



Egyptian International
Publishing Co.

Longman





Session One	9:00 : 11:00 am
Break	11:00- 11:30 am
Session Two	11:30- 1:30 pm

Getting to know each other



Trainer's bio- today I'm honoured
being your facilitator



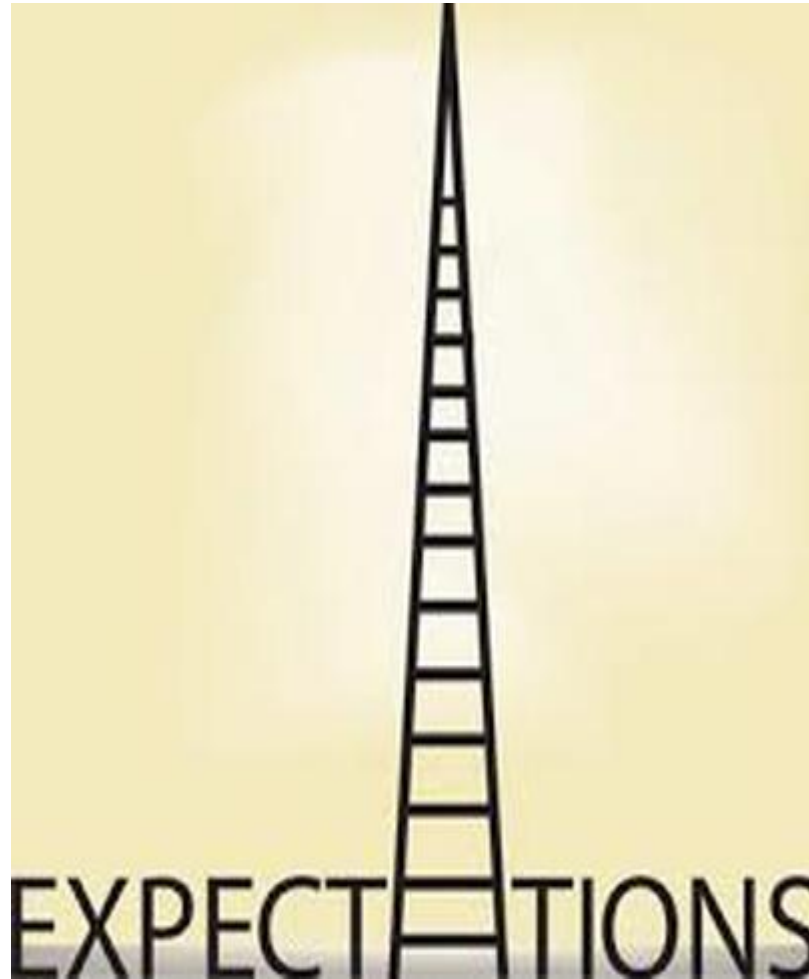
- Please come on time and leave on time with your training package on everyday
- Kindly make sure mobile phones are switched off!
- Do your best, you are here to be guided and mentored NOT evaluated!
- Objective opinions are welcomed throughout.
- Wear your thinking hat all the time (reflect on Your classroom applications
- Any suggestions to add ?



General expectations of the day



Today I expect to learn



Programme layout

Day One	The Connect book, inside out
Day Two	Effective teaching of the 'whole' child
Day Three	Taking it into practice Lesson Planning basics & Micro-teaching

Day One

The *Connect* book, inside out

By the end of the day, participants should be able to:

- Identify features and characteristics of the *Connect* set (Pupil's Book, Teacher's Book, Class CD, digital supplementary materials) and their relevance to their teaching context.
- Identify and understand the rationale of course content, design and layout.
- Compare the early child education EFL checklist with the book content and features, in terms of relevance to early childhood education course books (e.g. colourful, joyful, fun, full of games, songs, ... etc.)
- Realize how *Connect* set books are tailored to cater for the MOE Curriculum framework, for example how the structure is divided into 4 main themes (Who am I?, My world, How does the world work?, Communication)
- Demonstrate their knowledge of the course and how content is matched with the Egyptian Vision 2030 and the Strategic Plan for Pre-university Education

Before we start, how do you expect/ think a
“good” book for Primary 1 should look like ,
include? (tasksheet 1)

Content

Lay out/ design

❖ -----

❖ -----

❖ -----

❖ -----

❖ -----

❖ -----

❖ -----

❖ -----



❖ -----

❖ -----

❖ -----

❖ -----

❖ -----

❖ -----

❖ -----

❖ -----

Global list of expectation

Content

- ✓ numbers
- ✓ Letters
- ✓ Colours
- ✓ Tracing
- ✓ Games
- ✓ Chants



Lay out/ design

- ✓ Colourful
- ✓ Fun
- ✓ Attractive for children
- ✓ Full of pictures and drawings
- ✓ Characters in the book should include a lot of children...etc.

From expectations to reality!



Why are
we here
today?



Why are we here today?

1



Who are the 4 stakeholders in this context? Task sheet 2



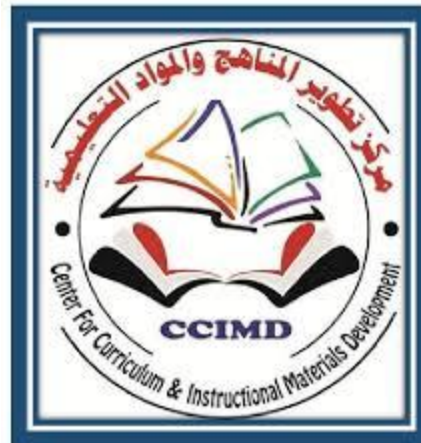
On what basis does the publisher
“design and develop” a course book?



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MOE (Ministry Of Education)



Not only local but also International standardized features are to cater for!



Curriculum Framework

For 1st Primary Grade

**Learning Based On Life-skills
& Education for Citizenship**

2018 – 2019

Prepared by

Centre for Curriculum & Instructional Materials Development



2030
EGYPT VISION

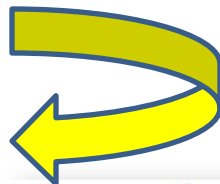
“Egypt's vision 2030 aims at providing education and training to everyone at high quality without discrimination and within an efficient, just, fair and sustainable institutional system that focuses on students and trainees who are able to think and use technology”



“ Minister of Education
Dr Tarek Shawki
ALEXANDRIA - 24 July 2017

Pupils





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Teachers
remain
the KEY!



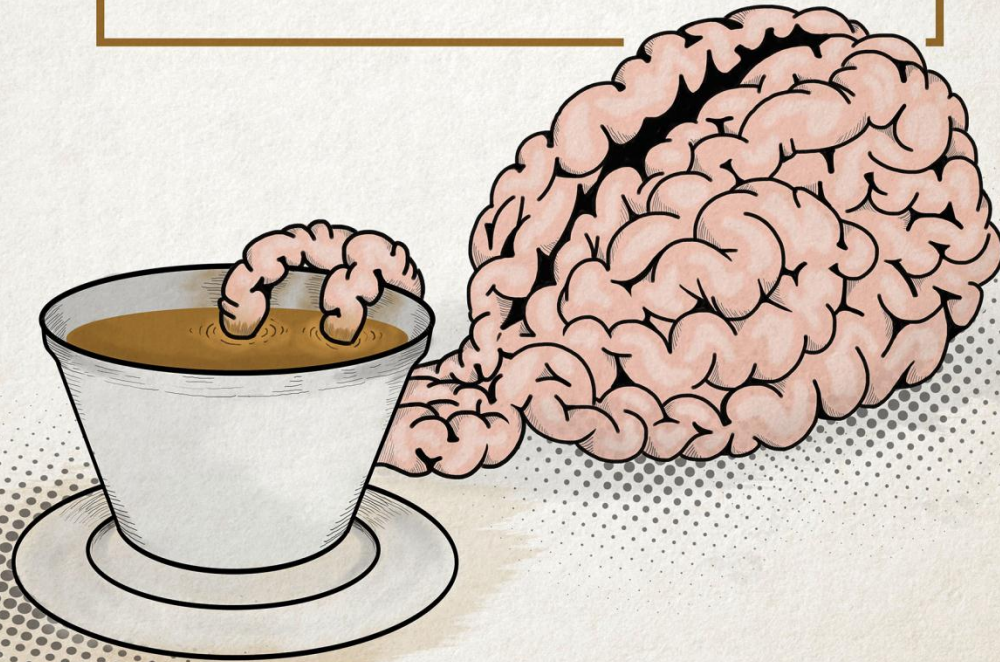
Therefore . . .

The ONLY guarantee that teachers will successfully cascade: National vision, MOE standards, curriculum framework and publisher's book rationale they MUST be

**Crystal
Clear about
them**

**Convinced of
their value-
added &
impact**

COFFEEBREAK



Flip through set books (10 minutes)

Then compare it to your list created beginning of day,
“tick” those expectations that happened to be true. You
may also add to the list (10 minutes)

Content

- ✓ Numbers
- ✓ values
- ✓ Cross-curricula
- ✓ Letters
- ✓ Colours
- ✓ Tracing
- ✓ Games
- ✓ Chants
- ✓ Phonics
- ✓ Stories
- ✓ Fun activities
- ✓ Life skills

Lay out/ design

- ✓ Colourful
- ✓ Fun
- ✓ Attractive for children
- ✓ Includes characters of about their age
- ✓ Handy size



It's my birthday!



1 Look, listen and repeat

I'm five. How old are you?

I'm seven.

I'm ten. How old are you, Hany?

I'm six.

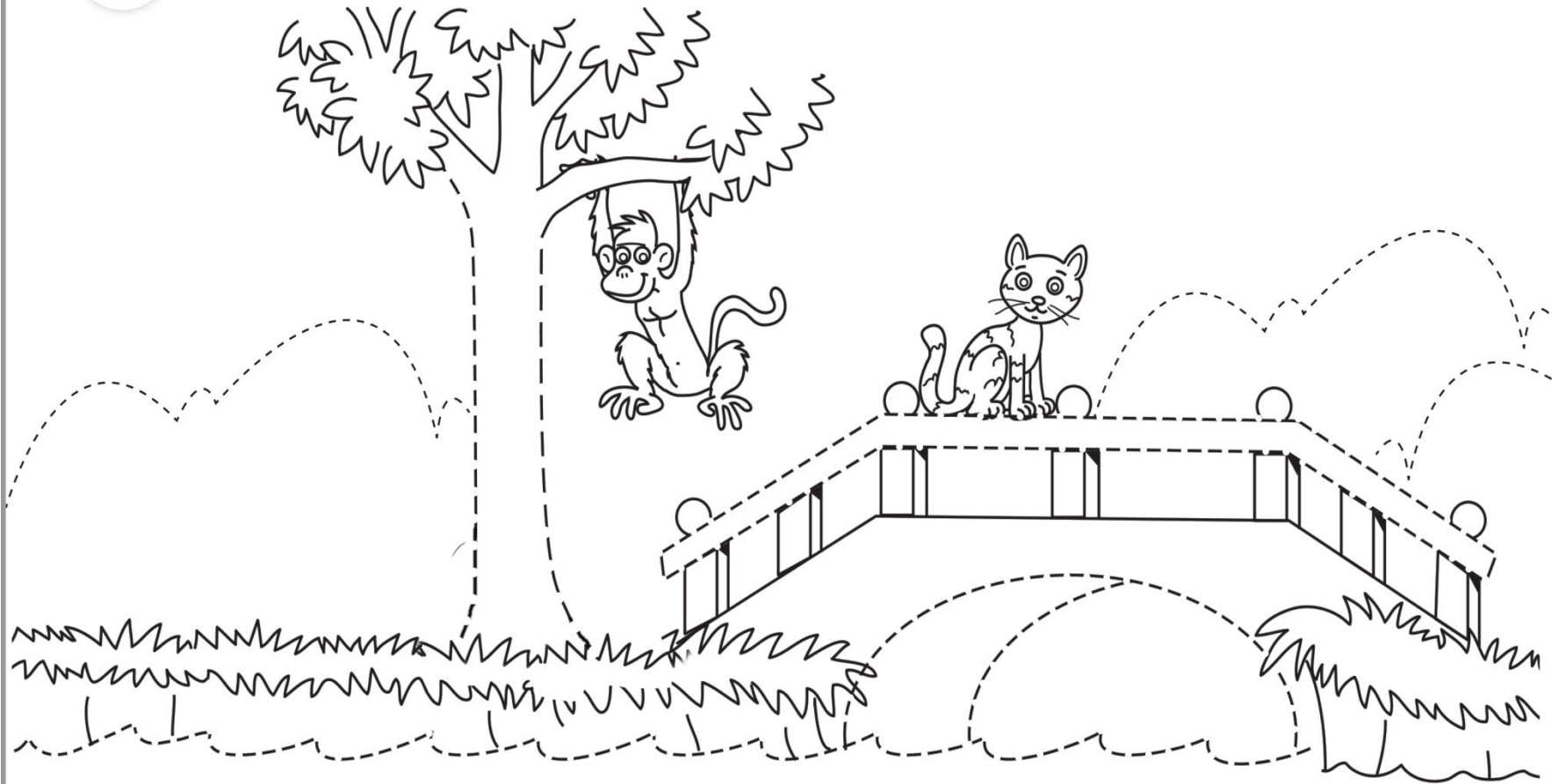
I'm six, too.



Play time **Unit 1**



1 Trace and color



Contents

About me



Unit 1 Hello! 2

Play time 8



Unit 2 My school bag 10

Play time 16



Unit 3 This is me 18

Play time 24

Review 1 26

My world



Unit 4 Let's play music 30

Play time 36



Unit 5 It's my birthday! **38**

Play time **46**



Unit 6 With my family **48**

Play time **56**

Review 2 **58**

The wider world



Unit 7 At home **62**

Play time **68**



Unit 8 At the pyramids **70**

Play time **76**




Unit 9 At the beach **78**

Play time **84**

Review 3 **86**

Scope and sequence



Unit		Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
About me	1 Hello	hello, goodbye, Miss Mona, Amira, Hana, Hany, Youssef	Hello. Good bye. Shake hands. Play What's your name? I'm (Hana). Open your book. Close your book.	b: bee, book, bag, bus, blue	Communication and cooperation: Let's make friends! Participation: I can follow rules! Accountability: Following instructions	Cooperation: Let's listen to the teacher! Participation: I can follow rules!	Community participation: Making friends	
	2 My school bag	bag, pen, pencil, pencil case, sharpener, ruler; one, two, three, four, five	What's this? It's a (pen).	p: pen, pencil r: ruler, red	Negotiation: Listening and speaking Creative thinking: Play time	Participation: Listening and speaking		Math: Learn numbers with Busy Bee
	3 This is me	nose, mouth, eyes, ears, hands, hair	This is my (mouth). Touch your (nose). Well done!	h: hand, hat, hair n: nose, nuts, neck	Communication: Listening and speaking Self-management: Let's be clean!	Appreciation of science: My body	Preventative health: Let's be clean!	Science: Keeping our body clean and healthy
Review 1		Revision from units 1-3			Communication and participation: Listening and speaking Accountability: Evaluation			

Scope and sequence

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
My world	4 Let's play music	drum, flute, triangle, guitar, piano	I can play the (drum).	d: drum, dog, doll g: guitar, girl, green	Problem solving: Our five senses Empathy: Accepting differences	Appreciation of science and scientists: Our five senses Curiosity: How we use our senses	Science: Our five senses Music: Common musical instruments
	5 It's my birthday	six, seven, eight, nine, ten; red, orange, yellow, green, blue, black	How old are you? I'm (six).	c: cake, card, candle o: orange, octopus, olives	Communication and self-confidence: Show and tell Problem solving: Play time Cooperation, productivity and creative thinking: Making a birthday card or a birthday cake	Participation, love and compassion: A birthday party	Art: Learn colors with Busy Bee! Math: Numbers 6-10
	6 With my family	father, mother, grandfather, grandmother, brother, sister; please, thank you	Have some (cake). Who is this? This is my (mother).	f: flag, father, family t: tea, tree, television	Communication and empathy: Let's be polite! Communication and self-management: Show and tell Problem solving: Play time Resilience: Relieve and curb anger	Cooperation and respect: Let's be polite! Love and compassion Tolerance	Loyalty and belonging: This is my family Community participation: Let's be polite
Review 2		Revision from units 4-6		Accountability: Evaluation			

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
7 At home	living room, bedroom, kitchen, bathroom, garden; star, square, triangle, circle, rectangle	Where's the boy/girl? He's/She's in the (living room).	a: apple, ant, arrow s: star, square, sun	Negotiation: Listening and speaking Creative thinking: Art Accountability: Unit review	Cooperation: Listening and speaking		Math: Learn shapes with Busy Bee! Art: Look and draw
8 At the pyramids	camel, key, pyramids, Sphinx, stones, king, queen; big, small	The (camel) is big. The (ant) is small.	k: king, key, kite q: queen, quiet	Respect for diversity: I live in Egypt Problem solving: Big and small; Play time Accountability: Unit review	Curiosity: Big and small Tolerance and acceptance of the other: I live in Egypt	National unity, loyalty and belonging: I live in Egypt	Math: Big and small Social studies: The pyramids
9 At the beach	jump, kick, throw, skip, dig, swim; in, under, on, behind; box	I can (jump). Where is it? It's (under) the (book).	i: in, ink, insect u: under, up, umbrella	Negotiation: Listening and speaking Accountability: Unit review	Cooperation: Listening and speaking	Environmental responsibility: Keeping the beach clean	Science: Recognizing body movements
Review 3	Revision from units 7-9			Accountability: Evaluation	Cooperation and participation: Board game		

Scope and sequence

	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated curriculum
About me	1 Hello	hello, goodbye, Miss Mona, Amira, Hana, Hany, Youssef	Hello. Good bye. Shake hands. Play What's your name? I'm (Hana). Open your book. Close your book.	b: bee, book, bag, bus, blue	Communication and cooperation: Let's make friends! Participation: I can follow rules! Accountability: Following instructions	Cooperation: Let's listen to the teacher! Participation: I can follow rules!	Community participation: Making friends	
	2 My school bag	bag, pen, pencil, pencil case, sharpener, ruler; one, two, three, four, five	What's this? It's a (pen).	p: pen, pencil r: ruler, red	Negotiation: Listening and speaking Creative thinking: Play time	Participation: Listening and speaking		Math: Learn with Busy B
	3 This is me	nose, mouth, eyes, ears, hands, hair	This is my (mouth). Touch your (nose). Well done!	h: hand, hat, hair n: nose, nuts, neck	Communication: Listening and speaking Self-management: Let's be clean!	Appreciation of science: My body	Preventative health: Let's be clean!	Science: Keep body clean
	Review 1	Revision from units 1-3			Communication and participation: Listening and speaking Accountability: Evaluation			

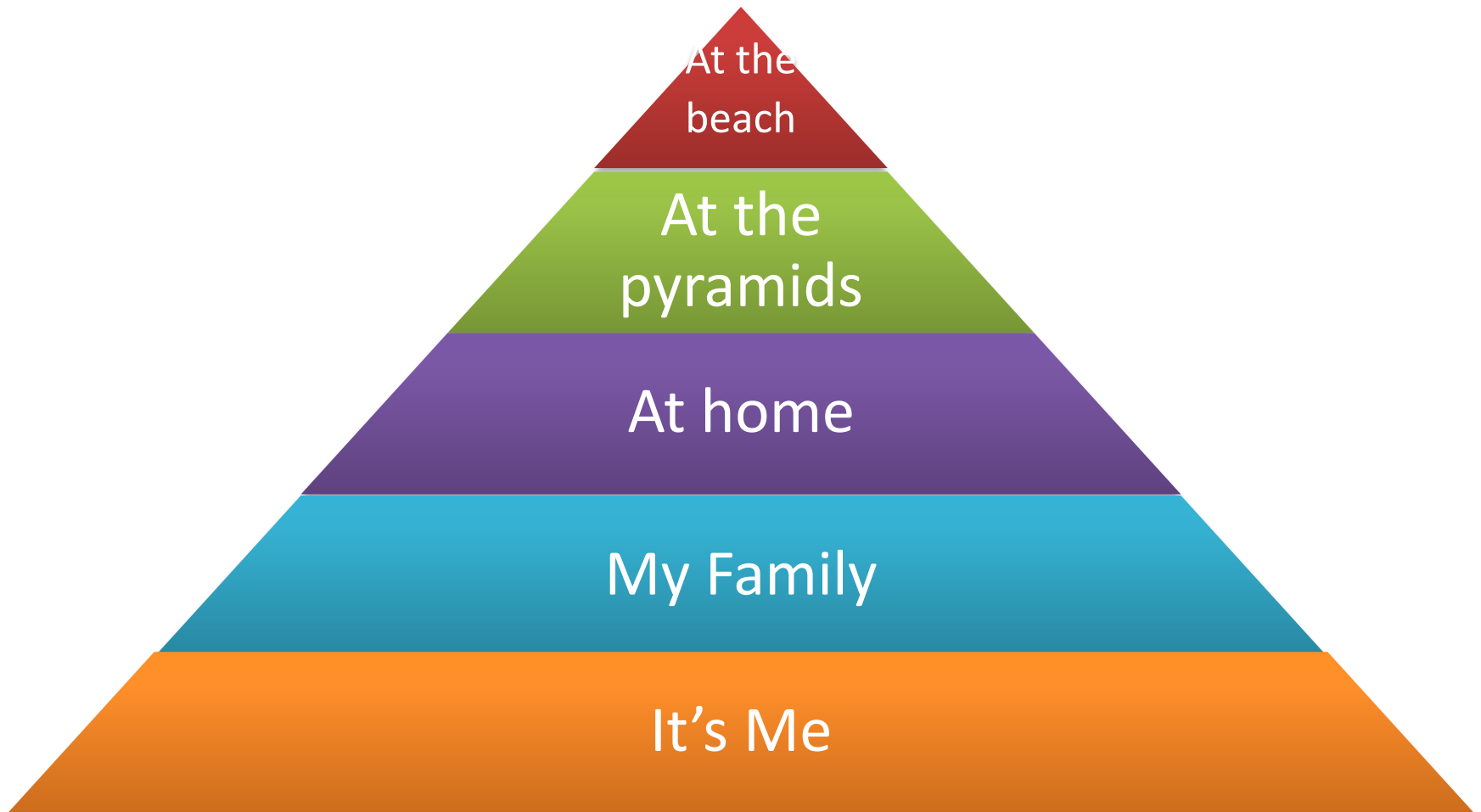
Scope and sequence

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	Review 2	Revision from units 4-6			Accountability: Evaluation	

	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
The wider world	7 At home	living room, bedroom, kitchen, bathroom, garden; star, square, triangle, circle, rectangle	Where's the boy/ girl? He's/She's in the (living room).	a: apple, ant, arrow s: star, square, sun	Negotiation: Listening and speaking Creative thinking: Art Accountability: Unit review	Cooperation: Listening and speaking		Math: Learn shapes with Busy Bee! Art: Look and draw
	8 At the pyramids	camel, key, pyramids, Sphinx, stones, king, queen; big, small	The (camel) is big. The (ant) is small.	k: king, key, kite q: queen, quiet	Respect for diversity: I live in Egypt Problem solving: Big and small; Play time Accountability: Unit review	Curiosity: Big and small Tolerance and acceptance of the other: I live in Egypt	National unity, loyalty and belonging: I live in Egypt	Math: Big and small Social studies: The pyramids
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	Review 3	Revision from units 7-9			Accountability: Evaluation	Cooperation and participation: Board game		

Art: Learn colors with Busy Bee!
Math: Numbers 6-10

How does the scope of content develop? What do you think of that?



Back to MOE Curriculum Framework!



Curriculum Framework

For 1st Primary Grade

**Learning Based On Life-skills
& Education for Citizenship**

2018 – 2019

Prepared by

Centre for Curriculum & Instructional Materials Development

According to MOE curriculum framework, the following are the main goals that a primary one book should cater for – in pairs , flip through the set book and tick those that are clearly presented in the book, exemplify your answers. (task sheet 3- 30 min)

General goals of the Themes:

After studying the Themes, the learner should be able to:

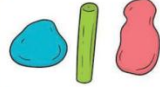
- Develop his abilities to enjoy learning;
- Communicate effectively with others;
- Be proud of his Egyptian and Arab identity and culture;
- Solve problems related to life situations / learning problems;
- Taste different artworks and share them with others;
- Express him/herself and the environment around him/her in a variety of ways;
- Understand and accept others;
- Engage in any individual / teamwork;
- Distinguishes between positive and negative behaviors / attitudes;
- Be confident through his/her various actions;
- Cooperate with others in different types of business;
- Respects the ethical rules and values in the different life situations in and outside school.

A birthday party

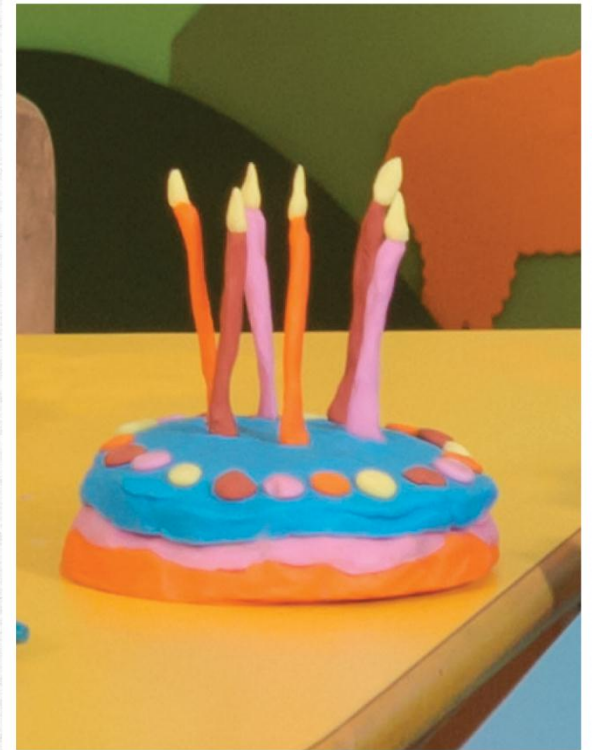
Project **Unit 5**



1 Look and do



2 Look and say



Values: Participation

Life skills: Cooperation and creative thinking



1 Look and draw 😊 ☹️

1



2



3



4



Preventative health: Let's be clean!

Unit review

Unit
3



2 Look and draw

Vocabulary



Phonics

h n



Health issues



Unit review

Let's be clean!



1 Listen and point



face



hair



hand



teeth



salad



I can follow rules!



1 Listen, point and say



Open your book!



Close your book!



Open your bag!



Close your bag!



2 Listen and do

I can follow rules!

Accountability: Following instructions

Suggested Answers

General goals of the Themes:

After studying the Themes, the learner should be able to:

- Develop his abilities to enjoy learning; **Play time page – 44-67-19**
- Communicate effectively with others; **2/3/10/38/44/45**
- Be proud of his Egyptian and Arab identity and culture; **44-45-70-75**
- Solve problems related to life situations / learning problems;
- Taste different artworks and share them with others; **44-67-19**
- Express him/herself and the environment around him/her in a variety of ways; **22-23-38-6**
- Understand and accept others; **6**
- Engage in any individual / teamwork; **6**
- Distinguishes between positive and negative behaviors / attitudes; **22-7-23-35-52**
- Be confident through his/her various actions;
- Cooperate with others in different types of business; **6-44**
- Respects the ethical rules and values in the different life situations in and outside school. **7-52-53**

Let' wrap up



Day One

The *Connect* book, inside out

By the end of the day, participants should be able to:

- Identify features and characteristics of the *Connect* set (Pupil's Book, Teacher's Book, Class CD, digital supplementary materials) and their relevance to their teaching context.
- Identify and understand the rationale of course content, design and layout.
- Compare the early child education EFL checklist with the book content and features, in terms of relevance to early childhood education course books (e.g. colourful, joyful, fun, full of games, songs, ... etc.)
- Realize how *Connect* set books are tailored to cater for the MOE Curriculum framework, for example how the structure is divided into 4 main themes (Who am I?, My world, How does the world work?, Communication).
- Demonstrate their knowledge of the course and how content is matched with the Egyptian Vision 2030 and the Strategic Plan for Pre-university Education.



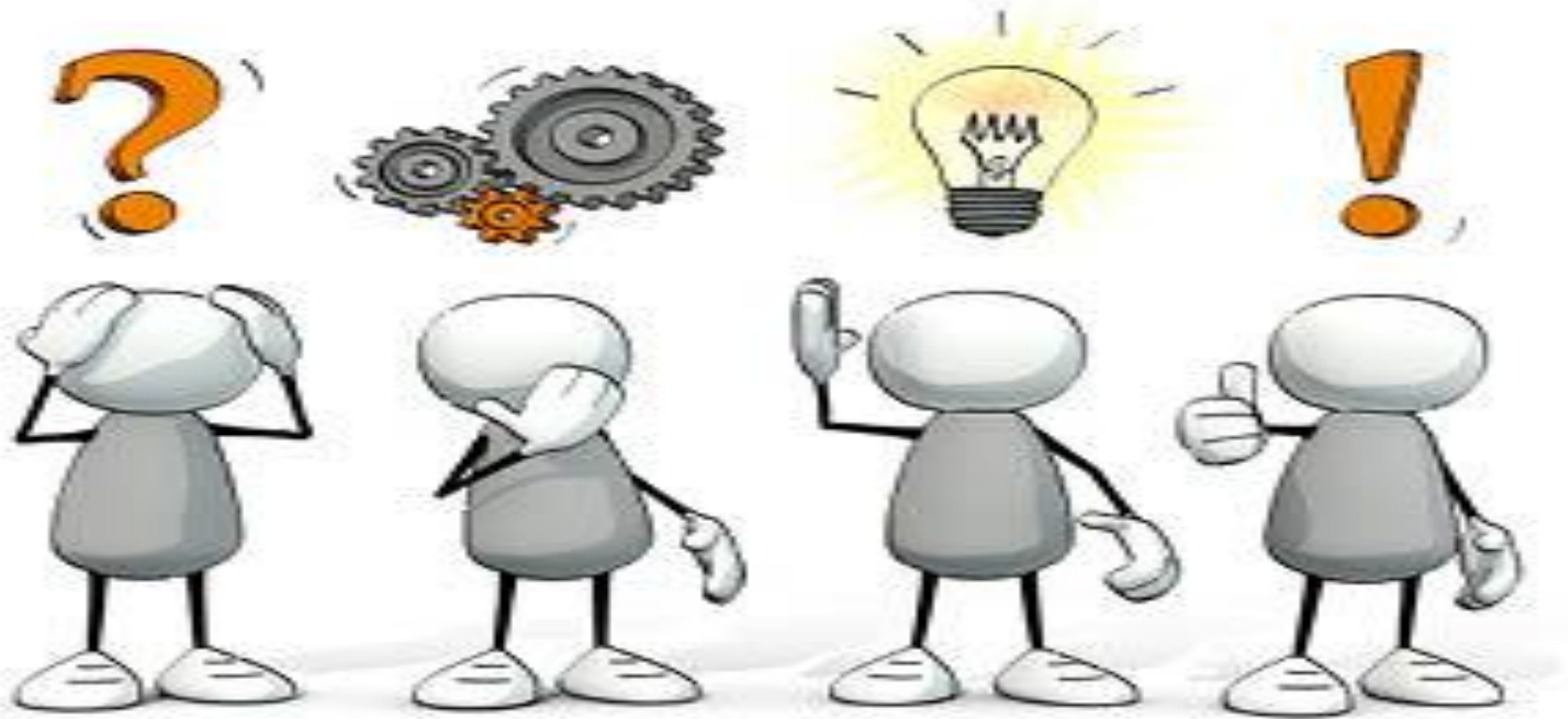
Thank you,
goodbye



Day Two



What have we learnt yesterday?



Day Two

Effective teaching of the 'whole' child

Session 1

By the end of the session, participants should be able to:

- Identify and understand the five domains of early childhood development and learning, i.e.
 - cognitive development
 - social-emotional development
 - gross motor skills
 - language development and communication
 - approaches to learning
- Flip through the book content and relate activities to the five domains, realizing how exact milestones of the pupils' age (4/5 years) are catered for in the book's development.



Day Two

Effective teaching of the 'whole' child Session 2

By the end of the session, participants should be able to:

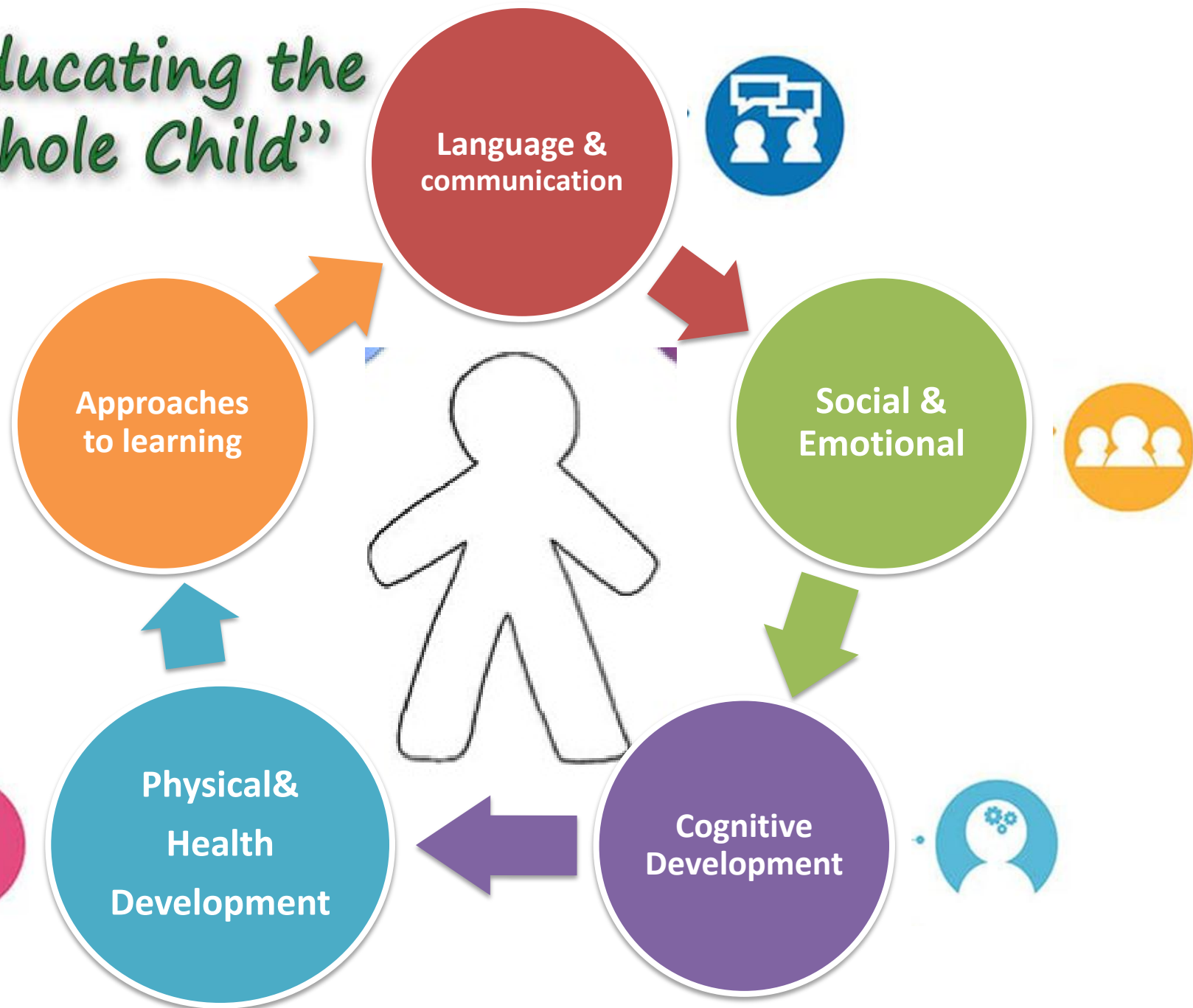
- Realize the principles of effective early childhood education as well as classroom 'do's and 'don'ts'
- Effectively utilize handy available teaching resources while planning their lessons
- Watch and reflect on videos in early childhood education
- Identify online resources to use while developing a micro-teaching assignment for the next day

Among all stakeholders, PUPILS remain the core of all the learning journey!

What are the factors to consider when we talk about 7 years old Egyptian learners? (class discussion-5 min)



“Educating the Whole Child”



Language and Communication

This domain includes alphabetic, phonemic awareness, oral and written language. It supports the child's ability to communicate, express himself and understand others.

Social And Emotional

It includes the child's experiences, expression and management of emotions and the ability to establish positive and rewarding relationships with others.

Cognitive Development

This includes cause and effect, reasoning, as well as early maths skills. Counting and patterning are also included in this domain. Cognition involves language, imagination, thinking, problem solving and memory.

Physical and Health Development

This domain falls into two main categories; fine and gross motor skills.

Fine motor skills involve hand- eye coordination. These activities require a child to learn precise control of the hand muscle.

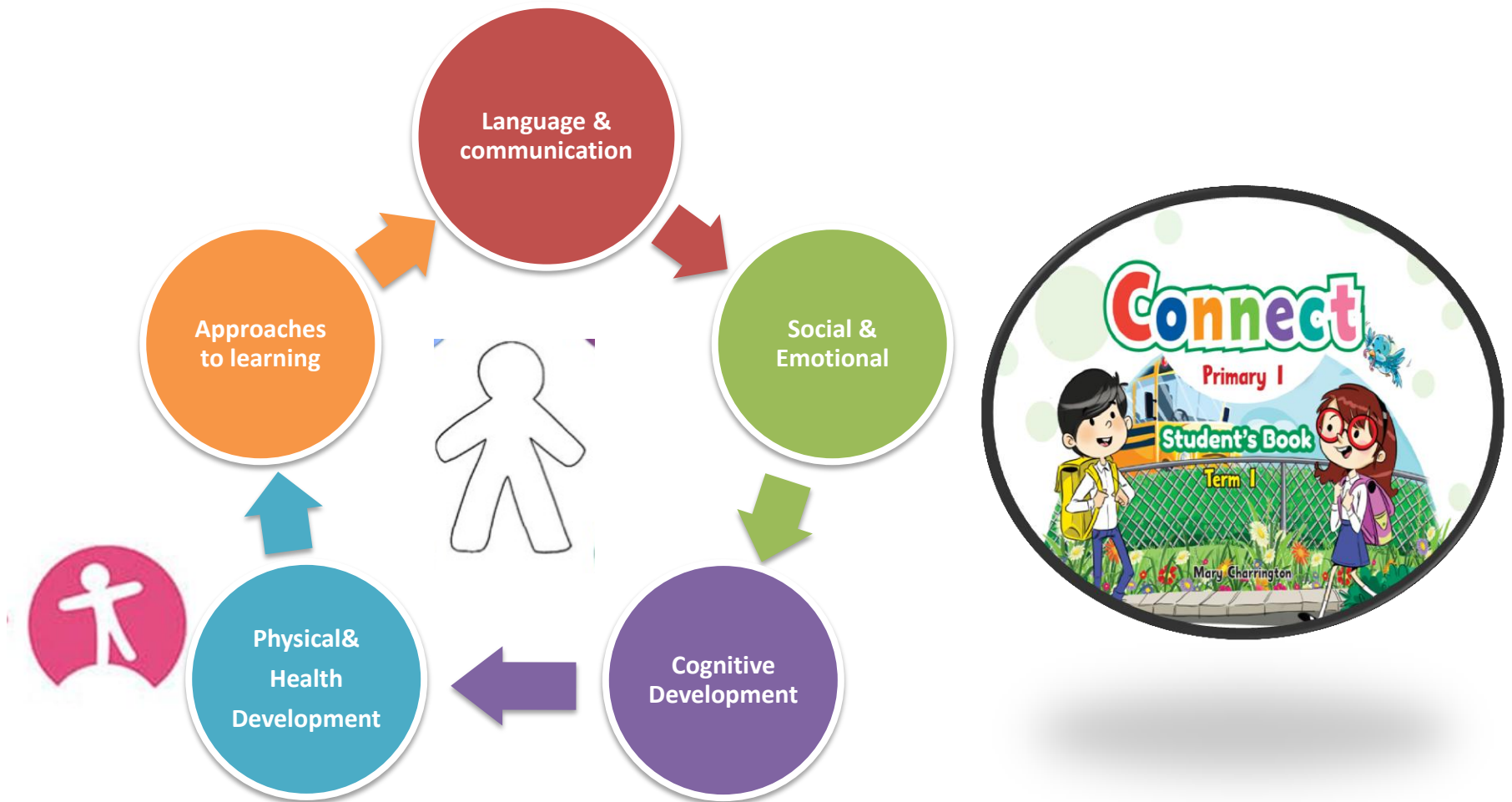
Gross motor skills involve learning to use the “big” muscles in our body.

Approaches to Learning (ATL)

This domain involves the child's ability to try new experiences, maintain attentiveness and focus and persist at challenging activities.

They focus on HOW children learn and the skills students use to engage in learning.

In groups match book features with the 5 domains of child development(15 MIN)



Matching “Connect”
to child’s 5 domains



Language &
communication

UNIT 1-45

P. 34/44

Approaches
to learning

3/6 AND look
AND SAY

Social &
Emotional



Cognitive
Development

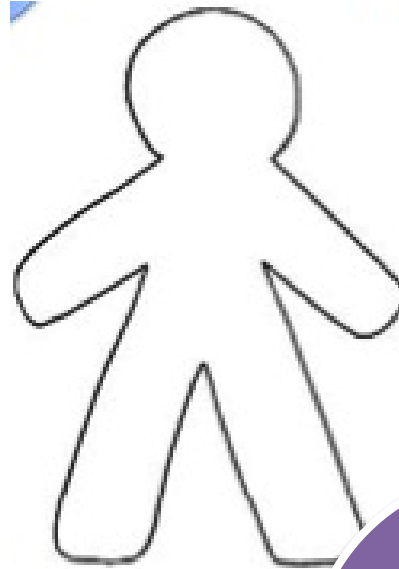


P. 17/39

Physical &
Health
Development



P. 22/23/35



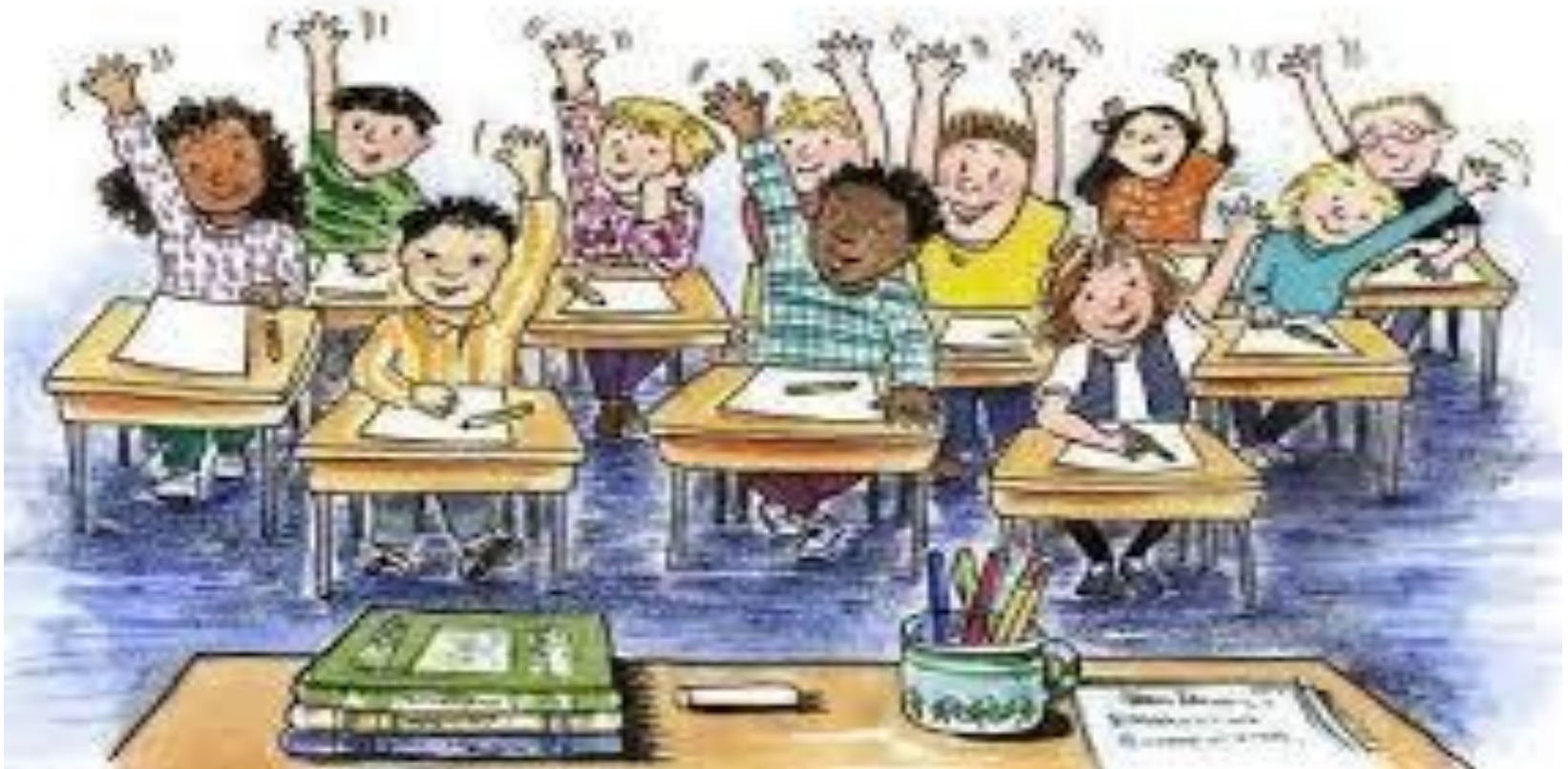
Precisely speaking what are the exact milestones of a 7 year old child?(class discussion 10 minutes)



Motor development

- Gains greater control over large and fine motor skills; movements are more precise and deliberate, though some clumsiness persists.
- Enjoys vigorous running, jumping, climbing, and throwing etc.
- Has trouble staying still.
- Span of attention increases; works at tasks for longer periods of time.

Classroom management insights
(tasksheet) (how does the previous
slide affect your classroom
management practice?)



- Recognizes some words by sight; attempts to sound out words
- In some cases the child may be reading well.
- Functioning which facilitates learning to ride a bicycle, swim, swing a bat, or kick a ball.
- Enjoys making things.
- Reverses or confuses certain letters: b/d, p/g, g/q, t/f.
- Able to trace objects.
- Folds and cuts paper into simple shapes.
- Can tie laces, string (like shoes).

English Language

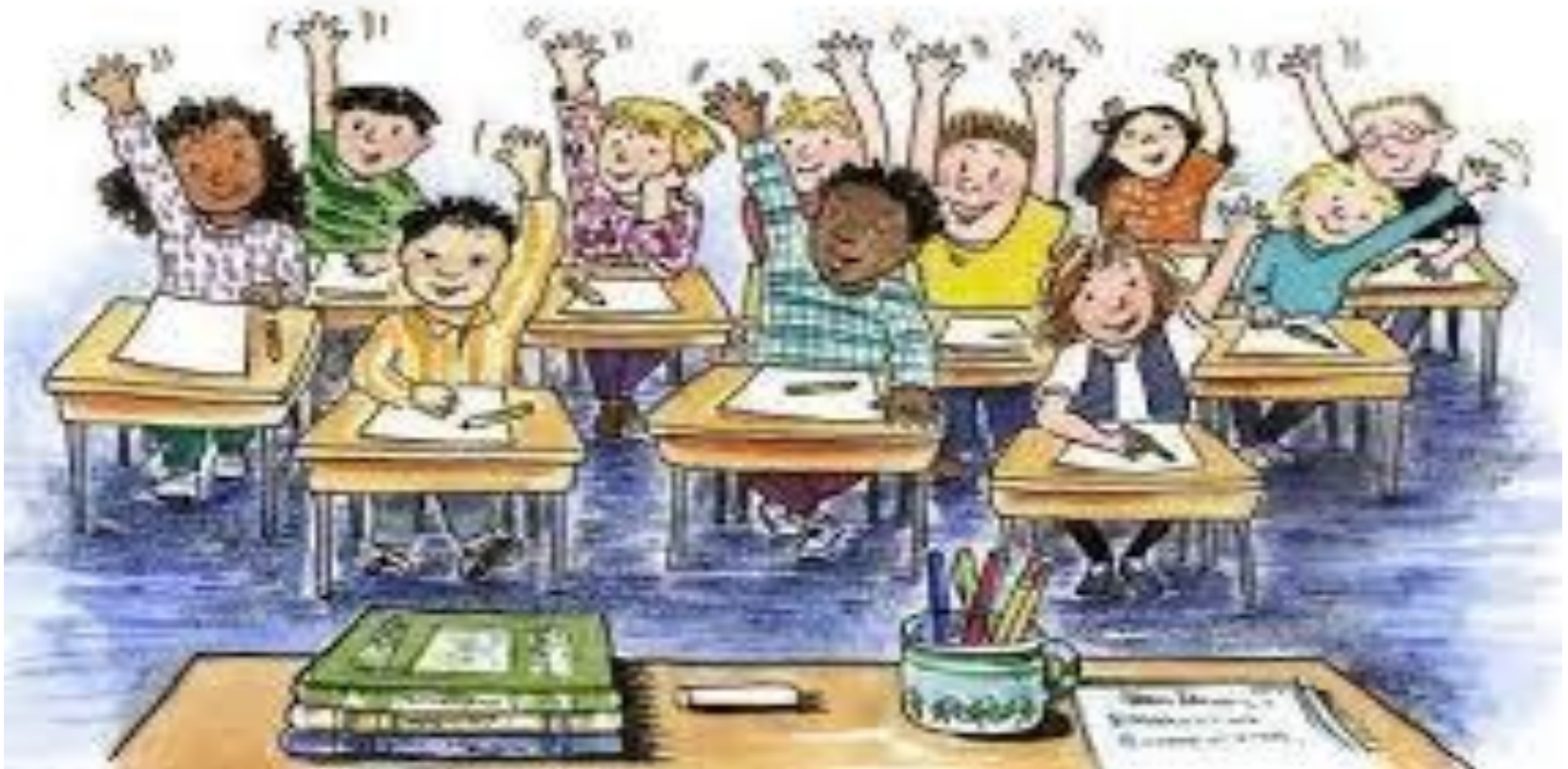
- Can identify right and left hands fairly consistently.
- Holds onto positive beliefs involving the unexplainable (magic or fantasy).
- Arrives at some understanding about death and dying.
- Expresses fear that parents may die.

- Talks a lot.
- Loves telling jokes and riddles; often, the humor is far from subtle.
- Experiments with slang and profanity and finds it funny.
- Enthusiastic and inquisitive about surroundings and everyday events.
- Able to carry on adult-like conversations; asks many questions.
- Learns 5 to 10 words a day; vocabulary of 10,000–14,000.
- Uses appropriate verb tenses, word order, and sentence structure.

Social and emotional

- Uses language rather than tantrums or physical aggression to express displeasure: “That’s mine! Give it back, you dummy.”
- Talks self through steps required in simple problemsolving situations (though the “logic” may be unclear to adults).
- Has mood swings towards primary caregiver depending on the day
- Friendship with parent is less depended on but still needs closeness and nurturing.
- Anxious to please; needs and seeks adult approval, reassurance, and praise; may complain excessively about minor hurts to gain more attention.

Classroom management insights
(tasksheet) (how does the previous
slide affect your classroom
management practice?)



☐ Often can't view the world from another's point of view

☐ Self-perceived failure can make the child easily disappointed and frustrated.

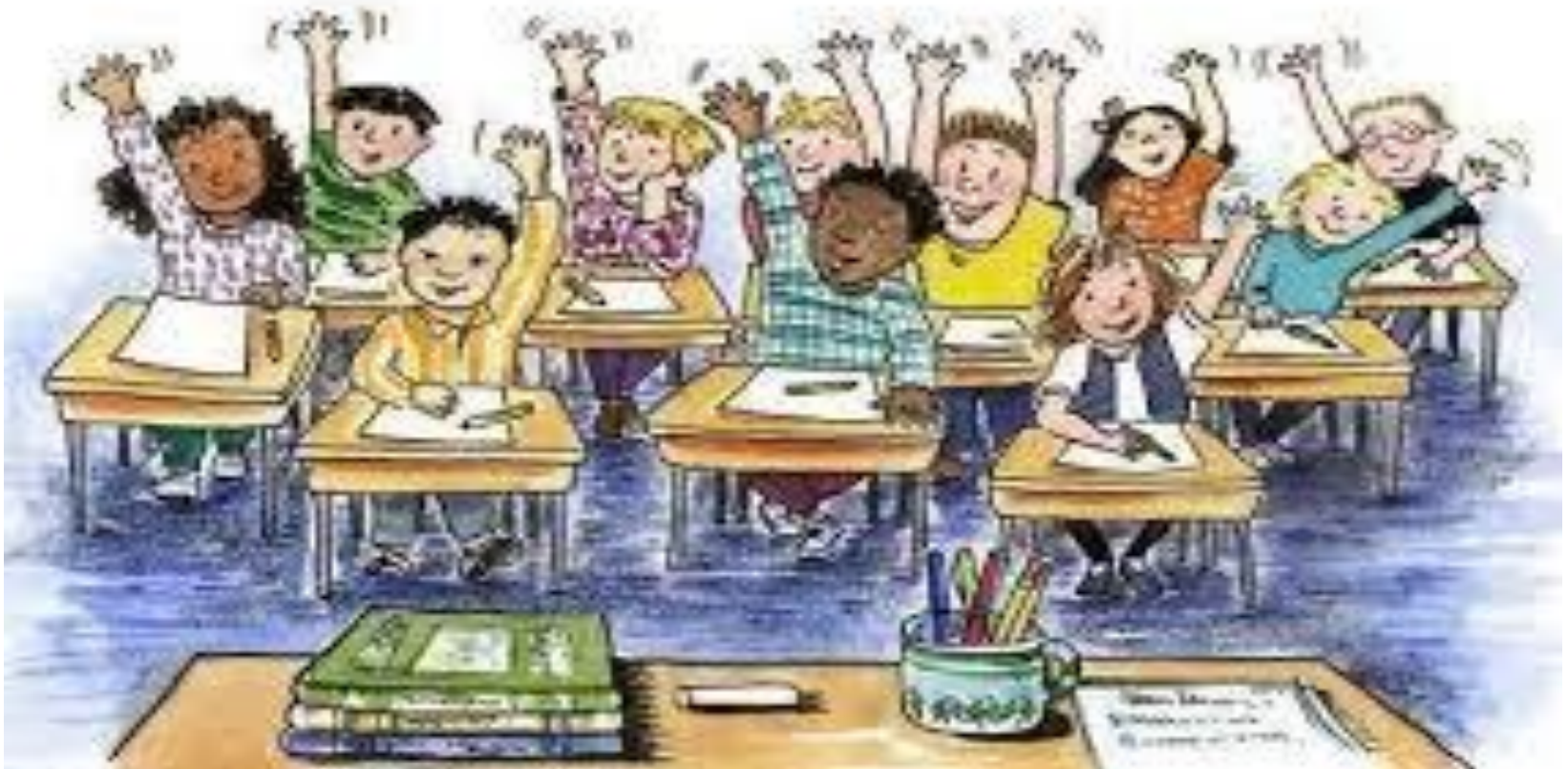
☐ Can't handle things not going their own way

☐ Does not understand ethical behavior or moral standards especially when doing things that have not been given rules

☐ Understands when he or she has been thought to be "bad"; values are based on others' enforced values.

☐ May be increasingly fearful of the unknown like things in the dark, noises, and animals.

Classroom management insights
(tasksheet) (how does the previous
slide affect your classroom
management practice?)



Conclusion

“Connect” is a book that is tailored to cater for a 7 year old Egyptian learner



Let's develop a global list of classroom
“do” and “don'ts” based on previous
research-based slides your insights in
“class management”





Let's watch together a model session and reflect



Reflection

Let's discuss the following together in groups

- What went well in this class?
- What can you take back to your own class?
- Is there anything that needs to be better in your view point?



Let's watch together a model session and reflect



Reflection

Let's discuss the following together in groups

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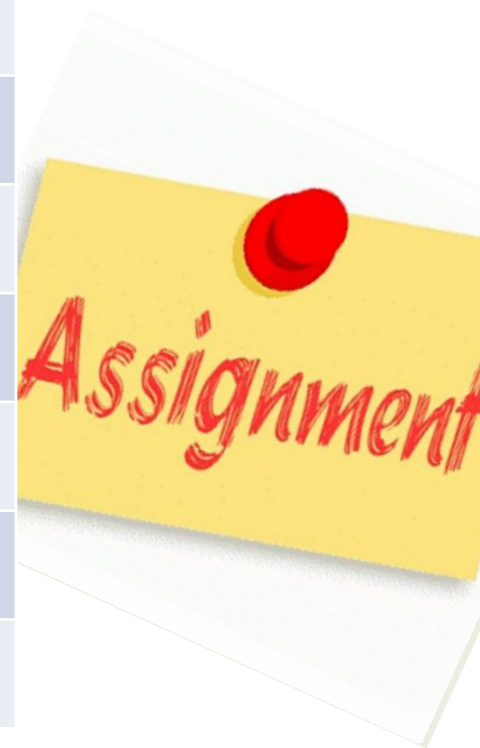


Pick your assignment card and plan well getting ready for tomorrow's micro-teaching!



Collective Class assignment list

Unit	Lesson	Page
1	1	2-3
2	2	13-14
3	3	22-23
4	3	34-35
5	3	44-45
5	1	38-39
8	3	74-75
9	3	82-83



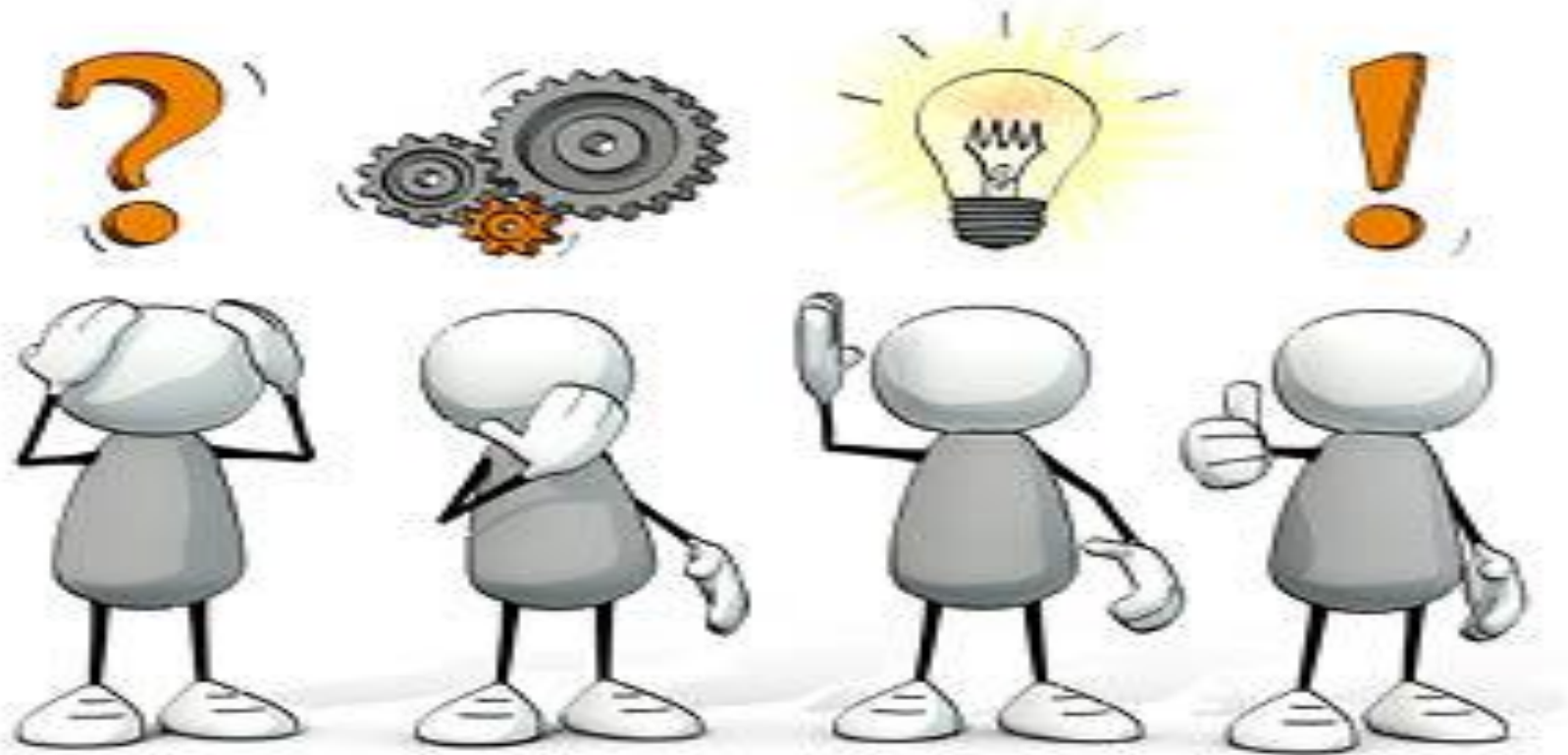
A rectangular chalkboard with a light-colored wooden frame is centered against a dark, textured wooden background. The chalkboard has a dark surface with the words "THANK YOU" and "SEE YOU AGAIN" written in white, bold, sans-serif capital letters. The text is arranged in two lines, with "THANK YOU" on the top line and "SEE YOU AGAIN" on the bottom line.

THANK YOU
SEE YOU AGAIN

Day THREE



What have we learnt yesterday?



Day Three

Taking it into practice

By the end of the day, participants should be able to:

- Discuss possible challenges to meet in the Egyptian EFL context and particularly in early childhood education, and brainstorm on managing and overcoming them (classroom management)
- In groups of 5, Demonstrate a 20 minute micro-teaching session on a previously assigned part of a lesson, using teacher's guide
- Reflect on their own teaching practice, using guided reflection journal questions (self-assessment)
- Reflect on each others' performance, following guided observation sheets (peer assessment)
- Reflect globally on classroom performance and discuss the tutor's feedback (tutor assessment)



In groups, work on your lesson plans
45 minutes



6 things to
make sure
are well
thought of
and clearly
stated in
your plan,
what are
they?



Lesson planning templates

- Do we need a template?
- Which template should we use?
- Can we tailor our own template?
- How does the teacher's guide fit as "optimum resource while planning lessons"

Daily Lesson Plan

Date	Unit/Course	Topic
5/7/2012	Summer	Biology

Overview & Purpose	Prior Knowledge Needed
Type overview & purpose here	Type prior knowledge needed here

	Teacher Guide	Student Guide
Objectives (Skills/information that will be learned)	Type teacher objectives here	Type student guide here
Information (Demonstration or lesson details)		
Verification (Student understanding steps or checklist)		

PHYSICAL EDUCATION LESSON PLAN

Teacher:

Unit:

Lesson:

Grade:

LESSON PLANNING

Standard(s) Circle all that apply <ul style="list-style-type: none">• Motor Skills• Movement Concepts• Fitness• Responsible Behavior• Value Physical Activity	National Standard: State Standard: CCSS:
Learning Target(s)	
Success Criteria	
Essential Question	

SUGGESTED LESSON PLAN FORMAT

LESSON PLANNING FORMAT (e)

SCHOOL:				TEACHER:		
CYCLE:	GRADE:	UNIT:	SOCIAL PRACTICE:		PRODUCT: Stage:	
LEARNING ENVIRONMENT:						
SPECIFIC COMPETENCY:						
COMMUNICATIVE SITUATION:					# of sessions: __ OF __	
Achievement:	Didactic Sequence: (Date)				Time	Materials:
Contents Moved:						
To Do						
To Know						
To Be						Assessment:

Conclusion, you can create your own!



Micro-teaching (25 minutes/group)



Self reflection



Class feedback



facilitator feedback



GOODBYE
and
goodluck