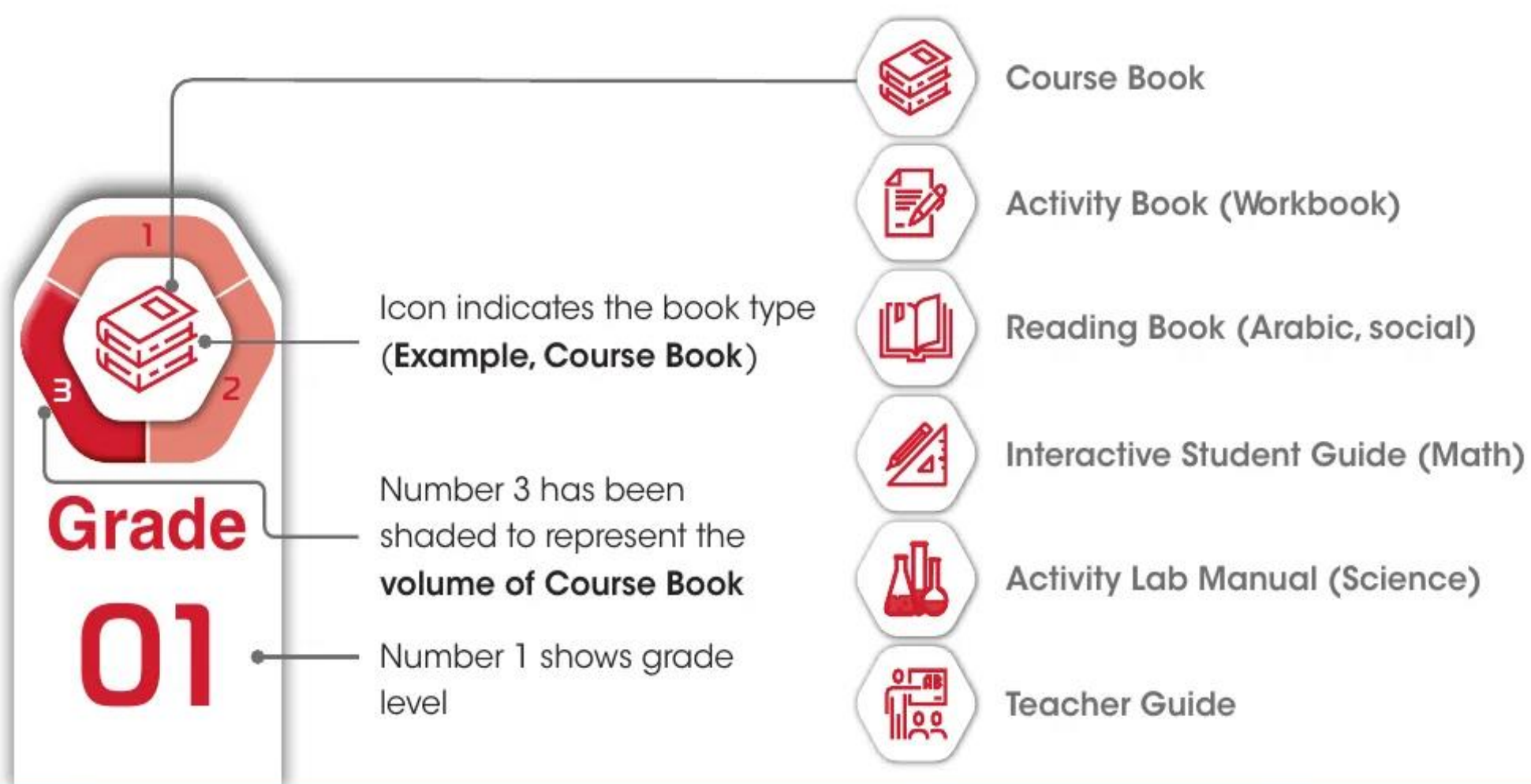
Grade 1

Volume 1



Cover label guide

Cycle 01 Color



Ministry of Education
Call Centre
For Suggestions, Inquiries
& Complaints



80051115



www.moe.gov.ae



ccc.moe@moe.gov.ae

Introduction

Purpose of the Book

This activity book supports the development of essential English language skills in reading, writing, speaking, and listening. It is designed to be used after teaching as a tool for practice, consolidation, and reinforcement alongside the student's notebook as a supporting resource, rather than as the main learning tool.

The activities are designed to:

- Build foundational literacy skills through a Structured Literacy approach.
- Develop phonics, fluency, vocabulary, comprehension, and communication skills across reading and writing.
- Strengthen communication and understanding.
- Provide structured practice to support independent application of learning.

***This activity book is aligned with the UAE National Charter
and national educational priorities, supporting
the development of confident, capable, and lifelong learners.***

How Learning is Structured

Learning in this book follows a clear progression:

- Skills are introduced, practised, and revisited systematically.
- Activities move from guided support to independent work.
- Students apply skills in meaningful and relevant contexts.
- Learning builds over time to support accuracy, fluency, and confidence.

Across Cycle 1, expectations develop gradually:

- Grade 1: Focus on foundational skills such as phonological awareness, phonics, and simple sentence construction.
- Grade 2: Increasing independence in reading, writing, and vocabulary use.
- Grade 3: Developing fluency, comprehension, and more extended responses.
- Grade 4: Applying skills with greater accuracy, independence, and depth across a range of texts.

For Teachers

Teachers may use this activity book to:

- Reinforce taught skills through structured practice
- Check students' understanding of key learning outcomes
- Monitor progress over time
- Identify areas where additional support or challenge is needed



For Students

Use this book to practise and improve your English.

- Read each task carefully before you begin
- Think about your answer before writing
- Check your work when you finish
- Try your best to complete all activities
- Speak and write in full sentences
- Use neat and clear handwriting
- Ask for help when needed



For Families

Families play an important role in supporting learning at home.

You can help by:

- Listening to your child read daily and talking about the text
- Asking questions such as: What happened? Why? How do you know?
- Encouraging your child to explain their answers in full sentences
- Supporting sentence writing and correct letter formation
- Encouraging the use of English during everyday routines (e.g., at home, during shopping, or while travelling)



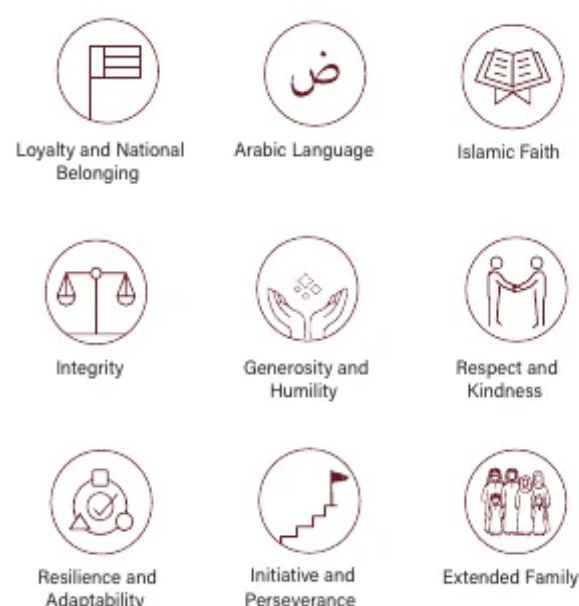
Short, regular practice supports strong progress over time.

Language Use

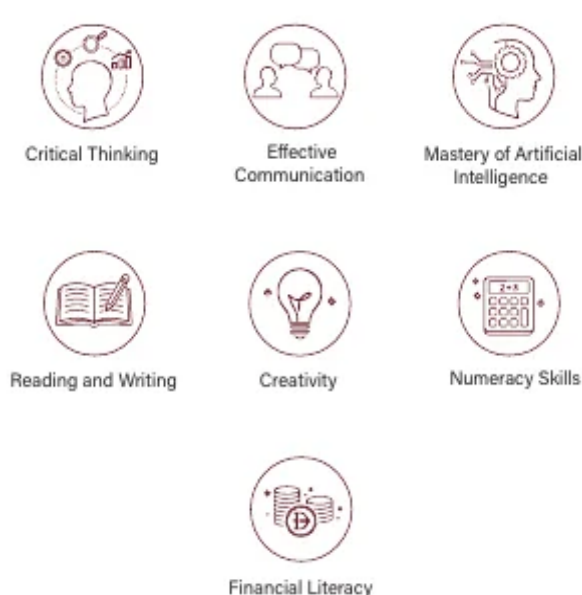
English is taught and practised alongside Arabic in a bilingual learning environment. Students are encouraged to use English regularly to build confidence, while continuing to value and develop their first language. This activity book supports learning in both school and home settings, helping students develop confidence, independence, and proficiency in using English.

National Education Charter Icons

National Identity



Skills



Traits



About the Charter

The National Education Charter defines the learner in the UAE through three pillars - National Identity, Skills, and Traits. Together, these shape the values, capabilities, and character of every child growing up in the United Arab Emirates. Each activity in this activity book has been carefully designed to reflect one or more elements of the Charter.

You will notice small icons on each activity page. These icons show which part of the Charter the activity supports, whether it is building a skill (such as critical thinking or numeracy), nurturing a trait (such as teamwork or self-confidence), or reinforcing national identity (such as integrity, respect and kindness). The icons give a quick, visual link between everyday learning and the wider goals of the Charter.

For Teachers

Using the Charter in your classroom

The Charter is most powerful when it becomes part of everyday classroom language, not a poster on the wall. The activities in this activity book are mapped to the Charter so you can teach to the curriculum and reinforce the pillars at the same time.

- Name the icon at the start of the activity. Tell learners which pillar they are working on, for example, "Today's task builds Critical Thinking", so they can see the link between effort and outcome.
- Use the language of the Charter. Phrases such as Teamwork, Self-Regulation, Respect and Kindness, and Cultural Awareness should become familiar vocabulary in your feedback and praise.
- Connect activities across pillars. A reading task can reinforce Loyalty and National Belonging, Lifelong Learning, and Critical Thinking at once, point this out so learners see the connections.
- Celebrate traits, not just answers. When a learner perseveres, helps a peer, or shows initiative, name the trait out loud. This builds the character side of the Charter alongside the academic.
- Revisit the Charter at the end of each lesson. A one-minute reflection, "Which pillar did we strengthen today?", helps learners internalise the framework.

For Parents

Bringing the Charter home

Learning does not stop at the classroom door. The skills and traits in the Charter grow strongest when they are practised at home too. You, as parents, are your child's first teachers, small, regular moments of conversation and shared activity make the biggest difference.

- Talk about the icons together. When your child opens an activity, ask which icon is on the page and what it means. This helps them name the skill or trait they are practising.
- Build Loyalty and National Belonging and Cultural Awareness through stories, family conversation, and visits to heritage sites, the Charter values these as strongly as academic skills.
- Praise the trait, not just the result. Notice when your child shows Perseverance, Generosity, Self-Regulation, or Respect, naming it helps them recognise it in themselves.
- Make Lifelong Learning visible. Share what you are learning, reading, or curious about. Children copy the habits they see at home.
- Encourage Teamwork and Initiative through everyday tasks, cooking, planning a family outing, or helping a younger sibling all build Charter traits.
- Look after Physical and Mental Wellbeing together, regular sleep, active play, and open conversations about feelings are part of the Charter too.

Meet Our Family and Friends

Ahmed and Hessa's Family



Hessa



Ahmed



Brother: Omar



Sister: Salama



Mother: Hind



Father: Sultan



Grandmother: Fatima



Grandfather: Saeed

Ahmed and Hessa's Friends



Maha



Fahem



Shaheen



Sara



Nasser

Table of Contents



content is defined on smart learning app

Unit 1 First School Days..... 10

Activity 1 11

Activity 2 12

Activity 3 13

Activity 4 14

Unit 2 Our Classroom 15

Activity 1 16

Activity 2a 17

Activity 2b 18

Activity 3 19

Activity 4 20

Unit 3 What is in My Bag? 21

Activity 1 22

Activity 2 23

Activity 3 24

Activity 4 25

Unit 4 Learning Together..... 26

Activity 1 27

Activity 2 28

Activity 3 29



Unit 5 How Many? 30

Activity 1 31

Activity 2 32

Activity 3 33

Activity 4 34

Activity 5 35

Unit 6 My Face 36

Activity 1 37

Activity 2 38

Activity 3 39

Unit 7 Move Your Body..... 40

Activity 1 41

Activity 2 42

Activity 3 43

Activity 4 44

Unit 8 My Feelings..... 45

Activity 1 46

Activity 2 47

Activity 3 48

Activity 4 49

Unit 9 What Are We Wearing? 50

Activity 1 51

Activity 2 52

Activity 3 53

Activity 4 54



Unit 1 First School Days



Activity 1



I can:



Match spoken words that begin with the same first sound.



Resilience and
Adaptability



Reading and Writing



Circle the two pictures that start with the same sound.

1



2



3



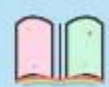
4



5



Activity 2



I can:



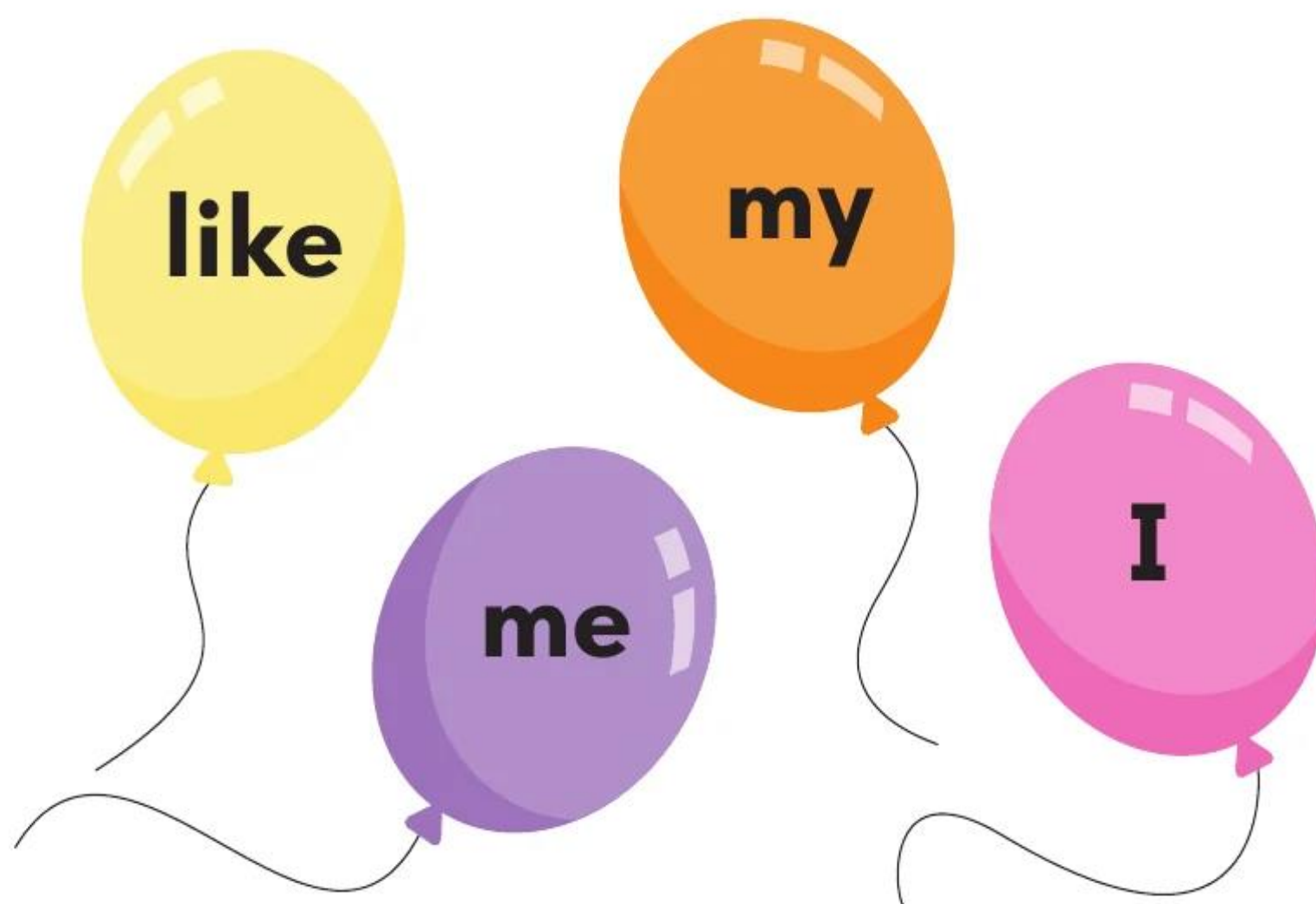
Make up a spoken sentence that uses a high frequency word.



Effective
Communication



Self-Confidence



Choose the correct word to complete each sentence.

1

_____ name is Hessa.

2

_____ go to school every day.

3

Can you help _____ ?

4

I _____ to eat rice.

Activity 3



I can:



Match each word I say to the matching word on the page.



Use actions or gestures to show how a story made me feel.



Reading and Writing



Physical and
Mental Wellbeing



Look at the picture, read the text, and follow with your finger from left to right.
Answer the questions orally.

Hello!
My name is Hessa.
I like to play.



Listen to your teacher and answer:

- 1 How does Hessa feel?
- 2 Why is she happy?
- 3 Show me your happy face.
- 4 What makes you sad?
- 5 Show me your sad face.

Activity 4



I can:



Write the consonant letter that makes the sound I hear.



Form lowercase letters correctly when I write.



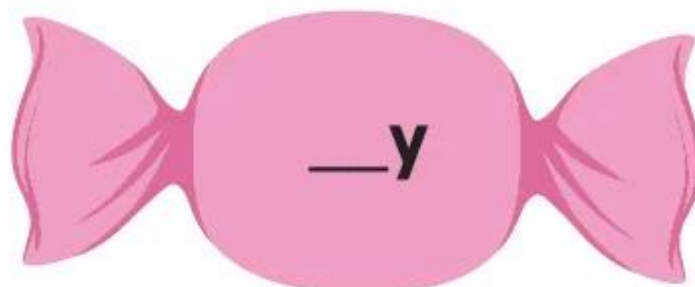
Initiative and Perseverance



Reading and Writing



Listen and write the missing letter. Use the letter box.



n	h	b
s	l	m

Complete the first sentence. Copy that sentence on each line.



1 My name is _____

2 My name _____

3 My _____

4 _____

5 _____

Unit 2 Our Classroom



Activity 1



I can:



Answer a simple question with a short phrase.



Use what I see in the picture to answer my teacher's questions.



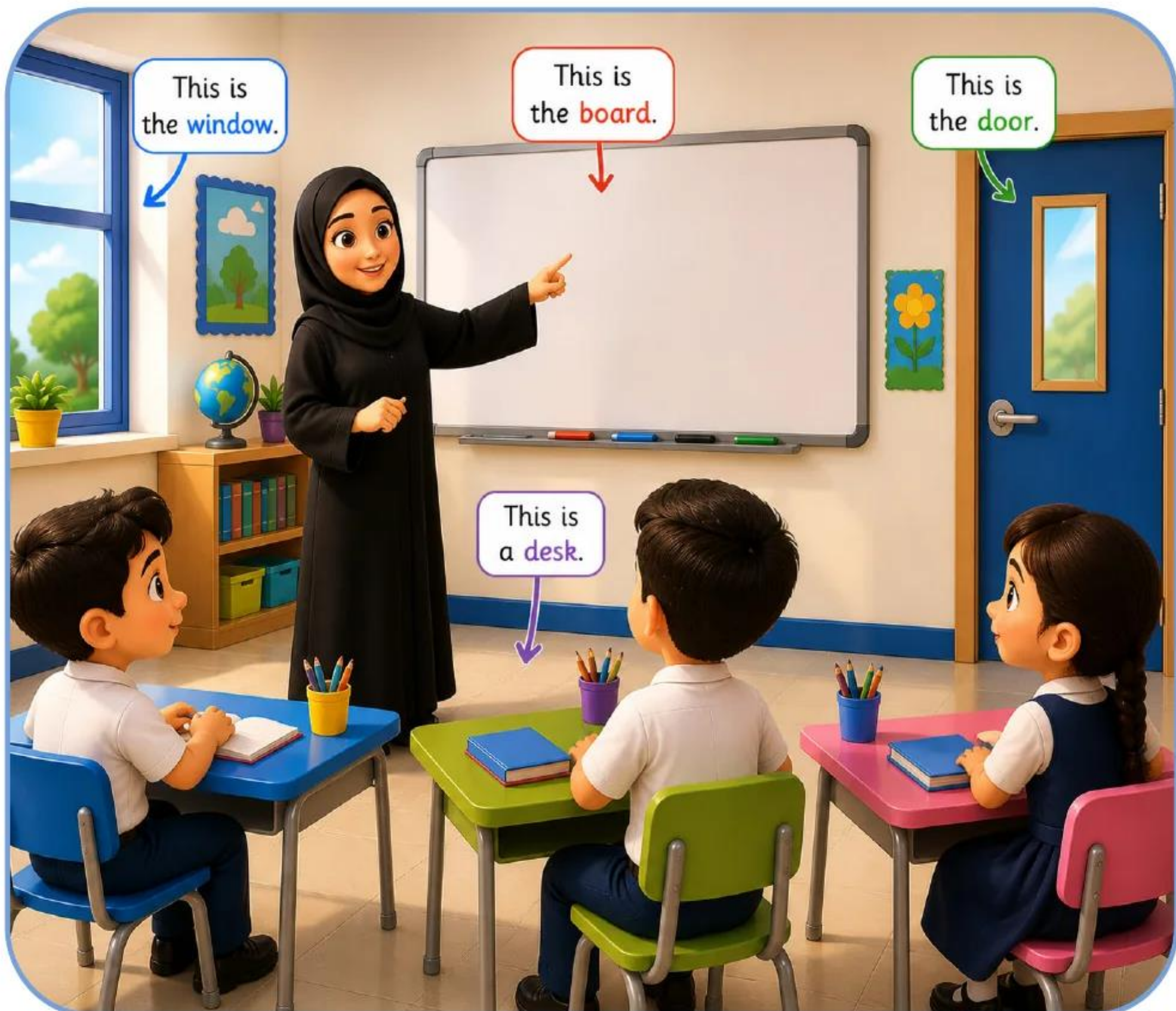
Critical Thinking



Loyalty and National
Belonging



Look at the picture. Read the text. Answer the question. *What is this?*



Activity 2a



I can:



Form lowercase letters correctly when I write.



Hold my pencil with the correct grip when I write.



Creativity



Reading and Writing



Trace the words and draw the pictures.

desk

chair

board

Activity 2b



I can:



Form lowercase letters correctly when I write.



Hold my pencil with the correct grip when I write.



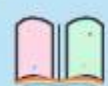
Trace the words and draw the pictures.

classroom

door

window

Activity 3

**I can:**

Find the picture or object that matches a new English word.



Creativity



Lifelong Learning



Match the word to the picture.

1

desk



2

chair



3

board



4

door



5

window



Activity 4



I can:



Blend separate sounds to say a whole word.



Break a spoken word into its separate sounds.



Self-Regulation
and Discipline



Reading and Writing



Look at the picture. Say the word (like /c/ /a/ /t/ → cat). Write the missing letters.



p _____



b _____



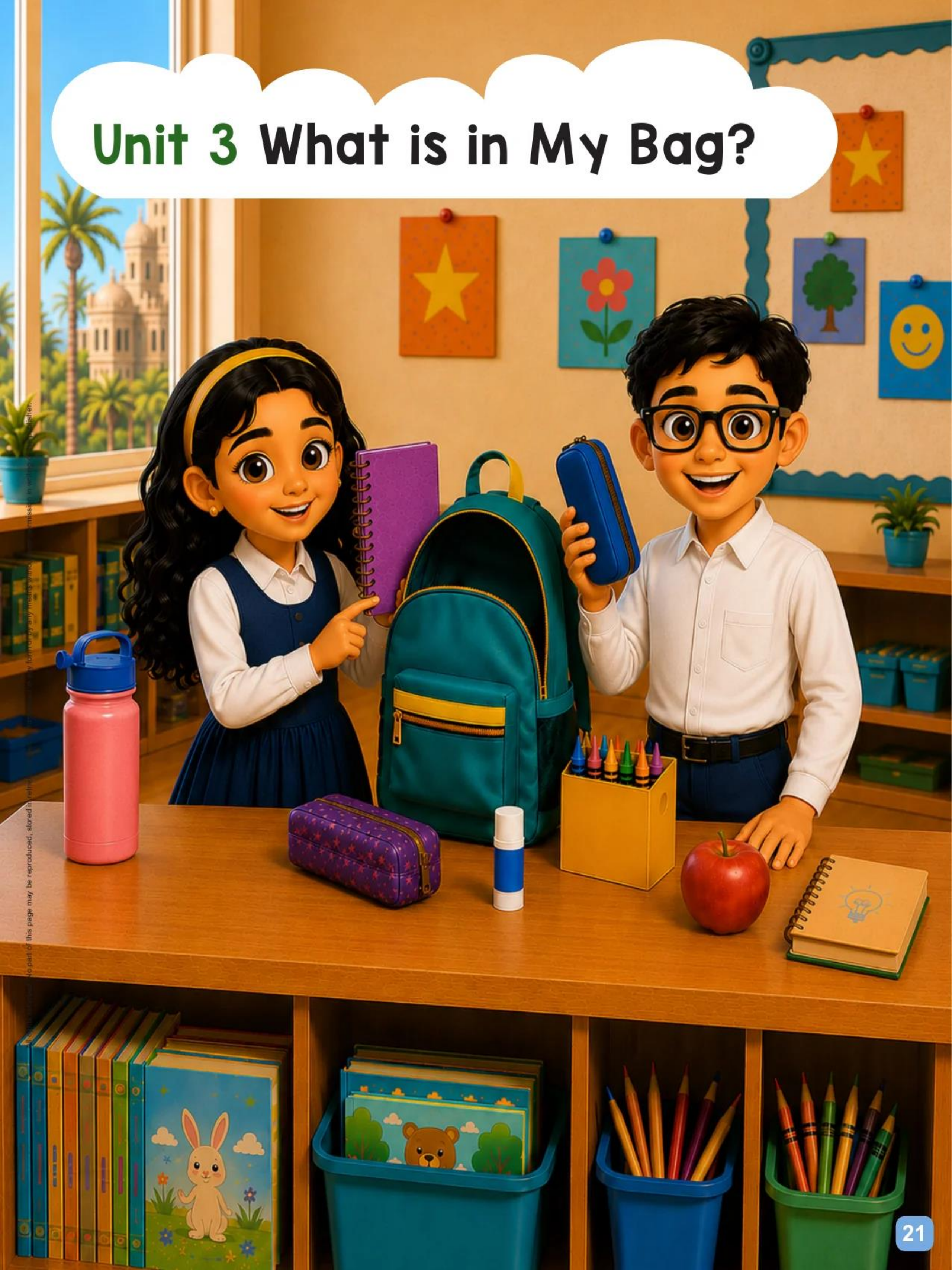
f _____



Say the word. Draw a picture for the word.

win

Unit 3 What is in My Bag?



Activity 1



I can:



Form lowercase letters correctly when I write.



Hold my pencil with the correct grip when I write.



Self-Regulation
and Discipline



Reading and Writing



Trace the words.

Trace it. Say it.
Spell it.



bag

bag

book

book

pen

pen

pencil

pencil

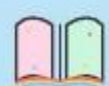
ruler

ruler

eraser

eraser

Activity 2



I can:



Find the picture or object that matches a new English word.



Lifelong Learning



Reading and Writing



Match the word to the picture.

1

bag



2

book



3

pencil



4

pen



5

ruler



Activity 3



I can:



Find the picture or object that matches a new English word.



Critical Thinking



Reading and Writing



Write the missing word. Use the words in the box to help you.



bag



ruler



book



pencil

1 This is my



_____ .

2 This is my



_____ .

3 This is my



_____ .

4 This is my



_____ .

Activity 4

**I can:**

Answer simple questions with a short phrase.



Read one-syllable words with short vowels like 'cat', 'pin', and 'top'.



Effective Communication



Initiative and Perseverance



Listen and follow with your finger. Answer your teacher's questions.

This is my bag.

The cat is in my bag.

The cat bit the rat.

The rat is mad.

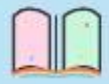


- 1 What is in the bag?
- 2 Who is mad?
- 3 Point to the word, 'cat'.

Unit 4 Learning Together



Activity 1



I can:



Form lowercase letters correctly when I write.



Hold my pencil with the correct grip when I write.



Teamwork



Reading and Writing



Trace the words.

look

look

listen

listen

read

read

write

write

draw

draw

Trace it. Say it.
Spell it.



Activity 2



I can:



Name action words like 'run', 'jump', or 'eat'.



Teamwork



Effective Communication



Match the word to the picture.

1

read ●



2

look ●



3

write ●



4

draw ●

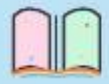


5

listen ●



Activity 3

**I can:**

Write the consonant letter that makes the sound I hear.



Form lowercase letters correctly when I write.



Respect and Kindness



Reading and Writing



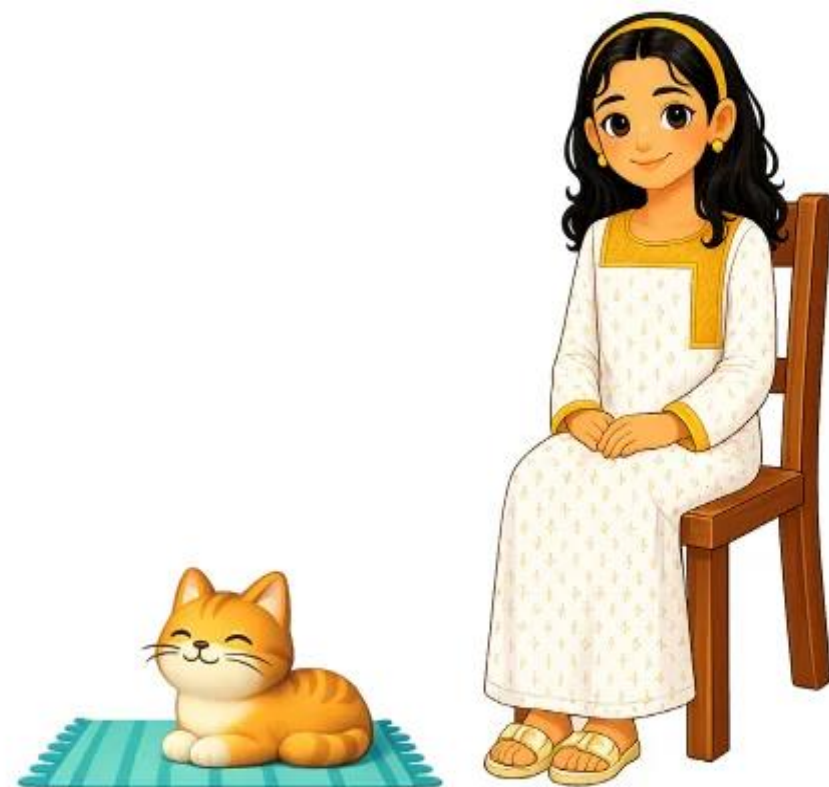
Complete the words using 'at'. Then match them to the pictures.

at

1 mat

2 C _ _

3 S _ _

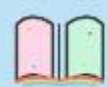


The cat sat on the mat.

Unit 5 How Many?



Activity 1

**I can:**

Look at a letter and say its sound.



Self Confidence



Reading and Writing



Circle the letter that matches the first sound.

1

**p t a s**

2

**i s n p**Say each sound.
Then say the word.

3

**a p i n**

4

**i s a p t**

5

**a p n s t**

Activity 2



I can:



Read one-syllable words with short vowels like 'cat', 'pin', and 'top'.



Critical Thinking



Reading and Writing



Match the word to the picture.

1

tap ●



2

sat ●



3

pin ●



4

nap ●

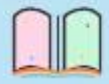


5

pan ●



Activity 3



I can:



Form lowercase letters correctly when I write.



Hold my pencil with the correct grip when I write.



Numeracy Skills



Reading and Writing



Trace it. Say it.
Spell it.



Trace the words.

1

one

1

one

2

two

2

two

3

three

3

three

4

four

4

four

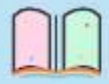
5

five

5

five

Activity 4



I can:



Find the picture or object that matches a new English word.



Numeracy Skills



Lifelong Learning



Match the number to the word.

1



• five

2



• one

3



• three

4



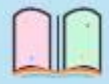
• two

5



• four

Activity 5

**I can:**

Find the picture or object that matches a new English word.



Numeracy Skills



Critical Thinking



Match the number to the picture.

one ●



two ●



three ●



four ●



five ●



Unit 6 My Face



Activity 1

**I can:**

Find the picture or object that matches a new English word.

Physical and
Mental WellbeingEffective
Communication

Match the word with the correct image.

1

nose



2

mouth



3

eyes



4

head

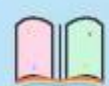


5

ears



Activity 2



I can:



Write the letter for each sound in a simple word.



Hold my pencil with the correct grip when I write.



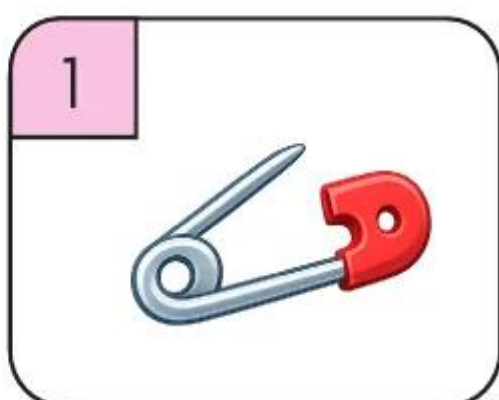
Self Confidence

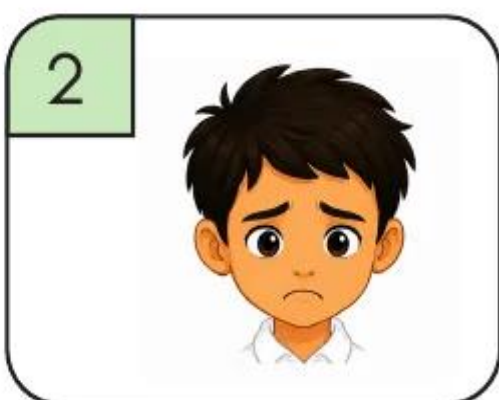


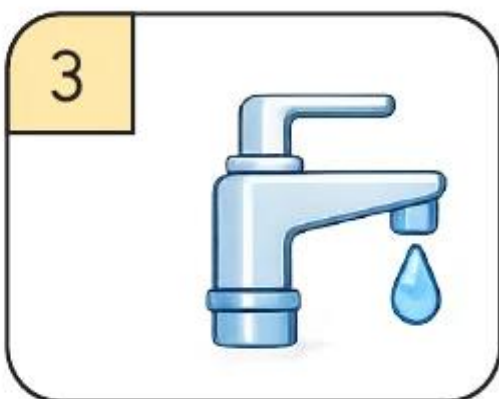
Reading and Writing

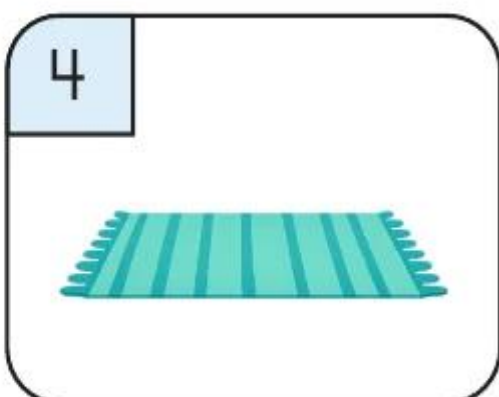


Write the word for the picture.

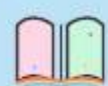








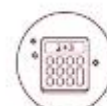
Activity 3

**I can:**

Write the consonant letter that makes the sound I hear.



Read one-syllable words with short vowels like 'cat', 'pin', and 'top'.



Numeracy Skills



Critical Thinking



Complete the sentences with 'There is' or 'There are'.

There is**or****There are**

1

_____ two pens.



2

_____ four cups.



3

_____ one bag.



4

_____ five pins.

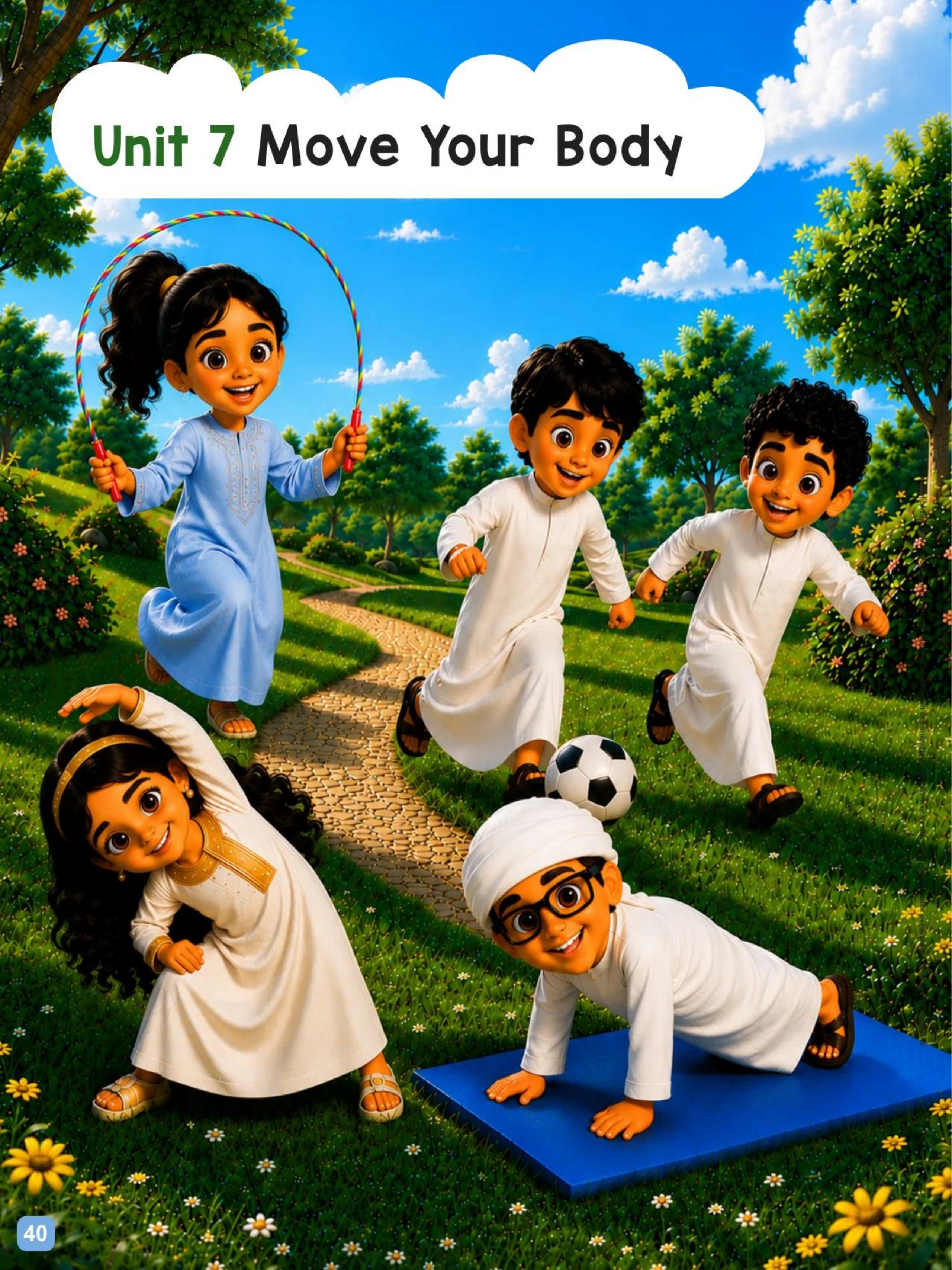


5

_____ one tap.



Unit 7 Move Your Body



Activity 1

**I can:**

Find the picture or object that matches a new English word.



Point to the picture that matches a detail I heard.



Reading and Writing

Physical and
Mental Wellbeing

Listen to your teacher say the words. Match the word to the correct picture.



Point to the
body part when you
hear the word.

1

arms



2

legs



3

hands

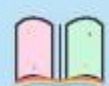


4

feet



Activity 2



I can:



Hold my pencil with the correct grip when I write.



Form lowercase letters correctly when I write.



Creativity



Physical and
Mental Wellbeing



Say the word. Trace the word for the picture.

1



run

2



jump

3



walk

4

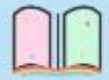


clap

Keep practising.
You are getting
better!



Activity 3

**I can:**

Name action words like 'run', 'jump', or 'eat'.



Say what a character does in a story.



Effective Communication



Self Confidence



Read along with your teacher. Match the sentence to the picture.

I can move my body.

1

I can run fast.



2

I can jump.



3

I can walk the dog.

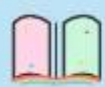


4

I can clap my hands.



Activity 4



I can:



Use a capital letter for the first word of a sentence.



Name action words like 'run', 'jump', or 'eat'.



Initiative and
Perseverance



Reading and Writing



Complete the sentence. Write the missing letters or words.

Use the words: run jump walk clap

1

I ca _ _ r _ _ _ fast.



2

I c _ _ _ _ _ p.



3

I _ _ _ _ _ alk the dog.



4

_ _ _ _ _ my hands.



Write your own sentences.

1

2

Unit 8 My Feelings



happy



angry



sad



scared



sleepy

Activity 1



I can:



Use a learned phrase to share a feeling like happy or sad.



Say my high frequency word sentence so my class can hear it.



Physical and
Mental Wellbeing



Effective
Communication



Look at each picture. Say how it makes you feel. Draw how you feel.

1



2



3



4



Activity 2

**I can:**

Hold my pencil with the correct grip when I write.



Form lowercase letters correctly when I write.



Say the first sound in a spoken word.

Self Regulation
and Discipline

Reading and Writing



Say the word. Trace the word for the picture. Circle the words that begin with the same sound.

1



sad

2



happy

3



angry

4



scared

Trace it. Say it.
Spell it.

Activity 3



I can:



Read a short, simple sentence from start to finish.



Physical and
Mental Wellbeing



Effective
Communication



Read along with your teacher. Match the sentence to the picture.

My Feelings

1

I am happy.



2

I am sad.



3

I am angry.



4

I am scared.



5

I am sleepy.



Activity 4

**I can:**

Pick a word from a word bank to finish my sentence.



Hold my pencil with the correct grip when I write.



Self Confidence



Reading and Writing



Write sentences about feelings. Draw a picture for each sentence.

Use the words: sad angry happy sleepy scaredBegin with: **I am...** Example: **I am** happy.

1

2

3

4

Unit 9 What Are We Wearing?



Activity 1

**I can:**

Find the picture or object that matches a new English word.



Cultural Awareness



Reading and Writing



Look at the picture. Match the picture to the word.

1

trousers ●



2

dress ●



3

skirt ●



4

shirt ●



5

shoes ●

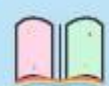


6

sandals ●



Activity 2



I can:



Look at a letter and say its sound.



Form lowercase letters correctly when I write.



Creativity



Reading and Writing



Say the colour. Can you say the missing sound? Write the missing letter.

r p o b



__lack



white



__lue



green



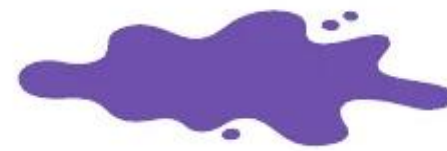
yellow



__ed



__range



__urple



__ink



__rown

Activity 3



I can:



Use what I see in the picture to answer my teacher's questions.



Cultural Awareness



Critical Thinking



Read along with your teacher.

What We Wear

This is a hat. It is red.
This is a red hat.



This is a skirt. It is yellow.
This is a yellow skirt.



This is a shirt. It is blue.
This is a blue shirt.



This is a dress. It is green.
This is a green dress.



Listen to your teacher and answer the questions.

1 What colour is the hat?

2 What colour is the skirt?

3 What colour is the shirt?

4 What colour is the dress?

Activity 4



I can:



Use a sentence frame from my teacher to start my writing.



Pick a word from a word bank to finish my sentence.



Creativity



Effective Communication



Fill in the missing words.

red blue brown yellow pink

1

This	is	a	dress.	It	is	red.
------	----	---	---------------	----	----	-------------



dress

2

This	is	a		.	It	is		.
------	----	---	--	---	----	----	--	---



hat

3

This	is	a		.	It	is		.
------	----	---	--	---	----	----	--	---



shirt

4

This	is	a		.	It	is		.
------	----	---	--	---	----	----	--	---



skirt



Accuracy check!
Did you use the
correct colour word?

[illegible]

Notes

[illegible]

Notes

[illegible]

