

Grade Four

Arabic Language Schemes Of Work

Term One Year _____ School _____

Wee k	Ls n	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1		Opening Of The Term/Preparation							
2	1	Listening And Seaking	Introduction of self and others: Attentive listening and response to greetings	By the end of the sub strand, the learner should be able to: a) respond appropriately to greetings for communication b) pronounce the intended sounds in the greetings for proper c) introduce him/herself using the correct phrases,	1. When do we greet each other? 2. Why is it important to pronounce the following sounds? (m, f, b, w)	Learners: • listen to Arabic greetings and introduction. Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk) • practice Arabic greetings (Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk...) in groups and in pairs	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	
	2		Introduction of self and others: Attentive listening and response to greetings	d) introduce others using the correct phrases e) appreciate common Arabic greetings as a way of promoting peaceful co-existence.	1. When do we greet each other? 2. Why is it important to pronounce the following sounds? (m, f, b, w)	• practice introducing self and others in group discussions. Ismy ahmad, ana taalibun/ haadha aby, haadhihi ukhty • pronounce sounds (m, f, b, w) individually and in groups. (Huruf shafawiyya) • sing songs about Arabic greetings in chorus • are guided to practice the greetings at home (with parents, siblings and neighbours).	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	

3	1		Reading: Greetings	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> articulate huruf shafawiyya correctly for proper pronunciation read greetings phrases correctly read from right to left accurately appreciate reading new Arabic words. 	<ol style="list-style-type: none"> What is the significant of pronounce these sounds (ب م و ف)? Why should we greet each other? 	<p>Learners:</p> <ul style="list-style-type: none"> practice reading words containing huruf shafawiyya cluster, loudly. (B- baqara M- maa'un W- walad F- famun) exchange Arabic greetings phrases (Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk) in groups and in pairs 	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	
	2		Reading: Greetings	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> articulate huruf shafawiyya correctly for proper pronunciation read greetings phrases correctly read from right to left accurately appreciate reading new Arabic words. 	<ol style="list-style-type: none"> What is the significant of pronounce these sounds (ب م و ف)? Why should we greet each other? 	<ul style="list-style-type: none"> read simple sentences of self-introduction and introduction of others from a displayed screen. read أنشودة (songs) of Arabic common greetings in chorus practise left eye movement when reading. 	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	
4	1	Writing	Greetings: Pre-writing	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> write the selected consonant correctly differentiate given consonant by putting dots write Arabic greeting phrases from right to left. 	<ol style="list-style-type: none"> Why do we write these Arabic letters? (ba/ta thaa/ nuun) Which Arabic letters were dotted? 	<p>Learners:</p> <ul style="list-style-type: none"> practise Joining the dots to form a complete letter (ba/ta/ thaa/ nuun) differentiate letters with similar shapes (ba/ta/ thaa/ nuun) by placing dots at their respective places practise colouring shapes of the selected huruf (ba, ta tha , nuun) for identification 	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	

	2		Greetings: Pre-writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write the selected consonant correctly</p> <p>b) differentiate given consonant by putting dots</p> <p>c) write Arabic greeting phrases from right to left.</p>	<hr/> <p>1) Why do we write these Arabic letters? (ba/ta thaa/ nuun)</p> <p>2) Which Arabic letters were dotted?</p>	<ul style="list-style-type: none"> practise writing the Arabic greetings phrases (Assalaamu alaykum/ sabaahul kheyr/massaun nuur/ keyfa haaluk/) practise copying short sentences of self-introduction and others systematically from right to left. 	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>	
5	1	Listening And Seaking	Family: Attentive listening and response to questions	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) respond appropriately to a variety of questions from the listening comprehension</p> <p>b) pronounce the selected sounds correctly</p>	<p>1. How do we identified our immediate family members?</p> <p>2. What are the roles of each family member in the family?</p>	<hr/> <p>Learners:</p> <ul style="list-style-type: none"> listen and respond confidently to simple questions through audio visual equipment (TV/laptop) practise correct pronunciation of the sounds ز ل ض in group and pairs. role play various scenarios of communication based on family members. (father, mother and children) mention and discuss in groups and pairs, the roles of every family member using proper grammatical rules. Pronouns (ana- anta- anti) Demonstrative pronouns. (,Hadhaa ,hadhihi 	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>	
	2		Family: Attentive listening and response to questions	<p>c) apply the grammatical rules learnt in various contexts</p> <p>d) appreciate the roles of their immediate family members by portraying a positive behaviour to all.</p>	<p>1. How do we identified our immediate family members?</p> <p>2. What are the roles of each family member in the family?</p>	<ul style="list-style-type: none"> use vocabulary on immediate family members (father/ mother/ brother/ sister) by storytelling. show positive behaviour and good team work when role playing family members. <hr/>	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>	

6	1	Reading	Pre-reading: Active reading	By the end of the sub strand, the learner should be able to: a) read words formed from three letters with correct intonation b) read short sentences and phrases about the family loudly and with confidence c) identify grammatical rules from the given text.	1. Why the immediate family members are important? 2. How do you relate to the following family members? - الأب - الأم - الأخ - الأخت	Learners: • identify the letters by reading them from the chart • practise reading simple sentences by identifying the Pronouns (ana- anta- anti) and Demonstrative pronouns (Hadhaa ,hadhihi) in a given text.	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition
	2		Pre-reading: Active reading	By the end of the sub strand, the learner should be able to: a) read words formed from three letters with correct intonation b) read short sentences and phrases about the family loudly and with confidence c) identify grammatical rules from the given text.	1. Why the immediate family members are important? 2. How do you relate to the following family members? - الأب - الأم - الأخ - الأخت	• watch and read pictures to extract vocabulary of the home set-up and family members. (al abu fil ghurfah) • Participate in simple digital games of word reading. • Learners work in two reading groups to facilitate peer learning.	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition
7	1	Writing	Guided writing	By the end of the sub strand, the learner should be able to: a) write the selected Arabic letters correctly b) write words formed from the selected letters correctly c) complete sentences using the correct grammatical rules.	1. Which huruf are found in the following words زهرة ليل ضياء 2. What have you learnt from the video clip watched?	Learners: • draw pictures individually, of family members and label each family member that matches the pictures drawn	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition

	2		Guided writing	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> write the selected Arabic letters correctly write words formed from the selected letters correctly complete sentences using the correct grammatical rules. 	<ol style="list-style-type: none"> Which huruf are found in the following words زهرة ليل ضياء What have you learnt from the video clip watched? 	<ul style="list-style-type: none"> complete sentences by filling in the missing words in a variety of contexts (my family, my home) using the correct grammatical rules. Pronouns (ana- anta- anti) Demonstrative pronouns (Hadhaa ,hadhihi) 	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	
8	1		My School <ul style="list-style-type: none"> School Structure Attentive Listening and Response to Instructions 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> respond confidently to instructions and questions on the theme of my school appropriately name verity of copyists to form sentences 	<ol style="list-style-type: none"> Where do we find the following people? <ol style="list-style-type: none"> students headteacher teachers How do we pronounce these sounds? (ذ ظ ث ن ر) 	Learners: <ul style="list-style-type: none"> listen to recorded items (audio visuals) about the structure of the school (Head teacher's office, staffroom, classes) in groups and in pairs, Articulate huruf Al-lisaan (ر ن ث ظ ذ) correctly after listening to audio recordings 	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	

2			<p>My School</p> <ul style="list-style-type: none"> School Structure Attentive Listening and Response to Instructions 	<p>c) pronounce the intended sounds from the context correctly</p> <p>d) use grammatical rules correctly for effective communication.</p>	<p>1. Where do we find the following people?</p> <p>a) students b) headteacher c) teachers</p> <p>2. How do we pronounce these sounds? (ذ ظ ث ن ر)</p>	<ul style="list-style-type: none"> construct oral sentences using the following simple grammatical rules: <ul style="list-style-type: none"> (pronouns, (ana-anta- anti , nahnu). (ana fil fasli) masculine and feminine possessive pronouns (haadha fasluka, haadhihi maktabatun) interrogative pronouns (hal/ maadha) (hal haadha faslun?) 	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>	
9	1		<p>Guided writing</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write short sentences about the school structure</p> <p>b) write the correct shapes of the identified letters from the context</p> <p>c) apply grammatical rules by constructing sentences.</p>	<p>1. why do we write these huruf? (daal/ dhal/ raa/ zaa)</p> <p>2. What are interrogative pronouns?</p>	<p>Learners:</p> <ul style="list-style-type: none"> visit the different structures in the school and describe them in writing by using simple sentences (maktabun waasi'un, fusuulun kabeerun) individually copy the huruf (daal/ dhal/ raa/ zaa) according to their correct shapes 	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>	

	2		Guided writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write short sentences about the school structure</p> <p>b) write the correct shapes of the identified letters from the context</p> <p>c) apply grammatical rules by constructing sentences.</p>	<p>1. why do we write these huruf? (daal/ dhal/ raa/ zaa)</p> <p>2. What are interrogative pronouns?</p>	<ul style="list-style-type: none"> group the letters according to the dotted and undotted cluster using flash cards individually Complete sentences by filling the missing words using pronouns and interrogative pronouns (أنا، أنت، أنت، نحن) (هل من) 	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>
10	1		In The Market Attentive listening and responding to questions	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) listen attentively to short paragraphs on types of shops,</p> <p>b) respond appropriately to simple questions and instructions about the market.</p> <p>c) differentiate between a seller and a buyer.</p>	<p>1. Which shops are we paying meat from?</p> <p>2. What is the difference between a seller and a buyer?</p>	<p>Learners:</p> <ul style="list-style-type: none"> discuss in groups using interrogative pronouns (kam/bikam/maa) بكم هذا التفاح؟ بخمسة شلن practise pronunciation of selected huruf in pairs (taa/ twaa/ daal) 	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>
	2		In The Market Attentive listening and responding to questions	<p>d) construct nominal sentences orally using vocabulary learnt from the market.</p> <p>e) pronounce correctly the intended sounds for clarity.</p>	<p>1. Which shops are we paying meat from?</p> <p>2. What is the difference between a seller and a buyer?</p>	<ul style="list-style-type: none"> name different types of shops found in the market using pictures presented to them in digital format respond questions on audio clips in groups and individually. role play in pairs buying and selling (class shop) using interrogatives and nominal sentences. <ul style="list-style-type: none"> Maa haadha/ haadha tuffaahun Bikam haadha tuffaah?... 	<p>Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings</p>	<p>Teacher made tests, essays, portfolio, peer assessment, writing competition</p>

11	1		Types of Shops Guided Reading	By the end of the sub strand, the learner should be able to: a) read a given text with acceptable speed b) name the items found in different shop c) differentiate letters with similar sounds by pronouncing them with correct intonation for proper reading.	1. What are the important of differentiating the following letters (taa/ twaa/ daal) 2. What are the different items found in the following shops? a) butchery b) grocery c) tailoring shop	Learners: • read aloud phrases and nominal sentences in groups, from the text books • Use picture- reading to explain items found in different shops (salt/sugar/soap/rice...) through power point presentation or any other digital device	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	
	2		Types of Shops Guided Reading	By the end of the sub strand, the learner should be able to: a) read a given text with acceptable speed b) name the items found in different shop c) differentiate letters with similar sounds by pronouncing them with correct intonation for proper reading.	1. What are the important of differentiating the following letters (taa/ twaa/ daal) 2. What are the different items found in the following shops? a) butchery b) grocery c) tailoring shop	• Read aloud letters with similar sounds (taa/twaa/daal) from a chart • In groups, construct simple sentences using shop vocabulary • Visit the market to identify the different types of shops.	Course books, newspapers, journals, charts, short stories, pictures, songs, Audio recordings	Teacher made tests, essays, portfolio, peer assessment, writing competition	
12-14		End Term/Closing/Exams							