



حضانات مجلس الشارقة للتعليم
SHARJAH EDUCATION COUNCIL NURSERIES



حكومة الشارقة
GOVERNMENT OF SHARJAH
SHARJAH EDUCATION COUNCIL
مجلس الشارقة للتعليم

English Curriculum

Teachers' Guide



Age Group 3-4



Curriculum Map



Month	Theme	Shape	Color	Letter	Math
October	All about me	Circle	Red	S	
November	Five senses	Square	Green	A	Count 1-10
December	UAE		Black		
January	Family	Triangle	Orange	T	1,2
February	Animals	Rectangle	White	I	3,4
March	Transportation	Star	Yellow	P	5,6
April	Community helper	Heart	Blue	N	7,8
May	Plants	Oval	Pink	C	9,10
June	Four seasons		Brown	k	Count 1-15



Unit Four Family



Introduction

The general planning of the unit provides the following:

- Support and assistance to achieve the elements of the lesson plan.
- Implementation Guidelines.
- Suggested activities.

When using the unit's general planning, the teacher considers the following:

- Achieving learning outcomes.
- Taking into account individual differences when implementing the proposed activities.
- Employing the available resources.
- Employing play-learning strategies.
- Taking into account coherence and harmony when navigating between the areas of the unit and its main axes:
 - Communication and language.
 - Sensory and motor development.
 - Social, emotional and psychological development.
 - Reading and writing.
 - Mathematics.
 - Explore worlds.
 - Expressive arts.
 - National, moral and religious awareness.
- Strengthening partnership strategies with the guardian.

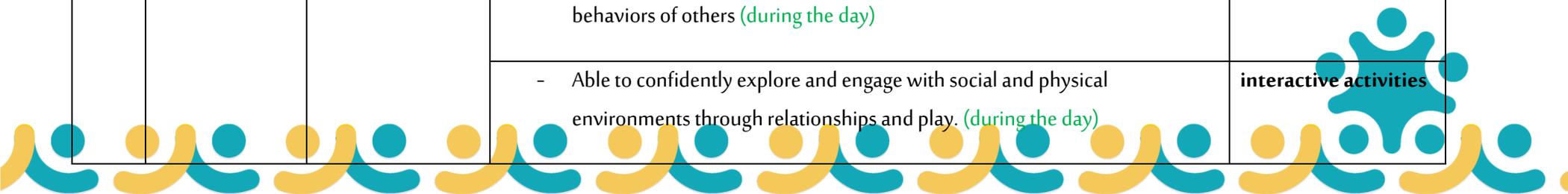
Creating the spatial space for role-playing



Unit name	Area	Standards	Typical Observed	Notes
Family	Communication and Language	Listening & Attention	- Able to follow instructions easily, with occasional prompting	interactive activities
			- Listens with interest, engagement, and curiosity when stories are read aloud. (Closing circle, reading center)	interactive activities
		Understanding	- Understands the functions of tools and objects. (Art center)	interactive activities
		Speaking	- Able to maintain eye contact when communicating verbally (During the day)	interactive activities
	- Beginning to share a storyline or narrative with a significant other		interactive activities	
	Sensory and Motor PLO	Gross Motor	- Able to confidently maneuver physical space safely (sport)	extended behaviour
			- Alternate feet confidently when walking up and down steps (sport)	extended behaviour
		Fine Motor	- Can hold a pencil between thumb and two fingers.	extended behaviour
			- Beginning to paint and color inside lines	extended behaviour
			- Can manipulate materials to change shape and form such as playdough, clay, sand .	extended behaviour
			- Beginning to copy familiar letters.	extended behaviour
		- Can thread small objects such as cereal, pasta, or beads onto a string or stick.	extended behaviour	
	Self-care	- Can dress and undress with minimal help. (Home time, changing time)	extended behaviour	



		<ul style="list-style-type: none"> - Can brush their teeth independently with adult supervision. (home time, washing time) 	extended behaviour
Social, Emotional, and Personal	Self	<ul style="list-style-type: none"> - Responds to praise for what they have done. (During the day) 	extended behaviour
	Forming & Maintaining Relationships	<ul style="list-style-type: none"> - Plays cooperatively with other children and responds to other children and adults. (center time) 	extended behaviour
Literacy LO	Reading	<ul style="list-style-type: none"> - Able to enact stories using props, occasionally lacking in confidence. 	interactive activities
		<ul style="list-style-type: none"> - Can predict the ending to a familiar story. 	interactive activities
		<ul style="list-style-type: none"> - Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text (reading center) 	interactive activities
	writing	<ul style="list-style-type: none"> - Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes 	interactive activities
Mathematics	Number & Operation	<ul style="list-style-type: none"> - Recites numbers in order to 10. (number 1,2) 	interactive activities
		<ul style="list-style-type: none"> - Compares two groups of objects, saying when they have the same number. 	interactive activities
	Shape, size & measurement	<ul style="list-style-type: none"> - Understands basic concepts of shapes 	interactive activities
Exploring World	Environment	<ul style="list-style-type: none"> - Beginning to learn to 'read' their environment and respond appropriately, e.g., behaviors of others (during the day) 	interactive activities
		<ul style="list-style-type: none"> - Able to confidently explore and engage with social and physical environments through relationships and play. (during the day) 	interactive activities



	Childs World	- Knows some of the things that make them unique.	interactive activities	
		- Shows interest in the lives of people who are familiar to them	interactive activities	
		- Has strong foundations in both the culture and language/s of their family and the broader community (ASSEMBLY)	interactive activities	
	Expressive Art	Music	- Sings to self.	interactive activities
		Movement	- Begins to explore aspects of identity through role-play. (Role-play center)	interactive activities
			- Plays cooperatively as part of a group to develop and act out a narrative (Role-play center)	interactive activities
			- Creates simple representations of events, people, and objects. (roleplay center)	interactive activities
		Technology & Materials	- Chooses particular colors to use for a purpose.	interactive activities
			- Can make creative representations of experiences, stories and events, e.g., drawings, paintings, collages.	interactive activities
	- Explores what happens when they mix colors.		interactive activities	
National, ethical and religious awareness	National Belonging and Identity	- Understanding of diversity through play (play time)	interactive activities	
		- Understanding that national group membership (nationality) is dependent on family/country of birth (assembly)	interactive activities	
	Positive Behavior & Ethical Treatment	- Demonstrates kindness (during the day)	interactive activities	



			- Uses positive behaviour in play situations (play time)	interactive activities
		Islamic Creed, Values & Behaviors	- Understands UAE social conventions	interactive activities



Terms and sight words:

Terms	Sight words	
<ul style="list-style-type: none">- Individual- Family- Extended family- Home	<ul style="list-style-type: none">- i- you- Family- Mother- Father- Grandmother- Uncle- Grandfather- Sister- Brother	<ul style="list-style-type: none">- Baby- Big- Small- Aunt- Tree- Teddy- Turtle- Two- Tennis- Triangle



Overview:

The concept of family:

The family is defined in language in three ways. The word family means the man's family, it refers to the family members, also it is defined as the fortified shield. The concept of the family is called the group that is linked by a common matter, as there are ties that bring together members of the same family, the plural is families.

The concept of family from a psychological point of view:

Psychologically, the family is defined as a relationship between a man and a woman that begins with marriage. which entails rights and duties for each of them over the other, and duties towards their children such as their proper upbringing and the provision of their material and moral needs in an atmosphere of love, affection, mercy and calm.

The importance of the family:

The importance of the family in modern society In light of the pressures we are living in at the present time, the need to live within a healthy and cohesive family has become urgent. Among the most important benefits of living within the family are the following:

- Meeting basic needs: The person responsible for the family provides basic needs such as water, food and shelter to members of his family who are unable to provide for themselves because of young or old age, or may be due to diseases that prevent them from supporting themselves.
- Meeting the needs of love and belonging: It can be considered that the importance of meeting the needs of love and belonging is equal to the importance of providing basic needs, and the family is able to meet these needs, especially when love and peace prevail.
- Saving money: As every person is able to work and earn an income, it helps his family members in providing them with money to meet their various requirements. Achieving happiness and satisfaction: The exchange of various news between family members, in addition to their practice of various activities, and the enjoyment of spending enjoyable times together helps to achieve happiness and satisfaction for family members.



- Encouraging parents to live a healthy lifestyle: to maintain their health so that they can enjoy time with their children and grandchildren, and live beautiful moments in seeing them grow up without being prevented by illness.
- A better healthy life for children: Living in a family provides health care in all its aspects for children. Parents encourage their children to exercise and stay away from unhealthy food, and provide them with medical treatment when needed.
- Increasing the lifespan of fathers: Research has found that fathers who live in a healthy and cohesive family extend their lifespan.
- Providing support to individuals: the importance of the family may emerge as it provides stability for its members, and provides support in its various aspects; As material, moral and emotional support for all its members.
- Observing the emergence of problems in a person and providing support: A family member may encounter a problem and try to solve it in the wrong ways, but usually other members of the family notice that one of its members is exposed to a problem, so they try to help him solve it in proper ways.
- Providing support when sick: A family member may be exposed to an organic disease or may go through psychological pressure, and in both cases he needs someone to help him in his illness, whether to go to the doctor and bring medication or provide him with emotional support.
- Involvement in society and contribute to its development: Living in families helps prepare good individuals who are able to develop their societies for the better, through positive interaction with other members of society.

The concept of the extended family:

An extended family is a family group which includes relatives such as uncles, aunts, and grandparents, as well as parents, children, and brothers and sisters.

Characteristics of the Emirati Family:

The Emirati family enjoys the characteristics of the ideal Arab family in terms of distinguished family relations, the extent of their cohesion and care for its members, in addition to the full performance of family duties by each member. The UAE has achieved advanced levels globally in the fields of family care, according to this survey, in which thousands of people from different continents of the world participated, in the comparison that takes place between 80 countries according to 65 criteria of excellence, including the quality of family life for raising children, human rights, the environment of family life and gender behaviors. With considerations of equality of income-generating opportunities, security, education services and health care systems.



According to the survey, the UAE ranked first in the world in terms of the dynamics of economic and social drivers and incentives, and it was also among the advanced countries in the areas of security and stability. Accordingly, the UAE is advancing to the first places in the world and obtaining the highest international ratings, thanks to the directives of its permanent wise leadership to care and care for the human being, and to create the best conditions that grant happiness, stability and prosperity to the Emirati family.

Unit goals:

General objectives of the unit:

- Building the character of the Emirati citizen and instilling loyalty, belonging and qualities of good citizenship in the hearts of young children.
- Introducing children to the values and customs that are rooted in the society of the United Arab Emirates.
- Building community and national awareness among children.
- Children's understanding of their surroundings and the environment in which they live

Special objectives of the unit:

The unit aims to introduce the child to the following:

Family Concept

Family residence

The arrangement of the child in the family

Extended family tree

Family member

Etiquette for dealing with adults



It is suggested that the following two activities be carried out during the implementation of the (My Family) unit:

Activity One:

Activity Title:

Old days

Objective of the activity:

The activity is expected to achieve the following patterns of behaviors:

- The child can follow the rules and social norms.
- The child has strong foundations in each of his cultural environment, the language of the family and society.
- The child begins to understand and respond appropriately to his environment.

Tools:

-Grandma's visit.

Implementation Guidelines:

- Teacher tells the children about the guest who will visit.
- Children welcome the grandmother.
- Children sit around the grandmother.
- Grandmother displays her old clothes, pictures of her childhood and youth, and tells them a story from the past about the past or how old food was cooked.

Grandmother discusses with the children about the differences between her time and their present time through some habits and life situations

The second activity:

The activity is expected to achieve the following patterns of behaviors:

- The child can follow the rules and social norms.
- The child has strong foundations in each of his cultural environment, the language of the family and society.
- The child asks for help if he needs it.



Implementation Tools:

Visiting a social worker/legal expert.

Implementation Guidelines:

It is suggested that an invitation be addressed to a social worker at the Family and Childhood Center, or a legal professional, to explain the rights of

Children on the International Day of the Rights of the Child, and who is responsible for these rights.



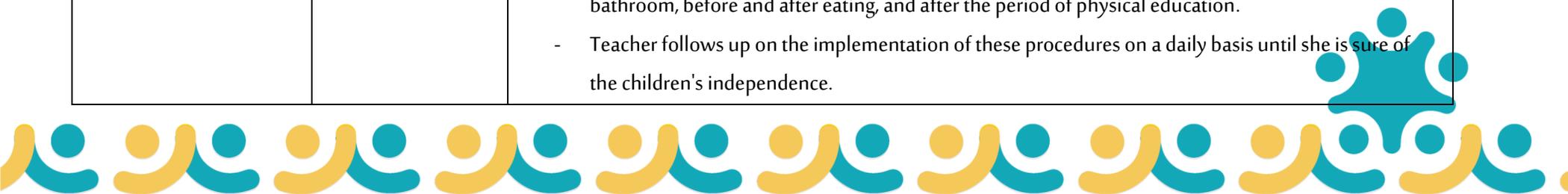
Lesson 1

Daily schedule for distribution of activities			
Unit 4 : family			
Month	January	Week 1	Time taken to implement: 2 days
First, typical behavior observed :			
Communication and Language	<ul style="list-style-type: none">- Able to maintain eye contact when communicating verbally.- Beginning to share a storyline or narrative with a significant other.		
Literacy LC	<ul style="list-style-type: none">- Able to enact stories using props, occasionally lacking in confidence.		
Mathematics	<ul style="list-style-type: none">- Recites numbers in order to 10.		
Exploring Worlds	<ul style="list-style-type: none">- Knows some of the things that make them unique.- Shows interest in the lives of people who are familiar to them		

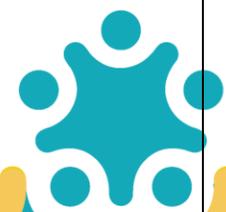


Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
<p>Assembly</p>	<p>20 mines</p>	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sings with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: Finger Family CoComelon Nursery Rhymes & Kids Songs - YouTube</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
<p>Opening circle</p>		<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education. - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children “days of the week “ song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today’s activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>“Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment’s needed for the activities. - Teacher starts the circle reminding children of the month’s topics. - Teacher asks some questions about the family members. <p>Activity 1: My family</p> <p>Goals:</p> <ul style="list-style-type: none"> - Recites numbers in order to 10. - Knows some of the things that make them unique. - Shows interest in the lives of people who are familiar to them. <p>Steps to implement the activity:</p>



- One day before, teacher asked the children to bring their family pictures to the nursery if they can.
- Teacher uses family fingers dolls and sings with children the finger family song:

Daddy finger, daddy finger

where are you?

Here I am

here I am

How do you do?

Mommy finger, mommy finger

where are you?

Here I am, here I am

How do you do?

Brother finger, brother finger,

where are you?

Here I am, here I am

How do you do?

Sister finger, sister finger

where are you?

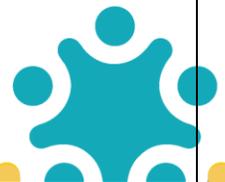
Here I am, here I am

How do you do?

Baby finger, baby finger

where are you?

Here I am, here I am



How do you do?

- Teacher asks children about the family members that they have.
- Teacher asks children to present their family pictures in front of their friends. (I have a unique family, so I'm unique also). Ask them are you happy with your family? Do you love your family?
- Ask children if all families have the same size? Then tell them that we have big and small families (big families have mother, father, sister, brother, baby, grandma, grandpa and sometime have aunty and uncle), small families have mother, father, sister, brother, baby).
- Teacher asks children, stand up if you have a sister? stand up if you have a brother? etc.
- Teacher asks children how many mothers do you have? (1 mother>> then show them number 1), how many mother and father both are? (They are 2 >> show them number 2).
- Ask one child to count from 1-10.
- At the end, tell children that we love our families too much even if they are small or big.

Activity assessment:

- Teacher prints 2 houses pictures (one big and one small) and prints family members. Ask one child to come and say if his family is big or small and let him to put his family members in the house. Then let more children come and talk about their families.
- Teacher takes notes when children talk.

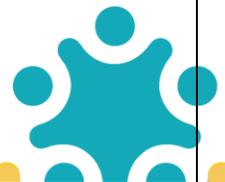
Activity 2:

Family house

Goals:

- Beginning to share a storyline or narrative with a significant other.
- Shows interest in the lives of people who are familiar to them.
- Able to enact stories using props, occasionally lacking in confidence.

Steps to implement the activity:



		<ul style="list-style-type: none"> - Teacher reads the following story to the children: (107) My Family Story! Family and house vocabulary / present continuous tense. - YouTube - Note: While the teacher is reading the story, she should stop sometimes and asks children to guess the answer. - Teacher makes a discussion about the house with children. - Teacher asks children who live in the house. (Check if children remember the family members or no). - How many rooms do you have in your house? - What is the color of the house? - Then talk about the important rooms we have and what we do on them? (Bedroom, living room, dining room, kitchen...etc). - Teacher asks one child to count from 1-10. - Teacher asks some children to come out and tell the story to their friends. <p>Activity assessment:</p> <ul style="list-style-type: none"> - Game (What is missing?)... Print house rooms and things that we have in the room for example print (bedroom, living room, kitchen, dining room. etc.) and print (bed, dining table, TV, blanket, pot, spoon...etc.). Teacher asks children to put the things in the right room. - Teacher observes children to check if they understand the lesson. (Let them to play in Role-play center or in family finger dolls, give them chance to create a story).
Learning centers	Art	<p>My Family Book</p> <p>Each day, encourage the children to talk about one family member and draw a picture of that member. Have a conversation starter printed on the page each day. The child draws about that person and you print on their page what they say:</p> <p>I love my Mom because...</p> <p>My sister/brother and I like to</p> <p>At the end of the unit, you will have a great family book to send home.</p>



	Drama	Family meal: <ul style="list-style-type: none"> - Table, chairs, dishes, utensils, tablecloth, candles, plastic food items children can use to reproduce a meal. This is the perfect occasion to show children how to set the table. 	Household Chores <ul style="list-style-type: none"> - Add brooms, play vacuum, laundry baskets, feather dusters, and other tools to help your students with their household chores.
	Reading/writing	<p>Print words like (mother, father, brother, sister)</p> <p>The children find magnetic letter to build the words like the card</p>  <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> • Cars (color) • You can't cuddle a crocodile (family) • ABC • One fish two fish red fish blue fish (numbers, color) • the egret tree (numbers) • Brown bear, brown bear what do you see? (colors) • Five little ducks (family) • Owl babies (family) 	
	blocks	Our Family <ul style="list-style-type: none"> - Add a dollhouse, cars and little people to you block area. - Add Playhouses, Home Building Materials and Pretend Families to your Construction space this week. - Ask parents to provide pictures of family members and stick popsicle sticks to the back. Children can use them as puppets. 	
	Manipulative	In My House <p>Materials:</p> <ul style="list-style-type: none"> • Family counters 	



		<ul style="list-style-type: none"> • Several larger houses shapes. <p>Direction:</p> <ul style="list-style-type: none"> - The children count out and name the number of people that live in their house and place them on a pre-cut house. - You can write on each house the number and the children then place that number of people on the house. - If you pre-cut them in different colors, the children can sort all the people by sizes, colors or match them to the matching colored house.
	Science	<p>Recognize different sounds we hear around the house: doorbell, telephone, washing machine, etc.</p> <p>Box containing a variety of objects from around the house (toothbrush, crayon, comb, etc.). Children can touch and identify them</p>
	Sand and water	Washing babies in warm water with wash clothes and sponges.
	Sensory	<p>Play dough Family</p> <p>Invite pre schoolers to create their family from play dough, you can add loose parts such as yarn, googly eyes, pipe cleaners.</p>
Closing circle		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and remind them about the Unit and today's lesson. - Encourage children to draw a picture or talk about some fun family activities they enjoy doing with their families. Talk about the activities and how they are important to our health. - Teacher takes out family members or house room puzzle and lets children to do it.

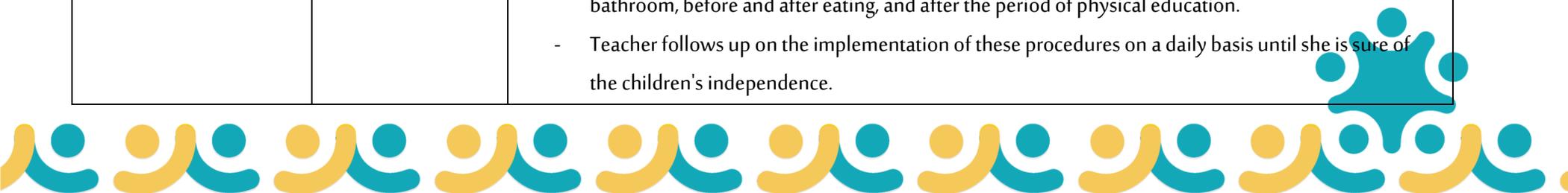


Lesson 2

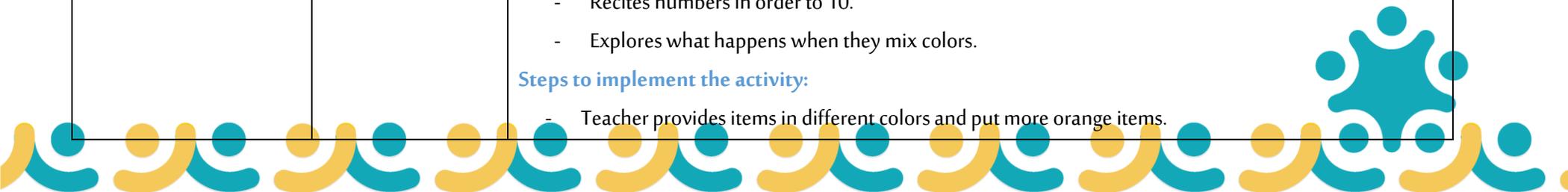
Daily schedule for distribution of activities			
Unit 4 : family			
Month	January	Week 2	Time taken to implement: 2 days
First, typical behavior observed :			
Communication and Language	- Understands the functions of tools and objects		
Sensory and Motor PLO:	- Beginning to paint and color inside lines		
Mathematics	- Recites numbers in order to 10. - Compares two groups of objects, saying when they have the same number.		
Expressive art	- Chooses particular colors to use for a purpose. - Explores what happens when they mix colors.		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: Finger Family CoComelon Nursery Rhymes & Kids Songs - YouTube</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education. - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children “days of the week” song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1 Attendance 2 Classroom rules 3 Days of the week 4 Month of year 5 Weather of the day & season 6 Schedule of the day and discussing today’s activities and news (visitor – important occasions) 7 Leader of the day + class jobs. 8 Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment’s needed for the activities. - Teacher starts the circle reminding children of the month’s topics. - Teacher asks some question about family members and colors. <p>Activity 1: Orange color</p> <p>Goals:</p> <ul style="list-style-type: none"> - Recites numbers in order to 10. - Explores what happens when they mix colors. <p>Steps to implement the activity:</p> <ul style="list-style-type: none"> - Teacher provides items in different colors and put more orange items.



- Teacher reviews the colors and observes children knowledge.
- Teacher tells the children that today we will make a magic to get a new color.
- Teacher gives all children small plastic bag, put inside it yellow and red color, ask them to mix the colors together.
- At the same time, teacher plays the orange colour song.
- When the children finish mixing, the teacher asks them what color we get ?in an excited voice.
- Where can we see orange color in the class or outside?
- Teacher repeats orange color with the children.
- Teacher provides 10 orange things and ask children to count from 1-10.

Activity assessment:

- Teacher will throw balls in different colors in the class (most balls are orange).
- Teacher asks children to distribute in the class.
- Teacher opens a music, and when the music stop children should get one orange ball.
- Teacher takes notes about children if they can distinguish orange from other colors

Activity 2:

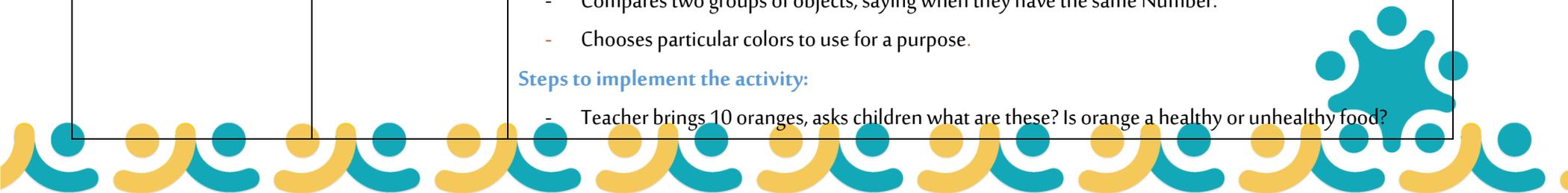
Orange juice

Goals:

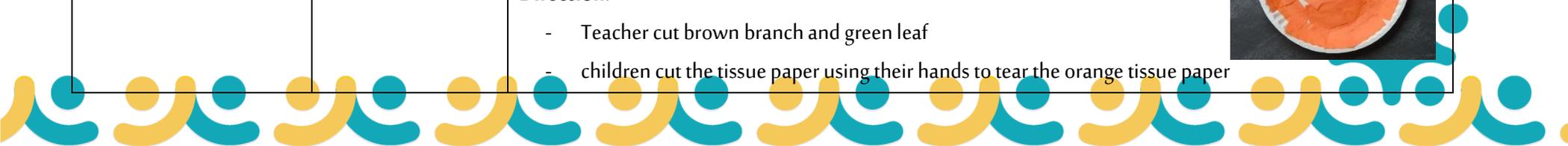
- Understands the functions of tools and objects
- Beginning to paint and color inside lines
- Children know how to count from 1 to 10.
- Compares two groups of objects, saying when they have the same Number.
- Chooses particular colors to use for a purpose.

Steps to implement the activity:

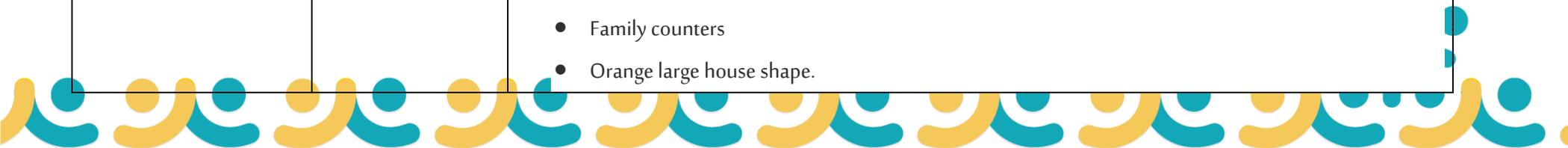
- Teacher brings 10 oranges, asks children what are these? Is orange a healthy or unhealthy food?



		<ul style="list-style-type: none"> - Teacher asks children to count how many oranges we have? - Teacher asks one child to give her one orange, another child to give her 2 oranges. - Teacher divides the oranges into two groups, asks the children which group has more and less? - Teacher asks children if they like orange juice, then tell them that today we will make a delicious orange juice in the class. - Teacher counts the oranges with children (1-10) - Ask children, what is the color of the orange from inside? Then teacher will cut the orange. - Teacher opens the mixer and let children to help her to put the orange inside the mixer. While the children are working teacher asks them where we make the juice (Kitchen), who cook and make the juice for us (mother). We love our mother, and we should say thank you for her. - Give children the juice to try it. - When they finish, remind them that they should say (Alhamdulillah) and to wash their hands. - Teacher gives children pictures for orange, scissors, decorating and coloring tools, let children color or design it as they want. <p>Activity assessment:</p> <ul style="list-style-type: none"> - Teacher takes note when the children are working, and see if they design their orange with orange color or no. (If any child design it with different color asks him why, maybe he has a creative reason).
<p>Learning centers</p>	<p>Art</p>	<p>Material:</p> <ul style="list-style-type: none"> - Paper plate - Orange tissue paper - Green construction paper - Brown construction paper - glue <p>Direction:</p> <ul style="list-style-type: none"> - Teacher cut brown branch and green leaf - children cut the tissue paper using their hands to tear the orange tissue paper <div data-bbox="1646 1198 1923 1442" data-label="Image"> </div>



		- The children stick the orange tissue paper using glue on the paper plate to create a orange
Drama	Family meal: Table, chairs, dishes, utensils, tablecloth, candles, plastic food items children can use to reproduce a meal. This is the perfect occasion to show children how to set the table.	
Reading/writing	Print words like (mother, father, brother, sister) The children try to write the word in the board Suggested books you can Put in the reading corner: <ul style="list-style-type: none"> • Cars (color) • You can't cuddle a crocodile (family) • ABC • One fish two fish red fish blue fish (numbers, color) • the egret tree (numbers) • Brown bear, brown bear what do you see? (colors) • Five little ducks (family) • Owl babies (family) 	
blocks	Our Family <ul style="list-style-type: none"> - Add a dollhouse, cars and little people to you block area. - Add Playhouses, Home Building Materials and Pretend Families to your Construction space this week. Ask parents to provide pictures of family members and stick popsicle sticks to the back. Children can use them as puppets.	
Manipulative	In My House Materials: <ul style="list-style-type: none"> • Family counters • Orange large house shape. 	



		<p>Direction:</p> <ul style="list-style-type: none"> - The children count out and name the number of people that live in their house and place them on a pre-cut house. - You can write on each house the number and the children then place that number of people on the house. - Children choose the orange counter to place the family member in the orange house
	Science	<p>Yellow + red = orange</p> <p>Using poster paint, show children how they can create orange paint by mixing yellow and red poster paint together. Give each child tiny containers filled with yellow and red paint and let them mix the colours</p>
	Sand and water	Add orange color to the water and add orange objects also.
	Sensory	<p>Print words like (mother, father, brother, sister)</p> <p>Ask the children to roll the play dough to a flat surface</p> <p>Give them letter stamp</p> <p>Ask them to stamp the word in playdough</p> 
Closing circle		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and remind them about the Unit and today's lesson. - Teacher chooses a story related to the lesson from the nursery library and read it for the children. - Teacher discusses the story with the children. - Teacher plays the following song: (124) Colors Song for Kids - I See Colors Everywhere Songs - ELF Kids Videos - YouTube



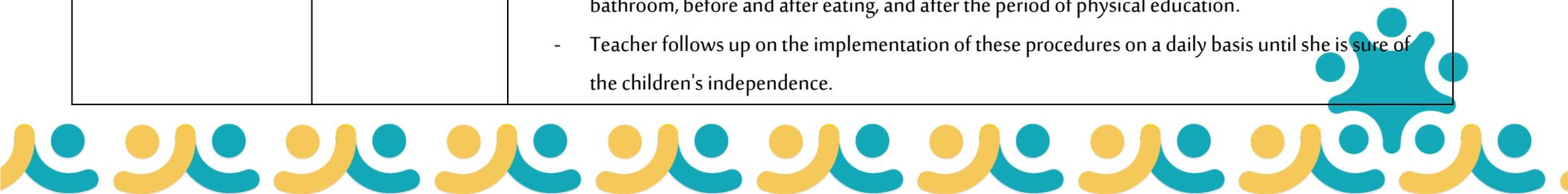
Lesson 3

Daily schedule for distribution of activities			
Unit 4 : family			
Month	January	Week 3	Time taken to implement: 2 days
First, typical behavior observed :			
Sensory and Motor PLO:	<ul style="list-style-type: none">- Can hold a pencil between thumb and two fingers.- Beginning to copy familiar letters.- Can manipulate materials to change shape and form such as playdough, clay, sand .- Can thread small objects such as cereal, pasta, or beads into a string or stick- Beginning to paint and color inside lines		
Literacy LO	<ul style="list-style-type: none">- Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text.- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.		
Mathematics	<ul style="list-style-type: none">- Know number 1 and 2- Understands basic concepts of shapes		

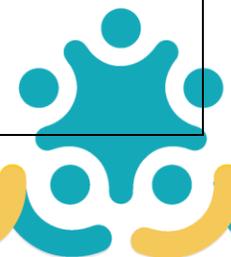


Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: Finger Family CoComelon Nursery Rhymes & Kids Songs - YouTube</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education. - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. - Teacher asks some question the family members and ask them to sing ABC's song. <p>Activity 1: Letter (T)</p> <p>Goals:</p> <ul style="list-style-type: none"> - Can hold a pencil between thumb and two fingers. - Beginning to copy familiar letters. - Can thread small objects such as cereal, pasta, or beads onto a string or stick.



- Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text.
- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.

Steps to implement the activity:

- Teacher tells children today we will learn new letter, but before we see the letter, she will show them some items (teddy, turtle, tree). All these things start with letter T, and this is our letter for the month.
- Teacher brings phonics big book and open the page of the letter (t), show children the picture and let them to help her to talk about the picture after that she will read the story to them.
- Give one child the book and see how he will return the pages and give him chance to retell the story
- Teacher shows children flashcards for things that start with T letter such as (Teddy, tennis, tree, turtle, two) and let children repeat the words and letter with her.
- Teacher writes the letter in the air and asks children to do the same.
- Teacher provides letter T card and let children write on it with their fingers and then with a pencil.
- Teacher shapes letter T in a string, asks children to put the pasta in the string to shape the letter T

Activity assessment:

- Take notes when children are writing and designing letter T.
- Observe children when they are reading the book.

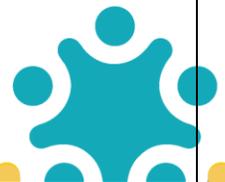
Activity 2:

My triangle

Goals:

- Can hold a pencil between thumb and two fingers.
- Can manipulate materials to change shape and form such as playdough, clay, sand .
- Knows number 1 and 2
- Understands basic concepts of shapes.

Steps to implement the activity:



- Teacher brings 3 sticks, tells children today we have a new shape to learn.
- Teacher forms the shape of the triangle in front of the children, ask them if they know the shape, if they know, then she asks them to it asks them to give her some examples of the triangle shape.
- Teacher gives children sticks and let them make the triangle, at the same time teacher sings triangle song:

The triangle has three sides
The triangle has three sides
I like the triangle
The triangle has three sides

- Teacher says that triangle has 3 sides and 3 corners. Tringle start with the letter T: T T Triangle
- Teacher provides (pizza slice, ice-cream cone, boat sail, etc.) and asks children” what shape is this? How many corners does it has? How many sides does it has?”
- Show children number 1 and 2 and let them re-write the numbers.
- Teacher gives children circle playdough and ask them to re-shape it triangle.

Activity assessment:

- Ask children to draw triangle in the board, also give them dotted triangle and let them follow it.

Activity 3:

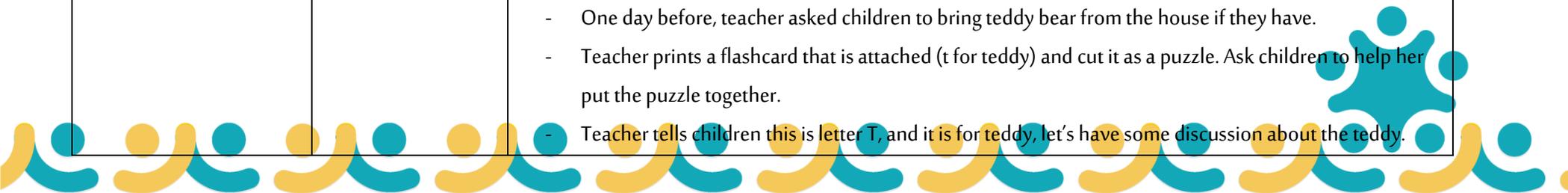
T for Teddy

Goals:

- Can hold a pencil between thumb and two fingers.
- Beginning to paint and color inside lines.

Steps to implement the activity:

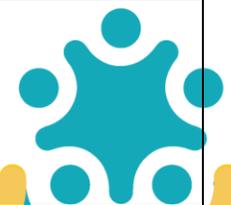
- One day before, teacher asked children to bring teddy bear from the house if they have.
- Teacher prints a flashcard that is attached (t for teddy) and cut it as a puzzle. Ask children to help her put the puzzle together.
- Teacher tells children this is letter T, and it is for teddy, let’s have some discussion about the teddy.

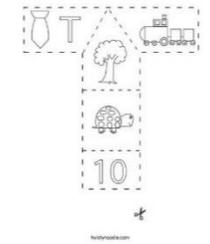


		<ul style="list-style-type: none"> - Teacher asks children to show her their teddies, what is the color of the teddy? How many teddies we have in the class? - Teacher sings teddy bear song: <p style="text-align: center;">Teddy Bear, Teddy Bear, turn around. Teddy Bear, Teddy Bear, touch the ground teddy bear, teddy bear, wiggle your shoes teddy bear, teddy bear that will do.</p> - Teacher prints teddies in different colors, and print letter T in the same colors with the teddies. Ask children to match for example: << Orange color T with the orange teddy, red color T with the red teddy>> and ask children to say the color. - Teacher draws and writes triangle, tell children that triangle start with letter T, and ask them some questions about the triangle. - Print letter t coloring sheet and ask children to write it and color it. <p>Activity assessment:</p> <ul style="list-style-type: none"> - Observe children when they write letter T, and when they match the colors. - Give children a chance to talk about their teddies and take notes about what their responses.
<p>Learning centers</p>	<p>Art</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Plastic fork - Brown paint - White cardstock paper - Black colored cardstock paper - Glue - Wiggle eyes <p>Direction:</p> <ul style="list-style-type: none"> - Cut ears for the teddy bear from the brown cardstock - Cut triangle from the black cardstock <div data-bbox="1627 1015 1915 1242" data-label="Image"> </div>



		<ul style="list-style-type: none"> - Put some brown paint in the center of the white cardstock - to create the bear's fur, ask children to use the fork to spread the brown paint all around the paper. - Once they are done , ask them to glue the ears, nose and eyes
	Drama	<p>Family meal: Table, chairs, dishes, utensils, tablecloth, candles, plastic food items children can use to reproduce a meal. This is the perfect occasion to show children how to set the table.</p>
	Reading/writing	<p>Writing :</p> <ul style="list-style-type: none"> - Print flashcard of words using jolly phonics letters (at ,sat) put picture that represent the words - Bring magnetic letter and white board - Children use each word and search for the letters to write the word - Then they can write the words using white board marker - Encourage the children to sound the letters when writing them <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> - Cars (color) - You can't cuddle a crocodile (family) - ABC - One fish two fish red fish blue fish (numbers, color) - the egret tree (numbers) - Brown bear, brown bear what do you see? (colors) - Five little ducks (family) - Owl babies (family)
	blocks	Draw T letter with a tape at the floor and encourage the children to trace the letter using blocks
	Manipulative	<p>Print letter T puzzle and laminate it Give the children so that they can solve it</p>



			<p>Letter T Puzzle</p> 
	Science	<p>Yellow + red = orange</p> <p>Using poster paint, show children how they can create orange paint by mixing yellow and red poster paint together. Give each child tiny containers filled with yellow and red paint and let them mix the colours</p>	
	Sand and water	<p>You can add the alphabets and ask the children to scoop out only letter "T"</p>	
	Sensory	<p>Print letter "T" playdough sheet and laminate it</p> <p>Give the children orange color playdough and let them create letter "T" with it</p>	
Closing circle		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and remind them about the Unit and today's lesson. - Teacher chooses a story related to the lesson from the nursery library and read it for the children. - Teacher discusses the story with the children. - Teacher opens letter T song. - Teacher opens the following song in the same day that she gave them about the teddy: (125) The Teddy Bears Picnic - YouTube 	

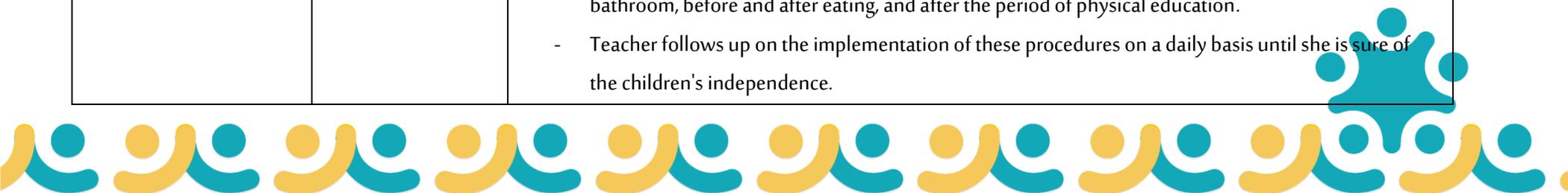


Lesson 4

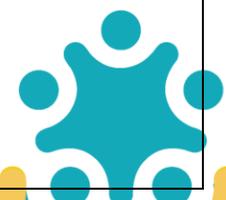
Daily schedule for distribution of activities			
Unit 4 : family			
Month	January	Week 4	Time taken to implement: 2 days
First, typical behavior observed :			
Communication and Language	- Able to maintain eye contact when communicating verbally.		
Sensory and Motor PLO:	- Can hold a pencil between thumb and two fingers. - Can manipulate materials to change shape and form such as playdough, clay, sand .		
Mathematics	- Know number 1 and 2		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: Finger Family CoComelon Nursery Rhymes & Kids Songs - YouTube</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education. - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. - Teacher asks some question family members and let them to count from 1-1- <p>Activity 1: Number 1</p> <p>Goals:</p> <ul style="list-style-type: none"> - Able to maintain eye contact when communicating verbally. - Can hold a pencil between thumb and two fingers. - Know number 1 and 2 <p>Steps to implement the activity:</p>



- Teacher tells children today we are going to learn about number 1.
- Teacher can open the following song: [\(116\) One Elephant | Number Songs | PINKFONG Songs for Children - YouTube](#)
- Teacher asks 1 child to count from 1-10.
- Teacher brings number 1 card and show it to the children, ask them to repeat saying 1.
- Teacher shows children picture for one thing that we have (we have 1 mother, we have 1 father, we have 1 nose..etc).
- Teacher writes number 1 in the board, give the marker to the children to write it too.
- Teacher can stick the numbers on balls, ask children to bring the ball that has number 1.

Activity assessment:

- Teacher observes how the children hold the pencil or marker.
- Teacher observes children's knowledge of number 1.

Activity 2:

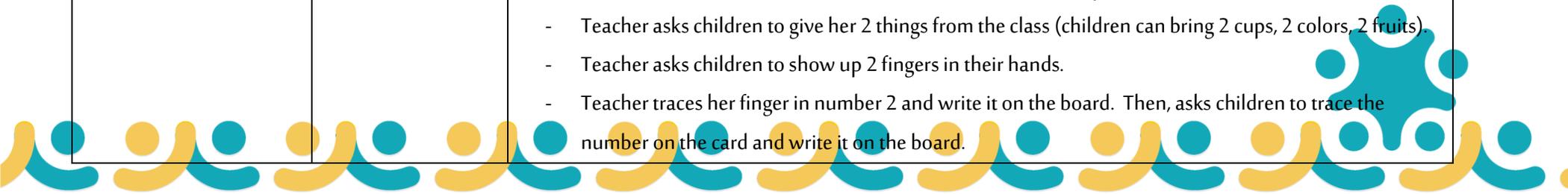
Number 2

Goals:

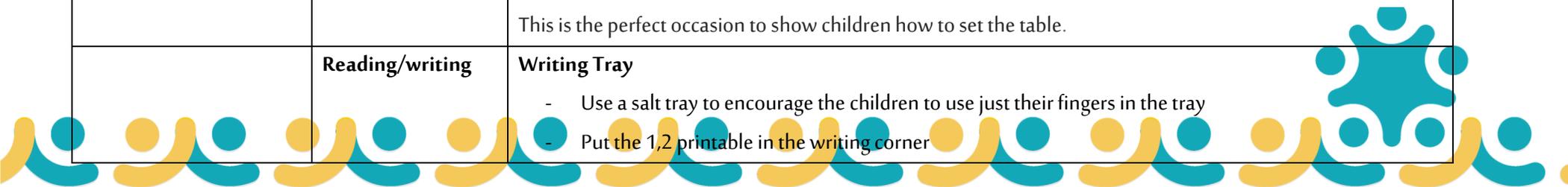
- Can hold a pencil between thumb and two fingers.
- Can manipulate materials to change shape and form such as playdough, clay, sand .
- Know number 1 and 2

Steps to implement the activity:

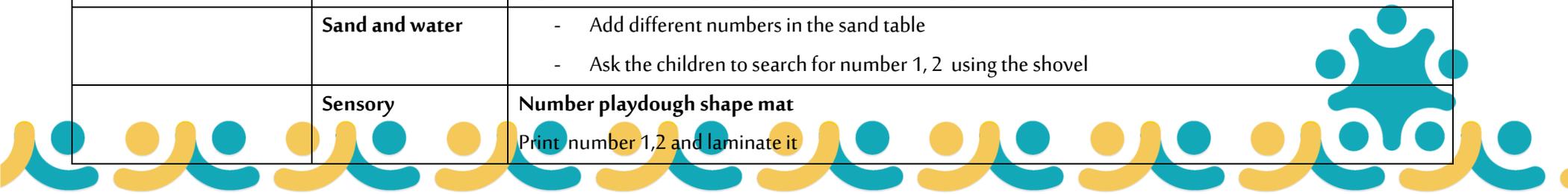
- Teacher asks children how many eyes do you have? How many hands you have? How many ears you have... etc?
- Teacher takes out number 2 flash card and tells children today we will learn about number 2.
- Teacher asks children to give her 2 things from the class (children can bring 2 cups, 2 colors, 2 fruits).
- Teacher asks children to show up 2 fingers in their hands.
- Teacher traces her finger in number 2 and write it on the board. Then, asks children to trace the number on the card and write it on the board.



		<ul style="list-style-type: none"> - Teacher asks children to write number 1,2 in the sand. - Let's have some fun: Lets jump 2 times, let's turn around 2 times, lets clap our hands 2 time, lets shake our head 2 times...etc. <p>Activity assessment:</p> <ul style="list-style-type: none"> - Teacher gives children number 2 dotty and let them to write it or design it. - Take note when children say the numbers, write them and do the things that teacher asked them.
Learning centers	Art	<p>Direction:</p> <ul style="list-style-type: none"> - Place a few drops of brown color on the bottom of a white paper. Use a straw to blow the dye into the shape of a tree trunk. Leave to dry. - Paint the student's hand with green paint and place handprints around the top of the page to create the leaves of the tree. Leave to dry. - Select three different coloured cardstocks to work with – one colour for children, one for parents, and one for grandparents. - Fold the strips in half to create a square. - Ask the students to open up the square flap (Colour 1) and draw a picture of themselves inside. - Now students draw each parent onto Colour 2 card strips. - Repeat this process for grandparents on Colour 3 card. - Now assist the child to place each square onto the family tree in the correct place. 
	Drama	<p>Family meal:</p> <p>Table, chairs, dishes, utensils, tablecloth, candles, plastic food items children can use to reproduce a meal.</p> <p>This is the perfect occasion to show children how to set the table.</p>
	Reading/writing	<p>Writing Tray</p> <ul style="list-style-type: none"> - Use a salt tray to encourage the children to use just their fingers in the tray - Put the 1,2 printable in the writing corner



		<ul style="list-style-type: none"> - Bring baking tray and put a dark color paper on top of it - Add salt on top of the paper <p>Ask the student to write the number 1, 2 using their finger</p> <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> • Cars (color) • You can't cuddle a crocodile (family) • ABC • One fish two fish red fish blue fish (numbers, color) • the egret tree (numbers) • Brown bear, brown bear what do you see? (colors) • Five little ducks (family) • Owl babies (family) 	
	blocks	Draw number 1, 2 with a tape at the floor. Encourage the children to create number 1,2 using the blocks on top of the triangle line that you have created	
	Manipulative	<ul style="list-style-type: none"> • Print number card like the Attached picture • Laminate the card and punch a hole in one corner. • Using links children link to match the number in each card 	
	Science	<p>Yellow + red = orange</p> <p>Using poster paint, show children how they can create orange paint by mixing yellow and red poster paint together. Give each child tiny containers filled with yellow and red paint and let them mix the colours</p>	
	Sand and water	<ul style="list-style-type: none"> - Add different numbers in the sand table - Ask the children to search for number 1, 2 using the shovel 	
	Sensory	<p>Number playdough shape mat</p> <p>Print number 1,2 and laminate it</p>	



		<p>children use playdough to write number 1, 2</p> <p>children use playdough to make balls and put 1 ball in the number 1 card</p> <p>make 2 balls to put in the number 2 card</p> 
<p>Closing circle</p>		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and remind them about the Unit and today's lesson. - Teacher chooses a story related to the lesson from the nursery library and read it for the children. - Teacher discusses the story with the children. - Teacher asks children to give her one or two things from the class.



Introduction

The general planning of the unit provides the following:

- Support and assistance to achieve the elements of the lesson plan.
- Implementation Guidelines.
- Suggested activities.

When using the unit's general planning, the teacher considers the following:

- Achieving learning outcomes.
- Taking into account individual differences when implementing the proposed activities.
- Employing the available resources and resources.
- Employing play-learning strategies.
- Taking into account coherence and harmony when navigating between the areas of the unit and its main axes:

- Communication and language.
- Sensory and motor development.
- Social, emotional and psychological development.
- reading and writing.
- mathematics.
- Explore worlds.
- Expressive arts.
- National, moral and religious awareness.



- Strengthening partnership strategies with the guardian.
- Creating the spatial space for role-playing.



Unite name	Area	Standards	Typical Observed	Notes
Animals	Communication and Language	Listening & Attention	- Able to follow instructions easily, with occasional prompting (during the day)	interactive activities
			- Listens with interest, engagement, and curiosity when stories are read aloud. (Closing circle)	interactive activities
			- Maintains attention on a specific task when the task is of interest to them.	interactive activities
		Understanding	- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so. (learning center)	interactive activities
		Speaking	Able to maintain eye contact when communicating verbally (during the day)	interactive activities
	Sensory and Motor PLO	Gross Motor	- Able to jump over objects. (sport)	extended behaviour
			- Able to confidently maneuver physical space safely. (sport)	extended behaviour
		Fine Motor	- Can thread small objects such as cereal, pasta, or beads onto a string or stick (learning centre)	extended behaviour
			- Beginning to copy familiar letters.	extended behaviour
			- Can manipulate materials to change shape and form such as playdough, clay, sand . (learning centre)	extended behaviour
			- Beginning to paint and color inside lines	extended behaviour
			- Can hold a pencil between thumb and two fingers.	extended behaviour
		Self-care	- Understands when environments are unsafe such as spillages, water, and sharp objects (during the day)	extended behaviour



			- Can brush their teeth independently with adult supervision. (During the day)	extended behaviour
Social, Emotional, and Personal	Self		- Beginning to grow confidence towards unfamiliar people. (During the day)	extended behaviour
			- Can ask for help when needed. (Learning centre)	extended behaviour
			- Responds to praise for what they have done	extended behaviour
	Forming & Maintaining Relationships		- Demonstrates respect for the learning environment and materials. (during the day)	extended behaviour
			- Plays cooperatively with other children and responds to other children and adults (play area)	extended behaviour
Literacy LO	Reading		- Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text (reading centre)	interactive activities
			- Can predict the ending to a familiar story. (Reading centre)	interactive activities
			- Able to enact stories using props, occasionally lacking in confidence. (Reading centre)	interactive activities
	Writing		- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes	interactive activities
Mathematics	Number & Operation		- Compares two groups of objects, saying when they have the same number.	interactive activities
			- Recites numbers in order to 10	interactive activities
	Shape, size & measurement		- Beginning to talk about the shapes of everyday objects, e.g., 'round.'	interactive activities



Exploring Worlds	Natural world	- Can make observations of animals and plants and explain why some things occur, and talk about changes	interactive activities	
		- Comments and asks questions about aspects of their familiar world, such as the natural world. (During the day)	interactive activities	
		- Developing an awareness of the impact of human activity on environments and the interdependence of living things (closing circle / reading center)	interactive activities	
	Environment	- Comments and asks questions about aspects of their familiar world, such as the place where they live.	interactive activities	
		- Beginning to learn to 'read' their environment and respond appropriately, e.g., behaviors of others. (during the day)	interactive activities	
		- Able to confidently explore and engage with social and physical environments through relationships and play. (Play area)	interactive activities	
	Childs World	- Remembers and talks about significant events in their own experience	interactive activities	
	Expressive Art	Music	- Creates movement in response to music.	interactive activities
		Movement	- Plays cooperatively as part of a group to develop and act out a narrative. (play area)	interactive activities
- Create simple representations of events, people, and objects.			interactive activities	
Technology & Materials		- Can make creative representations of experiences, stories and events, e.g., drawings, paintings, collages (learning centre / art)	interactive activities	
		- Chooses particular colors to use for a purpose	interactive activities	



	National, ethical and religious awareness	Positive behaviour & treatment	- Understands that animals have feelings	interactive activities
			- Demonstrates kindness/care to animals	interactive activities



Terms and sight words:

Terms	Sight words
Grass-eater animals	Zoo
Meat-eater animals	Farm
Farm animals	Sea
Zoo animals	Fish
Sea animals	Octopus
	Duck
	Chicken
	Animals
	Lion
	Tiger



Overview:

Herbivorous animals:

Herbivores or herbivores or grass-eater are defined as living organisms that feed only on plants. Their size varies from small insects to huge elephants. As herbivores form a major part in the food web, as the food web consists of three levels, so that the organisms that can produce food at the first level, and then followed by herbivores that consume Physicality enables it to eat hard and hard plant material.

Carnivorous animals:

The carnivorous animal or the meat-eater is defined as any animal belonging to the order of carnivorous mammals, eats other animals unlike herbivores that feed on herbs and plants, and includes more than 270 species. It is worth mentioning that there are a large number, especially among Bears and some members of the raccoon family, feeding on plants.

Vertebrates and invertebrates:

Vertebrates and invertebrates are all animals. However, there are major differences between vertebrate and invertebrate animals, and as is clear from the nomenclature the primary difference is usually the presence of a spine or not.

The term vertebrate is the most specific, it describes all animals under this division (a division is a level of the biological classification system that divides organisms based on common denominators) and distinguishes them from invertebrates that include the rest of the animals.

Vertebrates include groups of animals such as mammals, birds, reptiles, amphibians, sharks, and bony fish, while invertebrates include many other animal patterns such as insects, mollusks, spiders, worms, crustaceans, and jellyfish.



Unit goals:

General objectives of the unit:

- Build a child's cognitive personality by introducing him to animal life.
- Introducing the child to what distinguishes animals from each other.
- Creating environmental awareness in children.
- Enable children to know the behavior, food, food, and housing of animals.

Special objectives of the unit:

The unit aims to introduce the child to the following:

Pets

Animal housing

How does an animal reproduce?

What are the benefits of an animals?

Predators

Animal welfare

What covers the animal's body?

What does an animal eat?

Trips:

It is suggested that the teacher organize a non-class activity, where the teacher accompanies the children to:

- Children farm
- Arabia's Wildlife Centre
- Wasit Nature Reserve



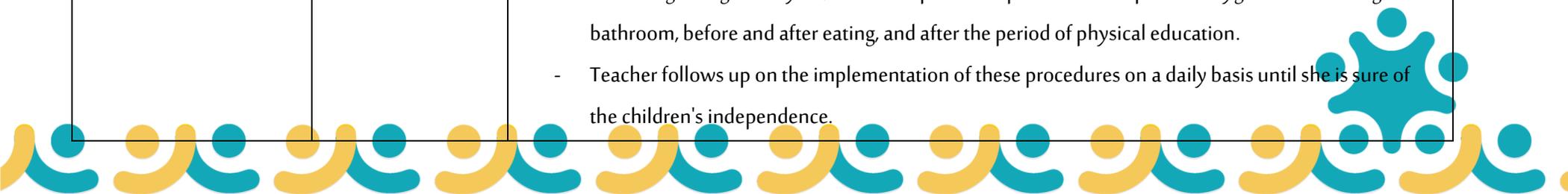
Lesson 1

Daily schedule for distribution of activities			
Unit 5 : Animals			
Month	February	Week 1	Time taken to implement: 2 days
First, typical behavior observed:			
Communication and Language: <ul style="list-style-type: none">-Maintains attention on a specific task when the task is of interest to them.			
Exploring Worlds: <ul style="list-style-type: none">- Can make observations of animals and plants and explain why some things occur, and talk about changes- Comments and asks questions about aspects of their familiar world, such as the place where they live.- Remembers and talks about significant events in their own experience			
Expressive art: <ul style="list-style-type: none">- Create simple representations of events, people, and objects.- Creates movement in response to music.			
National, ethical and religious awareness <ul style="list-style-type: none">- Understands that animals have feelings- Demonstrates kindness/care to animals			

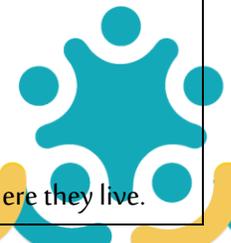


Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: https://www.youtube.com/watch?v=GoSq-yZcj-4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none">- Teacher plays soft music before the children come.- Teacher greets children with a big smile, and in a good manner.- Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.- Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.- Teacher takes attendance of the children by using attendance board.- Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.- Teacher discusses today's program in an interesting and exciting way.- At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.- Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 9. Attendance 10. Classroom rules 11. Days of the week 12. Month of year 13. Weather of the day & season 14. Schedule of the day and discussing today's activities and news (visitor – important occasions) 15. Leader of the day + class jobs. 16. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. - Teacher starts telling the children with pictures that we have 3 living things in the earth: humans, animals, and plants. And today we are going to learn about animal - Who can come and show me where is the animals picture? - Teacher explains for children that animals live in different places like forest, farm, and water. <p>Activity 1: Forest animals</p> <p>Goal:</p> <ul style="list-style-type: none"> - Comments and asks questions about aspects of their familiar world, such as the place where they live.



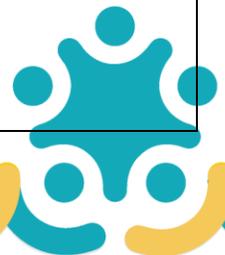
- Maintains attention on a specific task when the task is of interest to them.
- Can make observations of animals and plants and explain why some things occur, and talk about changes
- Remembers and talks about significant events in their own experience
- Understands that animals have feelings

Steps to implement the activity:

- Teacher asks children what animals they can see in the forest, zoo, or jungle. Let children think and listen to their answers.
- Teacher plays the following video: <https://www.youtube.com/watch?v=Ps5RlKi9nrM> , and discuss the video with children.
- Teacher presents forest animals pictures such as, lion, tiger, fox, elephant, and monkey and name each animal while showing them to the children.
- Teacher asks children to repeat the name after her and stick the picture on the board.
- Ask children why these animals live in the forest? What these animals eat?
- Give them time to think and guess, listen to their answer
- Teacher explains that these animals live in the forest and most of them are meat eater, they eat meat to live and survive.
- Teacher tells children that they can't touch and play with forest animals because they are dangerous.

Activity assessment:

- Teacher brings forest animals flash cards and a box different plastic animals such as, lion, elephant, tiger, monkey, and zebra.
- Teachers chooses different children to come and pick a plastic animal, name it and match it with the flash card. For example, the child takes lion, he/she match it with lion flashcard.
- Teacher adds more animals such as, fish, shark, sheep, horse and other
- Teacher asks children to show her forest animals and name them.



- Let children talk about their favorite animal, and if they have ever seen it in real life. Let them share their experiences with this animal.

Activity 2:

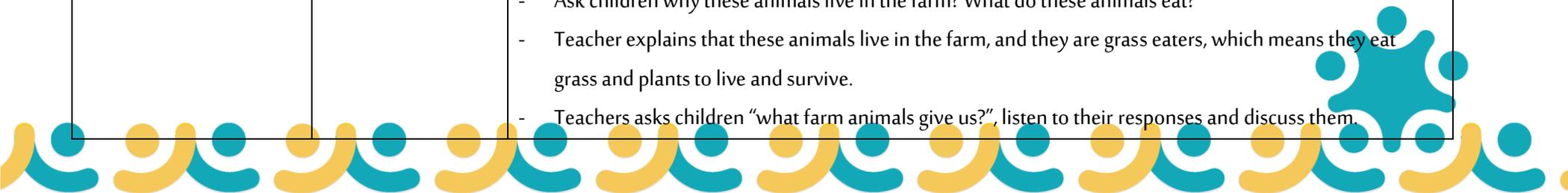
Farm animals

Goal:

- Comments and asks questions about aspects of their familiar world, such as the place where they live.
- Maintains attention on a specific task when the task is of interest to them.
- Can make observations of animals and plants and explain why some things occur, and talk about changes
- Remembers and talks about significant events in their own experience
- Create simple representations of events, people, and objects.
- Creates movement in response to music.
- Understands that animals have feelings
- Demonstrates kindness/care to animals

Steps to implement the activity:

- Teacher asks children what animals they can see in the farm? Teacher will listen to children answers
- Teacher plays the Following video: <https://www.youtube.com/watch?v=6HzoUcx3eo> , sing with children.
- Teacher presents farm animals pictures such as, sheep, cow, chick, duck.
- Teacher names each animal while showing the picture to children, ask them to repeat the name after her and then stick the picture on the board.
- Ask children why these animals live in the farm? What do these animals eat?
- Teacher explains that these animals live in the farm, and they are grass eaters, which means they eat grass and plants to live and survive.
- Teachers asks children “what farm animals give us?”, listen to their responses and discuss them.



- Teacher explains that cow gives us milk, hen gives us egg, sheep gives us wool.
- Teacher tells children that they can touch, feed, and play with farm animals.

Activity assessment:

- Teacher makes a big dice with different farm animals' picture on it.
- Choose different children and ask them to roll the dice.
- Ask the children to name, sound, act and imitate the animal movement.
- Divide the children into 3 groups and let them choose one farm animals and let them make like small speech or presentation about this animal: did he saw it in the real life? And talk if they have any experience with this animal? Where can they see this animal? Are there any benefits of this animals?
- Teacher provides some pictures, books, magazines and materials for children so they can use while they are presenting about the animal.

Activity 3:

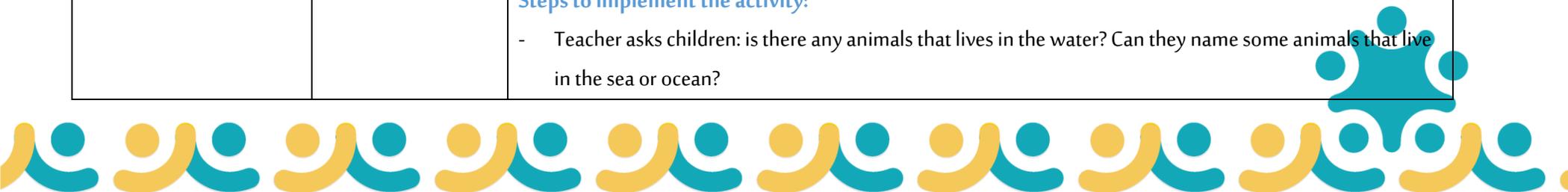
Sea animals

Goal:

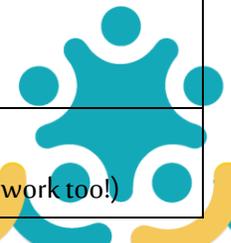
- Comments and asks questions about aspects of their familiar world, such as the place where they live.
- Maintains attention on a specific task when the task is of interest to them.
- Can make observations of animals and plants and explain why some things occur, and talk about changes
- Creates movement in response to music.
- Understands that animals have feelings
- Demonstrates kindness/care to animals

Steps to implement the activity:

- Teacher asks children: is there any animals that lives in the water? Can they name some animals that live in the sea or ocean?



		<ul style="list-style-type: none"> - Teacher plays the following video: https://www.youtube.com/watch?v=Oxw6FoUNeT4, and discuss it with children. - Teacher presents sea animals pictures for children such as, fish, shark, starfish, octopus and crab. - Teacher asks the children about each animal's name while showing the pictures. - Teacher identify he animal name and asks children to repeat after her and stick the picture on the board. <p>Activity assessment:</p> <ul style="list-style-type: none"> - Teacher prepares laminated animals' pictures (to be protected) and a water add an empty box for the other types of animals - Teacher passes the animals pictures and will let each child choose one. After that, She will put the water bowl and the empty box in the middle of the circle. - Ask children to name the animal and where is it live ?
<p>Learning centers</p>	<p>Art</p>	<p>Animal mask</p> <ul style="list-style-type: none"> ● Paper plat ● Different color paper ● Feather ● Pip cleaners ● Straw ● Different color paint  <p>Direction:</p> <ol style="list-style-type: none"> 1. Cut the paper plate (You will want the mask area to be a little larger than half) 2. Draw two round eyes 3. Let the children choose which animal they want 4. They choose what colour they want their animal to be 5. They add pip cleaners or feather according to what animal they choose
	<p>Drama</p>	<p>Under the Sea Dramatic Play</p> <ul style="list-style-type: none"> ● Add an Ocean Backdrop (an ocean themed shower curtain or even blue cloth would work too!)

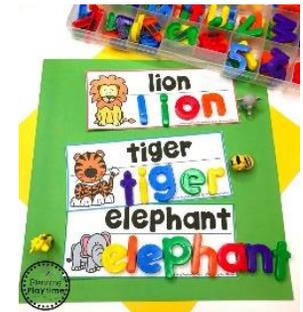


- Ocean Animal Cut-outs
- Pretend rocks, tunnels to hide in and sea creature costumes
- Children can pretend to be all kinds of ocean creatures.

Reading/writing

Animal names:

- Print animal name flashcards
- Laminate each flashcard
- Provide plastic letters
- Encourage the children to use the letters to copy the animal's name

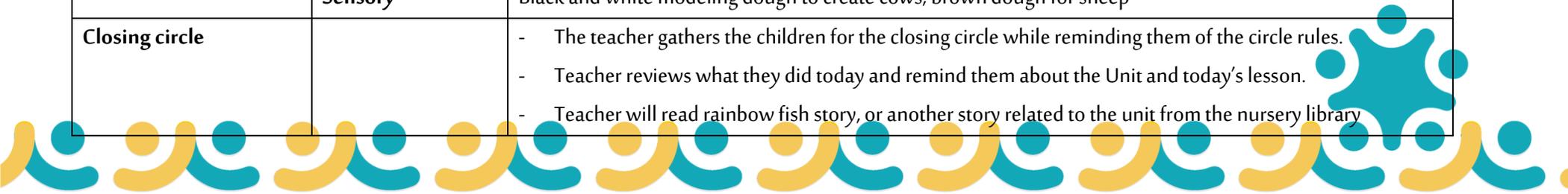


Suggested books you can Put in the reading corner:

- How does an egg hatch (animals)
- How does a caterpillar change? (animals)
- Look out for sheep (animals)
- You can't cuddle a crocodile (animals)
- ABC (letter)
- One fish two fish red fish blue (animals, colors)
- Roar went the lion (animals)
- the egret tree (numbers)
- quick as a cricket (animals)
- good thing you're not an octopus (animals)
- Brown bear, brown bear what do you see? (animals, colours)
- Where's spot (animals)
- Dear zoo (animals)
- Five little ducks (animals, numbers)
- There was an old lady (animals)



		<ul style="list-style-type: none"> • Polar bear, polar bear (animals, white)
blocks	Zoo Animals Measurement <ul style="list-style-type: none"> - Print animal flash card or bring animal toys - Ask the children to measure the animal animal's length placing Lego on top of each other - let children count the number of Legos they used to measure the animal's length. 	
Manipulative	<ul style="list-style-type: none"> - Animal sorting - Print different animals - Print different sorting paper (by color, size, pattern, habitat, water/land/air) - Encourage children to sort animal according to the print out you put 	
Science	<ul style="list-style-type: none"> - which animal is heavier? - Print pictures of animals to wight them on the scale . - Bring small plastic animal as same as in the printed papers - Ask the student to see each paper and put the animal in the scale - They see which animal is heavier and put the cloth pegs 	
Sand and water	Set up an ocean sensory bin with blue water beads, plastic ocean animals, shells, and plastic plants. Invite children to play in the bin and have the animals swim through the ocean or set up an ocean scene.	
Sensory	Black and white modeling dough to create cows, brown dough for sheep	
Closing circle	<ul style="list-style-type: none"> - The teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and remind them about the Unit and today's lesson. - Teacher will read rainbow fish story, or another story related to the unit from the nursery library 	



		<ul style="list-style-type: none">- Teacher will discuss the story with the children.- Teacher says goodbye to the children with a warm smile.
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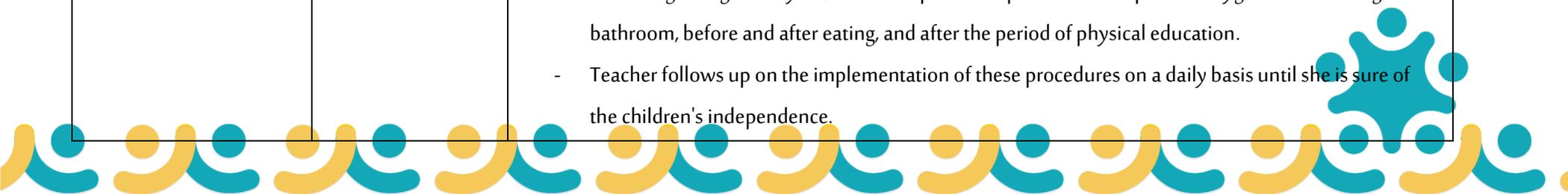
Lesson 2

Daily schedule for distribution of activities			
Unit 5: Animals			
Month	February	Week 2	Time taken to implement: 2 days
First, typical behavior observed:			
Communication and language: <ul style="list-style-type: none">- Maintains attention on a specific task when the task is of interest to them.			
Mathematics <ul style="list-style-type: none">- Beginning to talk about the shapes of everyday objects, e.g., 'round.'			
Sensory and motor PLO: <ul style="list-style-type: none">- Beginning to paint and color inside lines- Can hold a pencil between thumb and two fingers.			
Expressive art: <ul style="list-style-type: none">- Chooses particular colors to use for a purpose			

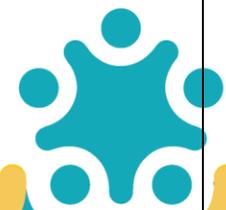


Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: https://www.youtube.com/watch?v=GoSq-yZcj-4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none">- Teacher plays soft music before the children come.- Teacher greets children with a big smile, and in a good manner.- Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.- Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.- Teacher takes attendance of the children by using attendance board.- Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.- Teacher discusses today's program in an interesting and exciting way.- At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.- Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics, shape, color. - Teacher asks some questions related to the unit - Teacher plays the following video: https://www.youtube.com/watch?v=lcl8uB2AWMO <p>Activity 1: Rectangle shape</p> <p>Goal:</p> <ul style="list-style-type: none"> - Beginning to talk about the shapes of everyday objects, e.g., 'round.' - Maintains attention on a specific task when the task is of interest to them. <p>Steps to implement the activity:</p>



- Teacher tells children that today we are going to learn a new shape.
- Teacher brings a square and ask children what shape is this? Give them time to answer.
- Teacher brings 2 squares and put a square upon another, the result will be another new shape
- Ask children do you know what shape we have now? listen to their answers.
- The result is a rectangle, let children say rectangle 3 times loudly.
- Give children square shape and rectangle shape and ask them to compare between them. Let them think and then listen and discuss their answers.
- Identify rectangle shape and draw it on the board.
- Teacher will draw while she's explaining; rectangle has 4 sides; 2 sides are shorter, and 2 sides are longer.
- Show the children different sizes of rectangle (big and small).
- Ask one child to give you a small rectangle, then choose another child to give you a big rectangle.
- Let children to say the words of size big and small.

Activity assessment:

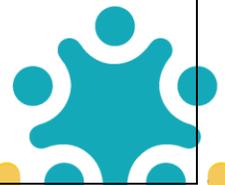
- Ask children to see around them and think about things that are rectangle.
- Give them time and let each child say something rectangle.
- Bring different flash cards with different rectangle shape around us, such as, door, chocolate bar, mobile phone, biscuit, ruler, notebook, money paper, board, and truck. And other different objects with different shapes such as, cookies, ball, watch, tringle, square, circle.
- Ask each child to come and pick the rectangle object and say what shape is this?

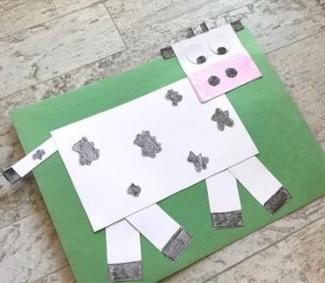
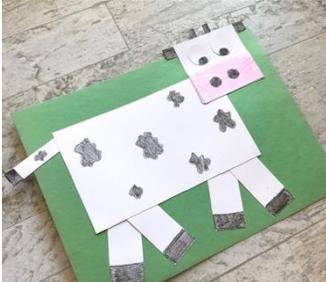
Activity 2:

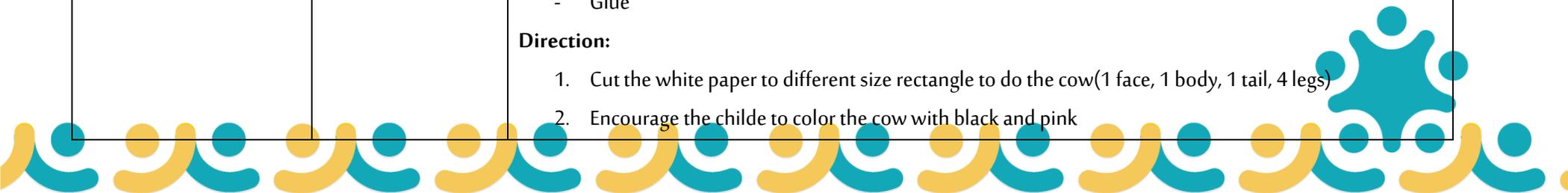
Rectangle cow

Goal:

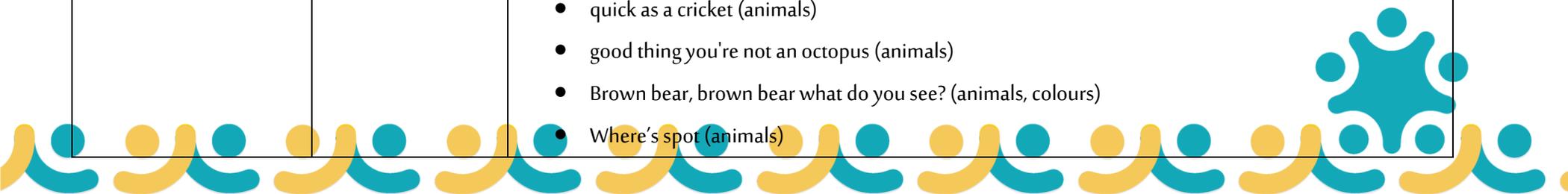
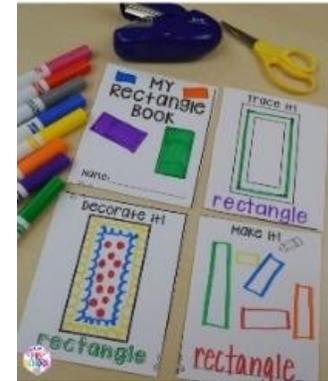
- Beginning to talk about the shapes of everyday objects, e.g., 'round.'
- Beginning to paint and color inside lines



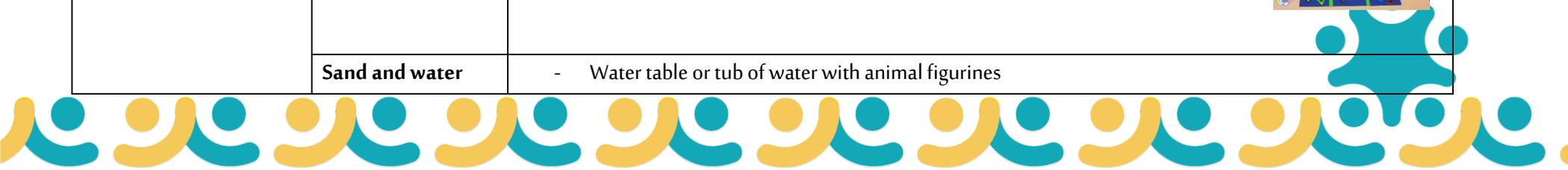
		<ul style="list-style-type: none"> - Can hold a pencil between thumb and two fingers. - Chooses particular colors to use for a purpose <p>Steps to implement the activity:</p> <ul style="list-style-type: none"> - Teacher brings a basket full of pictures of rectangle shape objectives such as door, chocolate bar, mobile phone, biscuit, ruler, notebook, money paper, board, and truck. - Teacher asks children to choose one picture and say what they see in the picture loudly. - Teacher holds the cow picture and ask children what they can see? A cow - What does the cow give us? Milk, the milk is white - On the board, the teacher will show children how to do the rectangular cow craft. <p>Activity assessment:</p> <ul style="list-style-type: none"> - Give children white board with markers - Ask children to draw rectangle shape - Then let them raise the board when they finish - Let them choose another marker and color the rectangle shape. - Teacher will observe and comment on children work. 
<p>Learning centers</p>	<p>Art</p>	<p>Material :</p> <ul style="list-style-type: none"> - White paper - Green paper - Black color pencil - Pink color pencil - Wiggle eyes - Glue <p>Direction:</p> <ol style="list-style-type: none"> 1. Cut the white paper to different size rectangle to do the cow(1 face, 1 body, 1 tail, 4 legs) 2. Encourage the childe to color the cow with black and pink 

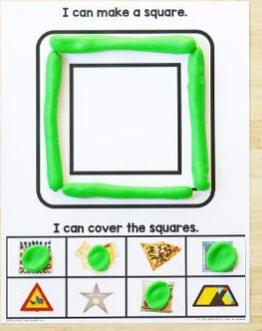


		<p>3. Let the stick the eyes using glue</p>
	<p>Drama</p>	<p>Under the Sea Dramatic Play</p> <ul style="list-style-type: none"> • Add an Ocean Backdrop (an ocean themed shower curtain or even blue cloth would work too!) • Ocean Animal Cut-outs • Pretend rocks, tunnels to hide in and sea creature costumes • Children can pretend to be all kinds of ocean creatures.
	<p>Reading/writing</p>	<ul style="list-style-type: none"> - Print rectangle book - Let the child fill the missing 1- First color the rectangle that is in the cover page 2- Trace the rectangle 3- Decorate rectangle 4- Draw different size rectangle <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> • How does an egg hatch (animals) • How does a caterpillar change? (animals) • Look out for sheep (animals) • You can't cuddle a crocodile (animals) • ABC (letter) • One fish two fish red fish blue (animals, colors) • Roar went the lion (animals) • the egret tree (numbers) • quick as a cricket (animals) • good thing you're not an octopus (animals) • Brown bear, brown bear what do you see? (animals, colours) • Where's spot (animals)



		<ul style="list-style-type: none"> • Dear zoo (animals) • Five little ducks (animals, numbers) • There was an old lady (animals) • Polar bear, polar bear (animals, white)
	blocks	<ul style="list-style-type: none"> - Print empty rectangle print out - Ask student to trace the shape using the animals 
	Manipulative	<p>Material:</p> <ul style="list-style-type: none"> - Use sheet foam - Cut it as rectangle - Punch hole along the shape - Shoe lace <p>Direction: Children use the shoe lace to put it inside the holes in the shape</p> 
	Science	<ul style="list-style-type: none"> - Set up a shapes exploration table. - The wall has shape posters with real photographs, the back of the table is lined with shape building cards and manipulatives and translucent shapes. - There is a sorting board with shape flashcards on top. - The basket is filled with real objects and shape cards students can sort. 
	Sand and water	<ul style="list-style-type: none"> - Water table or tub of water with animal figurines



	Sensory	<ul style="list-style-type: none"> - Print I can make a rectangle - Laminate the paper - Children use play dough to do the rectangle and then cover the rectangle pictures as below 	
Closing circle		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and reminds children about the Unit and today's lesson. - Teacher will choose a story related to the lesson from the nursery library to read aloud. - Teacher discusses the story with the children. - Teacher says goodbye to the children with a warm smile. 	



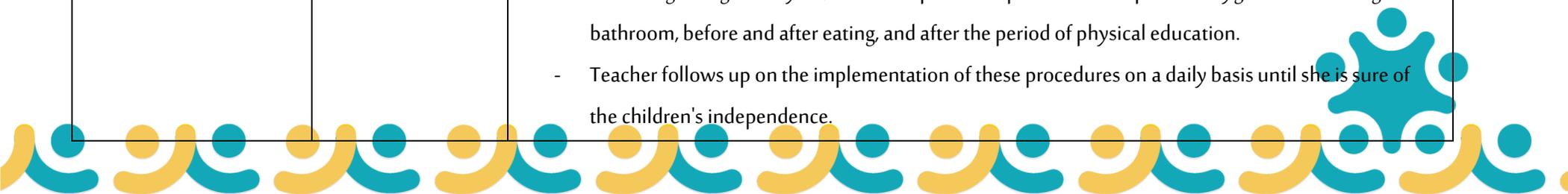
Lesson 3

Daily schedule for distribution of activities			
Unit 5 : Animals			
Month	February	Week 3	Time taken to implement: 2 days
First, typical behavior observed:			
Sensory and Motor PLO: <ul style="list-style-type: none">- Beginning to copy familiar letters.- Can hold a pencil between thumb and two fingers.			
Literacy LO <ul style="list-style-type: none">- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes			
Mathematics: <ul style="list-style-type: none">- Compares two groups of objects, saying when they have the same number.- Recites numbers in order to 10			

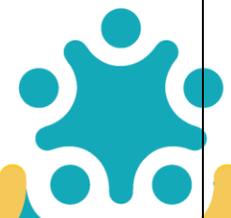


Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
<p>Assembly</p>	<p>20 mines</p>	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: https://www.youtube.com/watch?v=GoSq-yZcj-4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
<p>Opening circle</p>		<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education. - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. <p>Activity 1: Number 3,4</p> <p>Goal:</p> <ul style="list-style-type: none"> - Compares two groups of objects, saying when they have the same number. - Recites numbers in order to 10 <p>Steps to implement the activity:</p> <ul style="list-style-type: none"> - Teacher brings 2 magic boxes and put inside them different animals. - Choose one child to come, see and count what inside the magic box.



- The first box will have 3 animals, the second box will have 4 different animals.
- Tell children that today we are going to learn number 3 and 4.
- Teacher chooses 2 children and ask them to show her number 3 and number 4 in the numbers line on the wall.
- Count with children from 1 to 10, while counting show them the numbers.
- Print different objects in flash cards such as, 3 egg, 4 ducks, 3 chicks, 3 cows, 3 jar of milks, 4 lions, 4 tigers Etc.
- Choose 3 children and ask them to choose one card, count and tell you how many things in this picture.

Activity assessment:

- Teacher mixes the flash cards with the previous flashcards add: 5 cats, 8 ducks, 10 eggs, 7 fishes, 6 sharks, 9 starfishes ...etc.
- Ask each child to choose one card, count and tell you how many things in this picture.
- Put 2 boxes on the floor label one box number 3 the other box number 4.
- Let children who have flashcard with 3 pictures to put it in the box number 3 and children who have flashcard with 4 pictures to put it in the box number 4.

Activity 2:

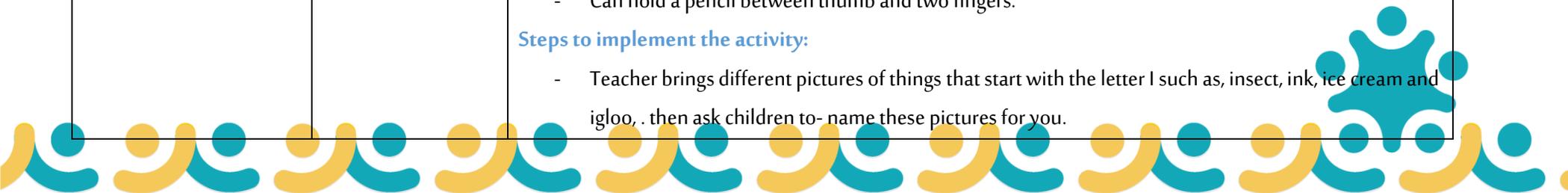
Letter I

Goals:

- Beginning to copy familiar letters.
- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes
- Can hold a pencil between thumb and two fingers.

Steps to implement the activity:

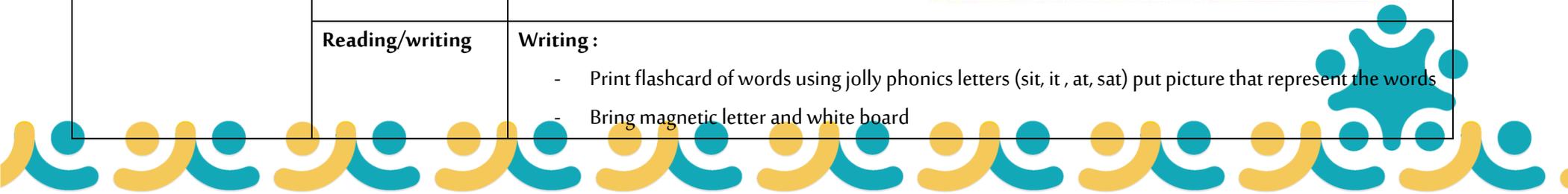
- Teacher brings different pictures of things that start with the letter I such as, insect, ink, ice cream and igloo, . then ask children to- name these pictures for you.



		<ul style="list-style-type: none"> - Tell them can you guess what letter we are going to take today? - Give them some time to think ,then open the following video: https://www.youtube.com/watch?v=JKmQT561LBc play the song again and ask children to sing with it - Show children letter I flash card ask them what letter we are going to take? Letter I I I I - Open the following video and discuss it with children: https://www.youtube.com/watch?v=P56hZEhqFCw&t=1s - Teacher presents the pictures and say I I Igloo, I I Ice cream, I I Insect, I I Ink - Ask children to think and give you things start with Letter I - Hold a marker and Demonstrate to children how to write . the children how to write letter I on the white board <p>Activity assessment:</p> <ul style="list-style-type: none"> - Print iPad pictures laminate it so children can write on it by the marker - Give each child an iPad and a marker ask them to hold the marker and raise their hand - Check if they are holding the marker correctly - Teach children to copy you and write letter I - Watch children while they are writing - Correct their writing for them if they are doing it wrong - Take pictures and write down notes about children work
<p>Learning centers</p>	<p>Art</p>	<p>Material:</p> <ul style="list-style-type: none"> ● Light blue paper ● Dark blue paper ● Rectangle lego ● Glue ● Scissors 

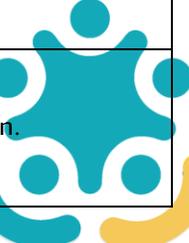


		<p>Direction:</p> <ol style="list-style-type: none"> 1. Bring the light blue paper and draw a semi circle 2. Children will use the bottom side of the Lego to dip it on paint and stamp inside the semir circle to create an igloo 3. The child uses the top side of the lego and dip it on the paint to create snow 4. after the papers have dried/after drying the papers, the teacher will cut the semi circle igloo and glue it to the dark blue background. 5. the teacher can add penguin sticker .
	<p>Drama</p>	<p>Igloo camping</p> <p>Set up igloo camping:</p> <ul style="list-style-type: none"> - Pop up igloo - Fur rabbit skin - Bird puppet - Water bottle - Drinking glasses - Food bowl and spoon - Fishing box and reel - Paper fish - Camping chair - Stuffed snowy owl - Polar bear puppet - Toque, hat, and mittens <div data-bbox="1249 782 1871 1299"> </div>
	<p>Reading/writing</p>	<p>Writing :</p> <ul style="list-style-type: none"> - Print flashcard of words using jolly phonics letters (sit, it , at, sat) put picture that represent the words - Bring magnetic letter and white board



		<ul style="list-style-type: none"> - Children use each word and search for the letters to write the word - Then they can write the words using white board marker - Encourage the children to sound the letters when writing them <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> ● How does an egg hatch (animals) ● How does a caterpillar change? (animals) ● Look out for sheep (animals) ● You can't cuddle a crocodile (animals) ● ABC (letter) ● One fish two fish red fish blue (animals, colors) ● Roar went the lion (animals) ● the egret tree (numbers) ● quick as a cricket (animals) ● good thing you're not an octopus (animals) ● Brown bear, brown bear what do you see? (animals, colours) ● Where's spot (animals) ● Dear zoo (animals) ● Five little ducks (animals, numbers) ● There was an old lady (animals) ● Polar bear, polar bear (animals, white)
	blocks	<ul style="list-style-type: none"> - Draw I letter with a tape at the floor and encourage the children to trace the letter using blocks



	Manipulative	<ul style="list-style-type: none"> - bring two boxes, put in the first one plastic letters and in the second one plastic animals. - The children put each animal with the letter that starts with 	
	Science	<ul style="list-style-type: none"> - which animal is heavier? - Print pictures of animals to wight them on the scale . - Bring small plastic animal as same as in the printed papers - Ask the student to see each paper and put the animal in the scale - They see which animal is heavier and put the cloth pegs 	
	Sand and water	<p>BUILD AN IGLOO SENSORY BIN</p> <p>How to:</p> <ul style="list-style-type: none"> - Mix 1 cup of baking soda with 1 Tbsp. of white hair conditioner (or water). - Stir to combine. - Add more tablespoons one at a time, until the mixture forms a wet moldable consistency. - Add plastic cup so that children can create igloo and play with it 	
	Sensory	<p>Number 1 to 4 Playdough Mat With Playdough v</p> <ul style="list-style-type: none"> - Print numbers from 1 to 4 - Put, play dough and children use it to fill the number mat <p>The playdough number mat should include as the example</p>	
Closing circle		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and reminds children about the Unit and today's lesson. - Teacher will choose a story related to the lesson from the nursery library to read aloud. 	

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">- Teacher discusses the story with the children.- Sing with children the following song: https://www.youtube.com/watch?v=JKmQT561LBc- Teacher says goodbye to the children with a warm smile. |
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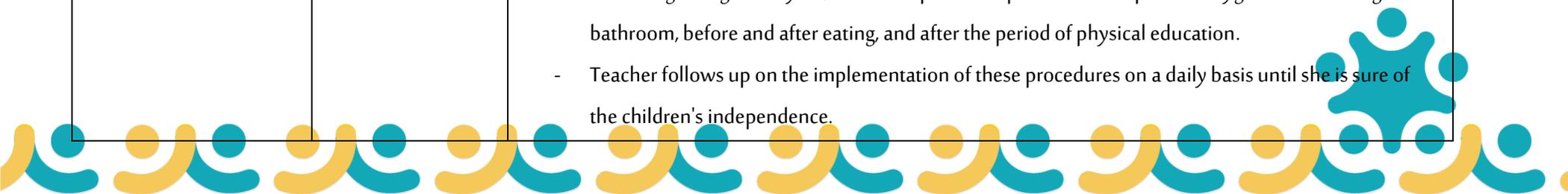
Lesson 4

Daily schedule for distribution of activities			
Unit 5 : Animals			
Month	February	Week 4	Time taken to implement: 2 days
First, typical behavior observed:			
Communication and language: <ul style="list-style-type: none">- Maintains attention on a specific task when the task is of interest to them.			
Sensory and motor PLO: <ul style="list-style-type: none">- Compares two groups of objects, saying when they have the same number.			
Expressive art: <ul style="list-style-type: none">- Chooses particular colors to use for a purpose			
National, ethical and religious awareness <ul style="list-style-type: none">- Understands that animals have feelings- Demonstrates kindness/care to animals			

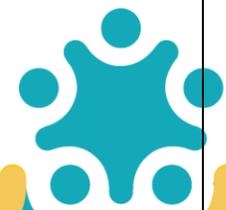


Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains children to name the nursery.</p> <p>Song of the month: https://www.youtube.com/watch?v=GoSq-yZcj-4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none">- Teacher plays soft music before the children come.- Teacher greets children with a big smile, and in a good manner.- Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.- Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.- Teacher takes attendance of the children by using attendance board.- Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.- Teacher discusses today's program in an interesting and exciting way.- At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.- Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.



		<ul style="list-style-type: none"> - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. <p>Activity 1: Color white and what covers the animal's body?</p> <p>Goal:</p> <ul style="list-style-type: none"> - Maintains attention on a specific task when the task is of interest to them. - Compares two groups of objects, saying when they have the same number. - Chooses particular colors to use for a purpose - Understands that animals have feelings - Demonstrates kindness/care to animals



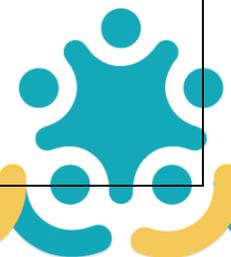
Steps to implement the activity:

- Teacher plays the following video: <https://www.youtube.com/watch?v=mgZeT-owThc>
- Teacher brings a basket full of pictures of white color animals such as, white rabbit, white sheep, white bear, white duck, white mouse and white cow.
- Teacher asks children to pick one picture and say what they see in the picture loudly.
- Hold the cow picture and ask children what they can see? Cow
- What does the cow give us? Milk, the milk is white
- Hold the chick picture and ask what they can see? Chick
- What chicken give us? Egg, egg is white
- Hold the sheep picture and ask children what they can see? Sheep
- What sheep give us? Wool, the wool is white
- Teacher plays the Following video: <https://www.youtube.com/watch?v=3PKcDCmFj0c> and discuss it with children.
- Teacher brings a board with animal textures and let children to touch, feel and think of an example of animals covered with this texture. For example, the child touches feather he says bird.



- Teacher starts to tell children that animals need water, food, and air to live.
- We need to take care of animals.

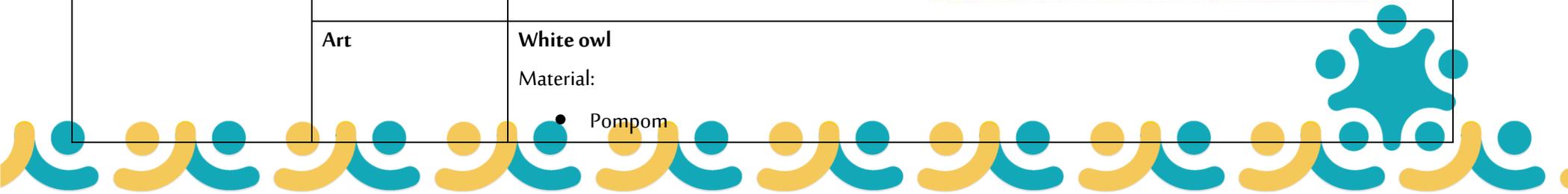
Activity assessment:



		<ul style="list-style-type: none"> - Print 2 pictures: a sheep and a duck. - Put them on the floor and bring 2 boxes one with white feather and one with white wool. - Let the children touch and explore the feather and the wool and ask them about the animal names and color. - Put glue on both animals and ask children to stick what cover the sheep? White Wool. - What covers the duck? White feather. - Observe the children, write notes and take pictures.
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Learning centers	Drama	<p>Igloo camping</p> <p>Set up igloo camping:</p> <ul style="list-style-type: none"> - Pop up igloo - Fur rabbit skin - Bird puppet - Water bottle - Drinking glasses - Food bowl and spoon - Fishing box and reel - Paper fish - Camping chair - Stuffed snowy owl - Polar bear puppet - Toque, hat, and mittens 	
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	Art	<p>White owl</p> <p>Material:</p> <ul style="list-style-type: none"> • Pompom
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- Clothespin
- Black or brown paper
- White paint
- Glue

Direction:

1. Draw a large oval on the paper
2. Clip the clothespin to one pompom
3. Ask the children to dip the pompom into the paint and then dabbing it onto their oval shape in the paper
4. The children should fill their entire oval with dots of white paint
5. Let it dry
6. Let the children stick the eyes and the beak and feet of the owl



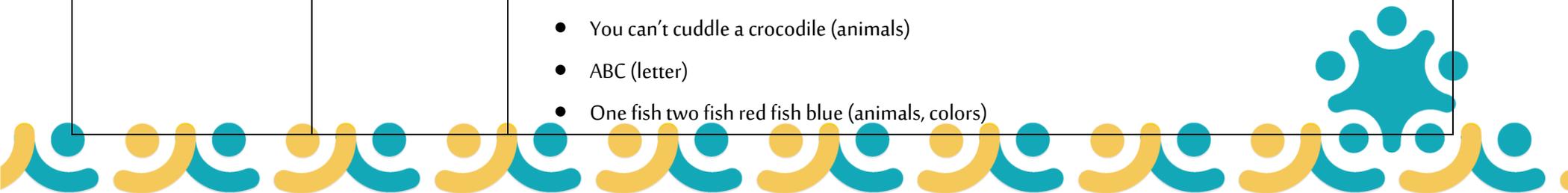
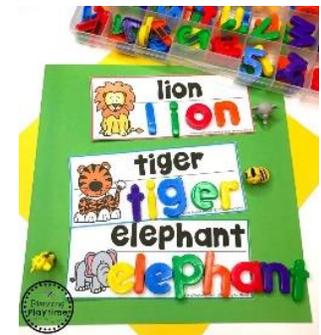
Reading/writing

White

- Print white word flashcard
- Laminate the flashcard
- Provide plastic letter
- Encourage the children to use the letter to copy the flashcard white

Suggested books you can Put in the reading corner:

- How does an egg hatch (animals)
- How does a caterpillar change? (animals)
- Look out for sheep (animals)
- You can't cuddle a crocodile (animals)
- ABC (letter)
- One fish two fish red fish blue (animals, colors)



		<ul style="list-style-type: none"> ● Roar went the lion (animals) ● the egret tree (numbers) ● quick as a cricket (animals) ● good thing you're not an octopus (animals) ● Brown bear, brown bear what do you see? (animals, colours) ● Where's spot (animals) ● Dear zoo (animals) ● Five little ducks (animals, numbers) ● There was an old lady (animals) ● Polar bear, polar bear (animals, white)
blocks	The Zoo Theme Park	<ul style="list-style-type: none"> - Provide plastic zoo animals, plastic fences, plastic trees and pieces of blue paper (for water).
Manipulative		<ul style="list-style-type: none"> - Put different picture of animals that have different color and make sure to have animals that are white like (dove, polar bear, sheep ,duck, goose, goat, wolf, owl, mouse) - Bring different color paper and ask the student to sort the animals according to their colors
Science		<ul style="list-style-type: none"> - which animal is heavier? - Print pictures of animals to wight them on the scale . - Bring small plastic animal as same as in the printed papers - Ask the student to see each paper and put the animal in the scale - They see which animal is heavier and put the cloth pegs 
Sand and water	BUILD AN IGLOO SENSORY BIN	<p>How to:</p> <ul style="list-style-type: none"> - Mix 1 cup of baking soda with 1 Tbsp. of white hair conditioner (or water). - Stir to combine. 



		<ul style="list-style-type: none"> - Add more tablespoons one at a time, until the mixture forms a wet moldable consistency. <p>Add plastic cup so that children can create igloo and play with it</p>
	<p>Sensory</p>	<p>Build a snowman</p> <p>Material:</p> <ul style="list-style-type: none"> ● Playdough ● Buttons ● Stick ● Fabric 
<p>Closing circle</p>		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and reminds children about the Unit and today's lesson. - Teacher will choose a story related to the lesson from the nursery library to read aloud. - Teacher will read "how dose an egg hatch" story. - Teacher discusses the story with the children. - Teacher says goodbye to the children with a warm smile.



Unit Six

Transportation



Introduction

The general planning of the unit provides the following:

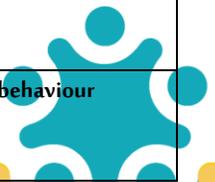
- Support and assistance to achieve the elements of the lesson plan.
- Implementation Guidelines.
- Suggested activities.

When using the unit's general planning, the teacher considers the following:

- Achieving learning outcomes.
- Taking into account individual differences when implementing the proposed activities.
- Employing the available resources and resources.
- Employing play-learning strategies.
- Taking into account coherence and harmony when navigating between the areas of the unit and its main axes:
 - Communication and language.
 - Sensory and motor development.
 - Social, emotional and psychological development.
 - reading and writing.
 - mathematics.
 - Explore worlds.
 - Expressive arts.
 - National, moral and religious awareness.
- Strengthening partnership strategies with the guardian.
- Creating the spatial space for role-playing



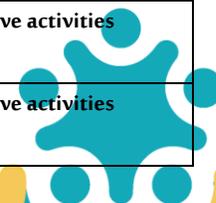
Unit name	Area	Standards	Typical Observed	Notes
Transportation	Communication and Language	Listening & Attention	- Maintains attention on a specific task when the task is of interest to them.	interactive activities
			- Able to follow instructions easily, with occasional prompting	interactive activities
			- Listens with interest, engagement, and curiosity when stories are read aloud (closing circle)	interactive activities
		Understanding	- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.	interactive activities
		Speaking	- Beginning to use a range of tenses.	interactive activities
	Sensory and Motor PLO	Gross Motor	- Able to confidently maneuver physical space safely. (PE)	extended behaviour
			- Begins to experiment through more complex bodily movements such as jumping, hopping, and balancing. (PE)	extended behaviour
			- Have control over big muscle movements such as start, stop, and turn (PE)	extended behaviour
		Fine Motor	- Can hold a pencil between thumb and two fingers.	extended behaviour
			- Beginning to paint and color inside lines. (learning centers)	extended behaviour
			- Can manipulate materials to change shape and form such as playdough, clay, sand . (learning centers)	extended behaviour
			- Beginning to use objects, tools, equipment accurately, and safely (learning centers)	extended behaviour
	Social,	Self	- Responds to praise for what they have done.(during the day)	extended behaviour



Emotional, and Personal		- Can ask for help when needed. (during the day)	extended behaviour
		- Beginning to grow confidence towards unfamiliar people. (during the day)	extended behaviour
	Feelings and emotions	- Beginning to respect behavioral boundaries and expectations.(during the day)	extended behaviour
	Forming & Maintaining Relationships	- Plays cooperatively with other children and responds to other children and adults.(during the day)	extended behaviour
		- Demonstrates respect for the learning environment and materials (during the day)	extended behaviour
		- Initiates conversations with friends and adults (during the day)	extended behaviour
Literacy LO	Reading	- Able to enact stories using props	interactive activities
		- Can predict the ending to a familiar story. (closing circle)	interactive activities
		- Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text	interactive activities
	Writing	- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.	interactive activities
Mathematics	Number & Operation	- Recites numbers in order to 10.	interactive activities
		- Compares two groups of objects, saying when they have the same number.	interactive activities
		- Beginning to represent numbers using fingers, marks on paper, or pictures	interactive activities



		Shape, size & measurement	- Beginning to talk about the shapes of everyday objects, e.g., 'round.'	interactive activities
	Exploring Worlds	Environment	- Able to confidently explore and engage with social and physical environments through relationships and play. (during the day)	interactive activities
			- Beginning to develop an awareness of ways in which people are included or excluded from physical and social environments. (during the day)	interactive activities
	Expressive Art	Music	- Explores the different sounds of instruments (learning centers)	interactive activities
			- Creates movement in response to music (during the day)	interactive activities
		Movement	- Begins to explore aspects of identity through role-play.(learning centers)	interactive activities
			- Plays cooperatively as part of a group to develop and act out a narrative (closing circle)	interactive activities
			- Create simple representations of events, people, and objects.(closing circle)	interactive activities
		Technology & Materials	- Can make creative representations of experiences, stories and events, e.g., drawings, paintings, collages.(learning center)	interactive activities
			- Can complete a simple program on a computer. (closing circle)	interactive activities
		National, ethical and religious awareness	Positive Behavior & Ethical Treatment	- Uses positive behaviour in play situations (during the day)
Islamic Creed, Values & Behaviors	- Understands UAE social conventions (assembly)		interactive activities	
	- Awareness of religious occasions, such as Ramadan and Eid.(opening circle)		interactive activities	
	- Responds appropriately to UAE social conventions (assembly)		interactive activities	



Terms and sight words:

Terms	Sight words
Transportation	Car
Land transport	Bus
Air transport	Go
Old transportation	To
Modern transportation	penguin
pollution	pizza
	parrot



Overview:

Transportation and mobility in our life:

There are many kinds of transportation depends on the reason of traveling and the length of the trip, even the cost has its effect specially with increasing of the petrol and gas prices.

Human and object need to move from a place to another. Transportations evolved during the past years and its faster than any time before. Many things can be transported by air planes for a long distances or by lorries if the distance is shorter. Ships are used as well to transport goods and people.

Transportation is one of the most important vital part in the society. People need to go from a place to another for example to their work, school or even picnics. So the importance of transportation is:

People mobility:

With the continual growing of the societies and the diversity of occupations, people need to reach their place of work specially that many of them are working in another cities and going on feet is to difficult. Her comes the importance of transportation in people mobility and making their life easier. Transportation helps to cross long distances in a shorter time and they are to advanced nowadays.

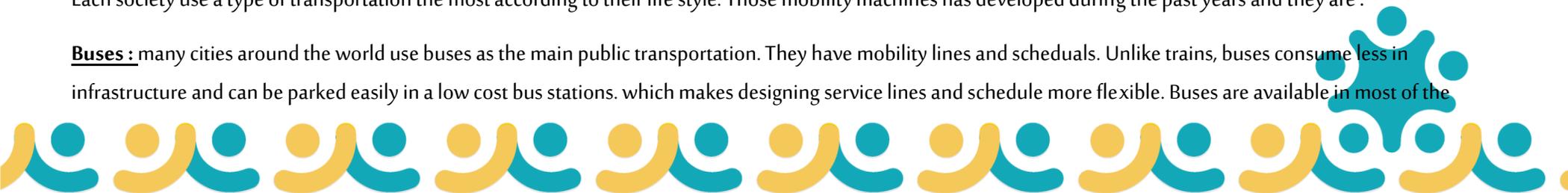
The movement of resources:

Availability of transportation makes your location unique. The easier transportation can be reached, the more desirable the city or the place will be. It's not only about people but about goods and resources as well. The easy and available transportation lead to increase the economic activity in the world which depends on a trustful transportation to reach the largest number of consumers.

Transportation types:

Each society use a type of transportation the most according to their life style. Those mobility machines has developed during the past years and they are :

Buses : many cities around the world use buses as the main public transportation. They have mobility lines and scheduals. Unlike trains, buses consume less in infrastructure and can be parked easily in a low cost bus stations. which makes designing service lines and schedule more flexible. Buses are available in most of the



cities around the world and even some towns. Trips by bus may take longer time than usual because of the frequent stops but it has its role in linking cities and societies to each other's.

Trains : like buses, trains connect between the big cities in the country. They are used to transport goods and people. There are many railroad in the world but still there are some difficulties in building them or reaching certain destinations.

Airplanes : people in remote areas use airplanes to travel to places which are difficult to reach by car. Planes can be used to transport people, goods, resources, posts, visiting families or friends and medication. Traveling in planes is more common nowadays because of the low cost airlines that offer attractive offers for passengers. Airplanes travel from a city to another in few minutes unlike cars, buses or even trains. The main problem that some people may face is the location of the airports and the availability of land transportations to and from them.

Cars : personal vehicles such as cars, small buses, taxies, and small trucks are the most easy and popular way of transportation. It has special features that it can be driven daily to short and long distances, easy to use and it takes you to the exact place that you are going to without ant stops like buses or trains.

Bikes : using bikes is more common recently because of it's low cost and eco-friendly features. Walking or riding a bike is more popular nowadays however many people cannot ride their bikes because of the long distances or bad weather. Many cities around the world are concentrating in building special areas and roads for bikers to make their experience safer and flexible.

Ships and boats : traveling on ships are easy now specially those which are personal or rolled by a trade or tourism companies. You can pass from a continent to another with transporting your car on the same ship which makes your experience easy.



Unit goals:

General objectives of the unit:

- Building a child's knowledge by learning about old and modern transportations.
- Knowing about modern transportations features.
- Creating environmental awareness in children minds.
- Let children know about the importance of transportations in people life.
- Children's gaining more scientific terms about transportation.
- Developing children's senses.
- Training children to notice and communicate about things to identify them.
- Familiarize children with the scientific method in: thinking - questioning - research - experimentation – discovery.
- Training children to experiment and try (in its simple term) that is commensurate with their abilities and perceptions.
- Helping children to acquire some scientific conclusions and inclinations.
- Developing children's ability to explain some scientific phenomena.



Special objectives of the unit:

The unit aims to introduce the child to the following:

Governorate

Transportations features

Linking between a transport and its sound

Traffic safety

Categorizing transportation

The comparison between types of transportation

The importance of transportation

Meaning of transportation and mobility



Trips:

It is suggested that the teacher organize a non-class activity, where the teacher accompanies the children to:

Activity title : Visiting Sharjah Classic Car Museum .

Activity goal :

- The child can talk about some of the things he has noticed.
- The child may pay attention to the subtle and detailed characteristics of objects in their environment.

Trip Tools :

- Visiting the museum.
- Camera or smart phone camera.

Implementation guidance:

- Teacher tells children that they are going to visit a special place in Sharjah.
- Teacher provides some information about the museum.
- Teacher tells the children that they are going to take pictures of some landmarks in the city.

Sharjah Classic Car Museum is a unique place in region that takes you 100 years to the past of the car industry. We can discover in the museum a number of old classic cars that related to the past century. Moreover, we can know about the history of can industry and many more interesting information. The place is special to those who love classic cars and tourists.

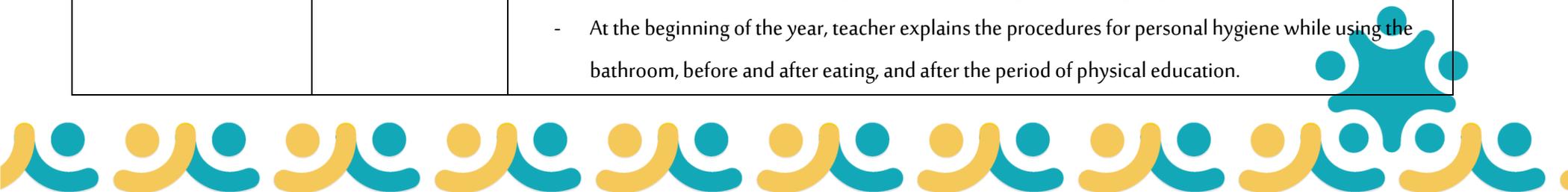


Lesson 1

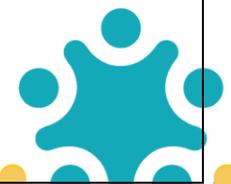
Daily schedule for distribution of activities			
Unit 6 : transportation			
Month	March	Week 1	Time taken to implement: 2 days
First, typical behavior observed :			
Communication and Language	Listening & Attention	<ul style="list-style-type: none"> - Maintains attention on a specific task when the task is of interest to them. - Able to follow instructions easily, with occasional prompting 	
	Understanding	<ul style="list-style-type: none"> - Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so. 	
Sensory and Motor PLO	Fine Motor	<ul style="list-style-type: none"> - Can hold a pencil between thumb and two fingers. 	
		<ul style="list-style-type: none"> - Beginning to paint and color inside lines. 	



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : https://www.youtube.com/watch?v=yWirdnSDsV4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.



		<ul style="list-style-type: none"> - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence. - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 17. Attendance 18. Classroom rules 19. Days of the week 20. Month of year 21. Weather of the day & season 22. Schedule of the day and discussing today's activities and news (visitor – important occasions) 23. Leader of the day + class jobs. 24. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. - Teacher asks some question about transportation. <p>Activity 1: Land transportation</p> <p>Goals :</p> <ul style="list-style-type: none"> - Maintains attention on a specific task when the task is of interest to them.



- Able to follow instructions easily, with occasional prompting
- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.
- Beginning to paint and color inside lines.
- Can hold a pencil between thumb and two fingers.

Steps to implement the activity:

- Teacher asks children to pay attention and look at the screen.
- Teacher plays the following video : <https://www.youtube.com/watch?v=AwtG6kj2mOU>
- Teacher asks and discusses the video with children.
- Teacher asks children about the transportation they use to come to the nursery.
- Teacher gives some instructions and advice about good sitting, safety and using seat belt in the car.
- Teacher provides some small plastic land transportation and discusses their colors and number of wheels.
- Teacher asks children about their favorite cars and why.
- Teacher provides picture of a car or a school bus with characters sitting inside it and asks: "where is the boy/ girl? In the car/ bus".
- Teacher provides a picture with a bird or a cat sitting on it and asks: "where is the bird?" On the car "

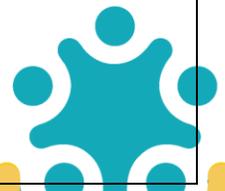
Activity assessment:

- By using a paper roll, teacher draws a long street with some cars, busses and bicycles.
- Teacher shows the drawing to the children, discusses it and distributes colors to them.
- Teacher checks that children are knowing the correct term of most of the vehicles.
- Teacher encourages the children to color nicely inside the lines and hold the colors correctly.

Activity2:

Airplane

Goals:



- Maintains attention on a specific task when the task is of interest to them.
- Able to follow instructions easily, with occasional prompting.
- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.

Steps to implement the activity:

- Teacher starts the circle asking children “what do you want to be when you grow up?” and discuss their answers.
- Teacher tells children to be quite and ready for our surprised (puppet).
- Teacher uses a puppet or a picture on a stick of an airplane captain to discuss with children the following questions: what is a plane? how does it move? fast or slow? is it big or small?
- Teacher plays the following video : <https://www.youtube.com/watch?v=YghbQXBy07k> and opens a discussion with children.
- Teacher asks:” where dose the plane fly? In the sky”
- Teacher asks children if any of them have travelled by plane and motivate him/her to talk about the experience.

Activity Assessment:

- Teacher distributes small pictures of planes and cars on the floor and hang a picture of a city street and a sky on the white board.
- Teacher asks children to classify the planes and the cars to the correct place.

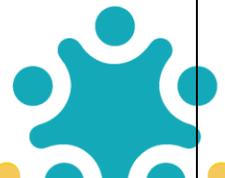
Activity 3 :

Water transportation – boat

Goals :

- Able to follow instructions easily, with occasional prompting.
- Maintains attention on a specific task when the task is of interest to them

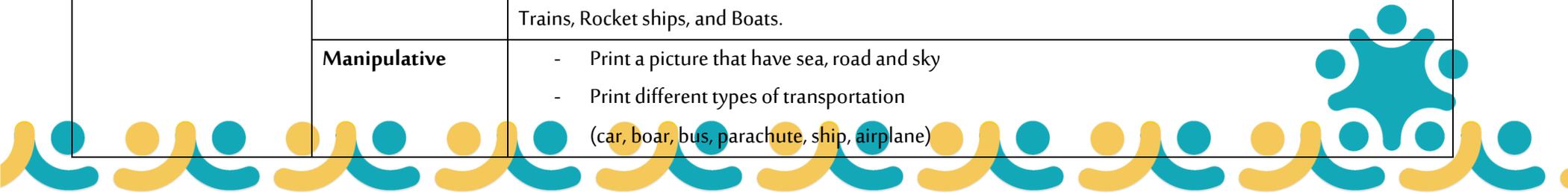
Steps to implement the activity:



		<ul style="list-style-type: none"> - Before the class, teacher prepares paper boats in multi colors. This video can be a guide : https://www.youtube.com/watch?v=3N7EUi3-PG8 - Teacher distributes papers and motivates children to follow the video’s instructions and make their own boats. (Teacher should help children if they face difficulties or replace their boats with a propitiate ones if needed). - Teacher prepares a water tub and put it in the circle in front of the children. - Teacher asks children “what do you see?” “what do you think we will put in this water?” and listen to their answers. - Teacher joins playing the paper boats with children while asking if any of them can share an experience of being on a boat. - Teacher presents flash cards or video of other water transportations like : ship,jet ski... and discuss <p>Activity assessment:</p> <ul style="list-style-type: none"> - Teacher distributes pictures of planes, cars, bicycles and boats on the floor and hang a picture of a city street, sky and sea on the white board. - Teacher asks children to classify the transportation to the correct place. - Teacher keeps asking “what is this?” “where does it move?”
Learning centers	Art	<p>My little car</p> <ul style="list-style-type: none"> - Give each child a cardboard box that is big enough for them to sit inside. They can decorate it to represent a car, a truck, a taxi, or even a bus using paint, paper, and recycled materials.
	Drama	<p>Setting Up the Car Wash Activity for Pre-schoolers:</p> <ol style="list-style-type: none"> 1. In your drama area you would make sure you have things as props to help the children to mimic the things that would happen at a car wash-the things that you do at a car wash and items you use. 2. These props would include you bringing some water buckets, Empty dish soap or car soap containers. You would also bring in things like rags, washing sponges, and towels.



		<ol style="list-style-type: none"> 3. You could even cut a small length of garden hose like a foot long or so with the nozzle on the end or a spray nozzle for the kids to use to add to the realism of the learning activity. 4. You could use a couple of items like tricycles, small bike or kids cars etc. that you might have at the day-care center to allow the children to pretend to wash using the props that go with the activity. 5. Let the children explore and practice as they have fun washing and playing.
	<p>Reading/writing</p>	<p>- Add transportation vocabulary , transportation stickers, transportation writing paper and colorful writing tools.</p> <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> ● Fire engine (transportation) ● Bikes (transportation) ● Steam train (transportation) ● Cars (transportation) ● My pet star (shapes) ● One fish two fish red fish blue fish (colours) ● Crossing the street (transportation) ● the egret tree (numbers) ● don't let the pigeon drive the bus (letter, transportation) ● Brown bear, brown bear what do you see? (colours) ● Five little ducks (numbers) ● Down by the station (transportation) 
	<p>blocks</p>	<p>Add a variety of Transportation vehicles to your Construction Space this week. Include Cars, Trucks, Planes, Trains, Rocket ships, and Boats.</p>
	<p>Manipulative</p>	<ul style="list-style-type: none"> - Print a picture that have sea, road and sky - Print different types of transportation (car, boar, bus, parachute, ship, airplane)



- Laminate all the pictures
- Ask Children to sort the transportation



Science

Air Balloon

Materials needed:

- Small plastic bottle
 - 1 tablespoon of sugar
 - water
 - 1 packet of yeast
 - one small round balloon.
 - Put sugar into bottle.
 - Fill 1/3 of the way with water.
1. Add the packet of yeast.
 2. Mix (lightly shake until mixed).
 3. Cover bottle with the balloon.
 4. Watch bottle over the next 1/2 hour.

Note: The yeast consumes the sugar and then creates carbon dioxide gas which fills the balloon!

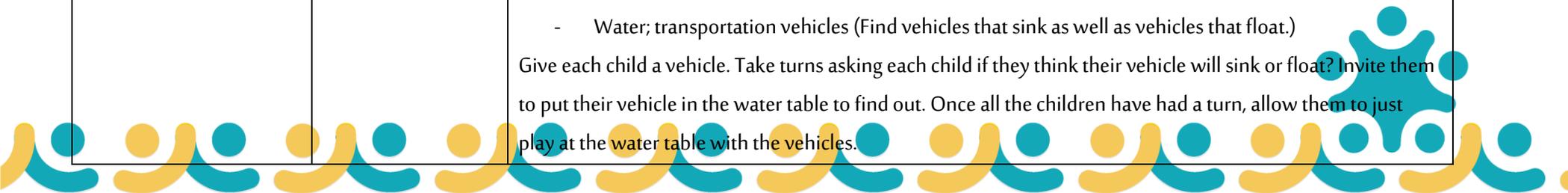
Sand and water

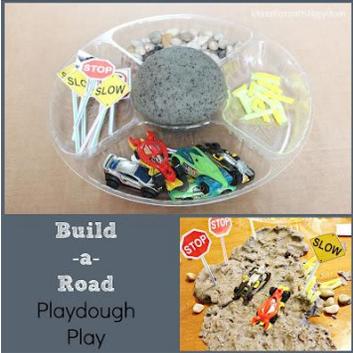
Sink or Float

Materials Needed:

- Water; transportation vehicles (Find vehicles that sink as well as vehicles that float.)

Give each child a vehicle. Take turns asking each child if they think their vehicle will sink or float? Invite them to put their vehicle in the water table to find out. Once all the children have had a turn, allow them to just play at the water table with the vehicles.



	Sensory	<p>Material:</p> <ul style="list-style-type: none"> • Devidid tray • Grey playdough • Road signs • Cars • Small rocks <p>Children build their own road</p>	
Closing circle		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and reminds them about the Unit and today's lesson. - Teacher chooses a story related to the unit from the nursery library and read it for the children. - Teacher discusses the story with the children, encourages them to predict an ending or represent the story. - Teacher uses the smart screen or the iPad and let children play a game related to the unit (under teacher's control). 	

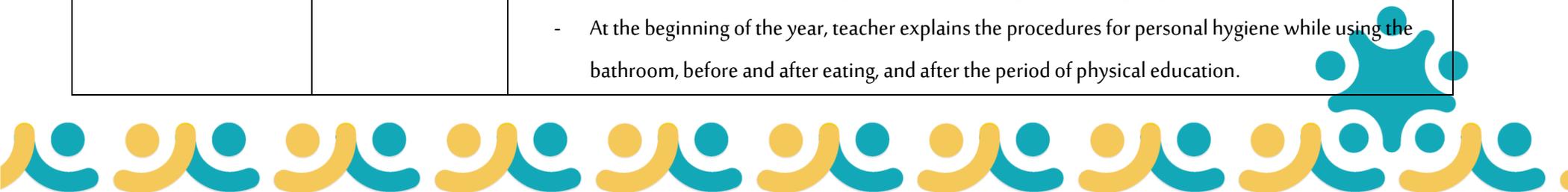


Lesson 2

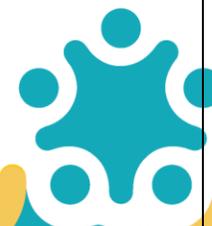
Daily schedule for distribution of activities			
Unit 6 : transportation			
Month	March	Week2	Time taken to implement: 2 days
First, typical behavior observed :			
Communication and Language	Listening & Attention	- Maintains attention on a specific task when the task is of interest to them.	
		- Able to follow instructions easily, with occasional prompting	
Mathematics	Number & Operation	- Recites numbers in order to 10.	
		- Compares two groups of objects, saying when they have the same number.	
Expressive Art	Music	- Creates movement in response to music	



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 minutes	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : https://www.youtube.com/watch?v=yWirdnSDsV4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle	15 minutes	<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.



		<ul style="list-style-type: none"> - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence. - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. - Teacher asks children some question about the shapes and colors <p>Activity 1:</p> <p>Star</p> <p>Activity goals:</p> <ul style="list-style-type: none"> -Maintains attention on a specific task when the task is of interest to them. -Able to follow instructions easily, with occasional prompting



-Recites numbers in order to 10.

-Compares two groups of objects, saying when they have the same number.

- Creates movement in response to music

Steps to implement the activity:

- Teacher uses a glow in the dark stars.
- Teacher spreads the glowing stars among the children.
- Teacher switches off the lights and closes the class's curtains.
- Teacher plays: "twinkle twinkle little star" song and encourages children to wave their stars.
- Teacher asks children "where can we see the stars?"
- Teacher encourages children to do a star jump 10 times and count loudly.
- Teacher asks children how many corners dose star shape has? and let them count and explore the similarities.

Activity assessment:

- Teacher sticks a star picture on the white board
- Teacher spread different shapes on the floor (stars, circles, squares)
- Teacher asks children to collect stars and stick them on the board.
- Teacher distributes small wooden sticks and give the instructions of making a star.

Activity 2:

Yellow

Activity goals:

- Maintains attention on a specific task when the task is of interest to them.
- Able to follow instructions easily, with occasional prompting
- recognizing yellow color.

Steps to implement the activity:



- Teacher collects different yellow toys, crayons, blocks, plates... from the nursery and put them in a covered box.
- Teacher shakes the box and lets children to guess “what is inside the box?”
- Teacher opens the box and go among children to let each of them to pick one thing with a closed eye.
- Teacher asks children about the color of the things they picked and keeps repeating “yellow”.
- Teacher says that there are many yellow things around us in life (and she can use flash cards) like: yellow banana, yellow sun, yellow school bus ...
- Teacher encourages children to point to the yellow objects in the classroom.
- Teacher plays the following song : [The YELLOW Song | HeidiSongs' Sing & Spell Colors! - YouTube](#)

Activity assessment:

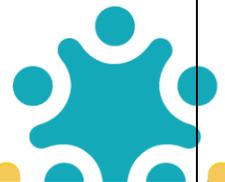
- Teacher hides a yellow object (yellow bus) in the class and play (hot and cold) game with children (when children are near the object teacher keeps saying: hot, when they are away teacher says: cold, until they find the hidden object.).
- Sharing information and discussion. Teacher can ask “what is this?” A bus. How many wheels does it have? where does it move? on land. “Can you imagine flying buses ?!” and listen to children’s answers.

Activity 3:

Yellow star

Goals:

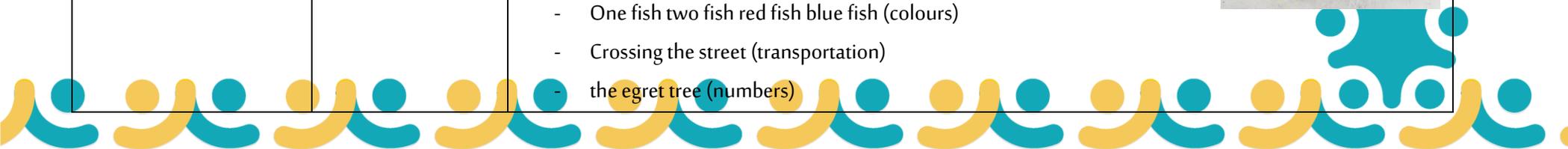
- Maintains attention on a specific task when the task is of interest to them.
- Able to follow instructions easily, with occasional prompting



		<ul style="list-style-type: none"> - Recites numbers in order to 10. - Creates movement in response to music <p>Steps to implement the activity:</p> <ul style="list-style-type: none"> - Teacher plays “twinkle twinkle little star” song. - Teacher asks children about the color of the star in the song. - Teacher lets children to do star jumps in the air while counting to 10 and repeat. - Teacher spreads different colors of stars in the class and play a music. - Teacher asks children to collect yellow stars.  <p>Activity assessment:</p> <ul style="list-style-type: none"> - Teacher draws a big star in A1 paper with taking in concern the number of children in the class (group work). - Teacher gives children yellow color and encourages them to color the star. - Through discussion, the teacher insures that children understood the shape and color.
<p>Learning centers</p>	<p>Art</p>	<p>Material:</p> <ul style="list-style-type: none"> Wax paper Yellow paint Glue Star shapes Star shape frame Gold glitter <p>Direction:</p> 



		<ol style="list-style-type: none"> 1. Teacher will use wax paper sheets that come in a box as the base for the art 2. The children will paint with yellow glitter paint with some glue added and place star shapes on the tissue 3. The children will add a star shape frame on top, leaving the rest of the wax paper showing. 4. The children will sprinkle some gold glitter over their star
	<p>Drama</p>	<p>Setting Up the Car Wash Activity for Pre-schoolers:</p> <ol style="list-style-type: none"> 1. In your drama area you would make sure you have things as props to help the children to mimic the things that would happen at a car wash-the things that you do at a car wash and items you use. 2. These props would include you bringing some water buckets, Empty dish soap or car soap containers. You would also bring in things like rags, washing sponges, and towels. 3. You could even maybe cut a small length of garden hose like a foot long or so with the nozzle on the end or a spray nozzle for the kids to use to add to the realism of the learning activity. 4. You could use a couple of items like tricycles, small bike or kids cars etc. that you might have at the day-care center to allow the children to pretend to wash using the props that go with the activity. <p>Let the children explore and practice as they have fun washing and playing.</p>
	<p>Reading/writing</p>	<ul style="list-style-type: none"> - Print and laminate road shape mat (star) - Children will use cars to drive around the road shape tracing mat <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> - Fire engine (transportation) - Bikes (transportation) - Steam train (transportation) - Cars (transportation) - My pet star (shapes) - One fish two fish red fish blue fish (colours) - Crossing the street (transportation) - the egret tree (numbers)



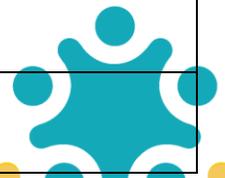
		<ul style="list-style-type: none"> - don't let the pigeon drive the bus (letter, transportation) - Brown bear, brown bear what do you see? (colours) - Five little ducks (numbers) - Down by the station (transportation)
	<p>Blocks</p>	<ul style="list-style-type: none"> - tape bubble wrap to the floor - along horizontal line add numbers 1 to 6 "make sure to have space between the numbers" - The vertical line, add colors like yellow, red, green - bring a tray fill with different color cars - ask the children to drive each car and park them to the corresponding color - ask the children to count how many cars in each color 
	<p>Manipulative</p>	<ul style="list-style-type: none"> - print the color carpark play mats - laminate the cards for extra durability. - Set out the play mats alongside a collection of toy cars and invite the children to play. - Children park each car according to its color 
	<p>Science</p>	<ul style="list-style-type: none"> - Bring 3 small bins and fill them with the following (land=black rocks, water=water beads, air=cotton balls) - Put the transportation toys that you have in the right bin - Land = car, bus, truck - Water =boar, ship, submarine 

		<ul style="list-style-type: none"> - Air = airplane, helicopter, rocket - Let the children explore the different types of transportation
	Sand and water	<ul style="list-style-type: none"> - fill the table with different colors of pompom - add dump truck and yellow bucket - ask the student to use the dump truck to collect yellow pompoms and put them in the yellow bucket 
	Sensory	<p>Print playdough star mat</p> <p>Using yellow playdough children do the star shape</p> 
Closing circle		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and reminds them about the Unit and today's lesson. - Teacher chooses a story related to the unit from the nursery library and read it for the children. - Teacher discusses the story with the children: encourages them to predict an ending or represent the story. <p>Teacher uses the smart screen or the iPad to let children play a game related to the unit (under teacher's control)</p>

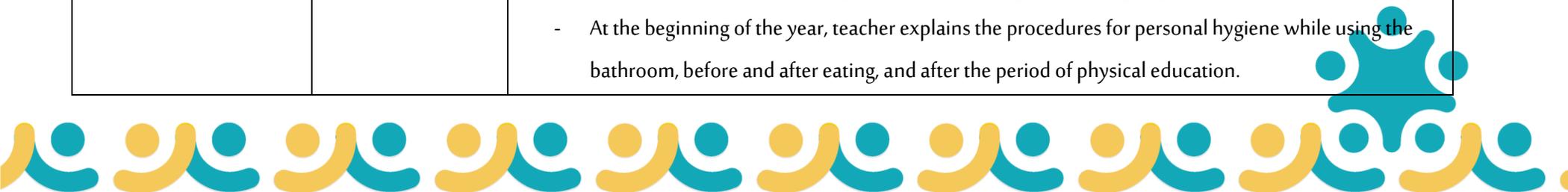


Lesson 3

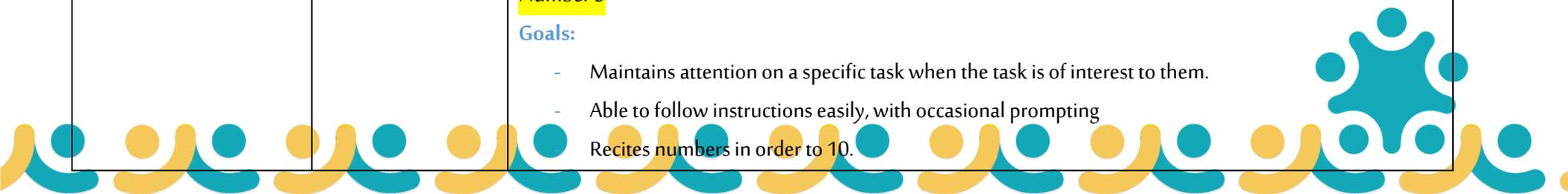
Daily schedule for distribution of activities			
Unit 6 : transportation			
Month	March	Week 3	Time taken to implement: 2 days
First, typical behavior observed :			
Communication and Language	Listening & Attention	<ul style="list-style-type: none"> - Maintains attention on a specific task when the task is of interest to them. - Able to follow instructions easily, with occasional prompting 	
	Understanding	<ul style="list-style-type: none"> - Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so. 	
Sensory and Motor PLO	Fine Motor	<ul style="list-style-type: none"> - Can hold a pencil between thumb and two fingers. 	
Literacy LO	Reading	<ul style="list-style-type: none"> - Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text 	
	Writing	<ul style="list-style-type: none"> - Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes. 	
Mathematics	Number & Operation	<ul style="list-style-type: none"> - Recites numbers in order to 10. 	
		<ul style="list-style-type: none"> - Compares two groups of objects, saying when they have the same number. 	
		<ul style="list-style-type: none"> - Beginning to represent numbers using fingers, marks on paper, or pictures 	



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : https://www.youtube.com/watch?v=yWirdnSDsV4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle	15 minutes	<ul style="list-style-type: none"> - Teacher plays soft music before the children come. - Teacher greets children with a big smile, and in a good manner. - Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff. - Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place. - Teacher takes attendance of the children by using attendance board. - Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy. - Teacher discusses today's program in an interesting and exciting way. - At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.



		<ul style="list-style-type: none"> - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence. - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. - Teacher asks some questions about transportations and numbers. <p>Activity 1: Number 5</p> <p>Goals:</p> <ul style="list-style-type: none"> - Maintains attention on a specific task when the task is of interest to them. - Able to follow instructions easily, with occasional prompting <p>Recites numbers in order to 10.</p>



- Compares two groups of objects, saying when they have the same number.
- Beginning to represent numbers using fingers, marks on paper, or pictures

Steps to implement the activity:

- Teacher starts the circle revising previous numbers.
- Teacher asks children to clap their hands five times and asks them: how many fingers do you have in a hand?
- Teacher sticks the number on the board and asks children to represent it with their fingers (making 5 using different fingers not only one hand).
- Teacher says that we have the same number of fingers in each hand and so on the toes.
- Teacher asks children to count their toes in each foot to recognize they are the same.
- Teacher shows children how to write the number on the board.
- Children draw the number in the air.
- Teacher spreads small white boards and markers among children to write the number.
- Teacher gives instructions and provides guidance and support.

Activity assessment:

- Teacher plays (YES and NO game) Yes to number 5 and No to other numbers. She hides numbers' flash cards behind her and raise them one by one. Children keep saying no to other numbers until teacher shows number 5 which is the YES!

Activity 2 :

Number 6

Goals:

- Maintains attention on a specific task when the task is of interest to them.



- Able to follow instructions easily, with occasional prompting
- Recites numbers in order to 10.
- Compares two groups of objects, saying when they have the same number.
- Beginning to represent numbers using fingers, marks on paper, or pictures

Steps to implement the activity:

- Teacher starts the circle revising previous numbers.
- Teacher presents a truck picture or uses a toy from the corners to ask: how many wheels does the truck have? (6) lets count them together.
- Teacher sticks the number on the board and asks children to represent it with their fingers (making 6 using different fingers).
- Teacher shows children how to write the number on the board.
- Children draw the number in the air.
- Teacher spreads small white boards and markers among children to write the number.
- Teacher gives instructions and provides guidance and support.

Activity assessment:

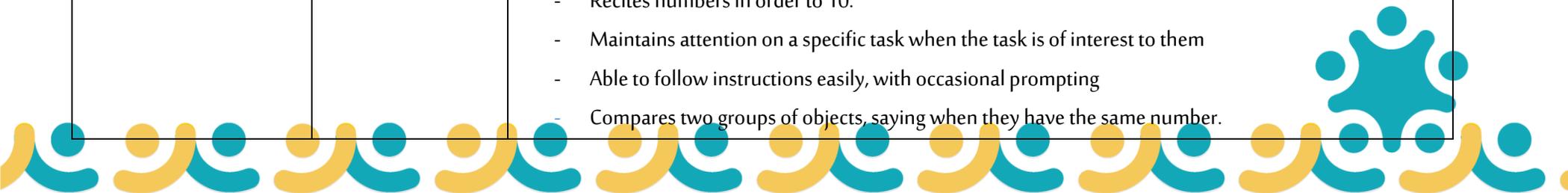
- Teacher plays (YES and NO game) Yes to number 6 and No to other numbers. She hides numbers' flash cards behind her and raise them one by one. Children keep saying no to other numbers until teacher shows number 6 which is the YES!

Activity 3 :

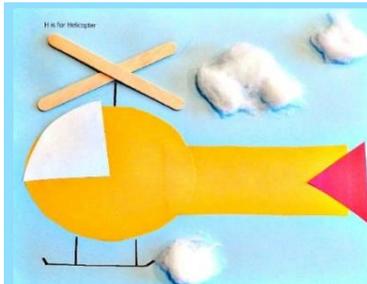
Rocket and helicopter (air transportation)

Goals :

- Recites numbers in order to 10.
- Maintains attention on a specific task when the task is of interest to them
- Able to follow instructions easily, with occasional prompting
- Compares two groups of objects, saying when they have the same number.

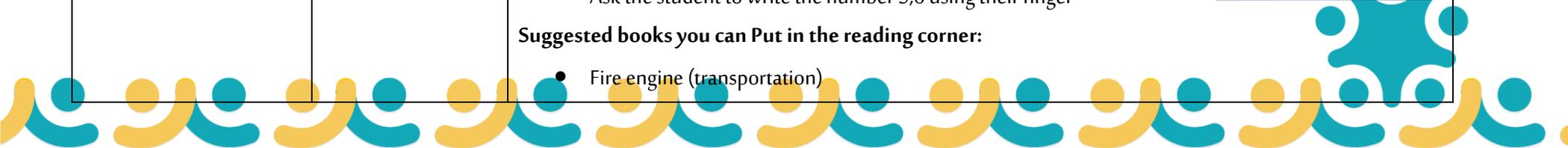


		<p>Steps to implement the activity:</p> <ul style="list-style-type: none"> - Teacher prepared an astronaut suit and let a child wear it before the circle time. - Teacher says that today we have a guest and let the astronaut to come in. - Teacher discusses the astronaut suit's shape and color with the children. - Teacher plays a video of the Emirati astronaut (Hazaa AlMansoori) while the rocket was launching. - Teacher emphasizes on the rocket and keeps repeating its name. - Teacher mentions that rockets go too fast and high. - Teacher presents a picture with 10 rockets and asks children to count them loudly. - Teacher asks children "what do you want to be when you grow up?" and listen to their answers. - Teacher presents a picture of helicopter and asks children if they know it. - Teacher tells that helicopters are planes that don't go to high and can be seen easily when it flies. - Teacher plays a video or a sound of the helicopter. - Teacher presents flash cards of helicopters and rockets in different numbers each time and let the children to count and compare. <p>Activity assessment:</p> <ul style="list-style-type: none"> - Teacher distributes pictures of planes, rockets, cars, bicycles, boats on the floor and hang a picture of a city street, sky and sea on the white board. - Teacher asks children to classify the transportation to the correct place. - Teacher keeps asking "what is this?" "where does it move?"
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<p>Learning centers</p>	<p>Art</p>	<p>Material:</p> <p>Light blue paper</p> <p>Color paper white, orange, red</p> <p>Craft sticks</p> <p>Cotton balls</p> <p>Black marker</p> <p>Glue</p> 
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		<p>Direction:</p> <ul style="list-style-type: none"> - Cut the orange paper as the body of the helicopter - Cut the red as small triangle for the end of the helicopter - Cut the white paper as the window of the helicopter - The student sticks the helicopter parts all together - They glue the helicopter to the blue paper - They put the craft stick and the cotton also - The teacher draws the stand for the helicopter with black pen
	<p>Drama</p>	<p>Setting Up the Car Wash Activity for Pre-schoolers:</p> <ol style="list-style-type: none"> 1. In your drama area you would make sure you have things as props to help the children to mimic the things that would happen at a car wash-the things that you do at a car wash and items you use. 2. These props would include you bringing some water buckets, Empty dish soap or car soap containers. You would also bring in things like rags, washing sponges, and towels. 3. You could even maybe cut a small length of garden hose like a foot long or so with the nozzle on the end or a spray nozzle for the kids to use to add to the realism of the learning activity. 4. You could use a couple of items like tricycles, small bike or kids cars etc. that you might have at the day-care center to allow the children to pretend to wash using the props that go with the activity. 5. Let the children explore and practice as they have fun washing and playing.
	<p>Reading/writing</p>	<p>Writing Tray</p> <ul style="list-style-type: none"> - Use a salt tray to encourage the children to use just their fingers in the tray - Put the 5,6 printable in the writing corner - Bring baking tray and put a dark color paper on top of it - Add salt on top of the paper - Ask the student to write the number 5,6 using their finger <p>Suggested books you can Put in the reading corner:</p> <ul style="list-style-type: none"> • Fire engine (transportation)



		<ul style="list-style-type: none"> • Bikes (transportation) • Steam train (transportation) • Cars (transportation) • My pet star (shapes) • One fish two fish red fish blue fish (colours) • Crossing the street (transportation) • the egret tree (numbers) • don't let the pigeon drive the bus (letter, transportation) • Brown bear, brown bear what do you see? (colours) • Five little ducks (numbers) • Down by the station (transportation)
	<p>blocks</p>	<ul style="list-style-type: none"> - tape bubble wrap to the table - along the horizontal line, add numbers 1 to 6 "make sure to have space between - The vertical line, add colors like yellow, red, green - bring a tray fill with different color cars - ask the children to drive each car and park them to the corresponding color - ask the children to count how many car in each color 
	<p>Manipulative</p>	<ul style="list-style-type: none"> - print the number carpark play mats from 1-6 - laminate the cards for extra durability. - Write on top of each car numbers from 1 to 6 - Set out the play mats alongside a collection of toy cars and invite the children to play. - Children park each car according to the number 



	<p>Science</p>	<ul style="list-style-type: none"> - Bring 3 small bins and fill the with the following (land=black rocks, water=water beads, air=cotton balls) - Put the transportation toys that you have in the right bin - Land = car, bus, truck - Water =boar, ship, submarine - Air = airplane, helicopter, rocket <p>Let the children explore the different types of transportation</p> 
	<p>Sand and water</p>	<ul style="list-style-type: none"> - Add different numbers in the sand table - Ask the children to dig and find the numbers 5, 6 using the shovel
	<p>Sensory</p>	<ul style="list-style-type: none"> - Print playdough images of transportation - Put different color playdough - Children will use playdough to complete the image of a mode 
<p>Closing circle</p>		<ul style="list-style-type: none"> - Teacher gathers the children for the closing circle while reminding them of the circle rules. - Teacher reviews what they did today and reminds them about the Unit and today's lesson. - Teacher chooses a story related to the unit from the nursery library and read it for the children. - Teacher discusses the story with the children: encourages them to predict an ending or represent the story. - Teacher can use the smart screen or the iPad to let children play a game related to the unit (under teacher's control)



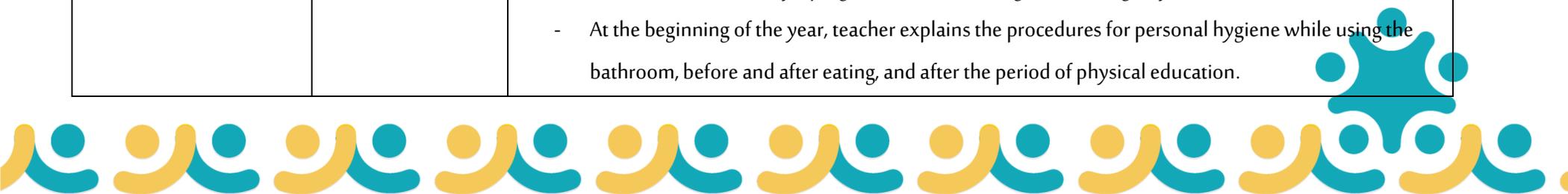
Lesson 4

Daily schedule for distribution of activities			
Unit 6 : transportation			
Month	March	Week 4	Time taken to implement: 2 days
First, typical behavior observed :			
Communication and Language	Listening & Attention	<ul style="list-style-type: none"> - Maintains attention on a specific task when the task is of interest to them. - Able to follow instructions easily, with occasional prompting 	
	Understanding	<ul style="list-style-type: none"> - Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so. 	
	Speaking	<ul style="list-style-type: none"> - Beginning to use a range of tenses. 	
Literacy LO	Reading	<ul style="list-style-type: none"> - Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text 	
	Writing	<ul style="list-style-type: none"> - Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes. 	
Fine Motor	<ul style="list-style-type: none"> - Can hold a pencil between thumb and two fingers. 		

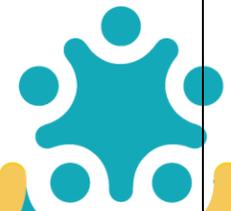


Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : https://www.youtube.com/watch?v=yWirdnSDsV4</p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle	15 minutes	<ul style="list-style-type: none">- Teacher plays soft music before the children come.- Teacher greets children with a big smile, and in a good manner.- Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.- Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.- Teacher takes attendance of the children by using attendance board.- Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.- Teacher discusses today's program in an interesting and exciting way.- At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.



		<ul style="list-style-type: none"> - Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence. - Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water. - Teacher encourages the children to have an open dialogue during the morning meeting. - Teacher sings with children days of the week song. <p>Teacher uses her own way and strategy to do the following:</p> <ol style="list-style-type: none"> 1. Attendance 2. Classroom rules 3. Days of the week 4. Month of year 5. Weather of the day & season 6. Schedule of the day and discussing today's activities and news (visitor – important occasions) 7. Leader of the day + class jobs. 8. Revision: as a direct question and order or a game
<p>Learning circle</p>		<ul style="list-style-type: none"> - Teacher starts gathering children to the circle using her own strategy and routine. - Teacher makes sure of providing all the tools and equipment's needed for the activities. - Teacher starts the circle reminding children of the month's topics. - Teacher asks some questions about transportation and letters. <p>Activity 1: Stay safe in the car.</p> <p>Goals:</p> <ul style="list-style-type: none"> - Developing an awareness of danger. - Maintains attention on a specific task when the task is of interest to them. - Able to follow instructions easily, with occasional prompting



Steps to implement the activity:

- Teacher introduces a policeman puppet to the children and tells that he has a secret to tell.
- Teacher presents a picture that shows a family car with a child in the front seat.
- Teacher opens a discussion about the right place for children to sit in the car using the police puppet.
- Teacher shows children picture of children car and seat belt, and she gives instructions on how children can sit safely in the car.
- Teacher listens to children sharing their experiences.
- Teacher can play the following song : <https://www.youtube.com/watch?v=c2o3iHgBHgg>

Activity assessment:

- Discussion and taking notes.

Activity 2:

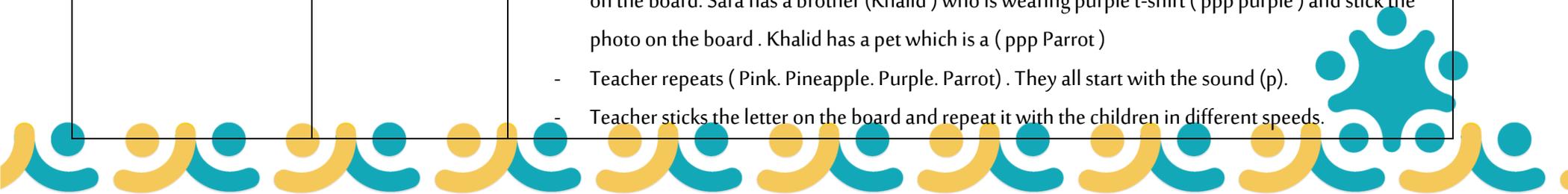
Letter p

Goals:

- Beginning to show an awareness that text is read, from top to bottom, left to right in English text and right to left in Arabic text.
- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.
- Can hold a pencil between thumb and two fingers.

Steps to implement the activity:

- Teacher starts the lesson using a puppet or a flash card (a girl wearing pink, pineapple, a boy wearing purple t-shirt and a parrot).
- Teacher tells a story of a girl her name is Sara who likes to wear pink (teacher repeats the sound ppp) and stick the picture on the board. Sara likes to eat pineapple (ppp pineapple) and stick the picture on the board. Sara has a brother (Khalid) who is wearing purple t-shirt (ppp purple) and stick the photo on the board . Khalid has a pet which is a (ppp Parrot)
- Teacher repeats (Pink. Pineapple. Purple. Parrot) . They all start with the sound (p).
- Teacher sticks the letter on the board and repeat it with the children in different speeds.



- Teacher plays the following song : <https://www.youtube.com/watch?v=iUs5T02AB-I>
- Teacher draws the letter in the air with the children and gives the instructions of writing it on the white board.
- Teacher spreads tracing papers and encourages children to write and hold the pencil correctly.

Activity assessment:

- Teacher uses flash cards of different letters and asks children to point the letter (p) and pronounce it with the correct sound.
- Using different books from the class library teacher lets the children to look for letter (p) .
- Teacher emphasizes that children are holding the books correctly.

Activity 3 :

Transportation before and after

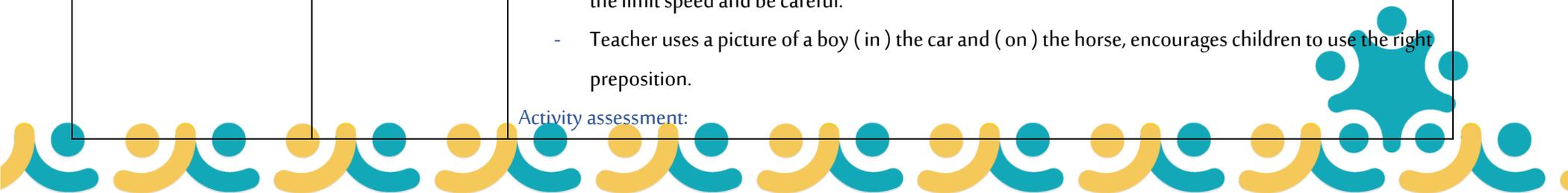
Goals:

- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.

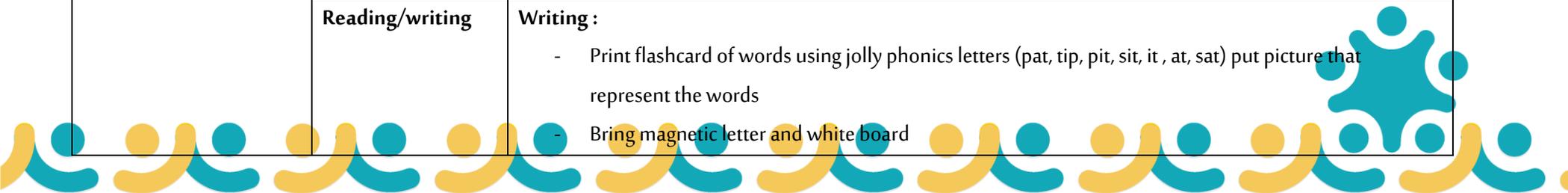
Steps to implement the activity:

- Teacher presents figures and toys of animals and ask children: "what is this ? where does it live ?"
- By using figures and toys of: camel, horse, donkey, car, bus and plane, teacher tells a story about little Ahmed who want to go to the nursery between before and after. When his father took him to the nursery on an animal it was too slaw and takes a long time. Yet, it's too fast now that we are using cars to go to the nursery and also nowadays people use airplane to travel to another country fast and safe.
- Teacher emphasizes that even cars and busses are faster than animals, but people must drive within the limit speed and be careful.
- Teacher uses a picture of a boy (in) the car and (on) the horse, encourages children to use the right preposition.

Activity assessment:



		<ul style="list-style-type: none"> - Teacher asks children “how do you come to the nursery?” - “Have any one ride a camel? is it fast or slow ?” - Teacher takes notes while they are discussing.
Learning centers	Art	<p>Traffic Lights</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Cardboard egg cartons (in sections of 3) ● craft sticks ● paint ● clay <p>Provide red, yellow and green paint. Place craft stick into bottom. Once painted, place stick into a piece of clay as a base. These are great to use with cars, trucks etc. or in the block area!</p>
	Drama	<p>Setting Up the Car Wash Activity for Pre-schoolers:</p> <ol style="list-style-type: none"> 1. In your drama area you would make sure you have things as props to help the children to mimic the things that would happen at a car wash-the things that you do at a car wash and items you use. 2. These props would include you bringing some water buckets, Empty dish soap or car soap containers. You would also bring in things like rags, washing sponges, and towels. 3. You could even maybe cut a small length of garden hose like a foot long or so with the nozzle on the end or a spray nozzle for the kids to use to add to the realism of the learning activity. 4. You could use a couple of items like tricycles, small bike or kids cars etc. that you might have at the day-care center to allow the children to pretend to wash using the props that go with the activity. <p>Let the children explore and practice as they have fun washing and playing.</p>
	Reading/writing	<p>Writing :</p> <ul style="list-style-type: none"> - Print flashcard of words using jolly phonics letters (pat, tip, pit, sit, it , at, sat) put picture that represent the words - Bring magnetic letter and white board



- Children use each word and search for the letters to write the word
- Then they can write the words using white board marker
- Encourage the children to sound the letters when writing them

Suggested books you can Put in the reading corner:

- Fire engine (transportation)
- Bikes (transportation)
- Steam train (transportation)
- Cars (transportation)
- My pet star (shapes)
- One fish two fish red fish blue fish (colours)
- Crossing the street (transportation)
- the egret tree (numbers)
- don't let the pigeon drive the bus (letter, transportation)
- Brown bear, brown bear what do you see? (colours)
- Five little ducks (numbers)
- Down by the station (transportation)

blocks

- Draw the letter p on the floor
- Let the children build the letter using cars



	Manipulative	<ul style="list-style-type: none"> - print the letter carpark play mats (s, a, t, l, p) - laminate the cards for extra durability. - Write on top of each car letters (s, a, t, l, p) - Set out the play mats alongside a collection of toy cars and invite the children to play. - Children match the car letter to the parking letter 	
	Science	<ul style="list-style-type: none"> - Bring 3 small bins and fill the with the following (land=black rocks, water=water beads, air=cotton balls) - Put the transportation toys that you have in the right bin - Land = car, bus, truck - Water =boar, ship, submarine - Air = airplane, helicopter, rocket <p>Let the children explore the different types of transportation</p>	
	Sand and water	<p>Material:</p> <ul style="list-style-type: none"> • sand • rock • dump truck <ul style="list-style-type: none"> - Write different letters on each rock - Children use the dump truck to collect the letter "P" rocks - They can collect different letter to make words such as 	
	Sensory	<p>Print letter "p" playdough sheet and laminate it</p> <p>Give the children orange color playdough and let them create letter "p" with it</p>	



Closing circle		<ul style="list-style-type: none">- Tteacher gathers the children for the closing circle while reminding them of the circle rules.- Teacher reviews what they did today and reminds them about the Unit and today's lesson.- Teacher chooses a story related to the unit from the nursery library and read it for the children.- Teacher discusses the story with children: encourages them to predict an ending or represent the story.- Teacher can use the smart screen or the iPad to let children play a game related to the unit (under teacher's control).
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