PRIMARY ELT PROFESSIONAL DEVELOPMENT RESOURCE

Practical Guidance, Classroom Examples and Meeting Materials for Grades 1–5

73 practical topics with curriculum examples, classroom applications and supervisory guidance

Prepared by: Sakeena Kankouni

ELT Supervisor

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Topic 3: Cognitive, Psychomotor and Affective Domains

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Click any topic title to open its workshop module. Topic numbers do not refer to grades, units, lessons or book pages.

How to Use This Master Deck

15–20 MINUTES	Choose one topic slide plus one example and the closing action.
30 MINUTES	Use one section divider and three to five topic slides.
45–60 MINUTES	Use a complete section with discussion and school follow-up.
AFTER THE VISIT	Record the selected slides, agreed action and evidence required.

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SECTION 01

Skyline Framework, Learning Outcomes and Skills

1. Skyline Curriculum Framework
2. Selecting Learning Outcomes Based on Lesson Activities
3. Cognitive, Psychomotor and Affective Domains
4. Selecting the Dominant and Supporting Skills
5. Integrating Language Skills Correctly

TOPIC 01

Skyline Curriculum Framework

Skyline Framework, Learning Outcomes and Skills

Curriculum example • Grade 1 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

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1. Professional Learning Outcomes

Skyline Curriculum Framework

1. Explain the classroom meaning of skyline curriculum framework.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

1. Skyline Curriculum Framework



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GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

The Skyline framework connects standards, unit themes, Learning Outcomes, language skills, values, projects and assessment across the primary stage.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in skyline curriculum framework.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 1 curriculum guidance.

1. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 1 All About Kuwait

Learning Outcomes

Reading and Viewing:

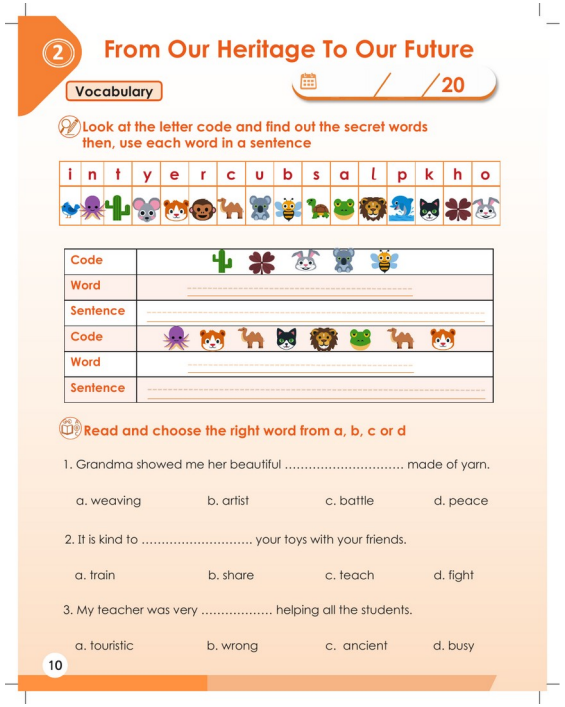
- Identify the main idea in informational texts about places in Kuwait.
- Recognise sight, descriptive words, synonyms, and antonyms.
- Answer comprehension questions using supporting details from the text.
- Use appropriate reading strategies (skimming -scanning) to understand the content of a text.
- Exhibit interest in reading about real-world places and cultural topics.
- Demonstrate enjoyment through participation in reading tasks and discussions.

Writing and Representing:

- Compose guided and original sentences using the future tense and time sequence adverbs.
- Use learned vocabulary to complete sentence frames about cultural topics and locations.
- Compose sentences using future tense and time sequence adverbs about a cultural visit.
- Write clearly using punctuation and spacing as modelled.
- Display confidence and responsibility in completing writing tasks about familiar places.
- Create well-organised written work related to project-based tasks.

4

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
   a. weaving b. artist c. battle d. peace
2. It is kind to ..... your toys with your friends.
   a. train b. share c. teach d. fight
3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

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HOW TO ADAPT IT

Trace one unit from the scope and sequence to the unit outcomes, lesson activities, practice tasks and assessment evidence.

WHAT TO OBSERVE

Teachers can explain how each lesson contributes to the unit plan and how classroom evidence demonstrates the intended outcome.



Source examples: topic 13 g3 p24 • topic 24 g5 p21

1. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 1 lesson that relates to this topic.
EXAMINE	The Skyline framework connects standards, unit themes, Learning Outcomes, language skills, values, projects and assessment across the primary stage.
ADAPT	Trace one unit from the scope and sequence to the unit outcomes, lesson activities, practice tasks and assessment evidence.
VERIFY	Teachers can explain how each lesson contributes to the unit plan and how classroom evidence demonstrates the intended outcome.

Group product: an annotated textbook page or a revised section of the daily preparation.

1. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how skyline curriculum framework influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Teachers can explain how each lesson contributes to the unit plan and how classroom evidence demonstrates the intended outcome.
COACHING QUESTION	Which part of the lesson most clearly demonstrated skyline curriculum framework?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 02

Selecting Learning Outcomes Based on Lesson Activities

Skyline Framework, Learning Outcomes and Skills

Curriculum example • Grade 2 matched example



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2. Professional Learning Outcomes

Selecting Learning Outcomes Based on Lesson Activities

1. Explain the classroom meaning of selecting learning outcomes based on lesson activities.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

2. Selecting Learning Outcomes Based on Lesson Activities



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GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Start with the activity and expected learner response, then select the supported outcomes.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in selecting learning outcomes based on lesson activities.

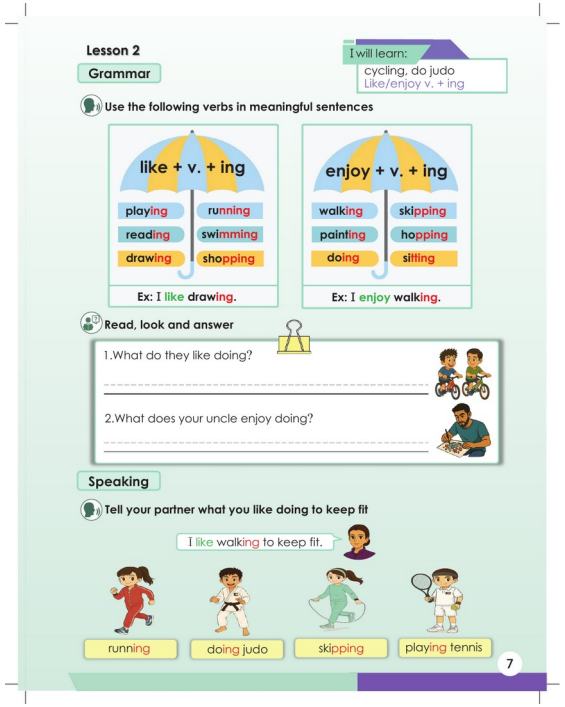
COMMON RISK

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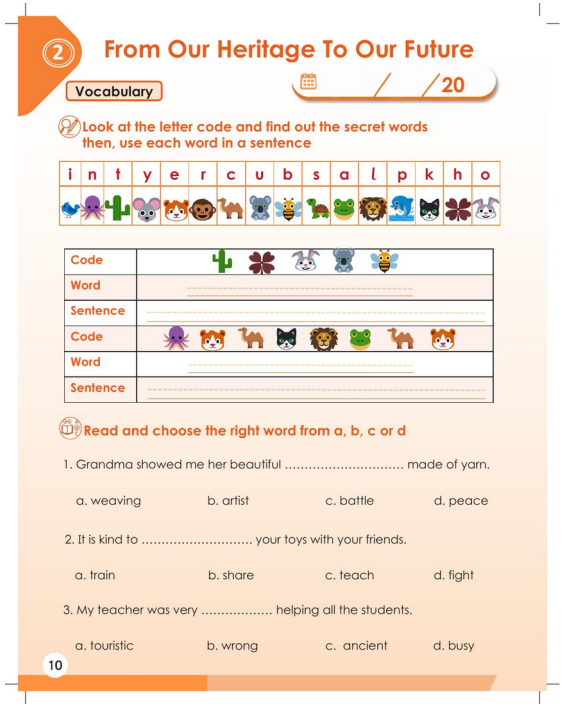
Source example: Grade 2 curriculum guidance.

2. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use a textbook page to identify the dominant task before opening the unit LO list.

WHAT TO OBSERVE

Every selected LO appears in teaching, learner practice and assessment.



Source examples: topic 14 g4 p24 • topic 24 g5 p21

2. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 2 lesson that relates to this topic.
EXAMINE	Start with the activity and expected learner response, then select the supported outcomes.
ADAPT	Use a textbook page to identify the dominant task before opening the unit LO list.
VERIFY	Every selected LO appears in teaching, learner practice and assessment.

Group product: an annotated textbook page or a revised section of the daily preparation.

2. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how selecting learning outcomes based on lesson activities influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Every selected LO appears in teaching, learner practice and assessment.
COACHING QUESTION	Which part of the lesson most clearly demonstrated selecting learning outcomes based on lesson activities?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 03

Cognitive, Psychomotor and Affective Domains

Skyline Framework, Learning Outcomes and Skills

Curriculum example • Grade 3 matched example



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3. Professional Learning Outcomes

Cognitive, Psychomotor and Affective Domains

1. Explain the classroom meaning of cognitive, psychomotor and affective domains.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

3. Cognitive, Psychomotor and Affective Domains



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GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Cognitive and Psychomotor form the core. Affective evidence is added when observable.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in cognitive, psychomotor and affective domains.

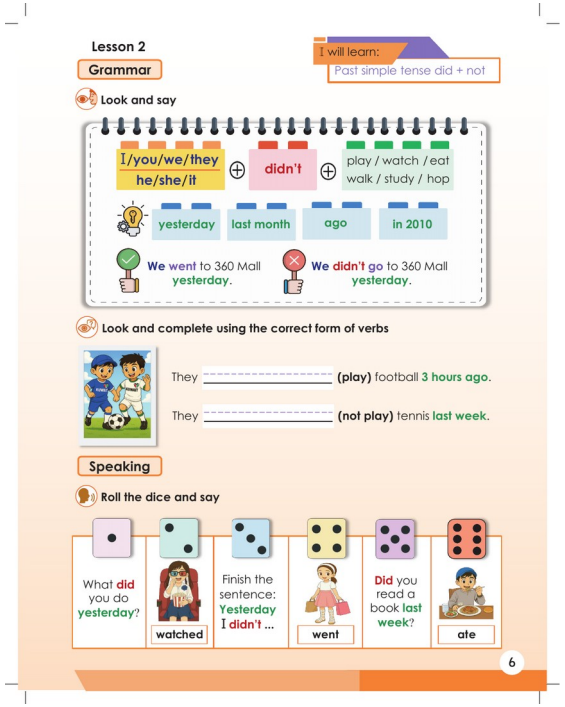
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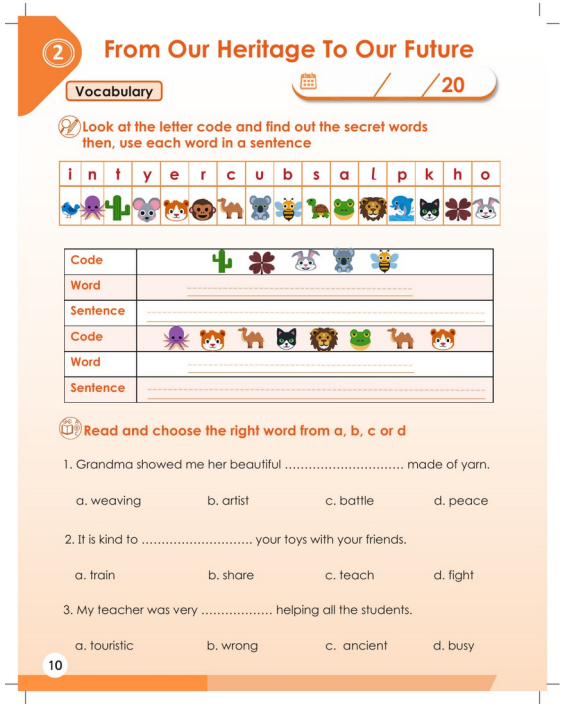
Source example: Grade 3 curriculum guidance.

3. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Pair one knowledge outcome with one visible language performance. Add turn-taking or responsibility only when relevant.

WHAT TO OBSERVE

No lesson relies on an Affective outcome alone.



Source examples: topic 15 g5 p24 • topic 24 g5 p21

3. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 3 lesson that relates to this topic.
EXAMINE	Cognitive and Psychomotor form the core. Affective evidence is added when observable.
ADAPT	Pair one knowledge outcome with one visible language performance. Add turn-taking or responsibility only when relevant.
VERIFY	No lesson relies on an Affective outcome alone.

Group product: an annotated textbook page or a revised section of the daily preparation.

3. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how cognitive, psychomotor and affective domains influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	No lesson relies on an Affective outcome alone.
COACHING QUESTION	Which part of the lesson most clearly demonstrated cognitive, psychomotor and affective domains?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 04

Selecting the Dominant and Supporting Skills

Skyline Framework, Learning Outcomes and Skills

Curriculum example • Grade 4 matched example



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4. Professional Learning Outcomes

Selecting the Dominant and Supporting Skills

1. Explain the classroom meaning of selecting the dominant and supporting skills.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

4. Selecting the Dominant and Supporting Skills



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GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

The dominant skill receives most teaching time. A supporting skill still needs meaningful practice.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in selecting the dominant and supporting skills.

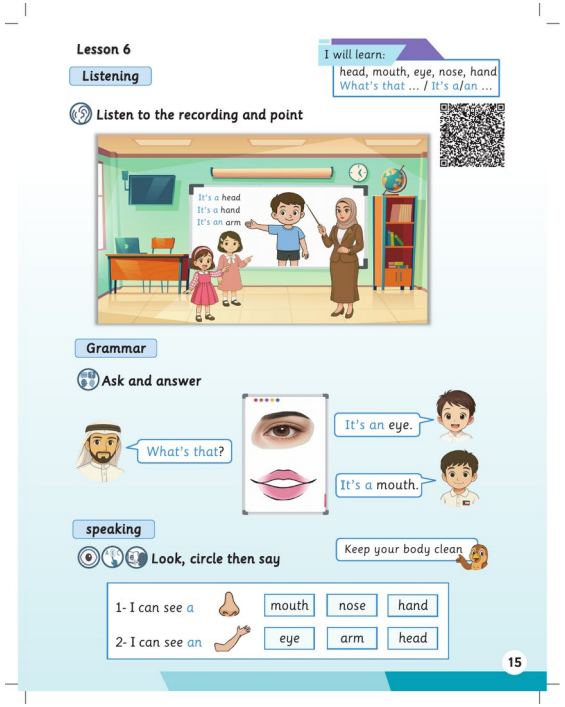
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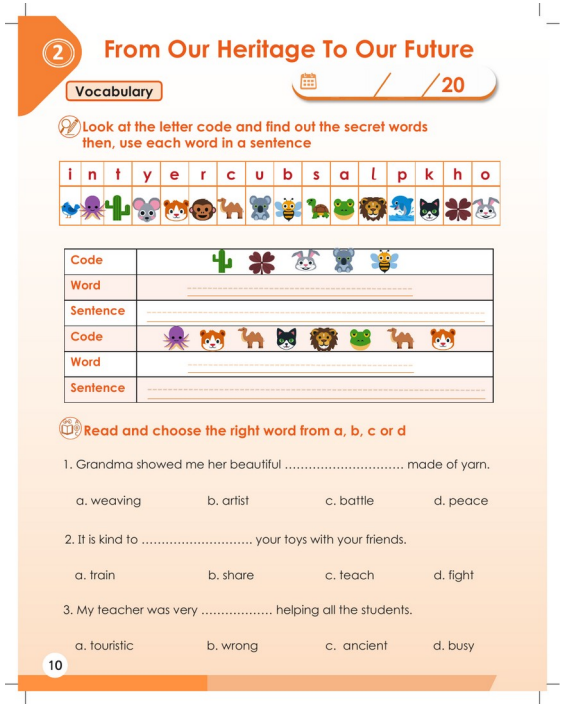
Source example: Grade 4 curriculum guidance.

4. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

A Listening lesson may include Speaking when learners rehearse and perform an oral response.

WHAT TO OBSERVE

Both selected skills have separate evidence in the procedure.



Source examples: topic 16 g1 p32 • topic 24 g5 p21

4. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 4 lesson that relates to this topic.
EXAMINE	The dominant skill receives most teaching time. A supporting skill still needs meaningful practice.
ADAPT	A Listening lesson may include Speaking when learners rehearse and perform an oral response.
VERIFY	Both selected skills have separate evidence in the procedure.

Group product: an annotated textbook page or a revised section of the daily preparation.

4. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how selecting the dominant and supporting skills influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Both selected skills have separate evidence in the procedure.
COACHING QUESTION	Which part of the lesson most clearly demonstrated selecting the dominant and supporting skills?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 05

Integrating Language Skills Correctly

Skyline Framework, Learning Outcomes and Skills

Curriculum example • Grade 5 matched example



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5. Professional Learning Outcomes

Integrating Language Skills Correctly

1. Explain the classroom meaning of integrating language skills correctly.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

5. Integrating Language Skills Correctly



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- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Integration links skills through a purposeful sequence instead of ticking multiple boxes.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in integrating language skills correctly.

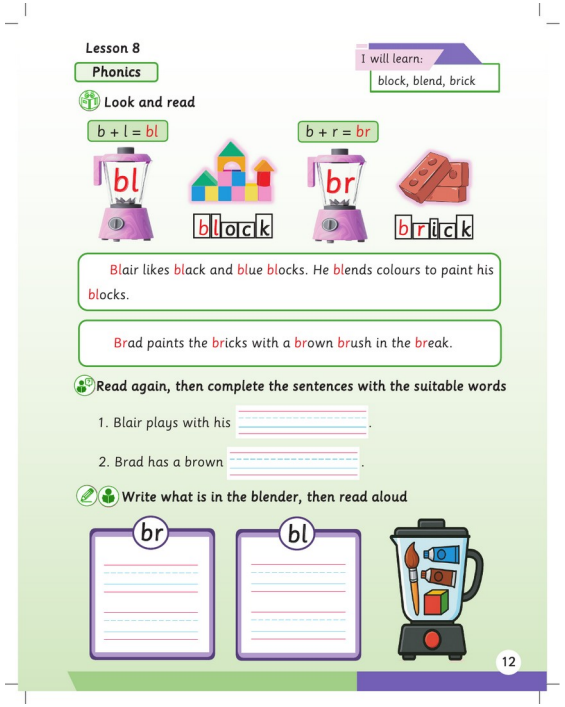
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

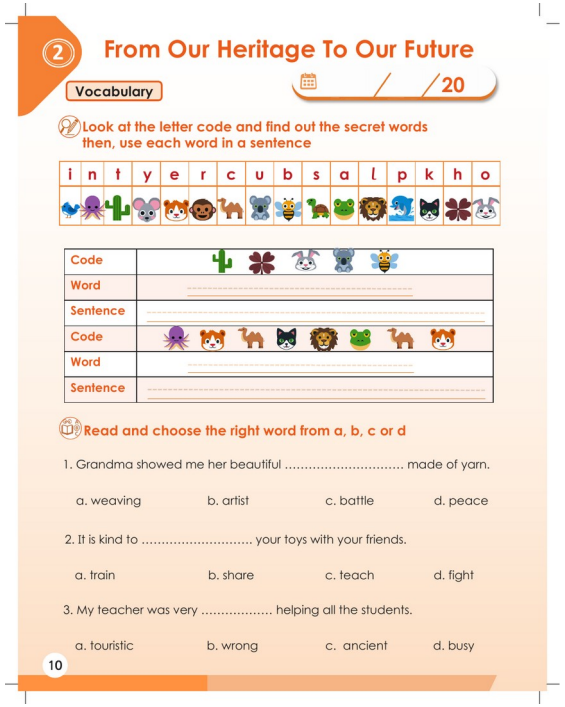
Source example: Grade 5 curriculum guidance.

5. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Read for information, organise relevant details, then produce a paragraph or presentation.

WHAT TO OBSERVE

The second skill creates an identifiable product or performance.



Source examples: topic 17 g2 p32 • topic 24 g5 p21

5. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 5 lesson that relates to this topic.
EXAMINE	Integration links skills through a purposeful sequence instead of ticking multiple boxes.
ADAPT	Read for information, organise relevant details, then produce a paragraph or presentation.
VERIFY	The second skill creates an identifiable product or performance.

Group product: an annotated textbook page or a revised section of the daily preparation.

5. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how integrating language skills correctly influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The second skill creates an identifiable product or performance.
COACHING QUESTION	Which part of the lesson most clearly demonstrated integrating language skills correctly?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 02

Lesson Planning and Sequencing

6 Designing an Effective Lesson Plan

7 Sequencing Activities from Simple to Complex

8 Pre-, While- and Post-Teaching Stages

9 Effective Warm-Up and Wrap-Up Activities

TOPIC 06

Designing an Effective Lesson Plan

Lesson Planning and Sequencing

Curriculum example • Grade 1 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

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This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

6. Professional Learning Outcomes

Designing an Effective Lesson Plan

1. Explain the classroom meaning of designing an effective lesson plan.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

6. Designing an Effective Lesson Plan



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25

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

A coherent plan aligns outcome, input, learner action, strategy and assessment.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in designing an effective lesson plan.

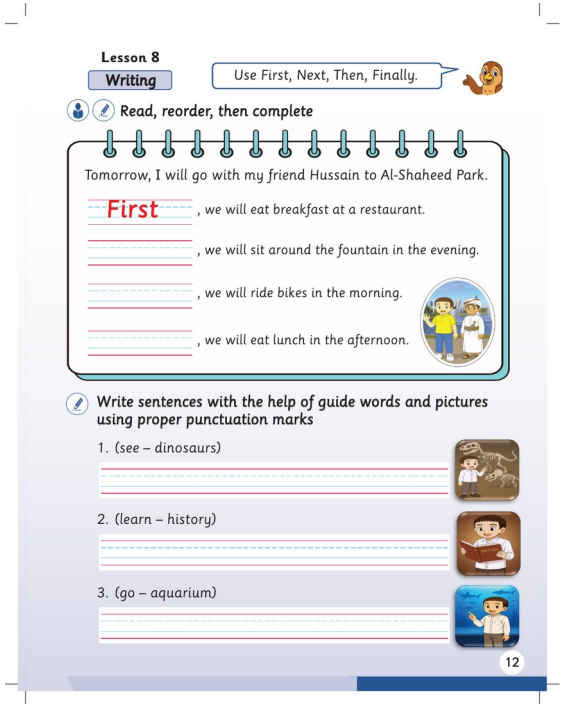
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 1 curriculum guidance.

6. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 8

Writing

Use First, Next, Then, Finally.

Read, reorder, then complete

Tomorrow, I will go with my friend Hussain to Al-Shaheed Park.

First, we will eat breakfast at a restaurant.

, we will sit around the fountain in the evening.

, we will ride bikes in the morning.

, we will eat lunch in the afternoon.

Write sentences with the help of guide words and pictures using proper punctuation marks

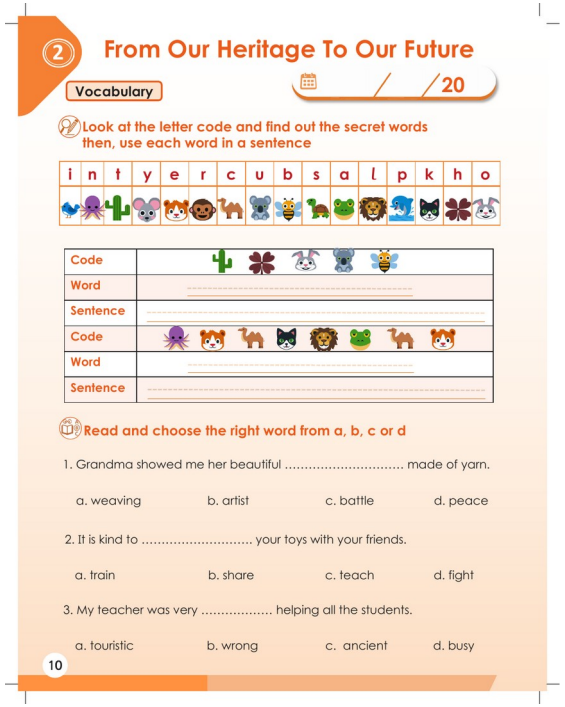
1. (see – dinosaurs)

2. (learn – history)

3. (go – aquarium)

12

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.

a. weaving b. artist c. battle d. peace

2. It is kind to ..... your toys with your friends.

a. train b. share c. teach d. fight

3. My teacher was very ..... helping all the students.

a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Trace one lesson from the page heading through the final evidence.

WHAT TO OBSERVE

A supervisor can follow the same instructional story across all plan fields.



Source examples: topic 18 g3 p32 • topic 24 g5 p21

6. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 1 lesson that relates to this topic.
EXAMINE	A coherent plan aligns outcome, input, learner action, strategy and assessment.
ADAPT	Trace one lesson from the page heading through the final evidence.
VERIFY	A supervisor can follow the same instructional story across all plan fields.

Group product: an annotated textbook page or a revised section of the daily preparation.

6. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how designing an effective lesson plan influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	A supervisor can follow the same instructional story across all plan fields.
COACHING QUESTION	Which part of the lesson most clearly demonstrated designing an effective lesson plan?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 07

Sequencing Activities from Simple to Complex

Lesson Planning and Sequencing

Curriculum example • Grade 2 matched example



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7. Professional Learning Outcomes

Sequencing Activities from Simple to Complex

1. Explain the classroom meaning of sequencing activities from simple to complex.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

7. Sequencing Activities from Simple to Complex



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25

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Sequence input and practice through Presentation–Practice–Production: establish meaning and model the target, move from controlled to semi-controlled practice, then require purposeful free use.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in sequencing activities from simple to complex.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

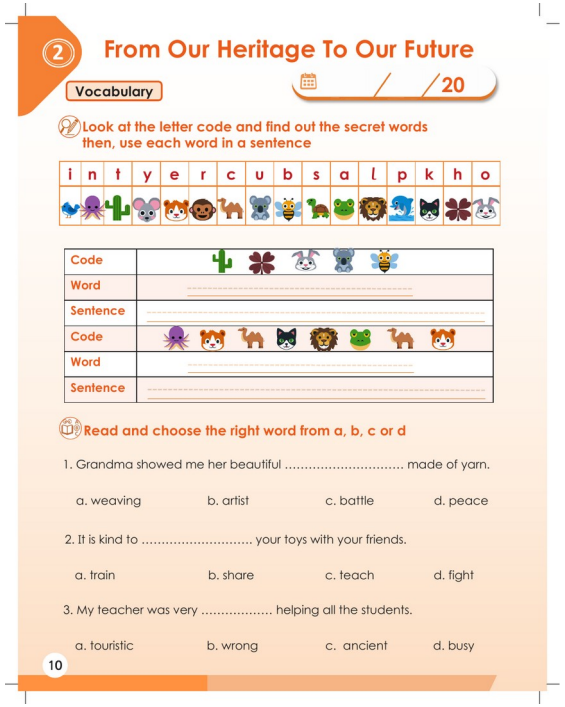
Source example: Grade 2 curriculum guidance.

7. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Present language through a picture, audio, text or model; use matching, substitution or tightly guided responses; reduce prompts during information-gap or personalised practice; then check whether learners can use the target independently.

WHAT TO OBSERVE

The production task requires a meaningful learner choice and valid evidence of independent use. Free practice does not begin before learners have understood the model and succeeded with guided practice.



Source examples: topic 21 g1 p40 • topic 24 g5 p21

7. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 2 lesson that relates to this topic.

EXAMINE — Sequence input and practice through Presentation–Practice–Production: establish meaning and model the target, move from controlled to semi-controlled practice, then require purposeful free use.

ADAPT — Present language through a picture, audio, text or model; use matching, substitution or tightly guided responses; reduce prompts during information-gap or personalised practice; then check whether learners can use the target independently.

VERIFY — The production task requires a meaningful learner choice and valid evidence of independent use. Free practice does not begin before learners have understood the model and succeeded with guided practice.

Group product: an annotated textbook page or a revised section of the daily preparation.

7. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how sequencing activities from simple to complex influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The production task requires a meaningful learner choice and valid evidence of independent use. Free practice does not begin before learners have understood the model and succeeded with guided practice.
COACHING QUESTION	Which part of the lesson most clearly demonstrated sequencing activities from simple to complex?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 08

Pre-, While- and Post-Teaching Stages

Lesson Planning and Sequencing

Curriculum example • Grade 3 matched example



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8. Professional Learning Outcomes

Pre-, While- and Post-Teaching Stages

1. Explain the classroom meaning of pre-, while- and post-teaching stages.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

8. Pre-, While- and Post-Teaching Stages



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25

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Receptive-skill lessons follow three purposeful stages: pre-stage activates relevant knowledge and clarifies the purpose; while-stage develops comprehension through repeated, graded tasks; post-stage responds to meaning and transfers learning.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in pre-, while- and post-teaching stages.

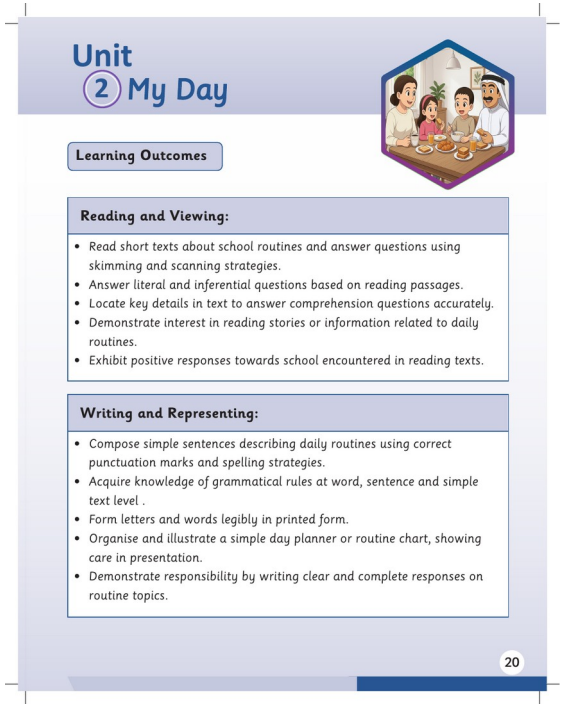
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 3 curriculum guidance.

8. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 2 My Day

Learning Outcomes

Reading and Viewing:

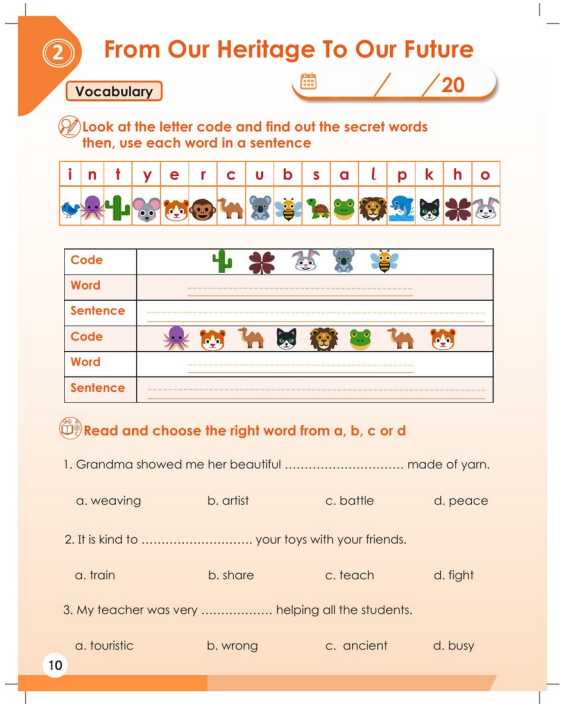
- Read short texts about school routines and answer questions using skimming and scanning strategies.
- Answer literal and inferential questions based on reading passages.
- Locate key details in text to answer comprehension questions accurately.
- Demonstrate interest in reading stories or information related to daily routines.
- Exhibit positive responses towards school encountered in reading texts.

Writing and Representing:

- Compose simple sentences describing daily routines using correct punctuation marks and spelling strategies.
- Acquire knowledge of grammatical rules at word, sentence and simple text level .
- Form letters and words legibly in printed form.
- Organise and illustrate a simple day planner or routine chart, showing care in presentation.
- Demonstrate responsibility by writing clear and complete responses on routine topics.

20

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
   a. weaving b. artist c. battle d. peace
2. It is kind to ..... your toys with your friends.
   a. train b. share c. teach d. fight
3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

For Listening, predict from visuals, listen first for gist and again for specific information before an oral response. For Reading, preview the title and layout, read for gist, scan for evidence, infer meaning and respond. Keep pre-teaching selective so it does not reveal every answer.

WHAT TO OBSERVE

Each task matches its stage and the dominant skill. Post-stage speaking or writing is integrated only when learners produce meaningful evidence rather than merely copy an answer.



Source examples: topic 23 g3 p40 • topic 24 g5 p21

8. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 3 lesson that relates to this topic.

EXAMINE

Receptive-skill lessons follow three purposeful stages: pre-stage activates relevant knowledge and clarifies the purpose; while-stage develops comprehension through repeated, graded tasks; post-stage responds to meaning and transfers learning.

ADAPT

For Listening, predict from visuals, listen first for gist and again for specific information before an oral response. For Reading, preview the title and layout, read for gist, scan for evidence, infer meaning and respond. Keep pre-teaching selective so it does not reveal every answer.

VERIFY

Each task matches its stage and the dominant skill. Post-stage speaking or writing is integrated only when learners produce meaningful evidence rather than merely copy an answer.

Group product: an annotated textbook page or a revised section of the daily preparation.

8. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how pre-, while- and post-teaching stages influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Each task matches its stage and the dominant skill. Post-stage speaking or writing is integrated only when learners produce meaningful evidence rather than merely copy an answer.
COACHING QUESTION	Which part of the lesson most clearly demonstrated pre-, while- and post-teaching stages?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 09

Effective Warm-Up and Wrap-Up Activities

Lesson Planning and Sequencing

Curriculum example • Grade 4 matched example



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25

9. Professional Learning Outcomes

Effective Warm-Up and Wrap-Up Activities

1. Explain the classroom meaning of effective warm-up and wrap-up activities.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

9. Effective Warm-Up and Wrap-Up Activities



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25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

A warm-up prepares learners for the lesson; a wrap-up synthesises and closes the learning with the class; an exit ticket is an individual assessment tool collected at the end to inform the next teaching decision.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in effective warm-up and wrap-up activities.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 4 curriculum guidance.

9. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 2 Celebrations And Religious Events

Learning Outcomes

Reading and Viewing:

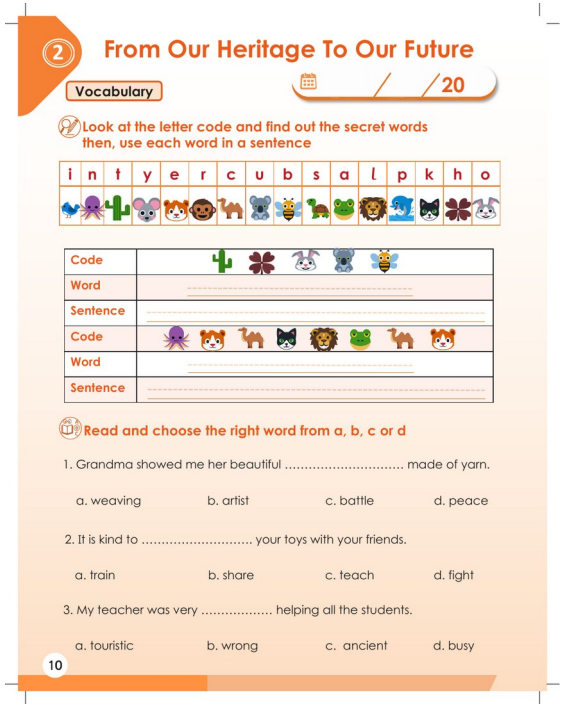
- Identify the main idea and key details in texts about celebrations and special events.
- Scan for specific information about Hajj and celebrations.
- Infer the meaning of unfamiliar words in texts using contextual clues.
- Use appropriate reading strategies (skimming - scanning) to understand the content of texts.
- Demonstrate positive engagement by completing assigned reading tasks when reading.
- Show enjoyment and motivation when reading informational texts related to celebrations and religious events.

Writing and Representing:

- Produce clear and organised informative paragraphs using visual prompts, vocabulary and grammar rules.
- Use graphic organisers to structure ideas effectively.
- Apply correct spelling and basic writing conventions to complete sentences.
- Demonstrate awareness of the importance of celebrations and religious events.
- Design a visual project about different celebrations showing cultural details, symbols and values.
- Show motivation and pride by completing writing tasks related to the unit topic.
- Demonstrate a positive attitude and effort while writing about the unit theme.

23

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
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Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
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3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Begin with a brief image, retrieval or prediction prompt. End with a teacher-led summary, learner explanation or return to the Learning Outcome. When evidence from every learner is needed, add a separate one-question exit ticket using paper, mini-whiteboard or a digital response.

WHAT TO OBSERVE

The wrap-up confirms what was learned and provides closure; the exit ticket produces reviewable individual evidence. Neither becomes unrelated entertainment or a repeated routine without purpose.



Source examples: topic 24 g4 p40 • topic 24 g5 p21

9. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 4 lesson that relates to this topic.
EXAMINE	A warm-up prepares learners for the lesson; a wrap-up synthesises and closes the learning with the class; an exit ticket is an individual assessment tool collected at the end to inform the next teaching decision.
ADAPT	Begin with a brief image, retrieval or prediction prompt. End with a teacher-led summary, learner explanation or return to the Learning Outcome. When evidence from every learner is needed, add a separate one-question exit ticket using paper, mini-whiteboard or a digital response.
VERIFY	The wrap-up confirms what was learned and provides closure; the exit ticket produces reviewable individual evidence. Neither becomes unrelated entertainment or a repeated routine without purpose.

Group product: an annotated textbook page or a revised section of the daily preparation.

9. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how effective warm-up and wrap-up activities influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The wrap-up confirms what was learned and provides closure; the exit ticket produces reviewable individual evidence. Neither becomes unrelated entertainment or a repeated routine without purpose.
COACHING QUESTION	Which part of the lesson most clearly demonstrated effective warm-up and wrap-up activities?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 03

Teaching Approaches and Inclusion

10 Active Learning Strategies

11 Inquiry-Based Learning

12 Communicative Language Teaching

13 Task-Based Learning

14 Project-Based Learning

15 Universal Design for Learning

16 Differentiation by Content, Process, Product and Environment

17 Teaching Mixed-Ability Classes

TOPIC 10

Active Learning Strategies

Teaching Approaches and Inclusion

Curriculum example • Grade 5 matched example



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- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

10. Professional Learning Outcomes

Active Learning Strategies

1. Explain the classroom meaning of active learning strategies.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

10. Active Learning Strategies



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
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GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Learners think, decide, communicate and create during the lesson.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in active learning strategies.

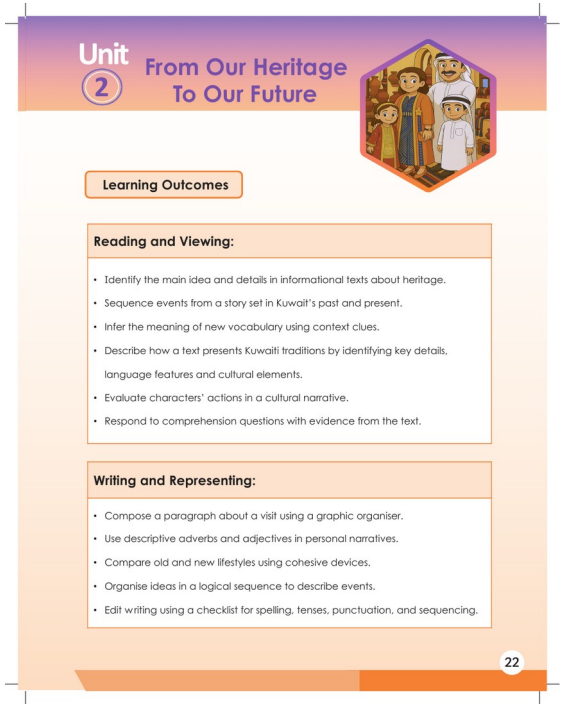
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

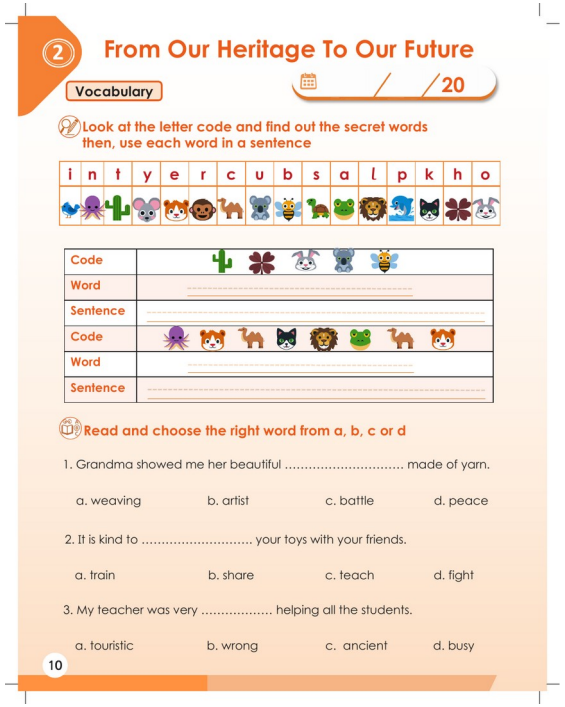
Source example: Grade 5 curriculum guidance.

10. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use sorting, matching, station work or a brief challenge linked to target language.

WHAT TO OBSERVE

Every learner performs, rather than watching a few volunteers.



Source examples: topic 25 g5 p40 • topic 24 g5 p21

10. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 5 lesson that relates to this topic.

EXAMINE — Learners think, decide, communicate and create during the lesson.

ADAPT — Use sorting, matching, station work or a brief challenge linked to target language.

VERIFY — Every learner performs, rather than watching a few volunteers.

Group product: an annotated textbook page or a revised section of the daily preparation.

10. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how active learning strategies influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Every learner performs, rather than watching a few volunteers.
COACHING QUESTION	Which part of the lesson most clearly demonstrated active learning strategies?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 11

Inquiry-Based Learning

Teaching Approaches and Inclusion

Curriculum example • Grade 1 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

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- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

11. Professional Learning Outcomes

Inquiry-Based Learning

1. Explain the classroom meaning of inquiry-based learning.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

11. Inquiry-Based Learning



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
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25

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Learners investigate a focused question with guided evidence.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in inquiry-based learning.

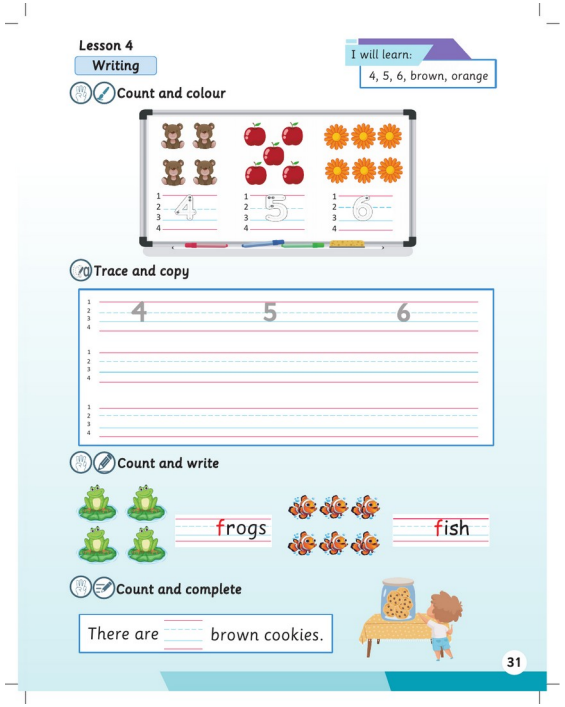
COMMON RISK

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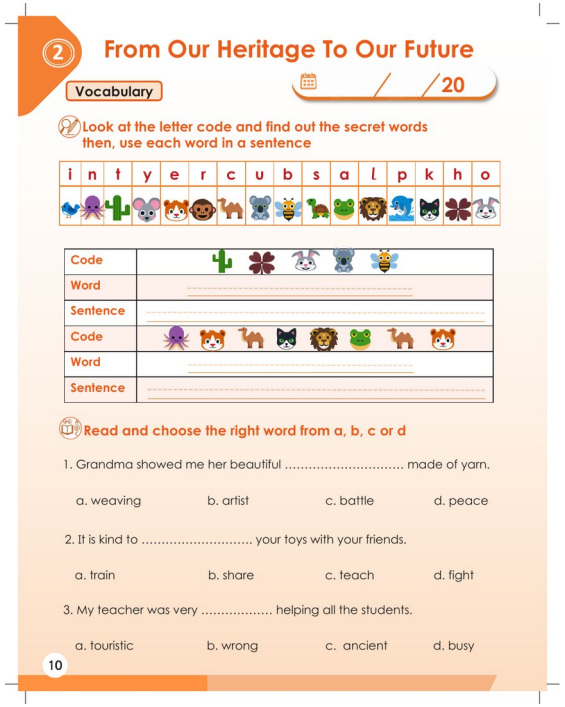
Source example: Grade 1 curriculum guidance.

11. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Turn a lesson material topic into a why or how question supported by text, audio or visuals.

WHAT TO OBSERVE

Learners use evidence to explain an answer or solution.



Source examples: topic 26 g1 p48 • topic 24 g5 p21

11. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 1 lesson that relates to this topic.

EXAMINE — Learners investigate a focused question with guided evidence.

ADAPT — Turn a lesson material topic into a why or how question supported by text, audio or visuals.

VERIFY — Learners use evidence to explain an answer or solution.

Group product: an annotated textbook page or a revised section of the daily preparation.

11. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how inquiry-based learning influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners use evidence to explain an answer or solution.
COACHING QUESTION	Which part of the lesson most clearly demonstrated inquiry-based learning?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 12

Communicative Language Teaching

Teaching Approaches and Inclusion

Curriculum example • Grade 2 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

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- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
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This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

12. Professional Learning Outcomes

Communicative Language Teaching

1. Explain the classroom meaning of communicative language teaching.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

12. Communicative Language Teaching



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25

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Language serves meaningful interaction, not isolated rule recitation.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in communicative language teaching.

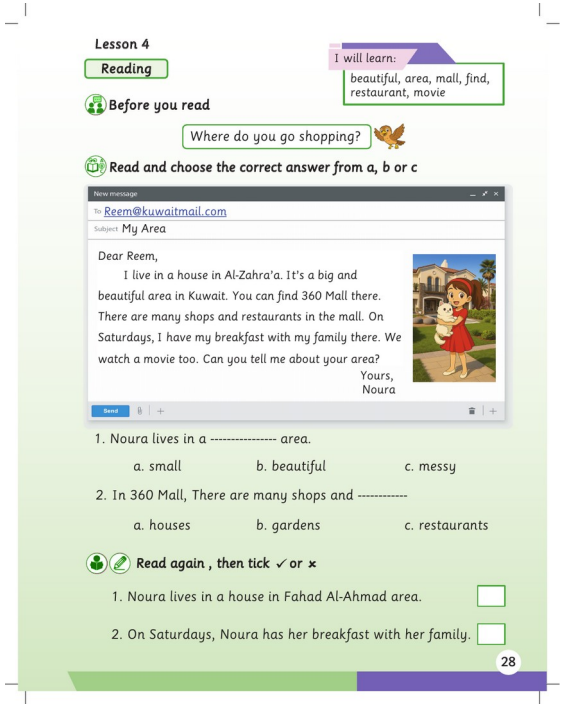
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 2 curriculum guidance.

12. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 4

Reading

I will learn:

beautiful, area, mall, find, restaurant, movie

Before you read

Where do you go shopping?

Read and choose the correct answer from a, b or c

New message

To: Reem@kuwaitmail.com

Subject: My Area

Dear Reem,

I live in a house in Al-Zahra'a. It's a big and beautiful area in Kuwait. You can find 360 Mall there. There are many shops and restaurants in the mall. On Saturdays, I have my breakfast with my family there. We watch a movie too. Can you tell me about your area?

Yours,
Noura

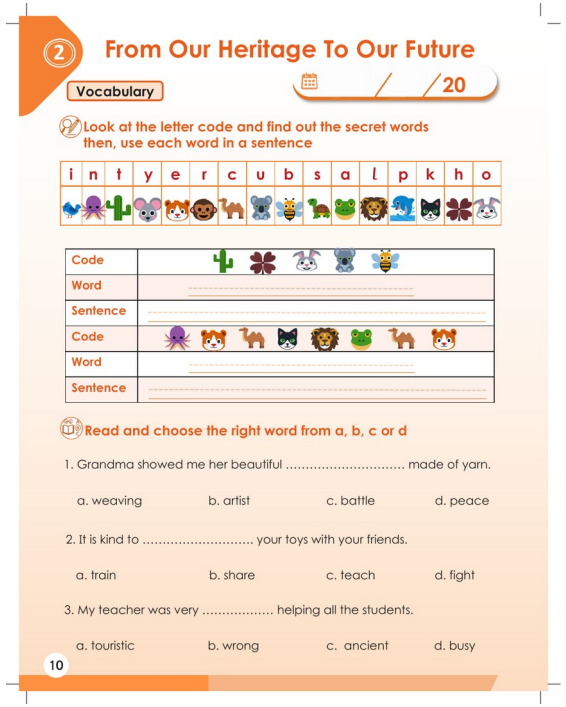
1. Noura lives in a ---------- area.
   a. small b. beautiful c. messy
2. In 360 Mall, There are many shops and ----------
   a. houses b. gardens c. restaurants

Read again , then tick ✓ or ✗

1. Noura lives in a house in Fahad Al-Ahmad area. ☐
2. On Saturdays, Noura has her breakfast with her family. ☐

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PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / /20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
   a. weaving b. artist c. battle d. peace
2. It is kind to ..... your toys with your friends.
   a. train b. share c. teach d. fight
3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Use model dialogues as models, then personalise the exchange with genuine information.

WHAT TO OBSERVE

Assessment checks meaning, clarity and appropriate language use.



Source examples: topic 27 g2 p48 • topic 24 g5 p21

12. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 2 lesson that relates to this topic.
EXAMINE	Language serves meaningful interaction, not isolated rule recitation.
ADAPT	Use model dialogues as models, then personalise the exchange with genuine information.
VERIFY	Assessment checks meaning, clarity and appropriate language use.

Group product: an annotated textbook page or a revised section of the daily preparation.

12. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how communicative language teaching influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Assessment checks meaning, clarity and appropriate language use.
COACHING QUESTION	Which part of the lesson most clearly demonstrated communicative language teaching?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 13

Task-Based Learning

Teaching Approaches and Inclusion

Curriculum example • Grade 3 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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- Display student work that reflects their **interests and heritage.**

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25

13. Professional Learning Outcomes

Task-Based Learning

1. Explain the classroom meaning of task-based learning.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

13. Task-Based Learning



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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25

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

A meaningful task drives language use toward a clear result.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in task-based learning.

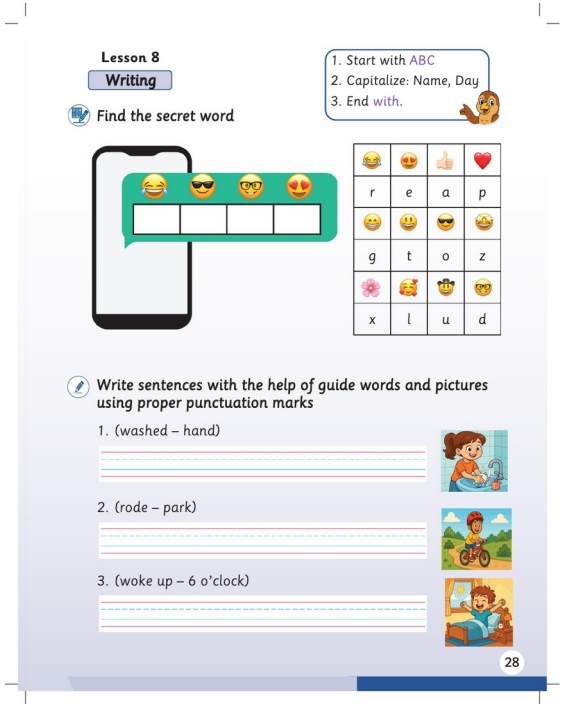
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

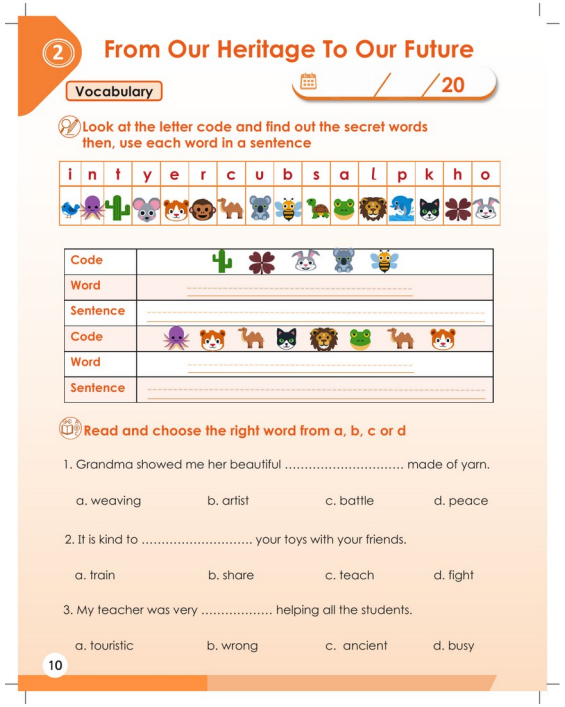
Source example: Grade 3 curriculum guidance.

13. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Adapt a textbook activity into planning a route, menu, schedule or information exchange.

WHAT TO OBSERVE

Learners complete the task by using the target language.



Source examples: topic 28 g3 p48 • topic 24 g5 p21

13. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 3 lesson that relates to this topic.

EXAMINE — A meaningful task drives language use toward a clear result.

ADAPT — Adapt a textbook activity into planning a route, menu, schedule or information exchange.

VERIFY — Learners complete the task by using the target language.

Group product: an annotated textbook page or a revised section of the daily preparation.

13. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how task-based learning influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners complete the task by using the target language.
COACHING QUESTION	Which part of the lesson most clearly demonstrated task-based learning?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 14

Project-Based Learning

Teaching Approaches and Inclusion

Curriculum example • Grade 4 matched example



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- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

14. Professional Learning Outcomes

Project-Based Learning

1. Explain the classroom meaning of project-based learning.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

14. Project-Based Learning



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25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

An extended product combines inquiry, language and presentation over time.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in project-based learning.

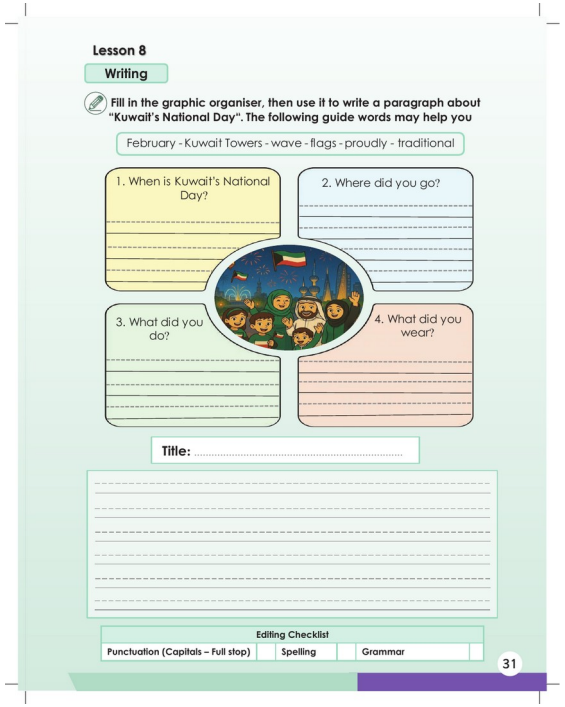
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 4 curriculum guidance.

14. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 8

Writing

Fill in the graphic organiser, then use it to write a paragraph about "Kuwait's National Day". The following guide words may help you

February - Kuwait Towers - wave - flags - proudly - traditional

1. When is Kuwait's National Day?

2. Where did you go?

3. What did you do?

4. What did you wear?

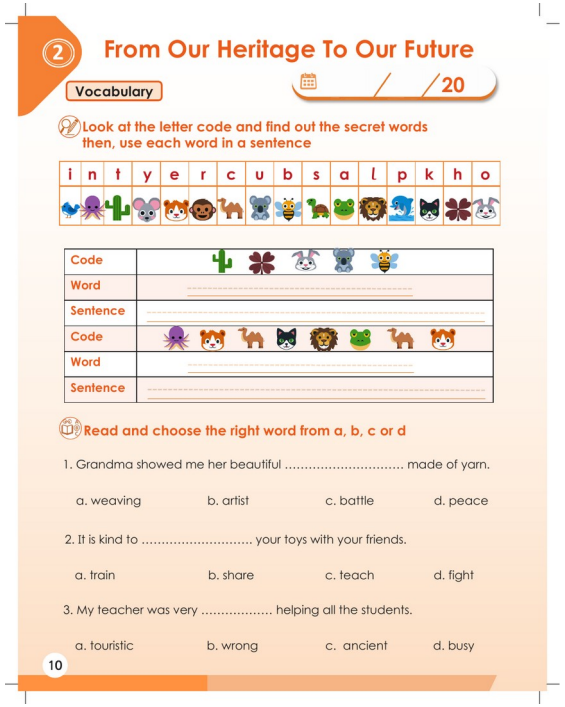
Title: .....

Editing Checklist

Punctuation (Capitals – Full stop) | Spelling | Grammar

31

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.

a. weaving b. artist c. battle d. peace

2. It is kind to ..... your toys with your friends.

a. train b. share c. teach d. fight

3. My teacher was very ..... helping all the students.

a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Use the textbook project as the core, with checkpoints for planning, drafting and presentation.

WHAT TO OBSERVE

Assess both process and final product with clear criteria.



Source examples: topic 29 g4 p48 • topic 24 g5 p21

14. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 4 lesson that relates to this topic.
EXAMINE	An extended product combines inquiry, language and presentation over time.
ADAPT	Use the textbook project as the core, with checkpoints for planning, drafting and presentation.
VERIFY	Assess both process and final product with clear criteria.

Group product: an annotated textbook page or a revised section of the daily preparation.

14. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how project-based learning influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Assess both process and final product with clear criteria.
COACHING QUESTION	Which part of the lesson most clearly demonstrated project-based learning?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 15

Universal Design for Learning

Teaching Approaches and Inclusion

Curriculum example • Grade 5 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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25

15. Professional Learning Outcomes

Universal Design for Learning

1. Explain the classroom meaning of universal design for learning.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

15. Universal Design for Learning



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Plan multiple ways to access content, engage and demonstrate learning.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in universal design for learning.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

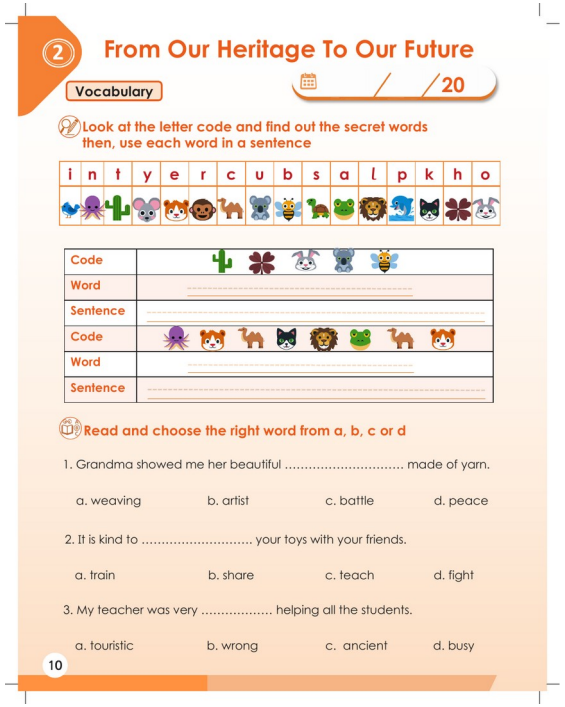
Source example: Grade 5 curriculum guidance.

15. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Offer visuals, audio replay, gestures or response supports while retaining the same outcome.

WHAT TO OBSERVE

Support removes barriers without lowering the learning target.



Source examples: topic 30 g5 p48 • topic 24 g5 p21

15. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 5 lesson that relates to this topic.

EXAMINE — Plan multiple ways to access content, engage and demonstrate learning.

ADAPT — Offer visuals, audio replay, gestures or response supports while retaining the same outcome.

VERIFY — Support removes barriers without lowering the learning target.

Group product: an annotated textbook page or a revised section of the daily preparation.

15. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how universal design for learning influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Support removes barriers without lowering the learning target.
COACHING QUESTION	Which part of the lesson most clearly demonstrated universal design for learning?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 16

Differentiation by Content, Process, Product and Environment

Teaching Approaches and Inclusion

Curriculum example • Grade 1 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

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16. Professional Learning Outcomes

Differentiation by Content, Process, Product and Environment

1. Explain the classroom meaning of differentiation by content, process, product and environment.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

16. Differentiation by Content, Process, Product and Environment



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GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Differentiation responds to readiness, interest and learner profile through content, process, product and learning environment while protecting the same essential Learning Outcome.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in differentiation by content, process, product and environment.

COMMON RISK

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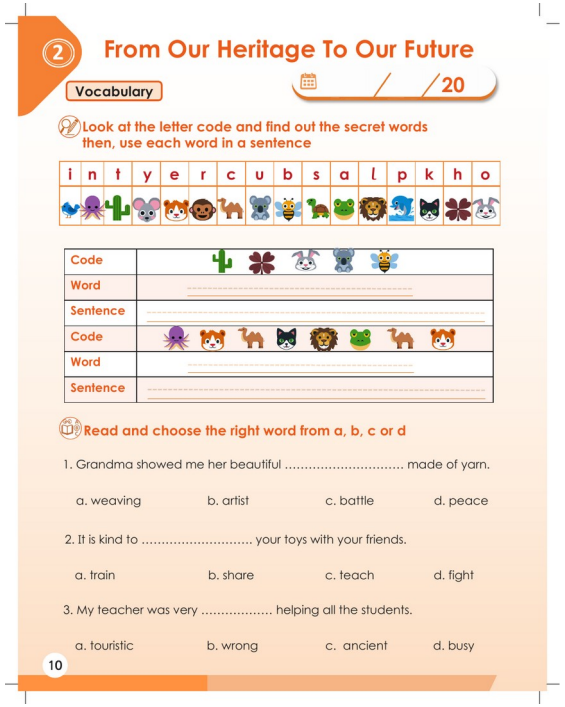
Source example: Grade 1 curriculum guidance.

16. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use flexible grouping, visuals, multisensory input, reduced language load, sentence frames, guided practice, choice of response and extension through deeper thinking. It is not three separate lessons and does not mean lowering the target.

WHAT TO OBSERVE

Learners receive the support or challenge they need, groups change according to evidence and every product still demonstrates the essential outcome.



Source examples: topic 32 g2 p56 • topic 24 g5 p21

16. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 1 lesson that relates to this topic.

EXAMINE — Differentiation responds to readiness, interest and learner profile through content, process, product and learning environment while protecting the same essential Learning Outcome.

ADAPT — Use flexible grouping, visuals, multisensory input, reduced language load, sentence frames, guided practice, choice of response and extension through deeper thinking. It is not three separate lessons and does not mean lowering the target.

VERIFY — Learners receive the support or challenge they need, groups change according to evidence and every product still demonstrates the essential outcome.

Group product: an annotated textbook page or a revised section of the daily preparation.

16. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how differentiation by content, process, product and environment influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners receive the support or challenge they need, groups change according to evidence and every product still demonstrates the essential outcome.
COACHING QUESTION	Which part of the lesson most clearly demonstrated differentiation by content, process, product and environment?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 17

Teaching Mixed-Ability Classes

Teaching Approaches and Inclusion

Curriculum example • Grade 2 matched example



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- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

17. Professional Learning Outcomes

Teaching Mixed-Ability Classes

1. Explain the classroom meaning of teaching mixed-ability classes.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

17. Teaching Mixed-Ability Classes



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25

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Flexible grouping and tiered support respond to evidence, not fixed labels.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in teaching mixed-ability classes.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 2 curriculum guidance.

17. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



2 Songs

"Our National Day" song

On February twenty-five,
We all feel so proud and alive,
We wave the flag, red, green, black, and white—
We sing and cheer with all our might!
Kuwait, we celebrate you,
With love and joy, so strong and true!

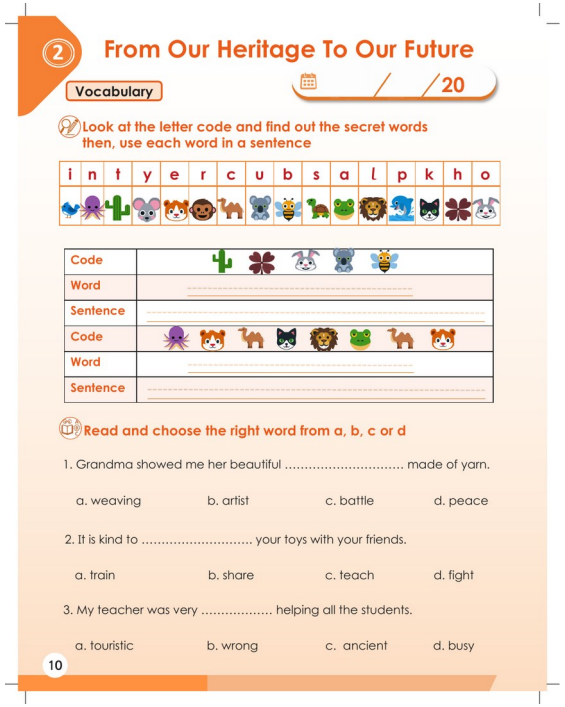
The streets are full of lights and sound,
Fireworks shining all around,
We see the parade go marching by,
With music playing to the sky.
Kuwait, you shine so bright,
We feel your spirit day and night!

We wear our traditional clothes,
And bring sweet treats for friends and those
Who come to celebrate with glee—
It's full of fun for you and me!
Unity fills the air,
On National Day, we show we care.

Let's decorate and sing all day,
For Liberation Day—hooray!
We love our land, both near and far,
Kuwait, you are our shining star!
From desert sand to sky so blue—
Kuwait, we celebrate you!

39

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
   a. weaving b. artist c. battle d. peace
2. It is kind to ..... your toys with your friends.
   a. train b. share c. teach d. fight
3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Prepare a core classroom task with foundation prompts and an extension challenge.

WHAT TO OBSERVE

Learners move between support levels as their performance changes.



Source examples: topic 34 g4 p56 • topic 24 g5 p21

17. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 2 lesson that relates to this topic.
EXAMINE	Flexible grouping and tiered support respond to evidence, not fixed labels.
ADAPT	Prepare a core classroom task with foundation prompts and an extension challenge.
VERIFY	Learners move between support levels as their performance changes.

Group product: an annotated textbook page or a revised section of the daily preparation.

17. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how teaching mixed-ability classes influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners move between support levels as their performance changes.
COACHING QUESTION	Which part of the lesson most clearly demonstrated teaching mixed-ability classes?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 04

Teaching the Four Skills

18 Teaching Listening Effectively

19 Teaching Speaking and Oral Interaction

20 Teaching Reading Strategies

21 Teaching Writing as a Process

TOPIC 18

Teaching Listening Effectively

Teaching the Four Skills

Curriculum example • Grade 3 matched example



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18. Professional Learning Outcomes

Teaching Listening Effectively

1. Explain the classroom meaning of teaching listening effectively.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

18. Teaching Listening Effectively



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GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Listening combines bottom-up processing of sounds, stress, words and grammatical cues with top-down use of context, visuals, prior knowledge and prediction. Core subskills include listening for gist, specific information, detail, sequence, speaker and simple inference.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in teaching listening effectively.

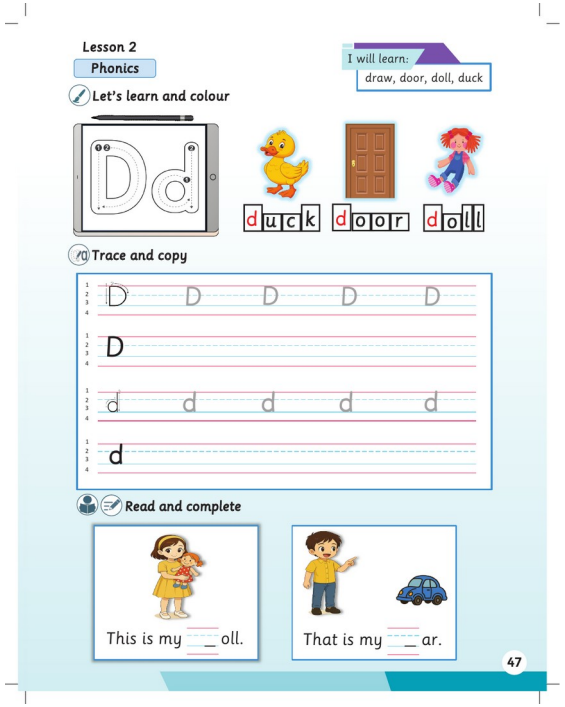
COMMON RISK

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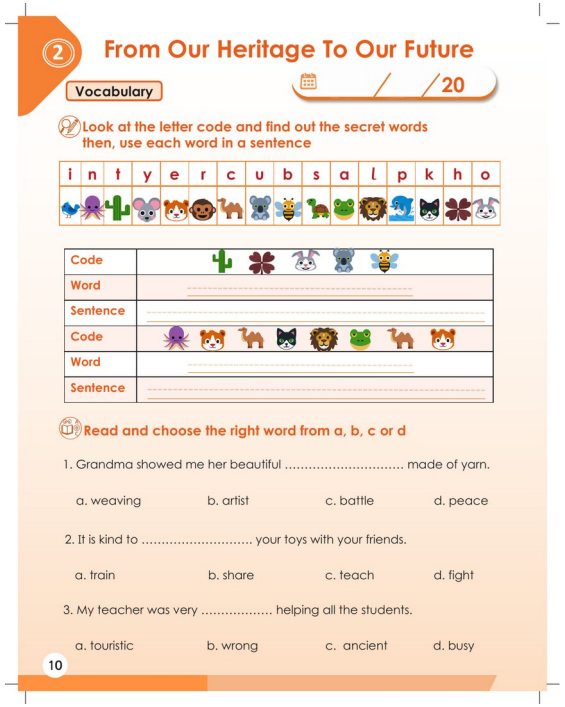
Source example: Grade 3 curriculum guidance.

18. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use pre-listening prediction, a first uninterrupted listening for overall meaning, a second listening for a focused detail task and replay of a short section for verification. Teach bottom-up discrimination with short sound or word chunks and top-down prediction with context, then combine both in the same meaningful text.

WHAT TO OBSERVE

Tasks assess what learners heard rather than reading or memory. Written answers remain evidence of listening only when the information is available primarily through the audio.



Source examples: topic 36 g1 p64 • topic 24 g5 p21

18. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 3 lesson that relates to this topic.

EXAMINE

Listening combines bottom-up processing of sounds, stress, words and grammatical cues with top-down use of context, visuals, prior knowledge and prediction. Core subskills include listening for gist, specific information, detail, sequence, speaker and simple inference.

ADAPT

Use pre-listening prediction, a first uninterrupted listening for overall meaning, a second listening for a focused detail task and replay of a short section for verification. Teach bottom-up discrimination with short sound or word chunks and top-down prediction with context, then combine both in the same meaningful text.

VERIFY

Tasks assess what learners heard rather than reading or memory. Written answers remain evidence of listening only when the information is available primarily through the audio.

Group product: an annotated textbook page or a revised section of the daily preparation.

18. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how teaching listening effectively influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Tasks assess what learners heard rather than reading or memory. Written answers remain evidence of listening only when the information is available primarily through the audio.
COACHING QUESTION	Which part of the lesson most clearly demonstrated teaching listening effectively?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 19

Teaching Speaking and Oral Interaction

Teaching the Four Skills

Curriculum example • Grade 4 matched example



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19. Professional Learning Outcomes

Teaching Speaking and Oral Interaction

1. Explain the classroom meaning of teaching speaking and oral interaction.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

19. Teaching Speaking and Oral Interaction



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25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Speaking develops accuracy, fluency, pronunciation, intelligibility, turn-taking, asking and answering, describing, retelling, presenting and repairing communication through modelling, rehearsal, interaction and feedback.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in teaching speaking and oral interaction.

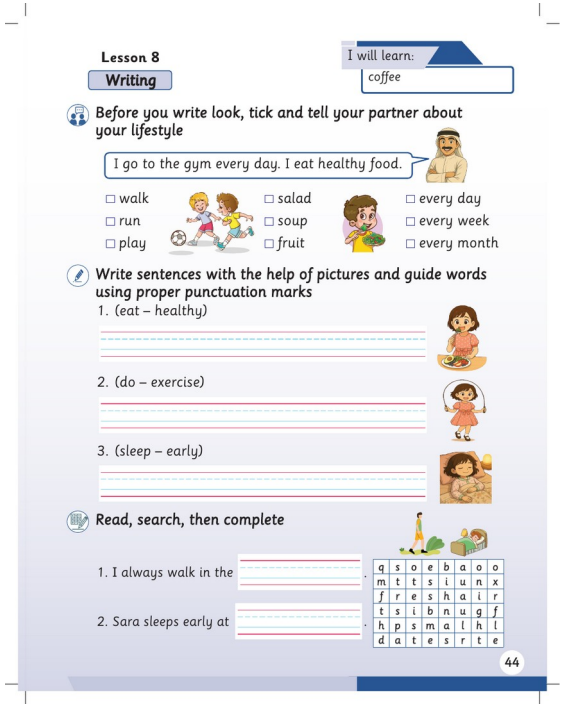
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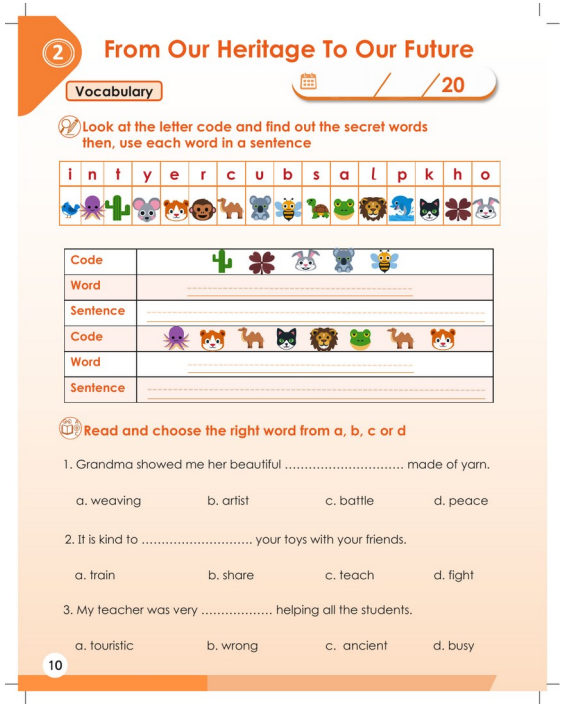
Source example: Grade 4 curriculum guidance.

19. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Move from a model and controlled substitution to semi-controlled pair rehearsal, information-gap or role-play, then a freer exchange or short presentation. Use wait time, sentence frames and purposeful partner changes while monitoring the stated speaking subskill.

WHAT TO OBSERVE

Every learner produces meaningful oral language. Assessment observes the selected subskill and communication purpose rather than rewarding memorisation or written completion alone.



Source examples: topic 38 g3 p64 • topic 24 g5 p21

19. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 4 lesson that relates to this topic.

EXAMINE

Speaking develops accuracy, fluency, pronunciation, intelligibility, turn-taking, asking and answering, describing, retelling, presenting and repairing communication through modelling, rehearsal, interaction and feedback.

ADAPT

Move from a model and controlled substitution to semi-controlled pair rehearsal, information-gap or role-play, then a freer exchange or short presentation. Use wait time, sentence frames and purposeful partner changes while monitoring the stated speaking subskill.

VERIFY

Every learner produces meaningful oral language. Assessment observes the selected subskill and communication purpose rather than rewarding memorisation or written completion alone.

Group product: an annotated textbook page or a revised section of the daily preparation.

19. Observation and Follow-Up

BEFORE THE LESSON	**The preparation shows how teaching speaking and oral interaction influences the selected classroom task.**
DURING THE LESSON	**The teacher models the expected performance and gives every learner meaningful practice.**
LEARNER EVIDENCE	**Every learner produces meaningful oral language. Assessment observes the selected subskill and communication purpose rather than rewarding memorisation or written completion alone.**
COACHING QUESTION	**Which part of the lesson most clearly demonstrated teaching speaking and oral interaction?**

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 20

Teaching Reading Strategies

Teaching the Four Skills

Curriculum example • Grade 5 matched example



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20. Professional Learning Outcomes

Teaching Reading Strategies

1. Explain the classroom meaning of teaching reading strategies.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

20. Teaching Reading Strategies



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GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Reading combines decoding, fluency, vocabulary and comprehension. Teach the distinctions explicitly: skimming is rapid reading to identify topic, overall organisation and main idea; scanning searches for a specific name, date, number, word or fact; reading for gist identifies the general message without processing every detail. Other subskills include prediction, detail, sequence, inference, reference and text evidence.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in teaching reading strategies.

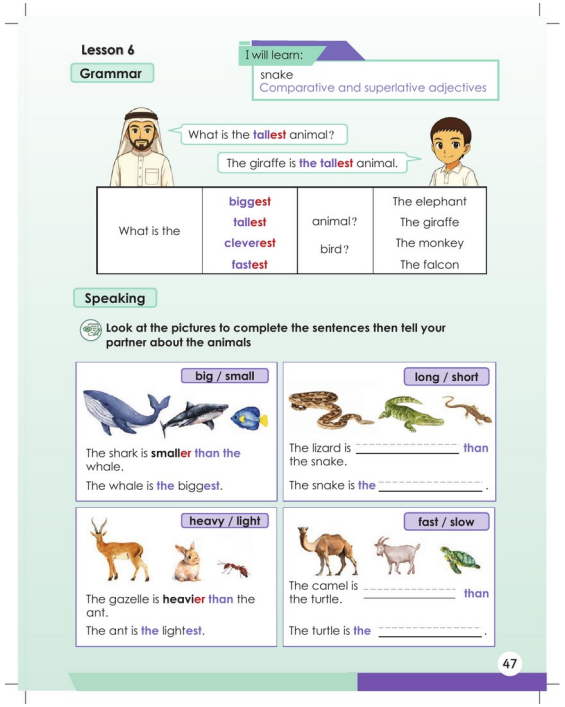
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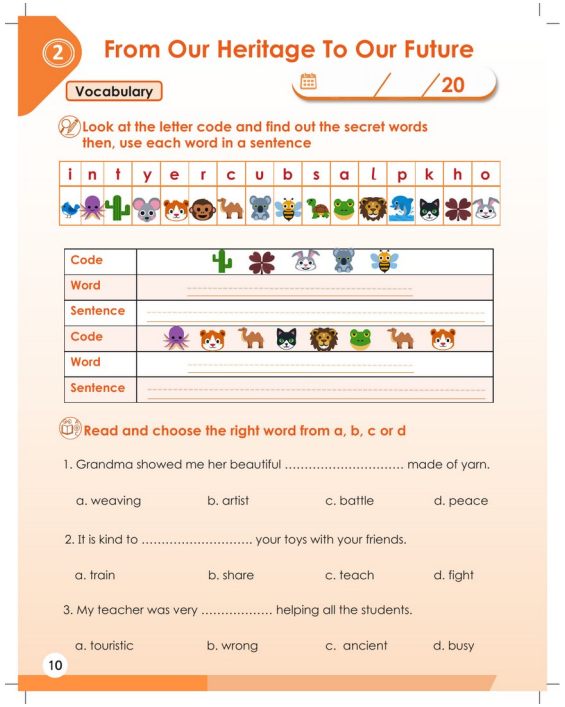
Source example: Grade 5 curriculum guidance.

20. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Set a purpose and time limit: skim the title, headings, visuals and opening lines to select the best main idea; scan by naming the exact target and moving eyes rapidly until it is located; read for gist once without stopping at every unfamiliar word, then state the message in one sentence. Use silent reading for comprehension and oral reading selectively for pronunciation, phrasing or performance after meaning is established.

WHAT TO OBSERVE

Learners use the named strategy and justify the result: a gist statement, location of a scanned fact or evidence for the main idea. Oral accuracy alone is not treated as proof of comprehension.



Source examples: topic 39 g4 p64 • topic 24 g5 p21

20. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 5 lesson that relates to this topic.

EXAMINE

Reading combines decoding, fluency, vocabulary and comprehension. Teach the distinctions explicitly: skimming is rapid reading to identify topic, overall organisation and main idea; scanning searches for a specific name, date, number, word or fact; reading for gist identifies the general message without processing every detail. Other subskills include prediction, detail, sequence, inference, reference and text evidence.

ADAPT

Set a purpose and time limit: skim the title, headings, visuals and opening lines to select the best main idea; scan by naming the exact target and moving eyes rapidly until it is located; read for gist once without stopping at every unfamiliar word, then state the message in one sentence. Use silent reading for comprehension and oral reading selectively for pronunciation, phrasing or performance after meaning is established.

VERIFY

Learners use the named strategy and justify the result: a gist statement, location of a scanned fact or evidence for the main idea. Oral accuracy alone is not treated as proof of comprehension.

Group product: an annotated textbook page or a revised section of the daily preparation.

20. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how teaching reading strategies influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners use the named strategy and justify the result: a gist statement, location of a scanned fact or evidence for the main idea. Oral accuracy alone is not treated as proof of comprehension.
COACHING QUESTION	Which part of the lesson most clearly demonstrated teaching reading strategies?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 21

Teaching Writing as a Process

Teaching the Four Skills

Curriculum example • Grade 1 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

21. Professional Learning Outcomes

Teaching Writing as a Process

1. Explain the classroom meaning of teaching writing as a process.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

21. Teaching Writing as a Process



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25

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Writing subskills include generating and organising ideas, sentence construction, vocabulary choice, cohesion, punctuation, spelling, drafting, revising, editing and publishing for a reader and purpose.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in teaching writing as a process.

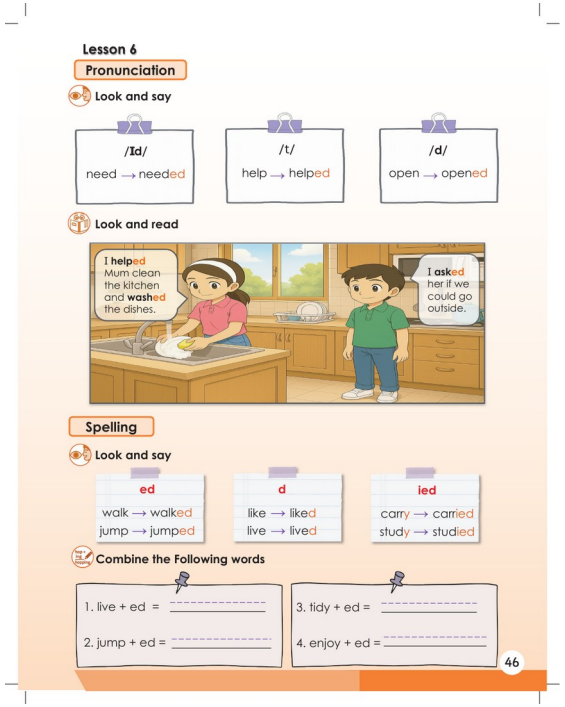
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

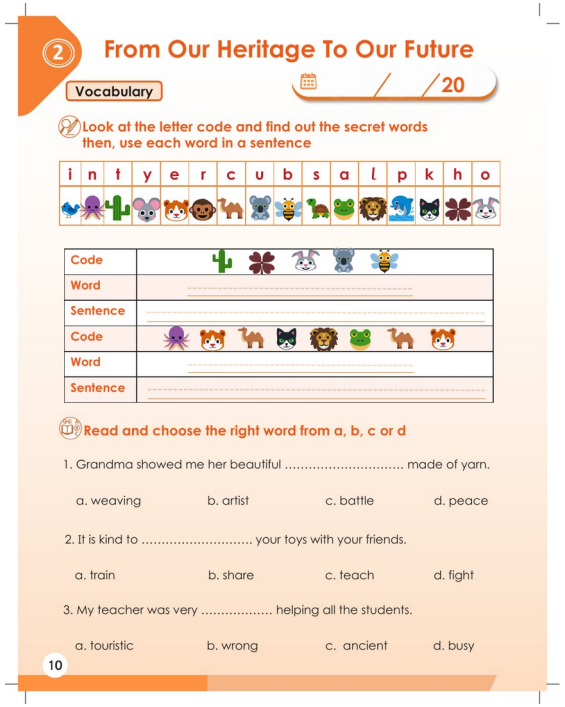
Source example: Grade 1 curriculum guidance.

21. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Analyse a model, jointly construct an example, plan with a graphic organiser, draft independently, use focused peer or self-checking and revise before a final version. Teach handwriting, spelling or sentence work explicitly when it supports the target product.

WHAT TO OBSERVE

Assessment criteria match the taught writing subskills and purpose. Copying a model or completing isolated grammar items is preparation, not evidence of independent writing.



Source examples: topic 40 g5 p64 • topic 24 g5 p21

21. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 1 lesson that relates to this topic.

EXAMINE

Writing subskills include generating and organising ideas, sentence construction, vocabulary choice, cohesion, punctuation, spelling, drafting, revising, editing and publishing for a reader and purpose.

ADAPT

Analyse a model, jointly construct an example, plan with a graphic organiser, draft independently, use focused peer or self-checking and revise before a final version. Teach handwriting, spelling or sentence work explicitly when it supports the target product.

VERIFY

Assessment criteria match the taught writing subskills and purpose. Copying a model or completing isolated grammar items is preparation, not evidence of independent writing.

Group product: an annotated textbook page or a revised section of the daily preparation.

21. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how teaching writing as a process influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Assessment criteria match the taught writing subskills and purpose. Copying a model or completing isolated grammar items is preparation, not evidence of independent writing.
COACHING QUESTION	Which part of the lesson most clearly demonstrated teaching writing as a process?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 05

Phonics, Vocabulary and Language

22 Systematic Phonics Instruction

23 Blending, Segmenting and Decodable Reading

24 Vocabulary Teaching Strategies

25 Using Word Walls and Word Families

26 Teaching Grammar in Context

27 Using Graphic Organisers

TOPIC 22

Systematic Phonics Instruction

Phonics, Vocabulary and Language

Curriculum example • Grade 2 matched example



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25

22. Professional Learning Outcomes

Systematic Phonics Instruction

1. Explain the classroom meaning of systematic phonics instruction.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

22. Systematic Phonics Instruction



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GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Teach phonemic awareness and sound-letter relationships explicitly in a planned sequence with cumulative review, linking listening, articulation, blending, segmenting, decoding, encoding and decodable reading.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in systematic phonics instruction.

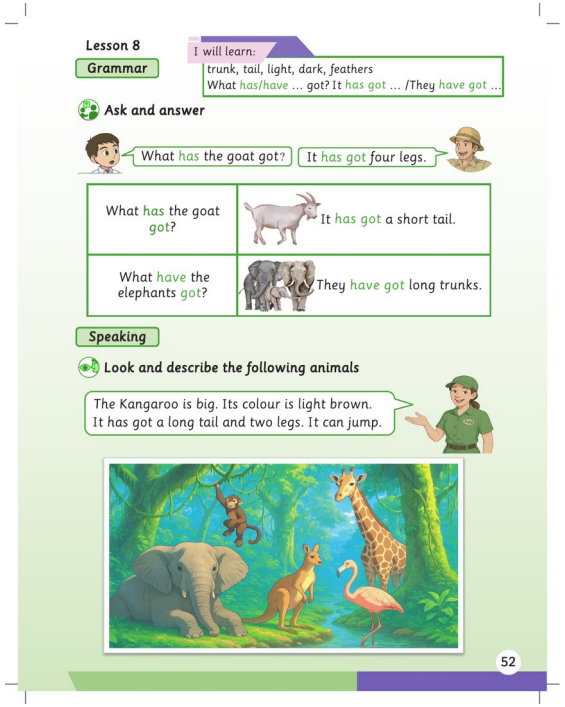
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

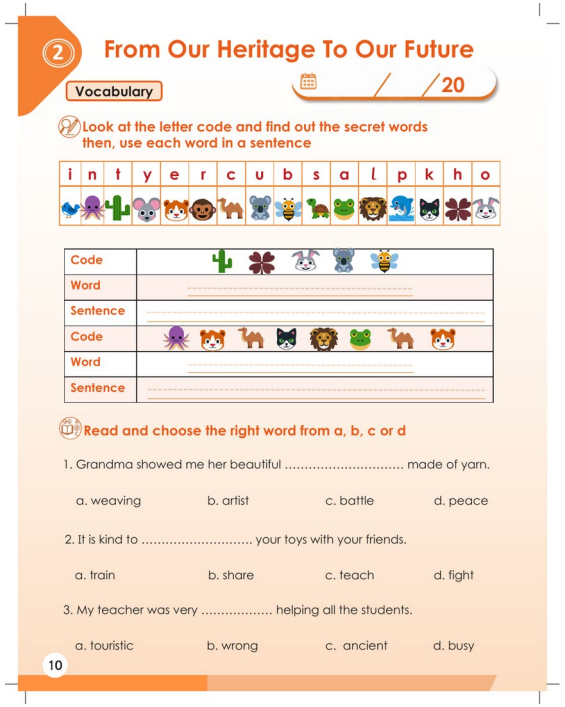
Source example: Grade 2 curriculum guidance.

22. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use an oral sound warm-up, model the grapheme and articulation, blend to read, segment to spell, contrast with known patterns and apply the pattern in words, sentences and a short decodable text. Keep irregular high-frequency words separate from regular phonics generalisations.

WHAT TO OBSERVE

Learners hear, identify, blend, segment, read and spell the target pattern with decreasing support, then transfer it to connected decodable text.



Source examples: topic 42 g2 p72 • topic 24 g5 p21

22. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 2 lesson that relates to this topic.

EXAMINE

Teach phonemic awareness and sound-letter relationships explicitly in a planned sequence with cumulative review, linking listening, articulation, blending, segmenting, decoding, encoding and decodable reading.

ADAPT

Use an oral sound warm-up, model the grapheme and articulation, blend to read, segment to spell, contrast with known patterns and apply the pattern in words, sentences and a short decodable text. Keep irregular high-frequency words separate from regular phonics generalisations.

VERIFY

Learners hear, identify, blend, segment, read and spell the target pattern with decreasing support, then transfer it to connected decodable text.

Group product: an annotated textbook page or a revised section of the daily preparation.

22. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how systematic phonics instruction influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners hear, identify, blend, segment, read and spell the target pattern with decreasing support, then transfer it to connected decodable text.
COACHING QUESTION	Which part of the lesson most clearly demonstrated systematic phonics instruction?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 23

Blending, Segmenting and Decodable Reading

Phonics, Vocabulary and Language

Curriculum example • Grade 3 matched example



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This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

23. Professional Learning Outcomes

Blending, Segmenting and Decodable Reading

1. Explain the classroom meaning of blending, segmenting and decodable reading.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

23. Blending, Segmenting and Decodable Reading



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25

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Blending supports reading. Segmenting supports spelling and word construction.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in blending, segmenting and decodable reading.

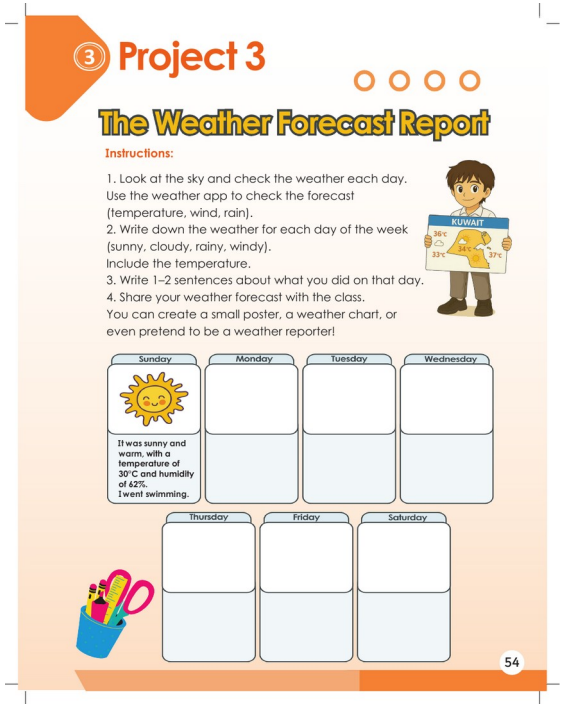
COMMON RISK

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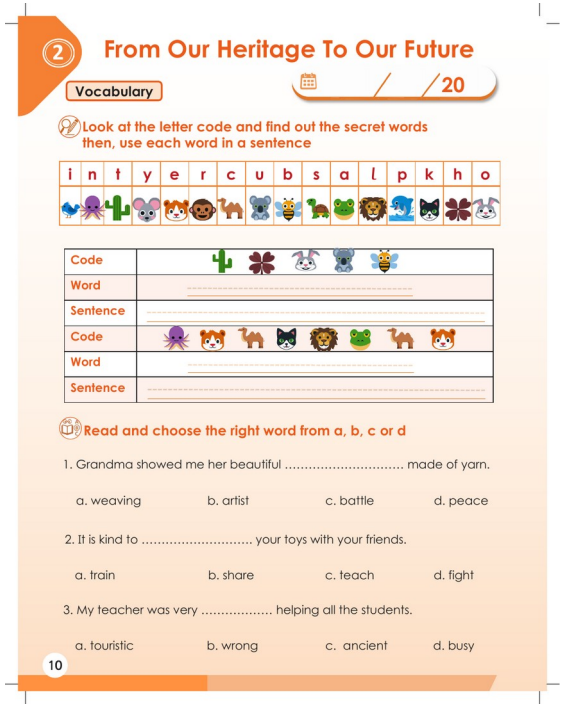
Source example: Grade 3 curriculum guidance.

23. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use the target target phonics pattern with oral blending, sound boxes and a decodable sentence.

WHAT TO OBSERVE

Learners transfer the pattern to an unfamiliar word.



Source examples: topic 45 g5 p72 • topic 24 g5 p21

23. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 3 lesson that relates to this topic.

EXAMINE — Blending supports reading. Segmenting supports spelling and word construction.

ADAPT — Use the target target phonics pattern with oral blending, sound boxes and a decodable sentence.

VERIFY — Learners transfer the pattern to an unfamiliar word.

Group product: an annotated textbook page or a revised section of the daily preparation.

23. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how blending, segmenting and decodable reading influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners transfer the pattern to an unfamiliar word.
COACHING QUESTION	Which part of the lesson most clearly demonstrated blending, segmenting and decodable reading?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 24

Vocabulary Teaching Strategies

Phonics, Vocabulary and Language

Curriculum example • Grade 4 matched example



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25

24. Professional Learning Outcomes

Vocabulary Teaching Strategies

1. Explain the classroom meaning of vocabulary teaching strategies.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

24. Vocabulary Teaching Strategies



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25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Teach vocabulary in context through meaning, pronunciation, spelling, word form, part of speech, collocation and purposeful use, with repeated retrieval across lessons.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in vocabulary teaching strategies.

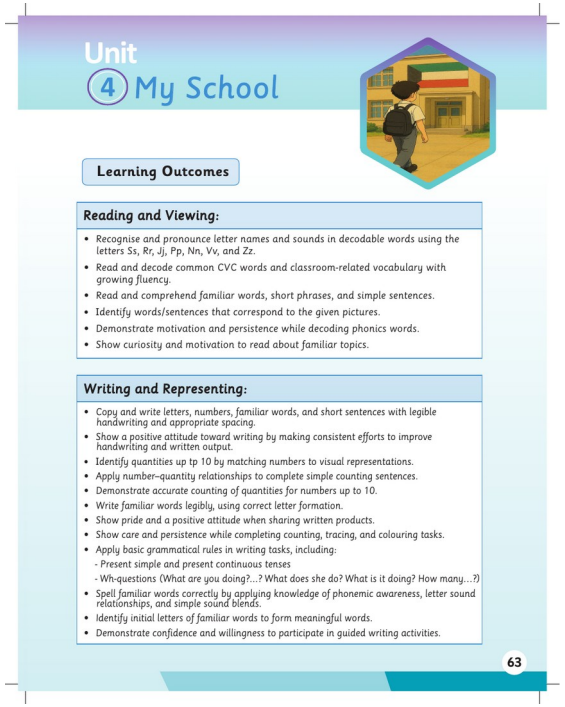
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 4 curriculum guidance.

24. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 4 My School

Learning Outcomes

Reading and Viewing:

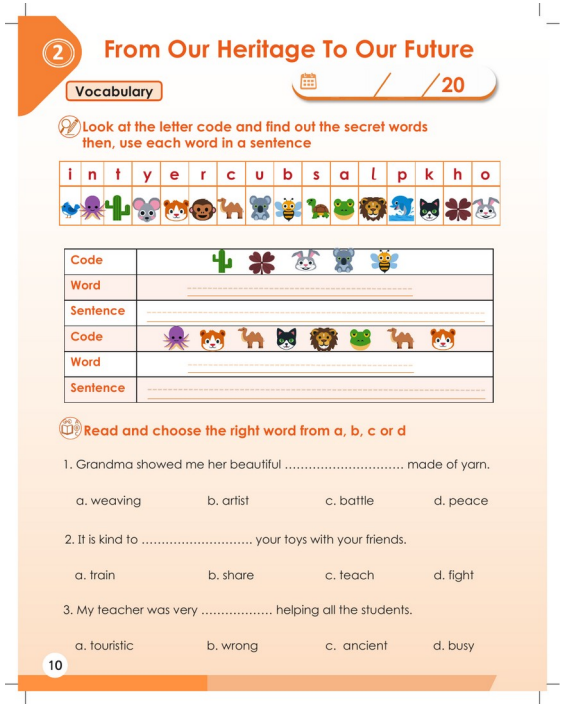
- Recognise and pronounce letter names and sounds in decodable words using the letters Ss, Rr, Jj, Pp, Nn, Vv, and Zz.
- Read and decode common CVC words and classroom-related vocabulary with growing fluency.
- Read and comprehend familiar words, short phrases, and simple sentences.
- Identify words/sentences that correspond to the given pictures.
- Demonstrate motivation and persistence while decoding phonics words.
- Show curiosity and motivation to read about familiar topics.

Writing and Representing:

- Copy and write letters, numbers, familiar words, and short sentences with legible handwriting and appropriate spacing.
- Show a positive attitude toward writing by making consistent efforts to improve handwriting and written output.
- Identify quantities up tp 10 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Demonstrate accurate counting of quantities for numbers up to 10.
- Write familiar words legibly, using correct letter formation.
- Show pride and a positive attitude when sharing written products.
- Show care and persistence while completing counting, tracing, and colouring tasks.
- Apply basic grammatical rules in writing tasks, including:
  - Present simple and present continuous tenses
  - Wh-questions (What are you doing?...? What does she do? What is it doing? How many...?)
- Spell familiar words correctly by applying knowledge of phonemic awareness, letter sound relationships, and simple sound blends.
- Identify initial letters of familiar words to form meaningful words.
- Demonstrate confidence and willingness to participate in guided writing activities.

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PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
   a. weaving b. artist c. battle d. peace
2. It is kind to ..... your toys with your friends.
   a. train b. share c. teach d. fight
3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Select essential words from the text or task, establish meaning with context, visuals, examples and non-examples, model pronunciation and word stress, notice the form, check understanding without asking only 'Do you understand?', then require receptive and productive use through sorting, retrieval, sentence completion and personalised communication.

WHAT TO OBSERVE

Learners recognise the word in context, explain or select its meaning and use the correct form appropriately beyond copying a definition.



Source examples: topic 46 g1 p80 • topic 24 g5 p21

24. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 4 lesson that relates to this topic.

EXAMINE

Teach vocabulary in context through meaning, pronunciation, spelling, word form, part of speech, collocation and purposeful use, with repeated retrieval across lessons.

ADAPT

Select essential words from the text or task, establish meaning with context, visuals, examples and non-examples, model pronunciation and word stress, notice the form, check understanding without asking only 'Do you understand?', then require receptive and productive use through sorting, retrieval, sentence completion and personalised communication.

VERIFY

Learners recognise the word in context, explain or select its meaning and use the correct form appropriately beyond copying a definition.

Group product: an annotated textbook page or a revised section of the daily preparation.

24. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how vocabulary teaching strategies influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners recognise the word in context, explain or select its meaning and use the correct form appropriately beyond copying a definition.
COACHING QUESTION	Which part of the lesson most clearly demonstrated vocabulary teaching strategies?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 25

Using Word Walls and Word Families

Phonics, Vocabulary and Language

Curriculum example • Grade 5 matched example



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25

25. Professional Learning Outcomes

Using Word Walls and Word Families

1. Explain the classroom meaning of using word walls and word families.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

25. Using Word Walls and Word Families



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GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

A word wall becomes a working reference through repeated retrieval and use.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in using word walls and word families.

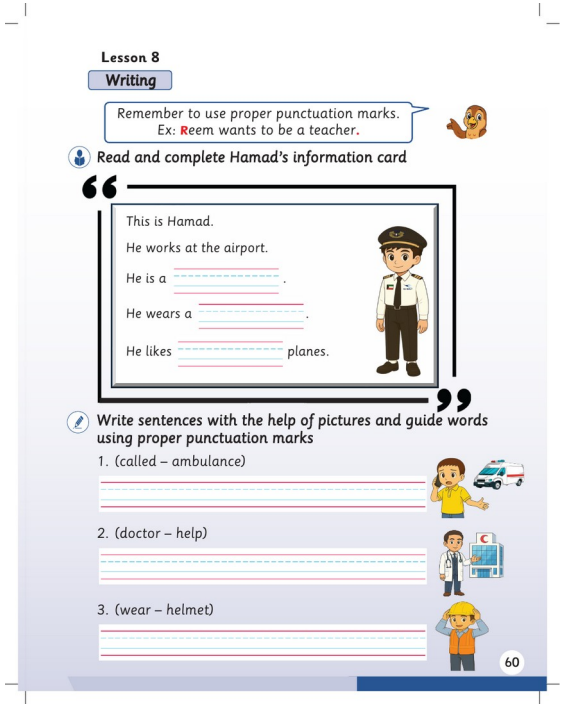
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

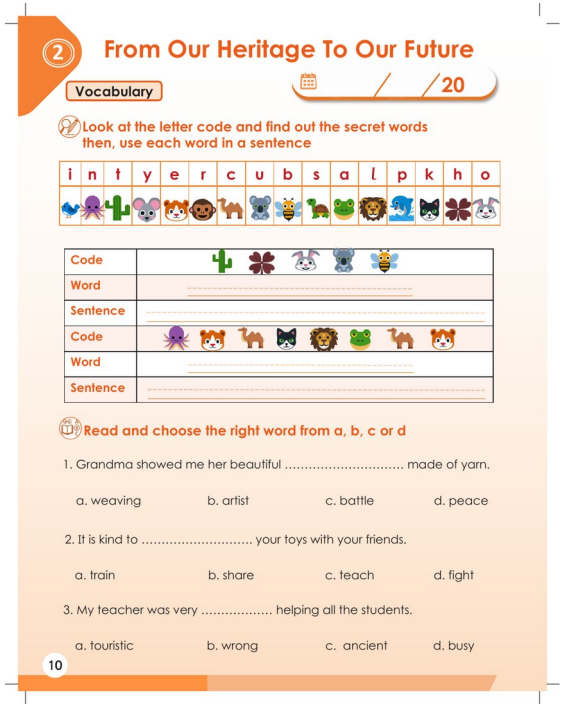
Source example: Grade 5 curriculum guidance.

25. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Organise lesson vocabulary by topic, sound pattern or word family and revisit it in warm-ups.

WHAT TO OBSERVE

Learners independently consult and use displayed words.



Source examples: topic 48 g3 p80 • topic 24 g5 p21

25. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 5 lesson that relates to this topic.

EXAMINE — A word wall becomes a working reference through repeated retrieval and use.

ADAPT — Organise lesson vocabulary by topic, sound pattern or word family and revisit it in warm-ups.

VERIFY — Learners independently consult and use displayed words.

Group product: an annotated textbook page or a revised section of the daily preparation.

25. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how using word walls and word families influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners independently consult and use displayed words.
COACHING QUESTION	Which part of the lesson most clearly demonstrated using word walls and word families?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 26

Teaching Grammar in Context

Phonics, Vocabulary and Language

Curriculum example • Grade 1 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

26. Professional Learning Outcomes

Teaching Grammar in Context

1. Explain the classroom meaning of teaching grammar in context.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

26. Teaching Grammar in Context



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25

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Grammar is taught through meaningful examples and guided discovery: learners notice repeated language, connect form with meaning and use, articulate the pattern and apply it communicatively rather than receive an isolated rule first.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in teaching grammar in context.

COMMON RISK

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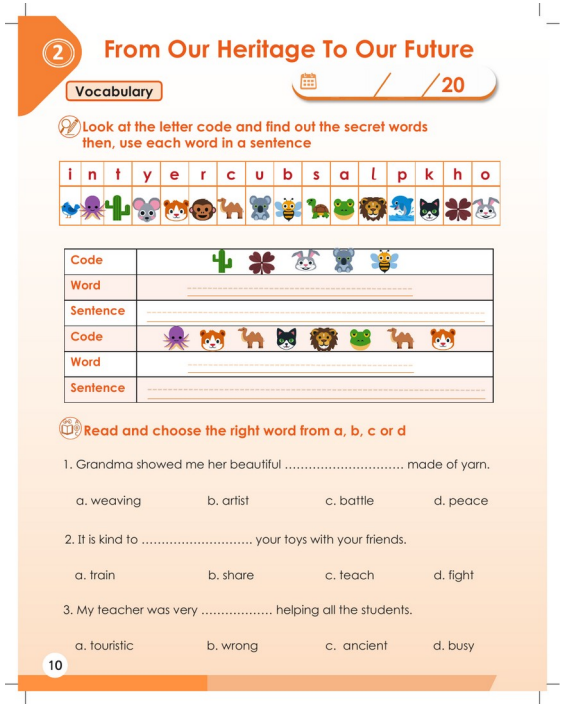
Source example: Grade 1 curriculum guidance.

26. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Present a short dialogue, picture sequence, audio or reading extract containing several examples. Ask concept-checking and noticing questions, highlight the pattern, co-construct the rule, then move through controlled, semi-controlled and free speaking or writing practice with timely feedback.

WHAT TO OBSERVE

Learners explain or demonstrate the form–meaning–use relationship and apply the structure accurately in a relevant message, not only complete decontextualised items.



Source examples: topic 49 g4 p80 • topic 24 g5 p21

26. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 1 lesson that relates to this topic.

EXAMINE

Grammar is taught through meaningful examples and guided discovery: learners notice repeated language, connect form with meaning and use, articulate the pattern and apply it communicatively rather than receive an isolated rule first.

ADAPT

Present a short dialogue, picture sequence, audio or reading extract containing several examples. Ask concept-checking and noticing questions, highlight the pattern, co-construct the rule, then move through controlled, semi-controlled and free speaking or writing practice with timely feedback.

VERIFY

Learners explain or demonstrate the form–meaning–use relationship and apply the structure accurately in a relevant message, not only complete decontextualised items.

Group product: an annotated textbook page or a revised section of the daily preparation.

26. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how teaching grammar in context influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners explain or demonstrate the form–meaning–use relationship and apply the structure accurately in a relevant message, not only complete decontextualised items.
COACHING QUESTION	Which part of the lesson most clearly demonstrated teaching grammar in context?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 27

Using Graphic Organisers

Phonics, Vocabulary and Language

Curriculum example • Grade 2 matched example



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25

27. Professional Learning Outcomes

Using Graphic Organisers

1. Explain the classroom meaning of using graphic organisers.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

27. Using Graphic Organisers



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GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

A graphic organiser makes relationships and planning visible.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in using graphic organisers.

COMMON RISK

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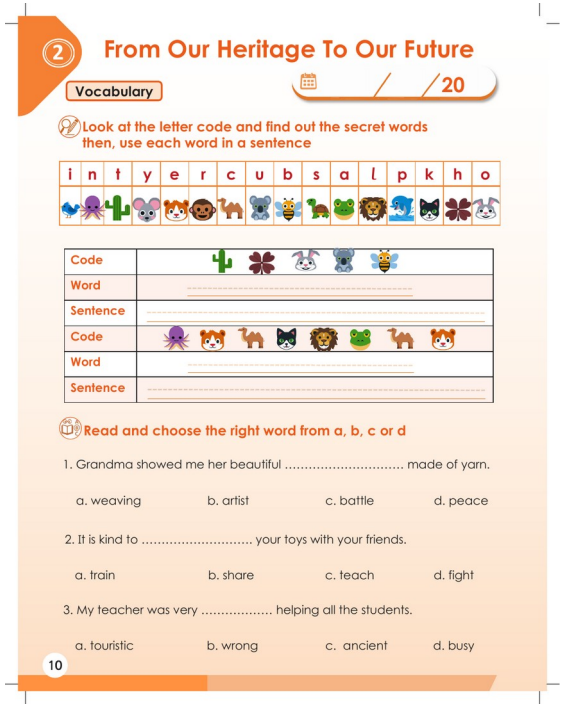
Source example: Grade 2 curriculum guidance.

27. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use a story map, Venn diagram or paragraph organiser from the lesson before the final response.

WHAT TO OBSERVE

The organiser improves the quality of the final performance.



Source examples: topic 50 g5 p80 • topic 24 g5 p21

27. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 2 lesson that relates to this topic.

EXAMINE — A graphic organiser makes relationships and planning visible.

ADAPT — Use a story map, Venn diagram or paragraph organiser from the lesson before the final response.

VERIFY — The organiser improves the quality of the final performance.

Group product: an annotated textbook page or a revised section of the daily preparation.

27. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how using graphic organisers influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The organiser improves the quality of the final performance.
COACHING QUESTION	Which part of the lesson most clearly demonstrated using graphic organisers?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

Collaborative and Performance Strategies

28 Think-Pair-Share and Cooperative Learning

29 Learning Stations and Gallery Walks

30 Role-Play, Storytelling and Puppetry

31 Oral Presentation Skills

32 Planning, Teaching and Assessing Primary Project Presentations

33 Questioning Techniques and Bloom’s Taxonomy

TOPIC 28

Think-Pair-Share and Cooperative Learning

Collaborative and Performance Strategies

Curriculum example • Grade 3 matched example



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25

28. Professional Learning Outcomes

Think-Pair-Share and Cooperative Learning

1. Explain the classroom meaning of think-pair-share and cooperative learning.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

28. Think-Pair-Share and Cooperative Learning



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25

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Structured collaboration gives every learner thinking and rehearsal time.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in think-pair-share and cooperative learning.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 3 curriculum guidance.

28. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 1 All About Kuwait

Learning Outcomes

Reading and Viewing:

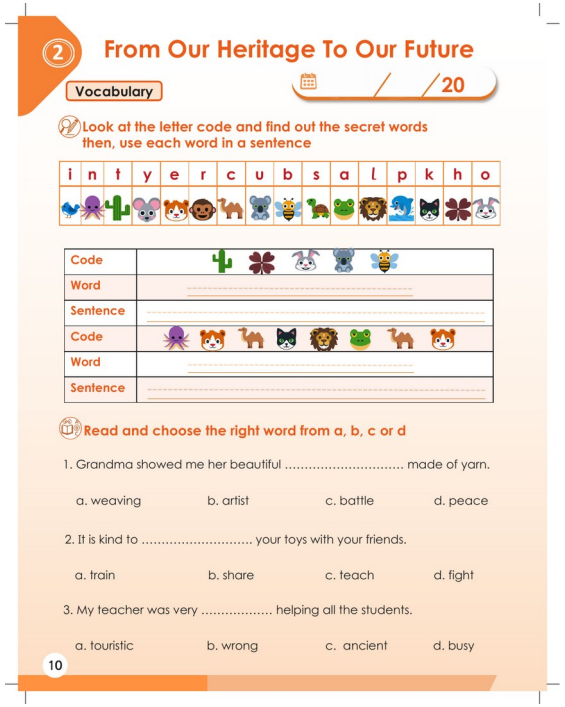
- Identify the main idea in informational texts about places in Kuwait.
- Recognise sight, descriptive words, synonyms, and antonyms.
- Answer comprehension questions using supporting details from the text.
- Use appropriate reading strategies (skimming -scanning) to understand the content of a text.
- Exhibit interest in reading about real-world places and cultural topics.
- Demonstrate enjoyment through participation in reading tasks and discussions.

Writing and Representing:

- Compose guided and original sentences using the future tense and time sequence adverbs.
- Use learned vocabulary to complete sentence frames about cultural topics and locations.
- Compose sentences using future tense and time sequence adverbs about a cultural visit.
- Write clearly using punctuation and spacing as modelled.
- Display confidence and responsibility in completing writing tasks about familiar places.
- Create well-organised written work related to project-based tasks.

4

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
   a. weaving b. artist c. battle d. peace
2. It is kind to ..... your toys with your friends.
   a. train b. share c. teach d. fight
3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Use a lesson question: individual preparation, partner discussion, then selected sharing.

WHAT TO OBSERVE

Roles and accountability prevent one learner from completing the task for others.



Source examples: topic 13 g3 p24 • topic 24 g5 p21

28. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 3 lesson that relates to this topic.

EXAMINE — Structured collaboration gives every learner thinking and rehearsal time.

ADAPT — Use a lesson question: individual preparation, partner discussion, then selected sharing.

VERIFY — Roles and accountability prevent one learner from completing the task for others.

Group product: an annotated textbook page or a revised section of the daily preparation.

28. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how think-pair-share and cooperative learning influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Roles and accountability prevent one learner from completing the task for others.
COACHING QUESTION	Which part of the lesson most clearly demonstrated think-pair-share and cooperative learning?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 29

Learning Stations and Gallery Walks

Collaborative and Performance Strategies

Curriculum example • Grade 4 matched example



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25

29. Professional Learning Outcomes

Learning Stations and Gallery Walks

1. Explain the classroom meaning of learning stations and gallery walks.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

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25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Stations vary practice while gallery walks support review and feedback.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in learning stations and gallery walks.

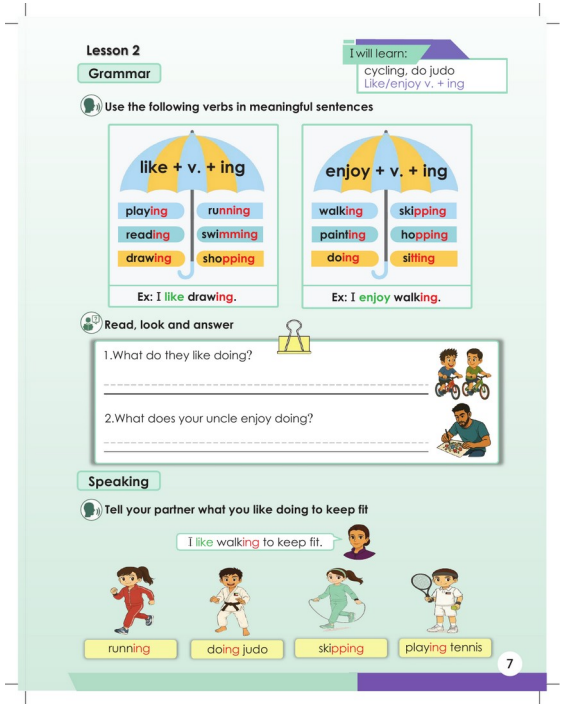
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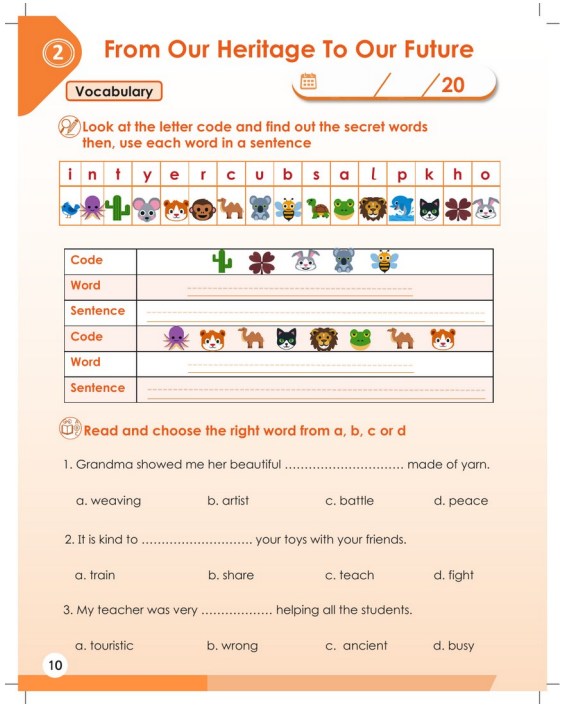
Source example: Grade 4 curriculum guidance.

29. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Create short learning stations for vocabulary, comprehension, oral rehearsal and checking.

WHAT TO OBSERVE

Each station contributes evidence toward the lesson outcome.



Source examples: topic 14 g4 p24 • topic 24 g5 p21

29. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 4 lesson that relates to this topic.

EXAMINE — Stations vary practice while gallery walks support review and feedback.

ADAPT — Create short learning stations for vocabulary, comprehension, oral rehearsal and checking.

VERIFY — Each station contributes evidence toward the lesson outcome.

Group product: an annotated textbook page or a revised section of the daily preparation.

29. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how learning stations and gallery walks influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Each station contributes evidence toward the lesson outcome.
COACHING QUESTION	Which part of the lesson most clearly demonstrated learning stations and gallery walks?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 30

Role-Play, Storytelling and Puppetry

Collaborative and Performance Strategies

Curriculum example • Grade 5 matched example



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25

30. Professional Learning Outcomes

Role-Play, Storytelling and Puppetry

1. Explain the classroom meaning of role-play, storytelling and puppetry.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

30. Role-Play, Storytelling and Puppetry



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25

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Dramatic techniques create a meaningful context for language and values.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in role-play, storytelling and puppetry.

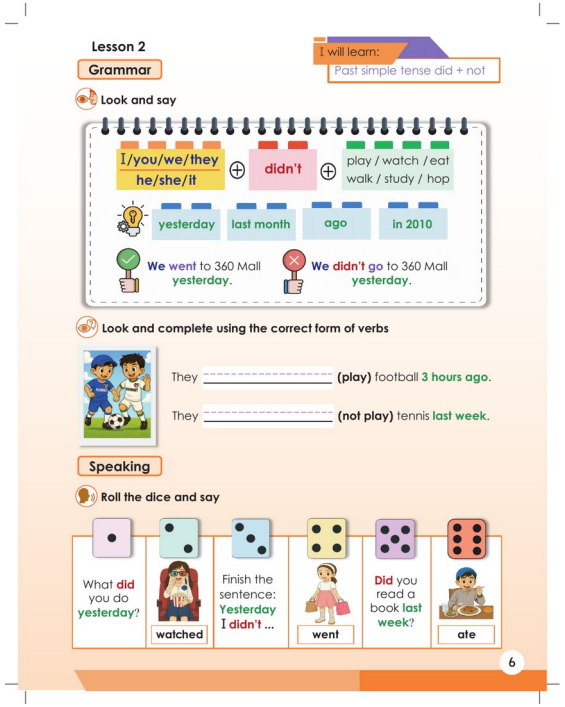
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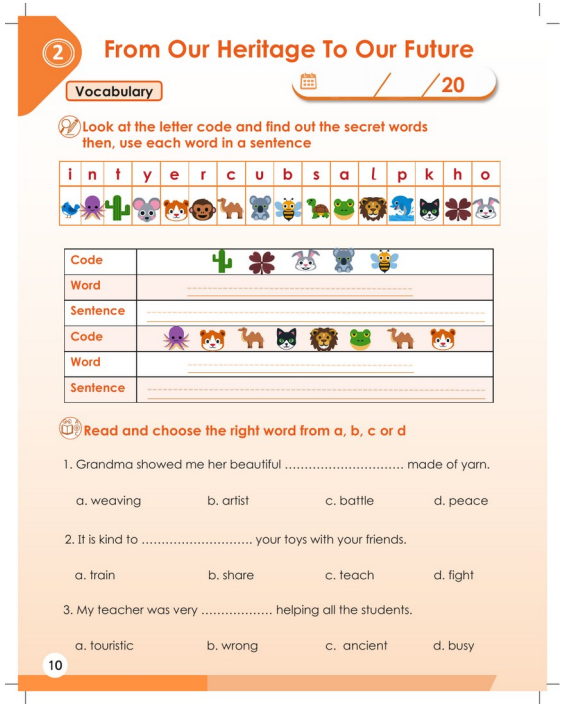
Source example: Grade 5 curriculum guidance.

30. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Adapt a model dialogue or story into a short role-play with clear language prompts.

WHAT TO OBSERVE

Learners communicate meaning rather than memorising without understanding.



Source examples: topic 15 g5 p24 • topic 24 g5 p21

30. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 5 lesson that relates to this topic.
EXAMINE	Dramatic techniques create a meaningful context for language and values.
ADAPT	Adapt a model dialogue or story into a short role-play with clear language prompts.
VERIFY	Learners communicate meaning rather than memorising without understanding.

Group product: an annotated textbook page or a revised section of the daily preparation.

30. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how role-play, storytelling and puppetry influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners communicate meaning rather than memorising without understanding.
COACHING QUESTION	Which part of the lesson most clearly demonstrated role-play, storytelling and puppetry?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 31

Oral Presentation Skills

Collaborative and Performance Strategies

Curriculum example • Grade 1 matched example



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25

31. Professional Learning Outcomes

Oral Presentation Skills

1. Explain the classroom meaning of oral presentation skills.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

31. Oral Presentation Skills



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Presentation requires content selection, organisation, rehearsal and delivery.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in oral presentation skills.

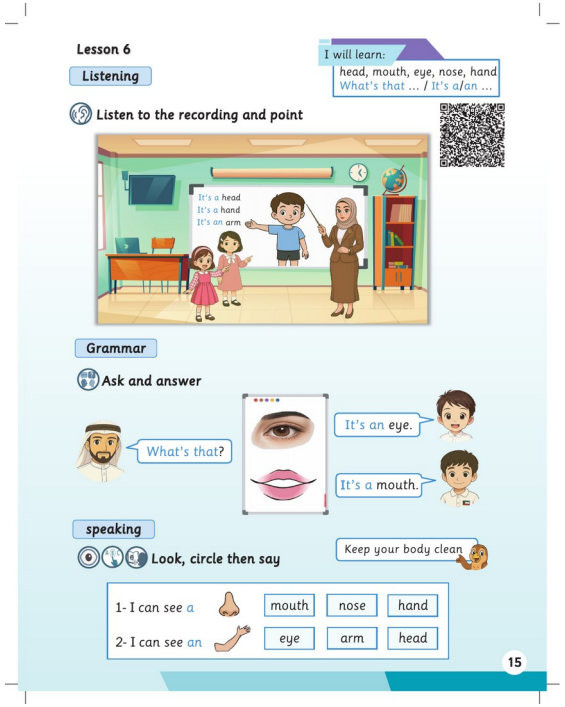
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

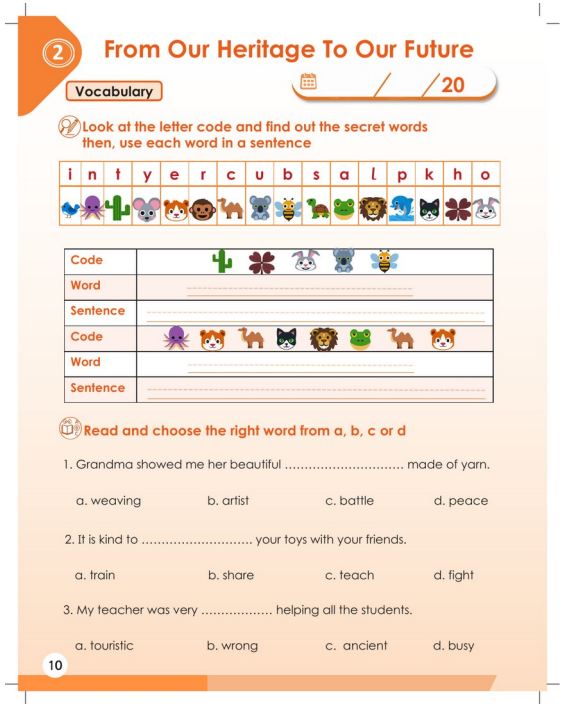
Source example: Grade 1 curriculum guidance.

31. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use a textbook project and add an explicit oral presentation with age-appropriate criteria.

WHAT TO OBSERVE

The teacher assesses the spoken delivery, not only the poster.



Source examples: topic 16 g1 p32 • topic 24 g5 p21

31. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 1 lesson that relates to this topic.

EXAMINE — Presentation requires content selection, organisation, rehearsal and delivery.

ADAPT — Use a textbook project and add an explicit oral presentation with age-appropriate criteria.

VERIFY — The teacher assesses the spoken delivery, not only the poster.

Group product: an annotated textbook page or a revised section of the daily preparation.

31. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how oral presentation skills influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The teacher assesses the spoken delivery, not only the poster.
COACHING QUESTION	Which part of the lesson most clearly demonstrated oral presentation skills?

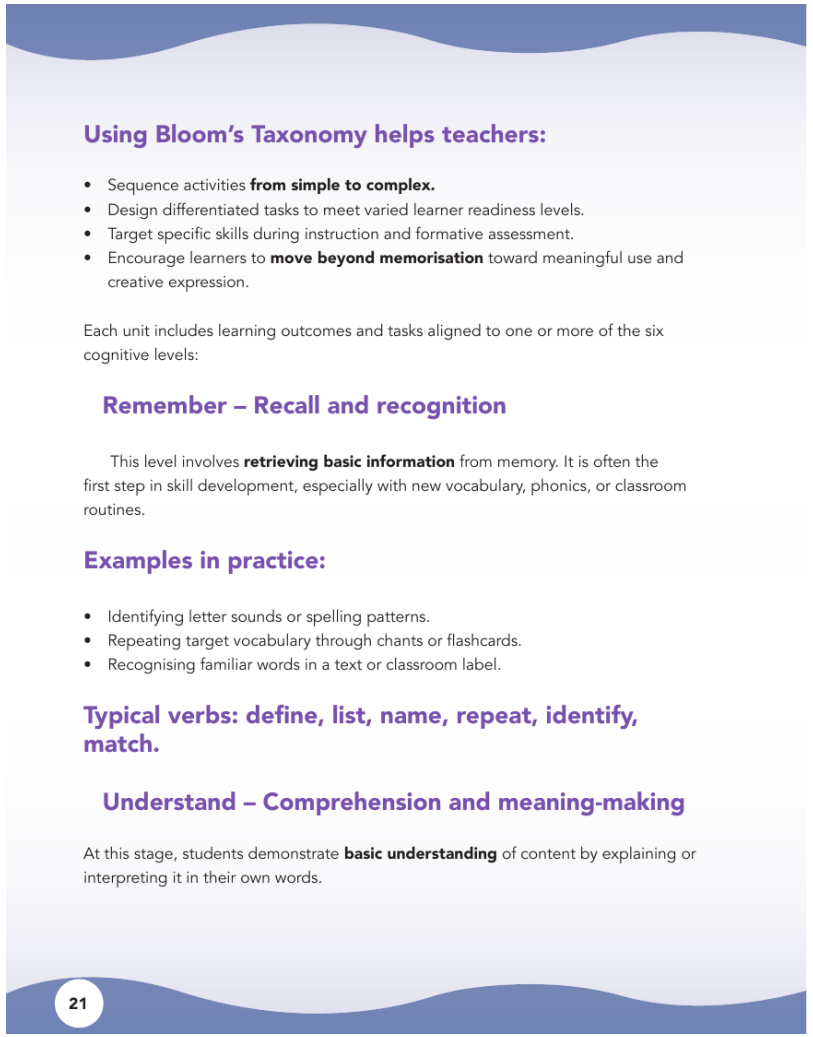
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 32

Planning, Teaching and Assessing Primary Project Presentations

Collaborative and Performance Strategies

Curriculum example • Grade 2 matched example



Using Bloom's Taxonomy helps teachers:

- Sequence activities **from simple to complex.**
- Design differentiated tasks to meet varied learner readiness levels.
- Target specific skills during instruction and formative assessment.
- Encourage learners to **move beyond memorisation** toward meaningful use and creative expression.

Each unit includes learning outcomes and tasks aligned to one or more of the six cognitive levels:

Remember – Recall and recognition

This level involves **retrieving basic information** from memory. It is often the first step in skill development, especially with new vocabulary, phonics, or classroom routines.

Examples in practice:

- Identifying letter sounds or spelling patterns.
- Repeating target vocabulary through chants or flashcards.
- Recognising familiar words in a text or classroom label.

Typical verbs: define, list, name, repeat, identify, match.

Understand – Comprehension and meaning-making

At this stage, students demonstrate **basic understanding** of content by explaining or interpreting it in their own words.

21

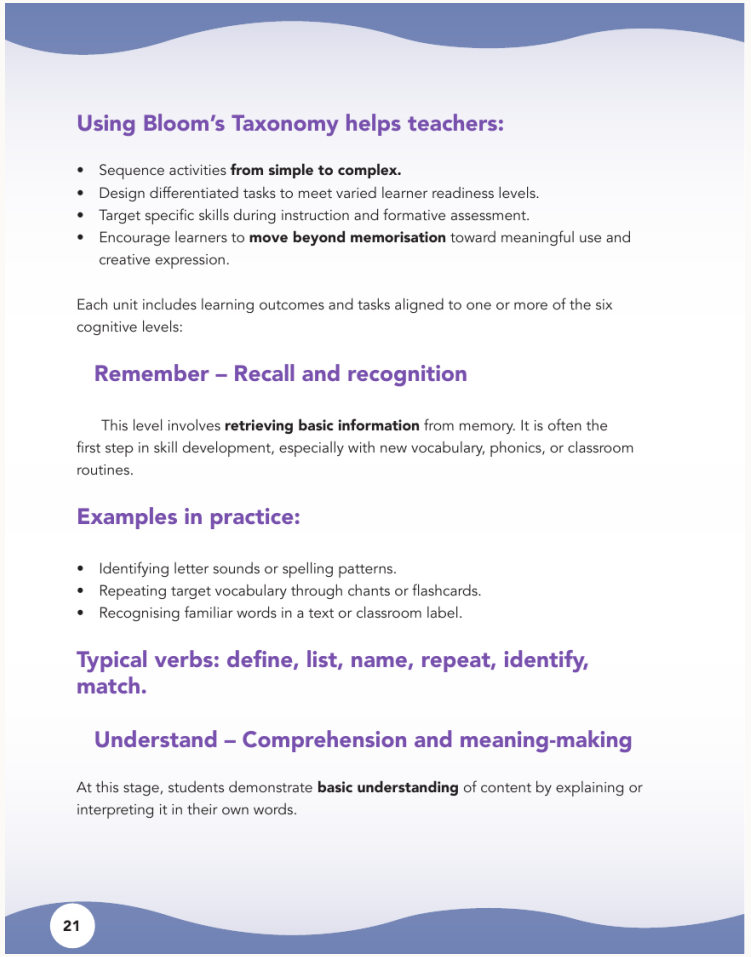
32. Professional Learning Outcomes

Planning, Teaching and Assessing Primary Project Presentations

1. **Explain the classroom meaning of planning, teaching and assessing primary project presentations.**
2. **Locate relevant evidence in a lesson and the curriculum guidance.**
3. **Adapt one lesson while protecting its target skill and learning outcome.**
4. **Define the learner evidence that a teacher or supervisor should observe.**

Suggested meeting time: 30–45 minutes, including collaborative planning.

32. Planning, Teaching and Assessing Primary Project Presentations



Using Bloom's Taxonomy helps teachers:

- Sequence activities **from simple to complex.**
- Design differentiated tasks to meet varied learner readiness levels.
- Target specific skills during instruction and formative assessment.
- Encourage learners to **move beyond memorisation** toward meaningful use and creative expression.

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Examples in practice:

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Typical verbs: define, list, name, repeat, identify, match.

Understand – Comprehension and meaning-making

At this stage, students demonstrate **basic understanding** of content by explaining or interpreting it in their own words.

21

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

A unit-end project becomes speaking evidence only when every learner prepares and delivers observable oral language. Select one or two unchanged speaking Learning Outcomes from the unit cover that the project activities genuinely support.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in planning, teaching and assessing primary project presentations.

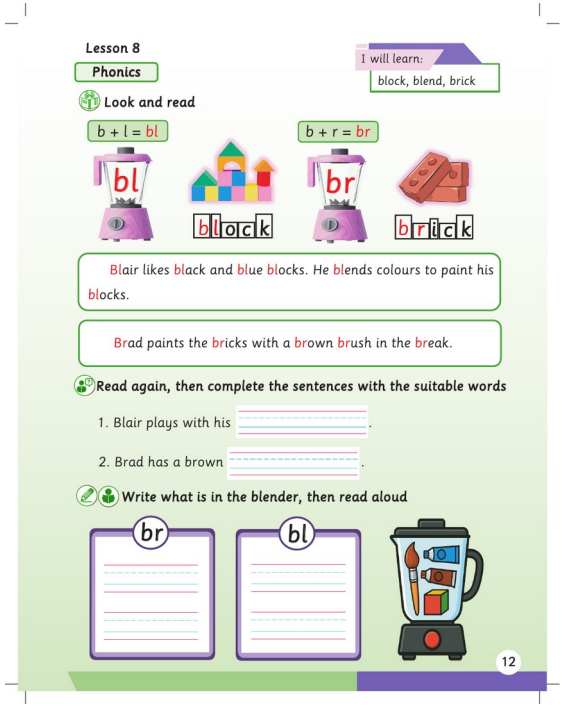
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

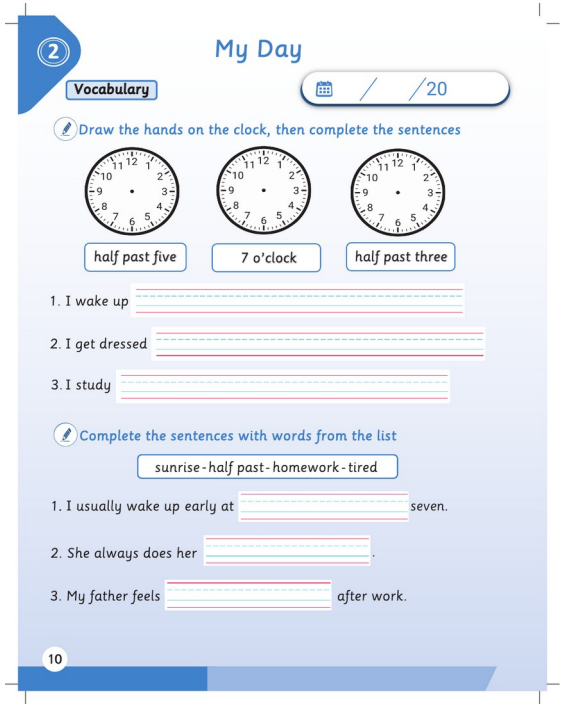
Source example: Grade 2 curriculum guidance.

32. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Model a short presentation, unpack learner-friendly criteria, provide visuals and sentence frames, assign an oral role to every learner, rehearse in pairs or groups, present to an audience and reflect. Add a writing outcome only when learners actually plan, draft and improve written language rather than copy labels.

WHAT TO OBSERVE

Assess the project product separately from the learner's oral performance. Use a short age-appropriate rubric for message, organisation, intelligibility, target language and interaction when taught; do not award speaking evidence for the poster alone.



Source examples: topic 17 g2 p32 • topic 22 g3 p21

32. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 2 lesson that relates to this topic.

EXAMINE

A unit-end project becomes speaking evidence only when every learner prepares and delivers observable oral language. Select one or two unchanged speaking Learning Outcomes from the unit cover that the project activities genuinely support.

ADAPT

Model a short presentation, unpack learner-friendly criteria, provide visuals and sentence frames, assign an oral role to every learner, rehearse in pairs or groups, present to an audience and reflect. Add a writing outcome only when learners actually plan, draft and improve written language rather than copy labels.

VERIFY

Assess the project product separately from the learner's oral performance. Use a short age-appropriate rubric for message, organisation, intelligibility, target language and interaction when taught; do not award speaking evidence for the poster alone.

Group product: an annotated textbook page or a revised section of the daily preparation.

32. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how planning, teaching and assessing primary project presentations influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Assess the project product separately from the learner's oral performance. Use a short age-appropriate rubric for message, organisation, intelligibility, target language and interaction when taught; do not award speaking evidence for the poster alone.
COACHING QUESTION	Which part of the lesson most clearly demonstrated planning, teaching and assessing primary project presentations?

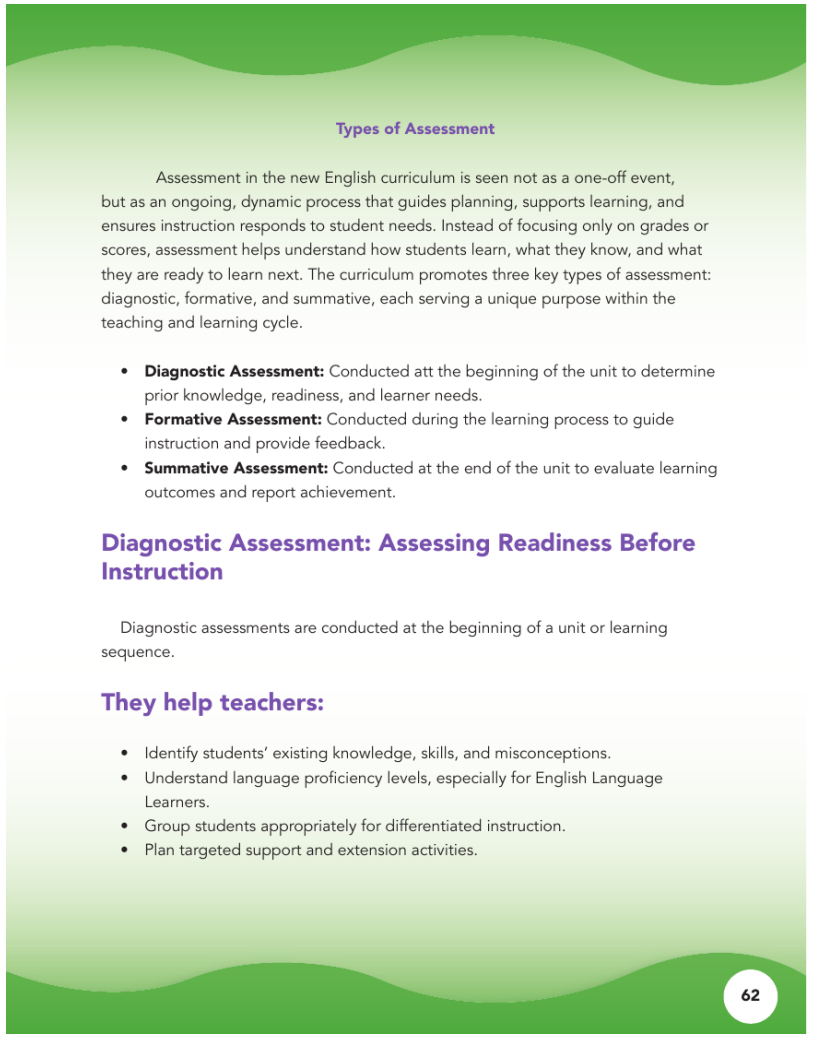
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 33

Questioning Techniques and Bloom's Taxonomy

Collaborative and Performance Strategies

Curriculum example • Grade 3 matched example



Types of Assessment

Assessment in the new English curriculum is seen not as a one-off event, but as an ongoing, dynamic process that guides planning, supports learning, and ensures instruction responds to student needs. Instead of focusing only on grades or scores, assessment helps understand how students learn, what they know, and what they are ready to learn next. The curriculum promotes three key types of assessment: diagnostic, formative, and summative, each serving a unique purpose within the teaching and learning cycle.

- **Diagnostic Assessment:** Conducted att the beginning of the unit to determine prior knowledge, readiness, and learner needs.
- **Formative Assessment:** Conducted during the learning process to guide instruction and provide feedback.
- **Summative Assessment:** Conducted at the end of the unit to evaluate learning outcomes and report achievement.

Diagnostic Assessment: Assessing Readiness Before Instruction

Diagnostic assessments are conducted at the beginning of a unit or learning sequence.

They help teachers:

- Identify students' existing knowledge, skills, and misconceptions.
- Understand language proficiency levels, especially for English Language Learners.
- Group students appropriately for differentiated instruction.
- Plan targeted support and extension activities.

62

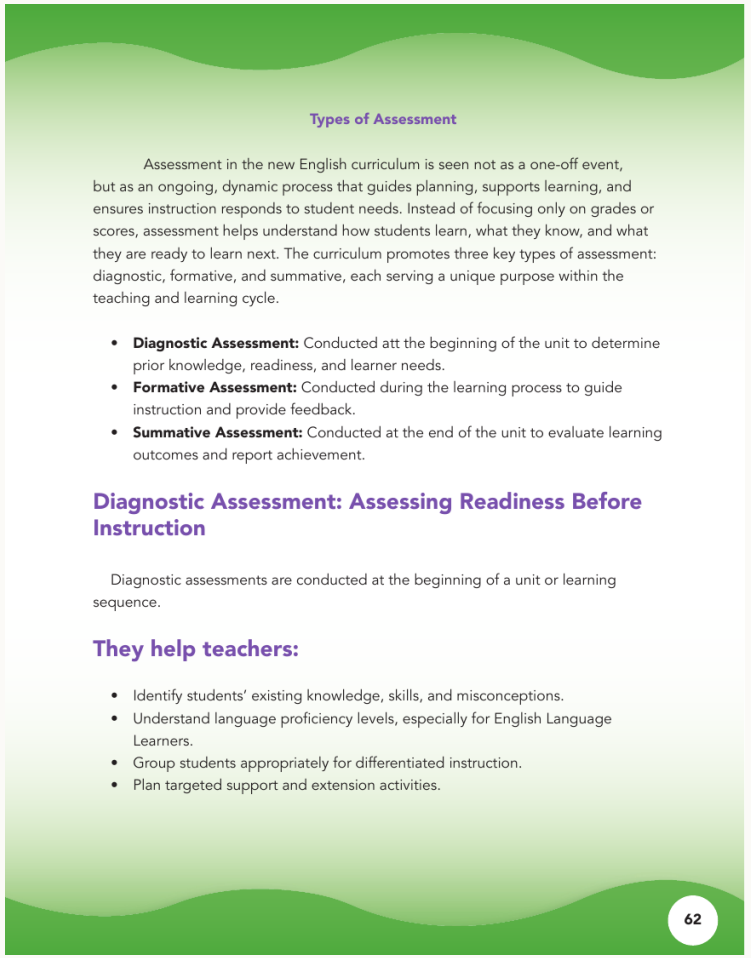
33. Professional Learning Outcomes

Questioning Techniques and Bloom’s Taxonomy

1. Explain the classroom meaning of questioning techniques and bloom’s taxonomy.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

33. Questioning Techniques and Bloom's Taxonomy



Types of Assessment

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- Group students appropriately for differentiated instruction.
- Plan targeted support and extension activities.

62

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Questions progress from recall toward explanation, comparison and creation.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in questioning techniques and bloom's taxonomy.

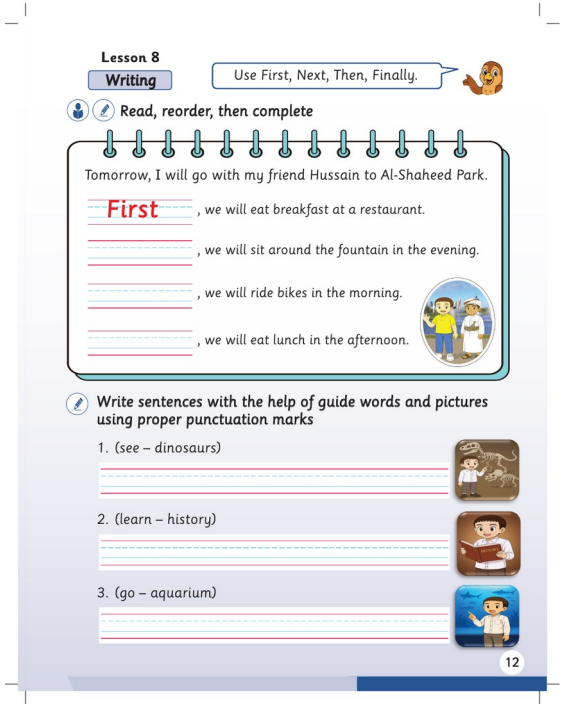
COMMON RISK

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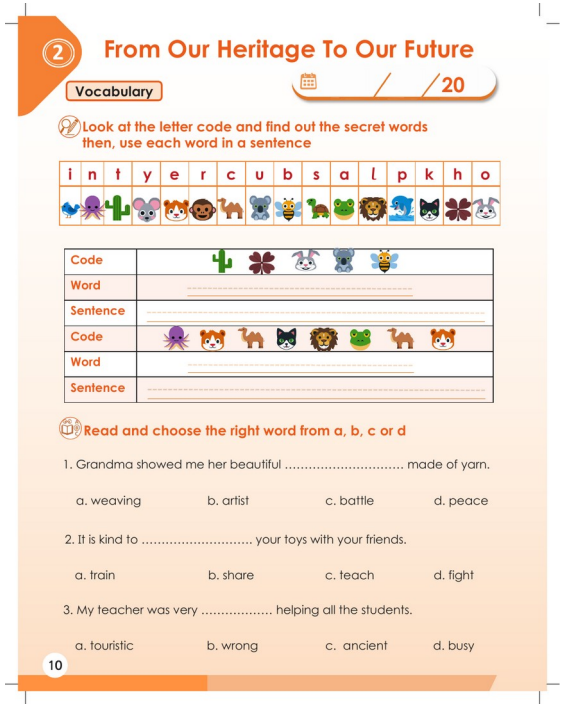
Source example: Grade 3 curriculum guidance.

33. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Build a question ladder around one lesson text or listening passage.

WHAT TO OBSERVE

Questions match learner readiness and the intended cognitive demand.



Source examples: topic 18 g3 p32 • topic 24 g5 p21

33. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 3 lesson that relates to this topic.
EXAMINE	Questions progress from recall toward explanation, comparison and creation.
ADAPT	Build a question ladder around one lesson text or listening passage.
VERIFY	Questions match learner readiness and the intended cognitive demand.

Group product: an annotated textbook page or a revised section of the daily preparation.

33. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how questioning techniques and bloom’s taxonomy influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Questions match learner readiness and the intended cognitive demand.
COACHING QUESTION	Which part of the lesson most clearly demonstrated questioning techniques and bloom’s taxonomy?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 07

Assessment and Feedback

34 Diagnostic, Formative and Summative Assessment

35 Matching Assessment with the Target Skill

36 Exit Tickets and Quick Assessment Techniques

37 Peer Assessment and Self-Assessment

38 Giving Effective Feedback

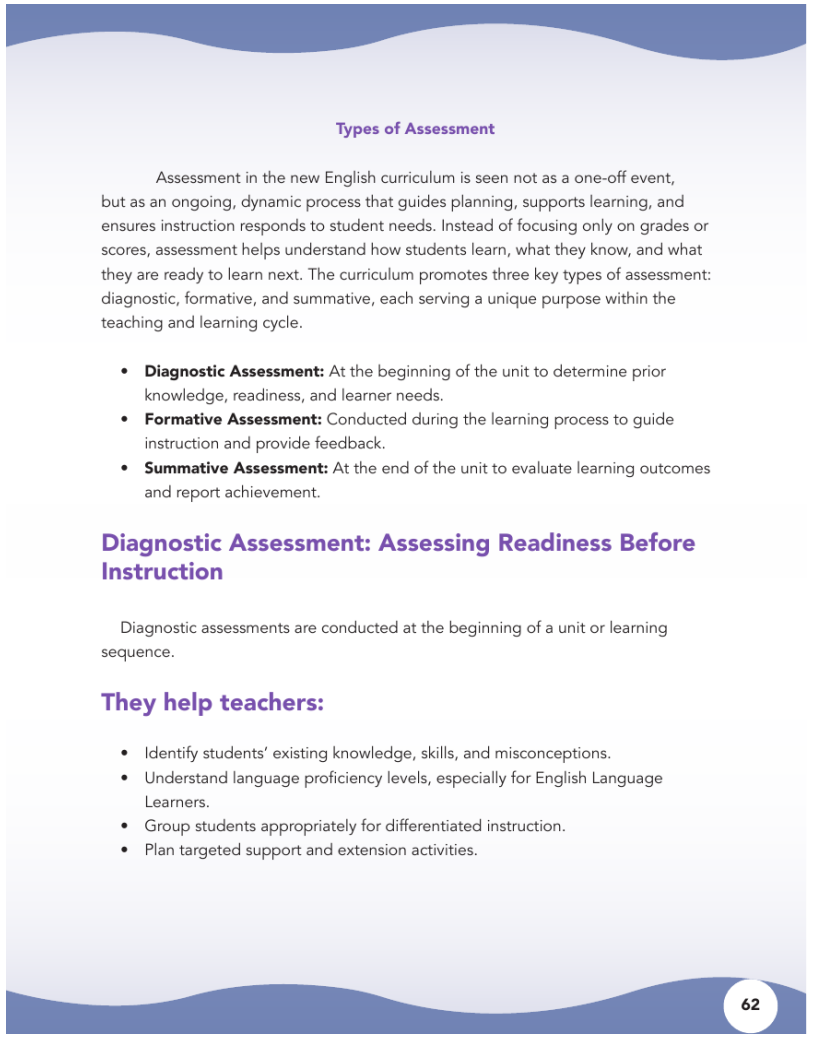
39 Designing a Valid, Balanced and Technically Sound English Assessment

TOPIC 34

Diagnostic, Formative and Summative Assessment

Assessment and Feedback

Curriculum example • Grade 4 matched example



Types of Assessment

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- Plan targeted support and extension activities.

62

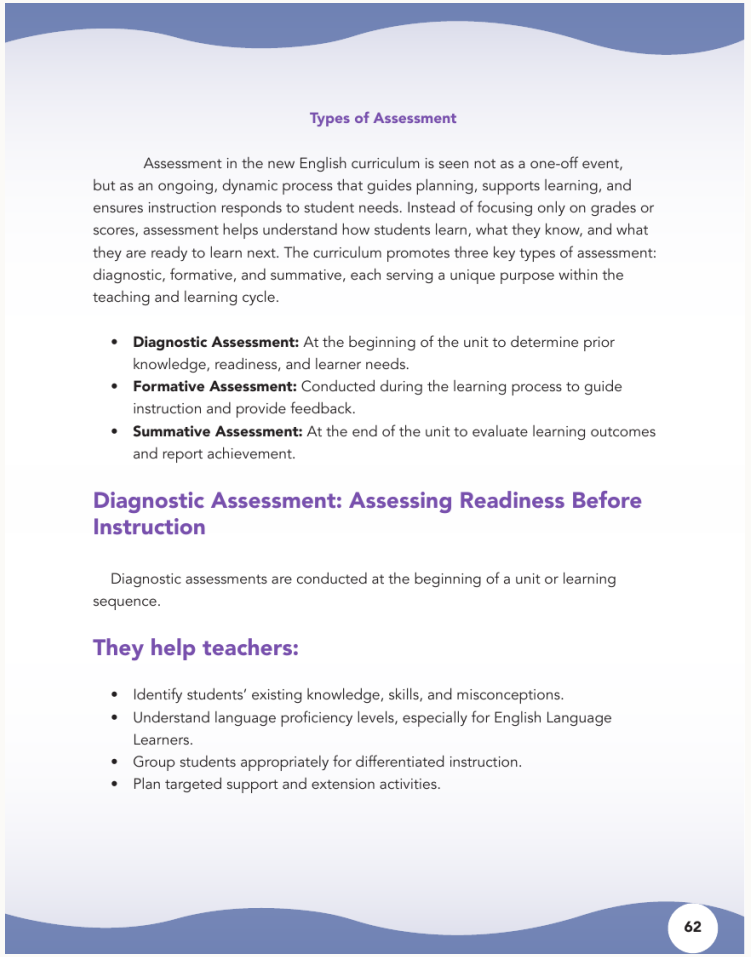
34. Professional Learning Outcomes

Diagnostic, Formative and Summative Assessment

1. Explain the classroom meaning of diagnostic, formative and summative assessment.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

34. Diagnostic, Formative and Summative Assessment



Types of Assessment

Assessment in the new English curriculum is seen not as a one-off event, but as an ongoing, dynamic process that guides planning, supports learning, and ensures instruction responds to student needs. Instead of focusing only on grades or scores, assessment helps understand how students learn, what they know, and what they are ready to learn next. The curriculum promotes three key types of assessment: diagnostic, formative, and summative, each serving a unique purpose within the teaching and learning cycle.

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Diagnostic assessments are conducted at the beginning of a unit or learning sequence.

They help teachers:

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- Understand language proficiency levels, especially for English Language Learners.
- Group students appropriately for differentiated instruction.
- Plan targeted support and extension activities.

62

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Each assessment type serves a different instructional purpose, and the tool must match the target skill and evidence required.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in diagnostic, formative and summative assessment.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

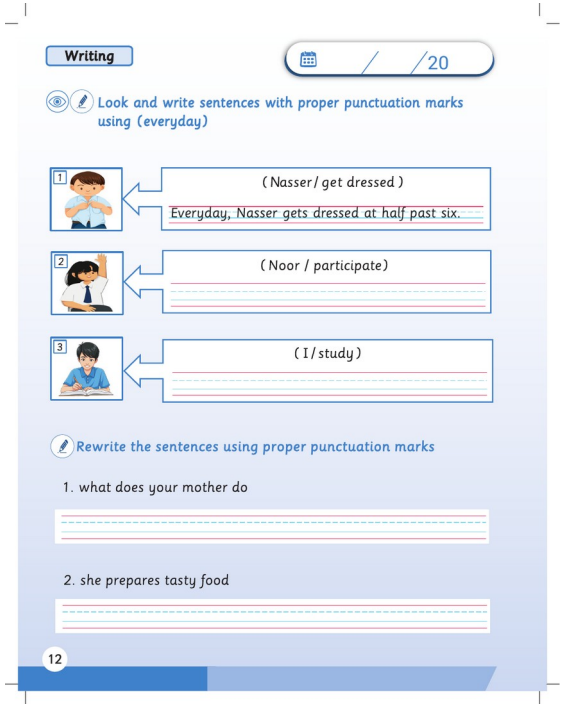
Source example: Grade 4 curriculum guidance.

34. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use diagnostic checklists or short pre-tasks; formative questioning, observation notes, mini-whiteboards, conferences, learner work, rubrics, rating scales, self-assessment, peer assessment and exit tickets; and summative tests, writing products, oral presentations, projects or performance tasks. Select only tools that can validly capture the intended outcome.

WHAT TO OBSERVE

Teachers record useful evidence, act on diagnostic and formative information before final evaluation and avoid assessing a different skill merely because it is easier to mark.



Source examples: topic 21 g1 p40 • topic 25 g3 p23

34. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 4 lesson that relates to this topic.

EXAMINE

Each assessment type serves a different instructional purpose, and the tool must match the target skill and evidence required.

ADAPT

Use diagnostic checklists or short pre-tasks; formative questioning, observation notes, mini-whiteboards, conferences, learner work, rubrics, rating scales, self-assessment, peer assessment and exit tickets; and summative tests, writing products, oral presentations, projects or performance tasks. Select only tools that can validly capture the intended outcome.

VERIFY

Teachers record useful evidence, act on diagnostic and formative information before final evaluation and avoid assessing a different skill merely because it is easier to mark.

Group product: an annotated textbook page or a revised section of the daily preparation.

34. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how diagnostic, formative and summative assessment influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Teachers record useful evidence, act on diagnostic and formative information before final evaluation and avoid assessing a different skill merely because it is easier to mark.
COACHING QUESTION	Which part of the lesson most clearly demonstrated diagnostic, formative and summative assessment?

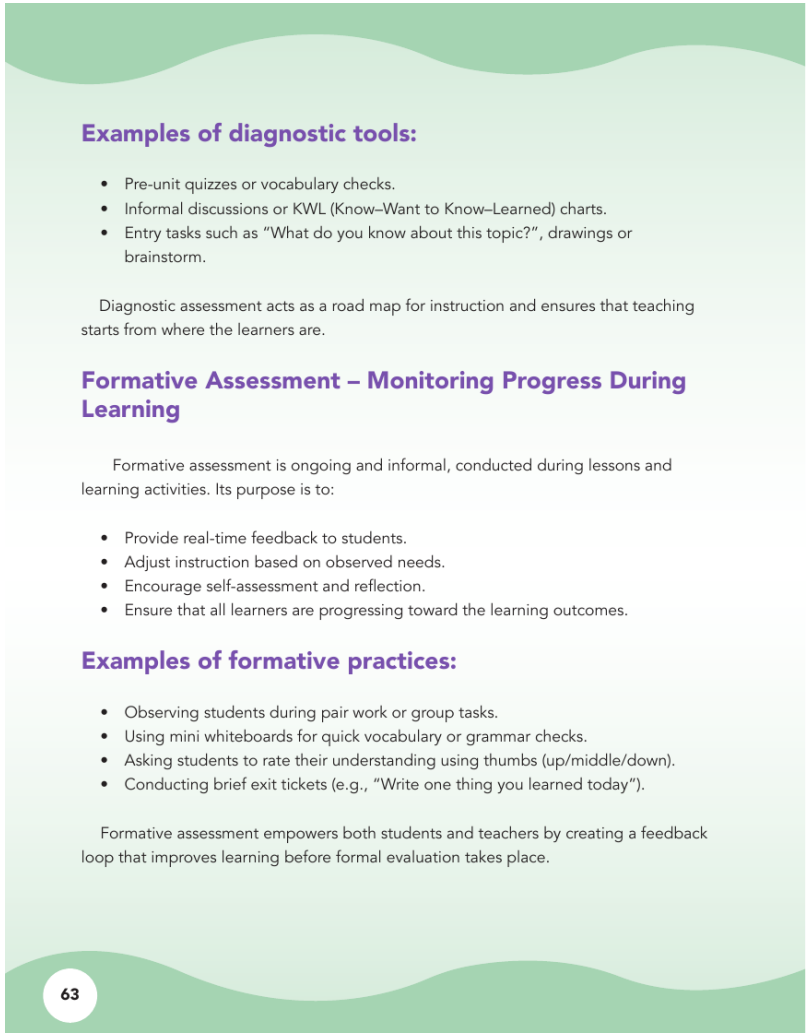
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 35

Matching Assessment with the Target Skill

Assessment and Feedback

Curriculum example • Grade 5 matched example



Examples of diagnostic tools:

- Pre-unit quizzes or vocabulary checks.
- Informal discussions or KWL (Know–Want to Know–Learned) charts.
- Entry tasks such as "What do you know about this topic?", drawings or brainstorm.

Diagnostic assessment acts as a road map for instruction and ensures that teaching starts from where the learners are.

Formative Assessment – Monitoring Progress During Learning

Formative assessment is ongoing and informal, conducted during lessons and learning activities. Its purpose is to:

- Provide real-time feedback to students.
- Adjust instruction based on observed needs.
- Encourage self-assessment and reflection.
- Ensure that all learners are progressing toward the learning outcomes.

Examples of formative practices:

- Observing students during pair work or group tasks.
- Using mini whiteboards for quick vocabulary or grammar checks.
- Asking students to rate their understanding using thumbs (up/middle/down).
- Conducting brief exit tickets (e.g., "Write one thing you learned today").

Formative assessment empowers both students and teachers by creating a feedback loop that improves learning before formal evaluation takes place.

63

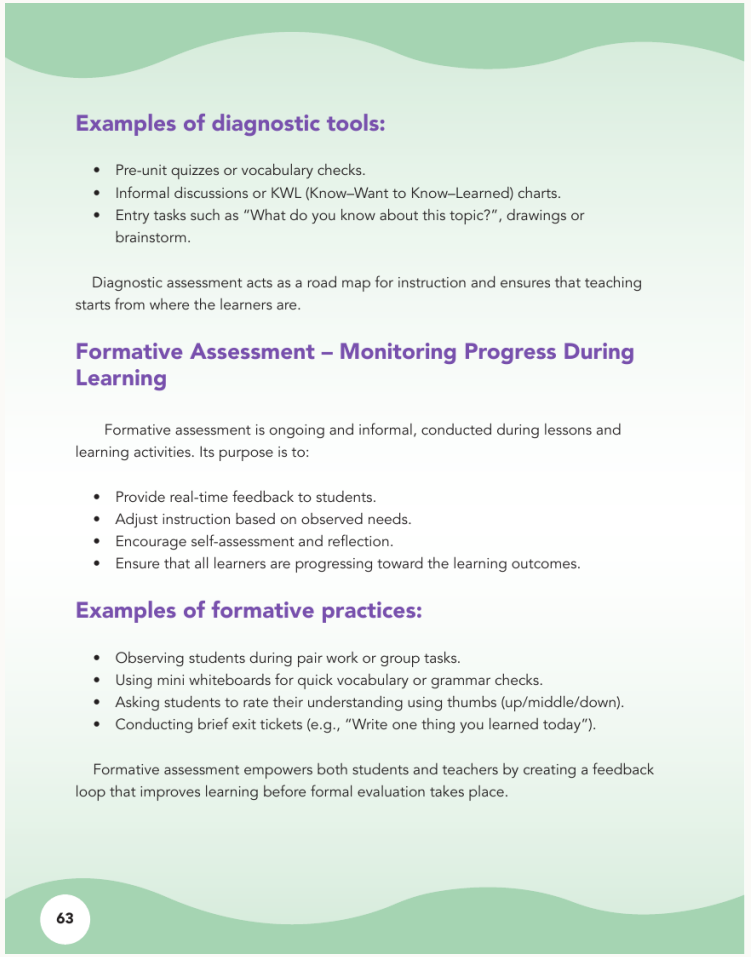
35. Professional Learning Outcomes

Matching Assessment with the Target Skill

1. Explain the classroom meaning of matching assessment with the target skill.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

35. Matching Assessment with the Target Skill



Examples of diagnostic tools:

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- Conducting brief exit tickets (e.g., "Write one thing you learned today").

Formative assessment empowers both students and teachers by creating a feedback loop that improves learning before formal evaluation takes place.

63

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Assessment evidence must use the same language mode as the outcome.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in matching assessment with the target skill.

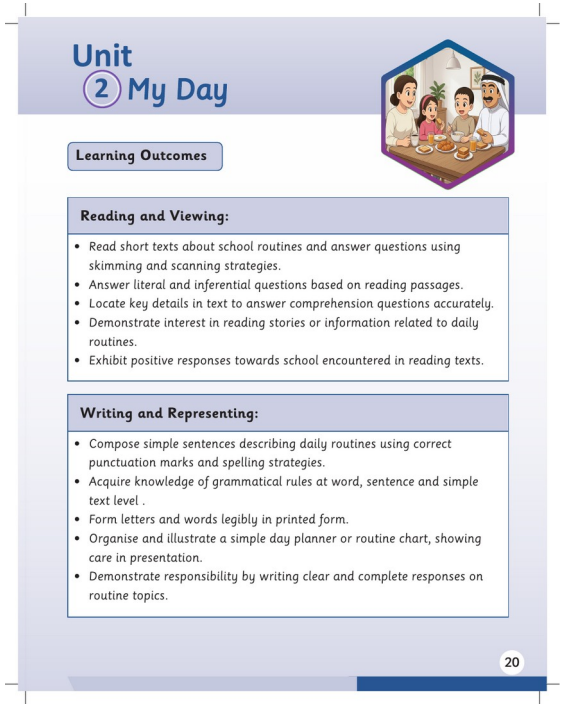
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 5 curriculum guidance.

35. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 2 My Day

Learning Outcomes

Reading and Viewing:

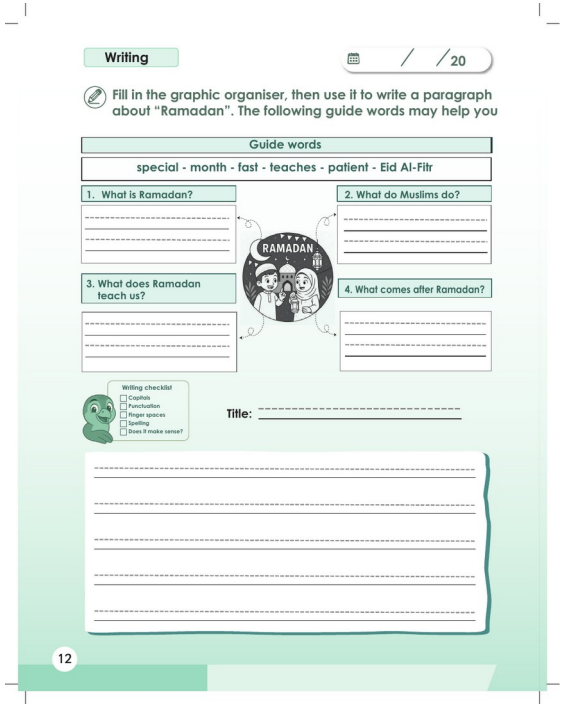
- Read short texts about school routines and answer questions using skimming and scanning strategies.
- Answer literal and inferential questions based on reading passages.
- Locate key details in text to answer comprehension questions accurately.
- Demonstrate interest in reading stories or information related to daily routines.
- Exhibit positive responses towards school encountered in reading texts.

Writing and Representing:

- Compose simple sentences describing daily routines using correct punctuation marks and spelling strategies.
- Acquire knowledge of grammatical rules at word, sentence and simple text level .
- Form letters and words legibly in printed form.
- Organise and illustrate a simple day planner or routine chart, showing care in presentation.
- Demonstrate responsibility by writing clear and complete responses on routine topics.

20

PRACTICE EXAMPLE



Writing

/20

Fill in the graphic organiser, then use it to write a paragraph about "Ramadan". The following guide words may help you

Guide words

special - month - fast - teaches - patient - Eid Al-Fitr

1. What is Ramadan?

2. What do Muslims do?

RAMADAN

3. What does Ramadan teach us?

4. What comes after Ramadan?

Writing checklist
- Capitals
- Punctuation
- Finger spaces
- Spelling
- Does it make sense?

Title: _____

12

HOW TO ADAPT IT

Listening uses audio-based evidence, Speaking uses oral performance and Writing uses a written product.

WHAT TO OBSERVE

No skill is approved through evidence from a different mode only.



Source examples: topic 23 g3 p40 • topic 26 g4 p23

35. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 5 lesson that relates to this topic.

EXAMINE — Assessment evidence must use the same language mode as the outcome.

ADAPT — Listening uses audio-based evidence, Speaking uses oral performance and Writing uses a written product.

VERIFY — No skill is approved through evidence from a different mode only.

Group product: an annotated textbook page or a revised section of the daily preparation.

35. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how matching assessment with the target skill influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	No skill is approved through evidence from a different mode only.
COACHING QUESTION	Which part of the lesson most clearly demonstrated matching assessment with the target skill?

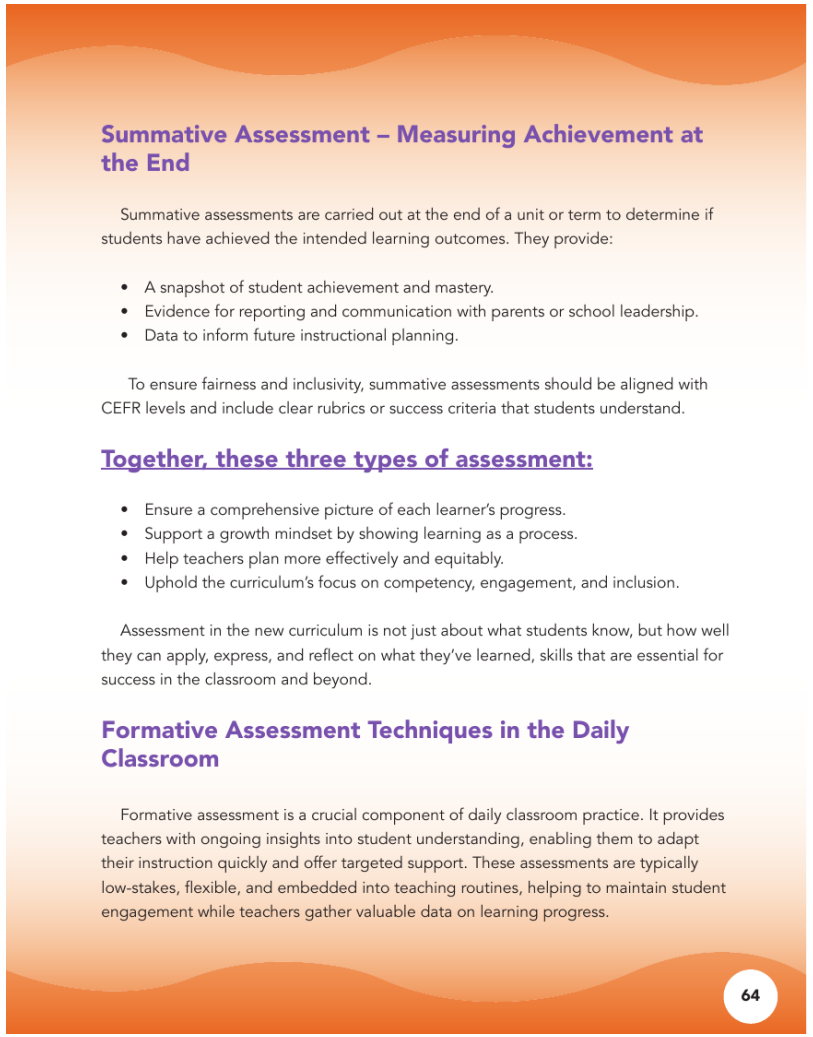
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 36

Exit Tickets and Quick Assessment Techniques

Assessment and Feedback

Curriculum example • Grade 1 matched example



Summative Assessment – Measuring Achievement at the End

Summative assessments are carried out at the end of a unit or term to determine if students have achieved the intended learning outcomes. They provide:

- A snapshot of student achievement and mastery.
- Evidence for reporting and communication with parents or school leadership.
- Data to inform future instructional planning.

To ensure fairness and inclusivity, summative assessments should be aligned with CEFR levels and include clear rubrics or success criteria that students understand.

Together, these three types of assessment:

- Ensure a comprehensive picture of each learner's progress.
- Support a growth mindset by showing learning as a process.
- Help teachers plan more effectively and equitably.
- Uphold the curriculum's focus on competency, engagement, and inclusion.

Assessment in the new curriculum is not just about what students know, but how well they can apply, express, and reflect on what they've learned, skills that are essential for success in the classroom and beyond.

Formative Assessment Techniques in the Daily Classroom

Formative assessment is a crucial component of daily classroom practice. It provides teachers with ongoing insights into student understanding, enabling them to adapt their instruction quickly and offer targeted support. These assessments are typically low-stakes, flexible, and embedded into teaching routines, helping to maintain student engagement while teachers gather valuable data on learning progress.

64

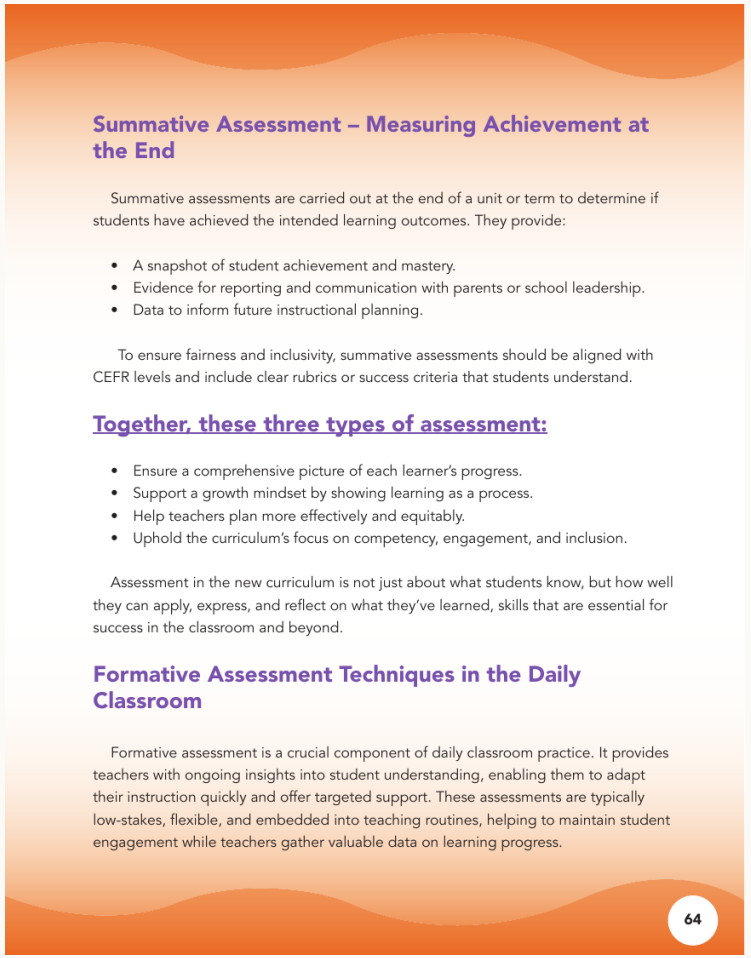
36. Professional Learning Outcomes

Exit Tickets and Quick Assessment Techniques

1. Explain the classroom meaning of exit tickets and quick assessment techniques.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

36. Exit Tickets and Quick Assessment Techniques



Summative Assessment – Measuring Achievement at the End

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GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

An exit ticket is a brief individual formative assessment completed at the end; it differs from a wrap-up, which summarises and closes learning collectively.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in exit tickets and quick assessment techniques.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 1 curriculum guidance.

36. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 2 Celebrations And Religious Events

Learning Outcomes

Reading and Viewing:

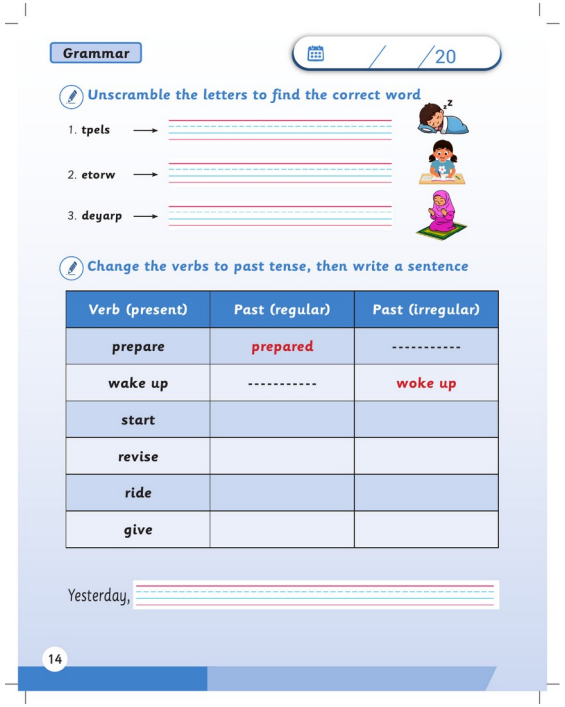
- Identify the main idea and key details in texts about celebrations and special events.
- Scan for specific information about Hajj and celebrations.
- Infer the meaning of unfamiliar words in texts using contextual clues.
- Use appropriate reading strategies (skimming - scanning) to understand the content of texts.
- Demonstrate positive engagement by completing assigned reading tasks when reading.
- Show enjoyment and motivation when reading informational texts related to celebrations and religious events.

Writing and Representing:

- Produce clear and organised informative paragraphs using visual prompts, vocabulary and grammar rules.
- Use graphic organisers to structure ideas effectively.
- Apply correct spelling and basic writing conventions to complete sentences.
- Demonstrate awareness of the importance of celebrations and religious events.
- Design a visual project about different celebrations showing cultural details, symbols and values.
- Show motivation and pride by completing writing tasks related to the unit topic.
- Demonstrate a positive attitude and effort while writing about the unit theme.

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PRACTICE EXAMPLE



Grammar

/20

Unscramble the letters to find the correct word

1. tpels →
2. etorw →
3. deyarp →

Change the verbs to past tense, then write a sentence

Verb (present)	Past (regular)	Past (irregular)
prepare	prepared	----------
wake up	----------	woke up
start		
revise		
ride		
give		

Yesterday,

14

HOW TO ADAPT IT

Use one outcome-based prompt, selected response, mini-whiteboard item, one-sentence explanation, audio response or confidence-plus-evidence check. Keep it short enough to review and sort responses into secure, developing and needs immediate support.

WHAT TO OBSERVE

The teacher uses results to regroup, reteach or extend in the next lesson. A traffic-light feeling without evidence is a reflection signal, not sufficient proof of learning.



Source examples: topic 24 g4 p40 • topic 28 g3 p25

36. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 1 lesson that relates to this topic.

EXAMINE

An exit ticket is a brief individual formative assessment completed at the end; it differs from a wrap-up, which summarises and closes learning collectively.

ADAPT

Use one outcome-based prompt, selected response, mini-whiteboard item, one-sentence explanation, audio response or confidence-plus-evidence check. Keep it short enough to review and sort responses into secure, developing and needs immediate support.

VERIFY

The teacher uses results to regroup, reteach or extend in the next lesson. A traffic-light feeling without evidence is a reflection signal, not sufficient proof of learning.

Group product: an annotated textbook page or a revised section of the daily preparation.

36. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how exit tickets and quick assessment techniques influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The teacher uses results to regroup, reteach or extend in the next lesson. A traffic-light feeling without evidence is a reflection signal, not sufficient proof of learning.
COACHING QUESTION	Which part of the lesson most clearly demonstrated exit tickets and quick assessment techniques?

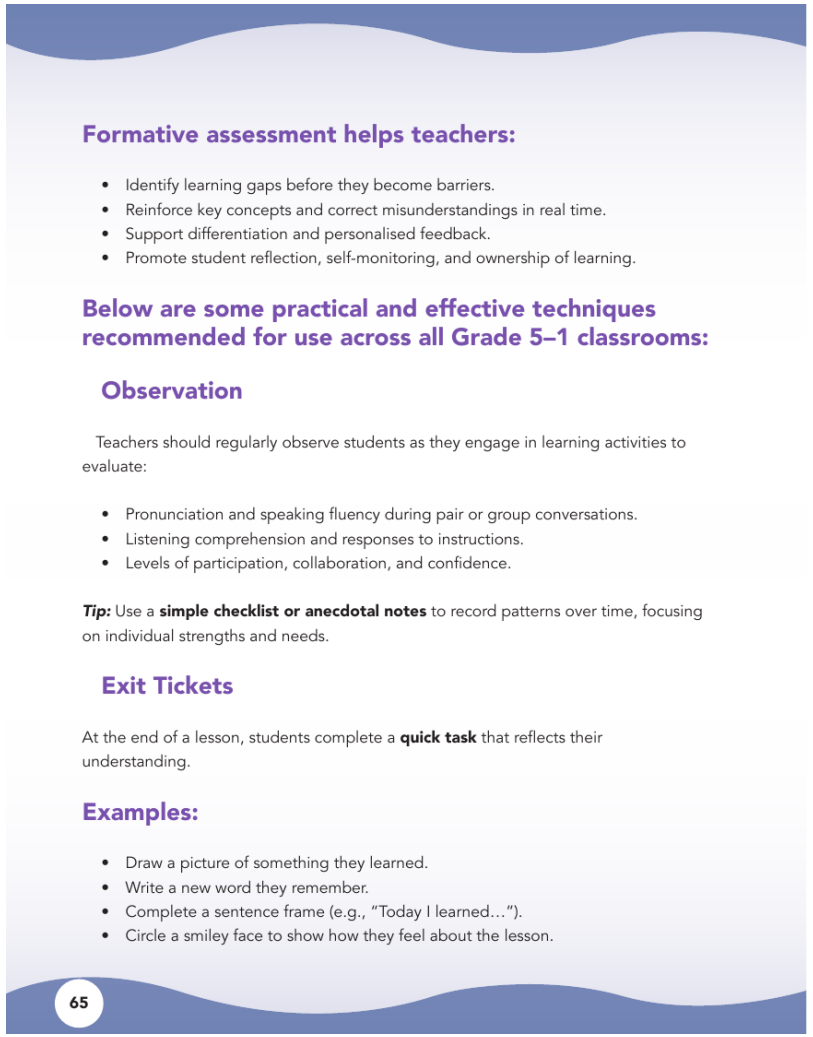
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 37

Peer Assessment and Self-Assessment

Assessment and Feedback

Curriculum example • Grade 2 matched example



Formative assessment helps teachers:

- Identify learning gaps before they become barriers.
- Reinforce key concepts and correct misunderstandings in real time.
- Support differentiation and personalised feedback.
- Promote student reflection, self-monitoring, and ownership of learning.

Below are some practical and effective techniques recommended for use across all Grade 5–1 classrooms:

Observation

Teachers should regularly observe students as they engage in learning activities to evaluate:

- Pronunciation and speaking fluency during pair or group conversations.
- Listening comprehension and responses to instructions.
- Levels of participation, collaboration, and confidence.

Tip: Use a **simple checklist or anecdotal notes** to record patterns over time, focusing on individual strengths and needs.

Exit Tickets

At the end of a lesson, students complete a **quick task** that reflects their understanding.

Examples:

- Draw a picture of something they learned.
- Write a new word they remember.
- Complete a sentence frame (e.g., "Today I learned…").
- Circle a smiley face to show how they feel about the lesson.

65

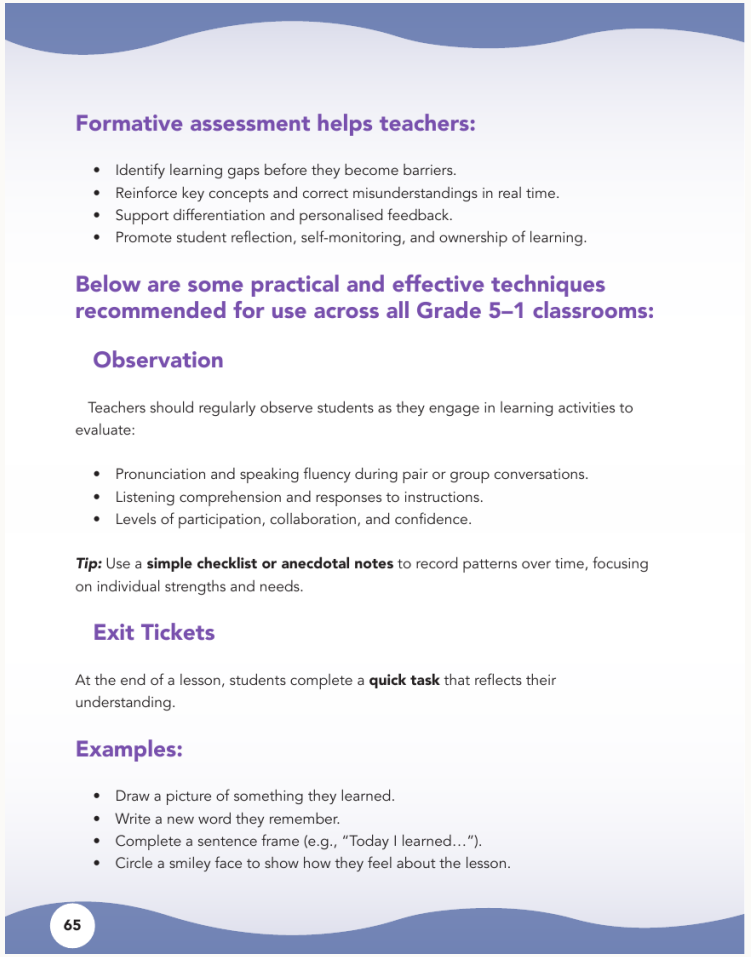
37. Professional Learning Outcomes

Peer Assessment and Self-Assessment

1. Explain the classroom meaning of peer assessment and self-assessment.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

37. Peer Assessment and Self-Assessment



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- Write a new word they remember.
- Complete a sentence frame (e.g., "Today I learned…").
- Circle a smiley face to show how they feel about the lesson.

65

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Simple criteria help learners notice quality and take responsibility.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in peer assessment and self-assessment.

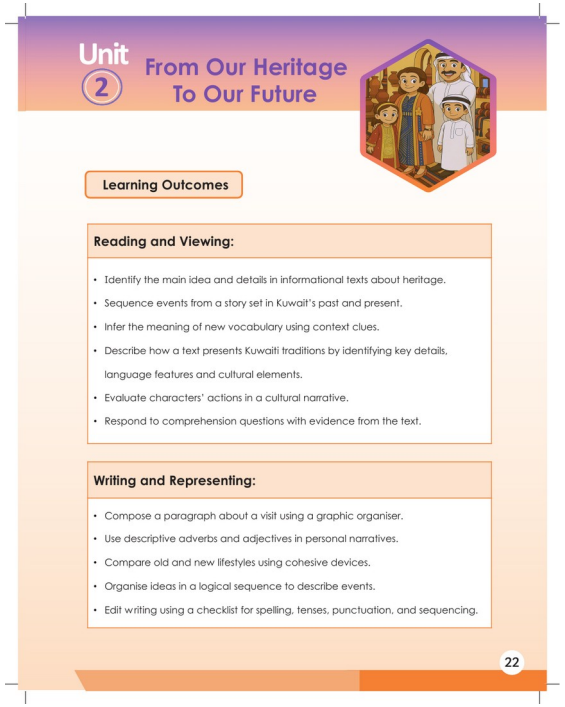
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

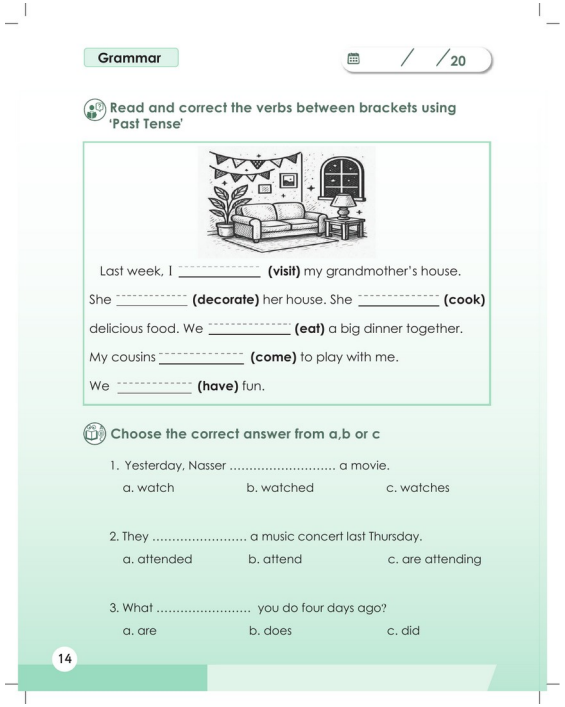
Source example: Grade 2 curriculum guidance.

37. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use two age-appropriate criteria for a learner paragraph, role-play or project.

WHAT TO OBSERVE

Feedback is specific, respectful and followed by improvement.



Source examples: topic 25 g5 p40 • topic 29 g4 p25

37. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 2 lesson that relates to this topic.

EXAMINE — Simple criteria help learners notice quality and take responsibility.

ADAPT — Use two age-appropriate criteria for a learner paragraph, role-play or project.

VERIFY — Feedback is specific, respectful and followed by improvement.

Group product: an annotated textbook page or a revised section of the daily preparation.

37. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how peer assessment and self-assessment influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Feedback is specific, respectful and followed by improvement.
COACHING QUESTION	Which part of the lesson most clearly demonstrated peer assessment and self-assessment?

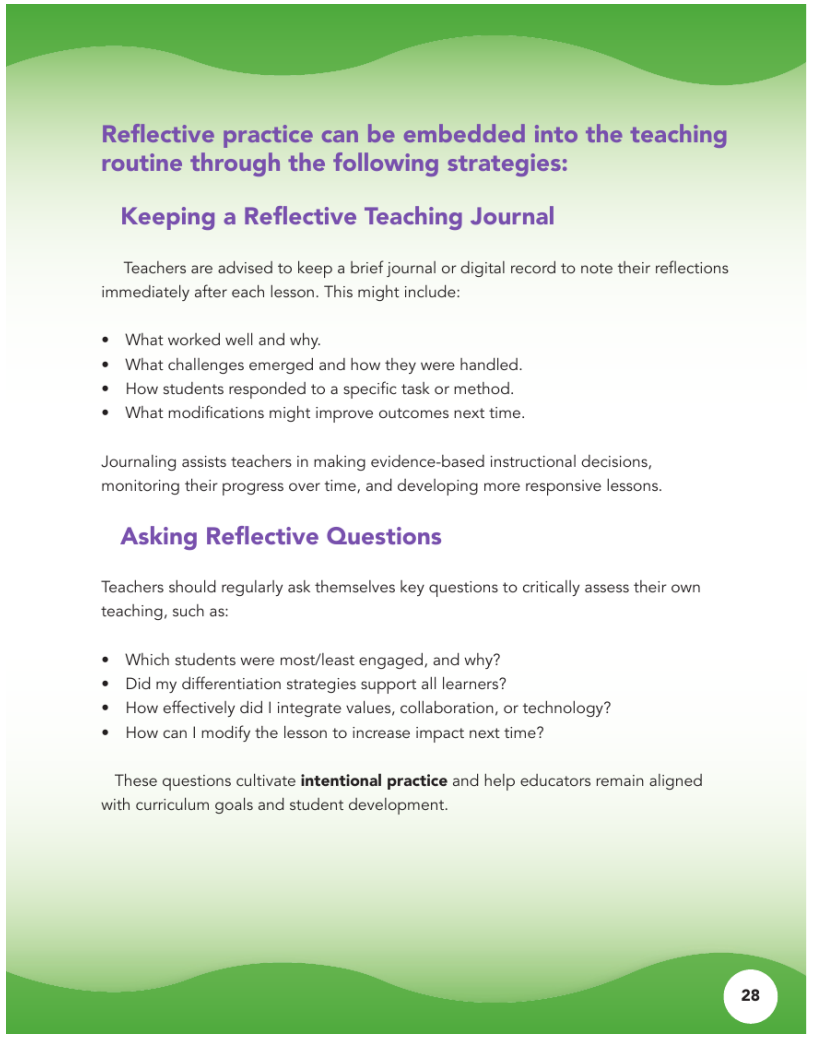
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 38

Giving Effective Feedback

Assessment and Feedback

Curriculum example • Grade 3 matched example



Reflective practice can be embedded into the teaching routine through the following strategies:

Keeping a Reflective Teaching Journal

Teachers are advised to keep a brief journal or digital record to note their reflections immediately after each lesson. This might include:

- What worked well and why.
- What challenges emerged and how they were handled.
- How students responded to a specific task or method.
- What modifications might improve outcomes next time.

Journaling assists teachers in making evidence-based instructional decisions, monitoring their progress over time, and developing more responsive lessons.

Asking Reflective Questions

Teachers should regularly ask themselves key questions to critically assess their own teaching, such as:

- Which students were most/least engaged, and why?
- Did my differentiation strategies support all learners?
- How effectively did I integrate values, collaboration, or technology?
- How can I modify the lesson to increase impact next time?

These questions cultivate **intentional practice** and help educators remain aligned with curriculum goals and student development.

28

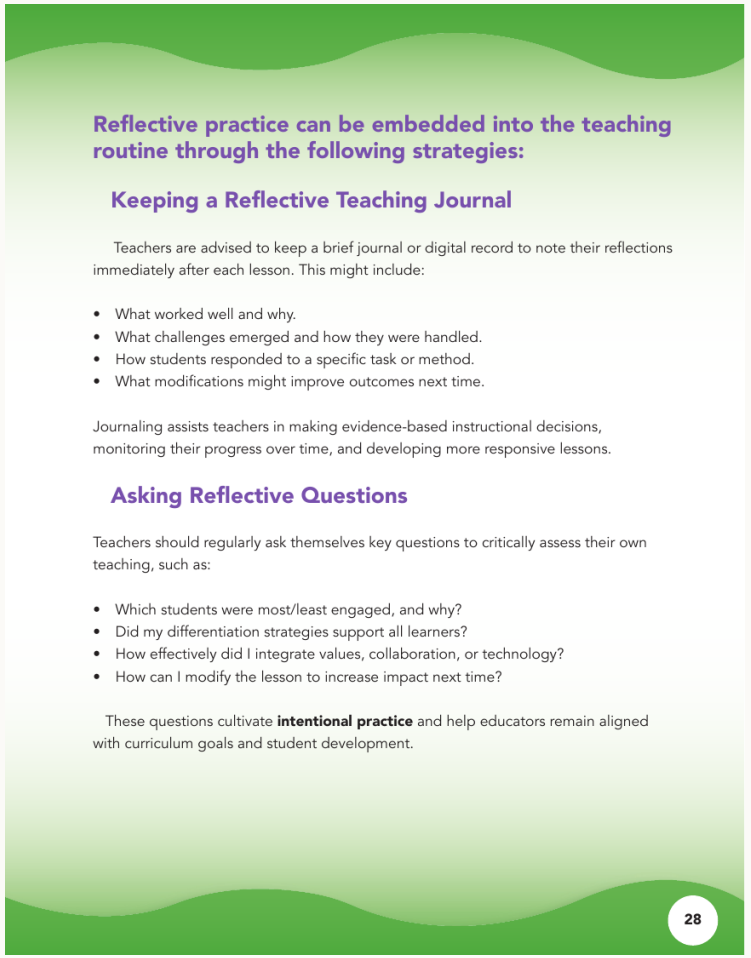
38. Professional Learning Outcomes

Giving Effective Feedback

1. Explain the classroom meaning of giving effective feedback.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

38. Giving Effective Feedback



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These questions cultivate **intentional practice** and help educators remain aligned with curriculum goals and student development.

28

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Feedback identifies the successful feature and the next achievable step.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in giving effective feedback.

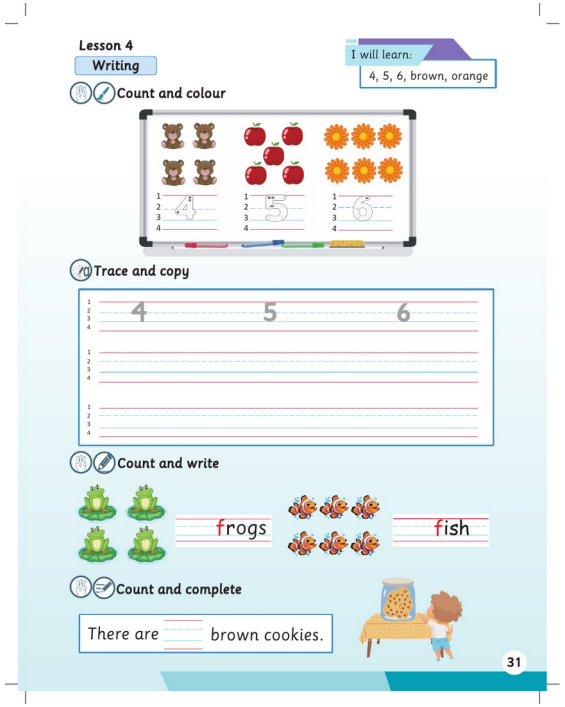
COMMON RISK

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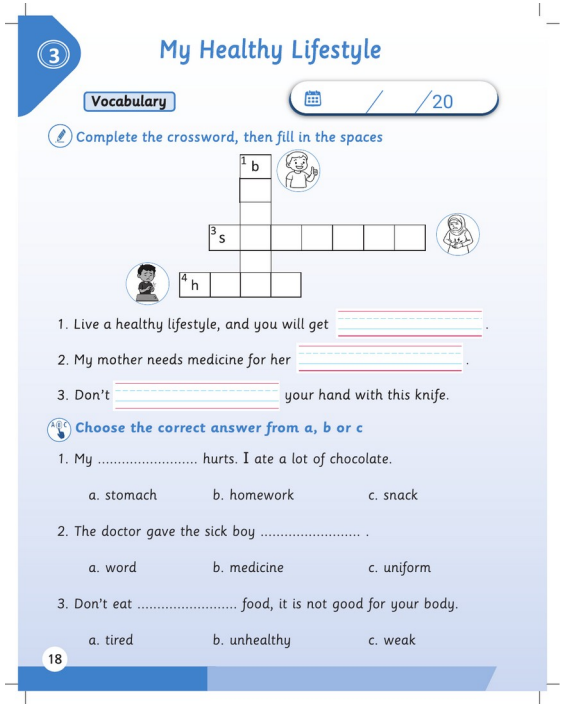
Source example: Grade 3 curriculum guidance.

38. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Respond to a learner performance with one precise improvement linked to the LO.

WHAT TO OBSERVE

Learners have time to apply the feedback.



Source examples: topic 26 g1 p48 • topic 34 g3 p29

38. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 3 lesson that relates to this topic.

EXAMINE — Feedback identifies the successful feature and the next achievable step.

ADAPT — Respond to a learner performance with one precise improvement linked to the LO.

VERIFY — Learners have time to apply the feedback.

Group product: an annotated textbook page or a revised section of the daily preparation.

38. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how giving effective feedback influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners have time to apply the feedback.
COACHING QUESTION	Which part of the lesson most clearly demonstrated giving effective feedback?

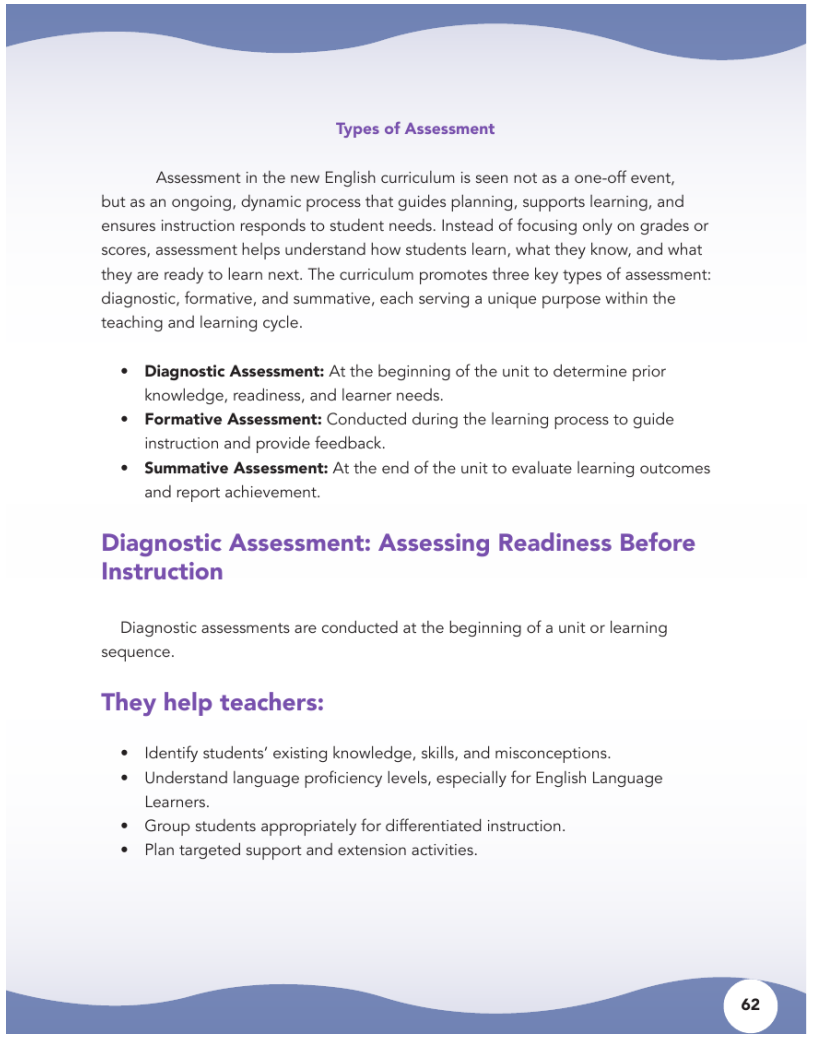
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 39

Designing a Valid, Balanced and Technically Sound English Assessment

Assessment and Feedback

Curriculum example • Grade 4 matched example



Types of Assessment

Assessment in the new English curriculum is seen not as a one-off event, but as an ongoing, dynamic process that guides planning, supports learning, and ensures instruction responds to student needs. Instead of focusing only on grades or scores, assessment helps understand how students learn, what they know, and what they are ready to learn next. The curriculum promotes three key types of assessment: diagnostic, formative, and summative, each serving a unique purpose within the teaching and learning cycle.

- **Diagnostic Assessment:** At the beginning of the unit to determine prior knowledge, readiness, and learner needs.
- **Formative Assessment:** Conducted during the learning process to guide instruction and provide feedback.
- **Summative Assessment:** At the end of the unit to evaluate learning outcomes and report achievement.

Diagnostic Assessment: Assessing Readiness Before Instruction

Diagnostic assessments are conducted at the beginning of a unit or learning sequence.

They help teachers:

- Identify students' existing knowledge, skills, and misconceptions.
- Understand language proficiency levels, especially for English Language Learners.
- Group students appropriately for differentiated instruction.
- Plan targeted support and extension activities.

62

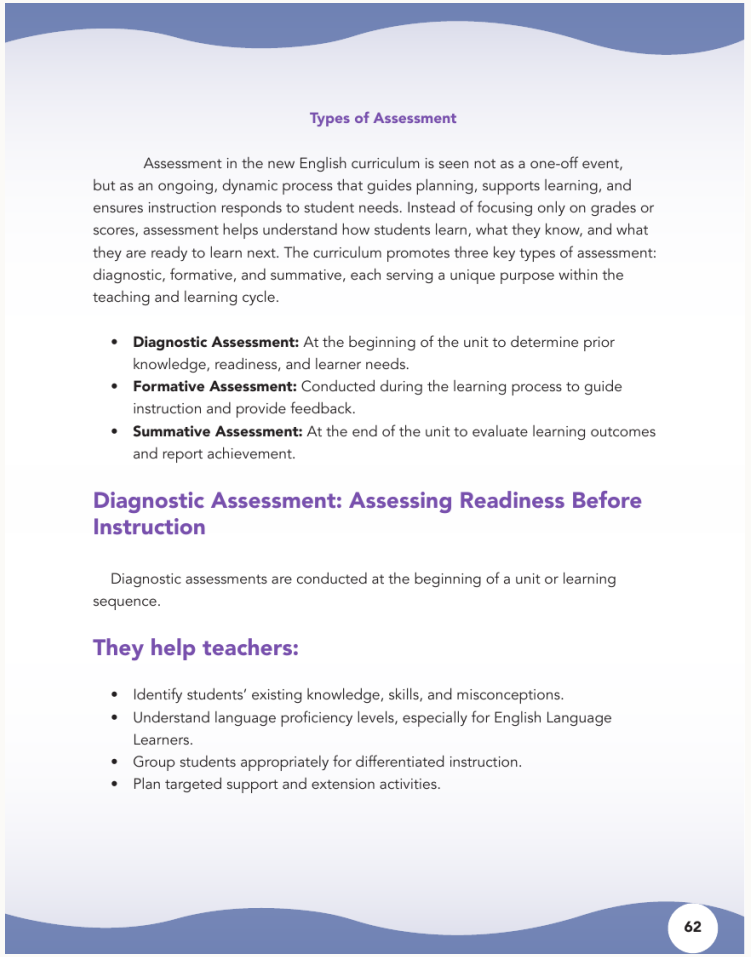
39. Professional Learning Outcomes

Designing a Valid, Balanced and Technically Sound English Assessment

1. Explain the classroom meaning of designing a valid, balanced and technically sound english assessment.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

39. Designing a Valid, Balanced and Technically Sound English Assessment



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- Plan targeted support and extension activities.

62

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

A well-constructed assessment has content validity, face validity, balanced syllabus coverage, clear mark distribution and technically sound items that assess the intended active language and Learning Outcomes.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in designing a valid, balanced and technically sound english assessment.

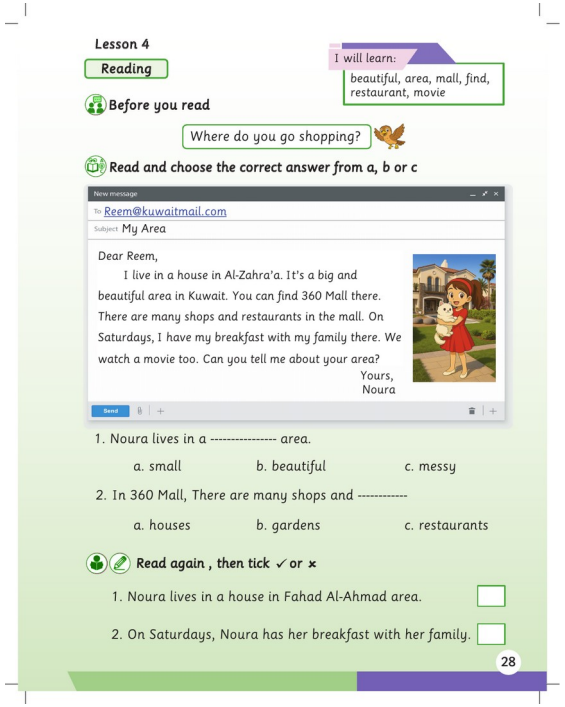
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 4 curriculum guidance.

39. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 4

Reading

I will learn:

beautiful, area, mall, find, restaurant, movie

Before you read

Where do you go shopping?

Read and choose the correct answer from a, b or c

New message

To: Reem@kuwaitmail.com

Subject: My Area

Dear Reem,

I live in a house in Al-Zahra'a. It's a big and beautiful area in Kuwait. You can find 360 Mall there. There are many shops and restaurants in the mall. On Saturdays, I have my breakfast with my family there. We watch a movie too. Can you tell me about your area?

Yours,
Noura

Send

1. Noura lives in a ---------- area.

a. small b. beautiful c. messy

2. In 360 Mall, There are many shops and ----------

a. houses b. gardens c. restaurants

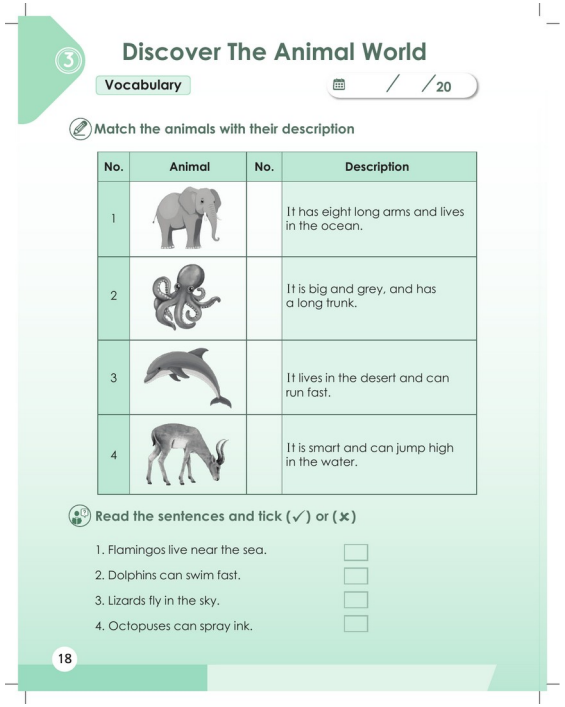
Read again , then tick ✓ or ✗

1. Noura lives in a house in Fahad Al-Ahmad area. ☐

2. On Saturdays, Noura has her breakfast with her family. ☐

28

PRACTICE EXAMPLE



3

Discover The Animal World

Vocabulary

/ /20

Match the animals with their description

No.	Animal	No.	Description
1			It has eight long arms and lives in the ocean.
2			It is big and grey, and has a long trunk.
3			It lives in the desert and can run fast.
4			It is smart and can jump high in the water.

Read the sentences and tick (✓) or (✗)

1. Flamingos live near the sea. ☐
2. Dolphins can swim fast. ☐
3. Lizards fly in the sky. ☐
4. Octopuses can spray ink. ☐

18

HOW TO ADAPT IT

Start with the current official Types of Questions and syllabus distribution. Build a blueprint by unit, skill, outcome, content, item type and marks; write and moderate items; verify one defensible answer, age-appropriate language, clear visuals, non-overlap and a rubric where required.

WHAT TO OBSERVE

Every item traces to taught active content and its intended outcome, contains one unambiguous answer, follows the official format and mark allocation, and produces evidence that can be marked reliably.



Source examples: topic 27 g2 p48 • topic 35 g4 p29

38. Build the Assessment from Official Evidence

1

Types of Questions

format • item count • marks • passage length

2

Syllabus Distribution

assessed units • active content • teaching period

3

Minimum Words ✦ Grammar Scope

active vocabulary, phonics and structures

4

Learning Outcomes

the exact knowledge or performance to evidence

5

Assessment Blueprint

content × outcome × item type × marks

6

Items, Key and Rubric

write • review • trial mentally • moderate

CONTENT VALIDITY = the test samples the intended syllabus and Learning Outcomes.
FACE VALIDITY = the test looks clear, appropriate, consistent and credible to learners and teachers.

38. Official Types of Questions and Mark Distribution

Ministry of Education
General Administration for Educational Guidance, Research, and Curricula
English Language Technical Guidance Dept.
School Year 2026 - 2027

وزارة التربية
الإدارة العامة للتوجيه والبحوث والمناهج
إدارة التوجيه الفني للغة الإنجليزية
العام الدراسي 2026_2027

Primary Stage – Grades Four & Five
Summative Assessment (40 Marks)
First & Second Term

التعليم العام

- **(Time Allowed: 60 minutes)**

	Types of Questions	Item	Mark	Total
A- Reading	**I) Vocabulary** **a- Multiple choice questions** *(a, b, c, or d)*	5	1	5
	b- Gap filling	4	1	4
	II) Reading Comprehension An age-appropriate unseen (text/e-mail / story) of (100 –120) words with a clear indicative picture.			
	a) Multiple choice questions *(a, b, c, or d)* Questions should include: - Best title / Main idea - Synonyms / Antonyms - Word reference - Inference / Locating explicit information	4	2	8
	b) Productive questions *(Implicit & Explicit)*	2	2	4
B- Writing	**I) Grammar** **Multiple choice questions** *(a, b or c)*	4	1	4
	II) Writing *A short paragraph / e-mail on grade level topics of not less than (**4 sentences for Grade 4) / (5 sentences for Grade 5**) with the help of a picture/s, guide words & a graphic organiser (**6 guide words of different parts of speech**)*	-	-	10
	III) Spelling **a) Missing words in sentences** *(A missing active word for each sentence) (Pictures provided)*	4	1	4
	b) Words Combination	2	½	1
	Total	25		40

1

وزارة التربية
إدارة توجيه اللغة الإنجليزية

العام الدراسي 2026 / 2027

التعليم العام

نطاق التقييم البنائي / المرحلة الابتدائية
للصف (الأول) (80 Marks)

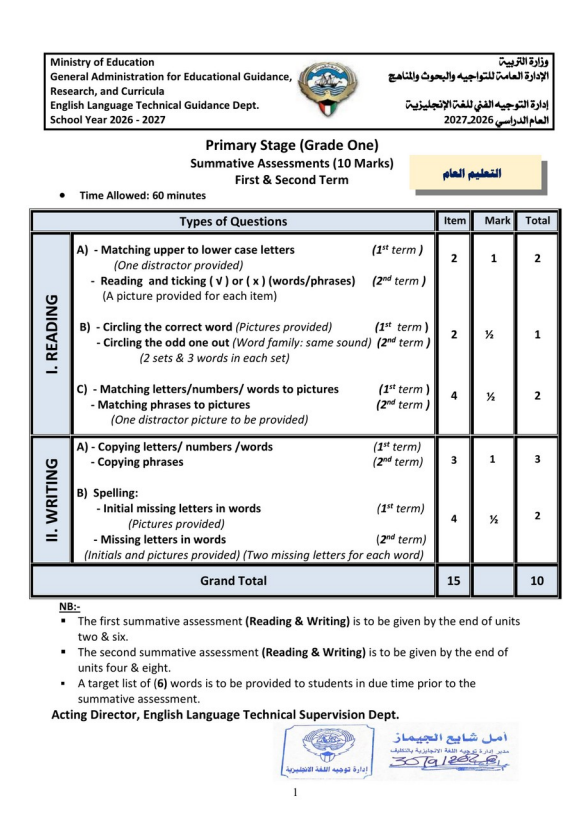
الاختبارات القصيرة	اختبار شفوي	الواجبات والأنشطة	السلوك والأدوات	المشاركة والتفاعل	التطبيقات الالكترونية	مشاريع ومهارات	أوراق العمل
عدد (2) اختبار قصير تقدم خلال الفصل الدراسي الواحد.*	Oral Presentation	-الواجبات المنزلية (5 marks) -Dictation: (5X1=5marks) (letters/numbers/ words)	- السلوك واحترام قوانين الفصل (2 marks) - الادوات: • Classwork (2 marks) • worksheets (2 marks) • Student's Book (2 marks) • Fun with writing (2 marks)	- تفاعل المتعلم واستجابته للتعليمات (5 marks) - المشاركة الفعالة في المناقشة والحوار (5 marks)	استخدام تطبيقات الكترونية متوفرة في المدرسة أو عبر المنصات التعليمية (Teams) ينفذ أكثر من مرة خلال الفصل.	- تقييم عدد (٢) مشروع في الفصل الدراسي (المشاريع المتضمنة في كتاب الطالب) عرض و تقديم المشروع داخل الفصل.	عدد (2) أوراق عمل (خلال الفصل الدراسي الواحد) ينفذها المتعلم في نهاية الحصة الدراسية ويبلغ المتعلم بموعدها مسبقا.
10	5	10	10	10	5	20	10

1

Use the exact current document for the assessed grade. Record in the blueprint: sections, item numbers, marks per item, passage word range, writing length, spelling format and required rubric.

OFFICIAL 2026–2027 REFERENCE SCREENSHOTS

38. Grades 1–5: One Principle, Developmentally Different Evidence



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العام الدراسي 2026_2027

Primary Stage (Grade One)
Summative Assessments (10 Marks)
First & Second Term

التعليم العام

- Time Allowed: 60 minutes

	Types of Questions	Item	Mark	Total
I. READING	A) - Matching upper to lower case letters (*1st term*) (One distractor provided)	2	1	2
	- Reading and ticking (√) or (x) (words/phrases) (*2nd term*) (A picture provided for each item)			
	B) - Circling the correct word (*Pictures provided*) (*1st term*)	2	½	1
	- Circling the odd one out (*Word family: same sound*) (*2nd term*) (2 sets & 3 words in each set)			
	C) - Matching letters/numbers/ words to pictures (*1st term*)	4	½	2
	- Matching phrases to pictures (*2nd term*) (One distractor picture to be provided)			
II. WRITING	A) - Copying letters/ numbers /words (*1st term*)	3	1	3
	- Copying phrases (*2nd term*)			
	B) Spelling:	4	½	2
	- Initial missing letters in words (*1st term*) (Pictures provided)			
	- Missing letters in words (*2nd term*) (Initials and pictures provided) (Two missing letters for each word)			
	Grand Total	15		10

NB:-

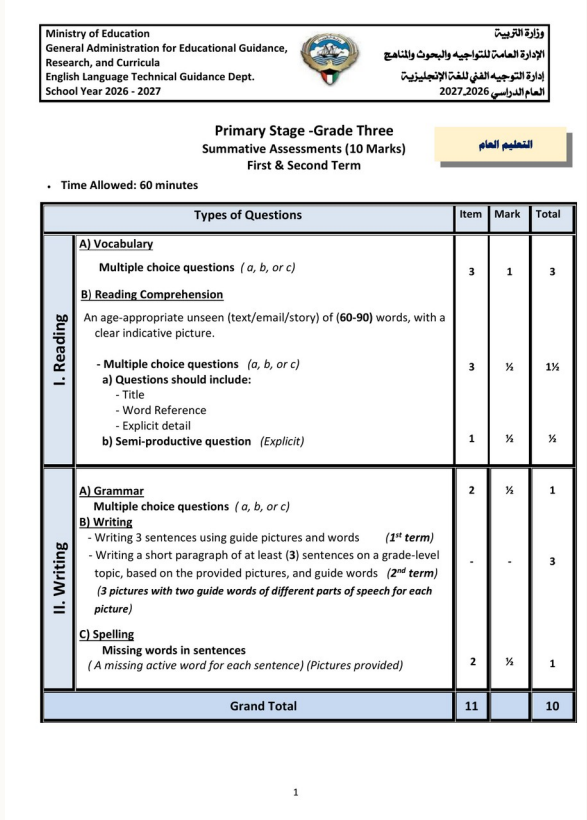
- The first summative assessment **(Reading & Writing)** is to be given by the end of units two & six.
- The second summative assessment **(Reading & Writing)** is to be given by the end of units four & eight.
- A target list of **(6)** words is to be provided to students in due time prior to the summative assessment.

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مدير إدارة توجيه اللغة الإنجليزية بالتكليف

1

GRADE 1: short, highly visual, early literacy evidence



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العام الدراسي 2026_2027

Primary Stage -Grade Three
Summative Assessments (10 Marks)
First & Second Term

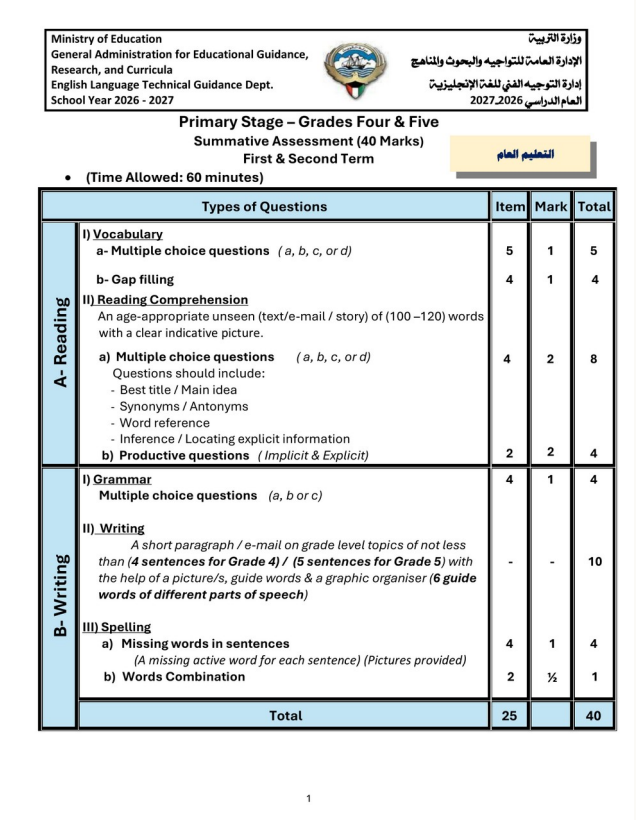
التعليم العام

- Time Allowed: 60 minutes

	Types of Questions	Item	Mark	Total
I. Reading	A) Vocabulary			
	Multiple choice questions (*a, b, or c*)	3	1	3
	B) Reading Comprehension			
	An age-appropriate unseen (text/email/story) of (60-90) words, with a clear indicative picture.			
	- Multiple choice questions (*a, b, or c*)	3	½	1½
	a) Questions should include:			
	- Title			
	- Word Reference			
	- Explicit detail			
	b) Semi-productive question (*Explicit*)	1	½	½
II. Writing	A) Grammar	2	½	1
	Multiple choice questions (*a, b, or c*)			
	B) Writing			
	- Writing 3 sentences using guide pictures and words (***1st term***)	-	-	3
	- Writing a short paragraph of at least (3) sentences on a grade-level topic, based on the provided pictures, and guide words (***2nd term***) (***3 pictures with two guide words of different parts of speech for each picture***)			
	C) Spelling			
	Missing words in sentences	2	½	1
	(*A missing active word for each sentence) (Pictures provided*)			
	Grand Total	11		10

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GRADE 3: increasing reading and written response demands



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Primary Stage – Grades Four & Five
Summative Assessment (40 Marks)
First & Second Term

التعليم العام

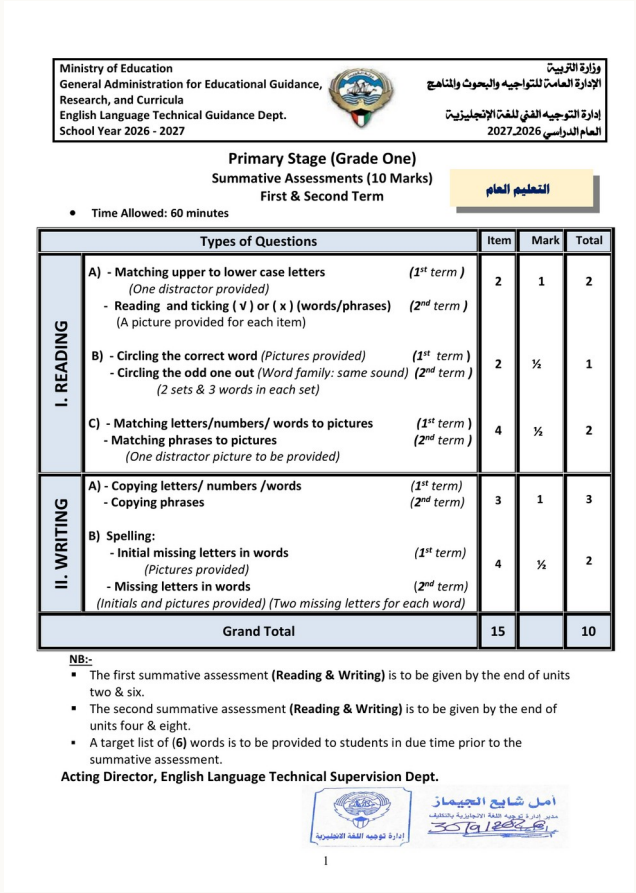
- (Time Allowed: 60 minutes)

	Types of Questions	Item	Mark	Total
A- Reading	I) Vocabulary			
	a- Multiple choice questions (*a, b, c, or d*)	5	1	5
	b- Gap filling	4	1	4
	II) Reading Comprehension			
	An age-appropriate unseen (text/e-mail / story) of (100 –120) words with a clear indicative picture.			
	a) Multiple choice questions (*a, b, c, or d*)	4	2	8
	Questions should include:			
	- Best title / Main idea			
	- Synonyms / Antonyms			
	- Word reference			
	- Inference / Locating explicit information			
	b) Productive questions (*Implicit & Explicit*)	2	2	4
B- Writing	I) Grammar	4	1	4
	Multiple choice questions (*a, b or c*)			
	II) Writing			
	*A short paragraph / e-mail on grade level topics of not less than (**4 sentences for Grade 4**) / (**5 sentences for Grade 5**) with the help of a picture/s, guide words & a graphic organiser (**6 guide words of different parts of speech**)*	-	-	10
	III) Spelling			
	a) Missing words in sentences	4	1	4
	(A missing active word for each sentence) (Pictures provided)			
	b) Words Combination	2	½	1
	Total	25		40

1

GRADES 4–5: extended comprehension and guided writing

38. Grades 1–2: Copying and Matching Items



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Primary Stage (Grade One)
Summative Assessments (10 Marks)
First & Second Term

التعليم العام

- Time Allowed: 60 minutes

	Types of Questions	Item	Mark	Total
I. READING	A) - Matching upper to lower case letters (1st term) (One distractor provided) - Reading and ticking (√) or (x) (words/phrases) (2nd term) (A picture provided for each item)	2	1	2
	B) - Circling the correct word (Pictures provided) (1st term) - Circling the odd one out (Word family: same sound) (2nd term) (2 sets & 3 words in each set)	2	½	1
	C) - Matching letters/numbers/ words to pictures (1st term) - Matching phrases to pictures (2nd term) (One distractor picture to be provided)	4	½	2
II. WRITING	A) - Copying letters/ numbers /words (1st term) - Copying phrases (2nd term)	3	1	3
	B) Spelling: - Initial missing letters in words (1st term) (Pictures provided) - Missing letters in words (2nd term) (Initials and pictures provided) (Two missing letters for each word)	4	½	2
	Grand Total	15		10

NB:-

- The first summative assessment **(Reading & Writing)** is to be given by the end of units two & six.
- The second summative assessment **(Reading & Writing)** is to be given by the end of units four & eight.
- A target list of **(6)** words is to be provided to students in due time prior to the summative assessment.

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1

COPY

The learner reproduces the given model exactly in the answer space. The response keeps the same letter case, numeral, spelling and word order. Tracing is used only when the official format specifically asks for tracing.

Example

Model: book Learner writes: book

MATCH

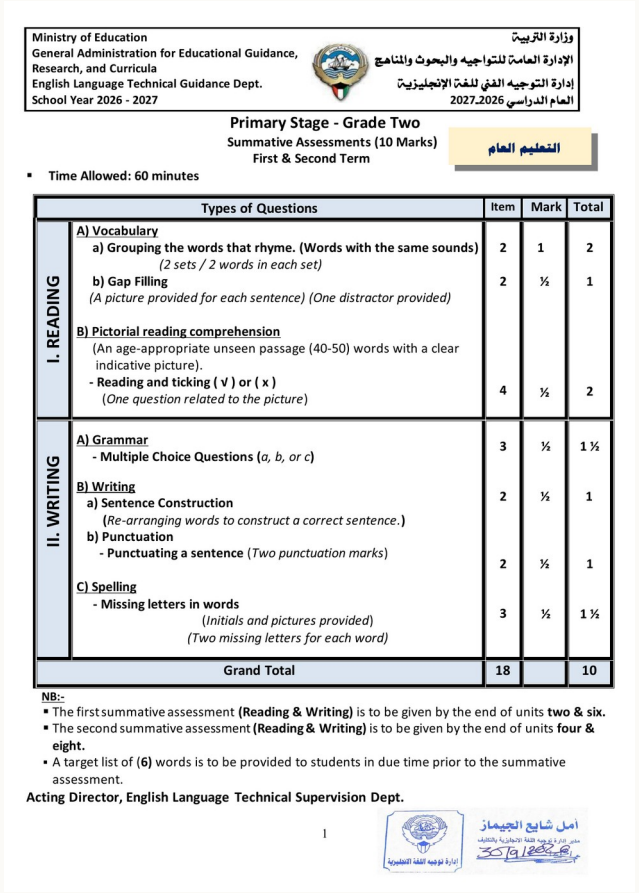
The learner connects each letter, number, word or phrase to its single corresponding picture, symbol or written form. Every prompt has one clear match. Add a distractor only when the official format requires one.

Example

3 ↔ a picture showing three objects
B ↔ b

Layout check: use equal spacing, clear answer paths and unambiguous pictures. Avoid crossed lines or visual clues that make the answer obvious.

38. Rhyming Words and Words from the Same Family



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Primary Stage - Grade Two
Summative Assessments (10 Marks)
First & Second Term

التعليم العام

- Time Allowed: 60 minutes

	Types of Questions	Item	Mark	Total
I. READING	**A) Vocabulary**			
	a) Grouping the words that rhyme. (Words with the same sounds) *(2 sets / 2 words in each set)*	2	1	2
	b) Gap Filling *(A picture provided for each sentence) (One distractor provided)*	2	½	1
	B) Pictorial reading comprehension (An age-appropriate unseen passage (40-50) words with a clear indicative picture). **- Reading and ticking (√) or (x)** (*One question related to the picture*)	4	½	2
II. WRITING	**A) Grammar** **- Multiple Choice Questions (*a, b, or c*)**	3	½	1 ½
	B) Writing **a) Sentence Construction** (*Re-arranging words to construct a correct sentence.*)	2	½	1
	b) Punctuation **- Punctuating a sentence** (*Two punctuation marks*)	2	½	1
	C) Spelling **- Missing letters in words** (*Initials and pictures provided*) (*Two missing letters for each word*)	3	½	1 ½
	Grand Total	18		10

NB:-
- The first summative assessment **(Reading & Writing)** is to be given by the end of units **two & six.**
- The second summative assessment **(Reading & Writing)** is to be given by the end of units **four & eight.**
- A target list of **(6)** words is to be provided to students in due time prior to the summative assessment.

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1

RHYMING WORDS

Words rhyme when their ending sounds match, usually from the stressed vowel to the end. Their spellings may differ.

cat / hat
blue / shoe

SAME WORD FAMILY

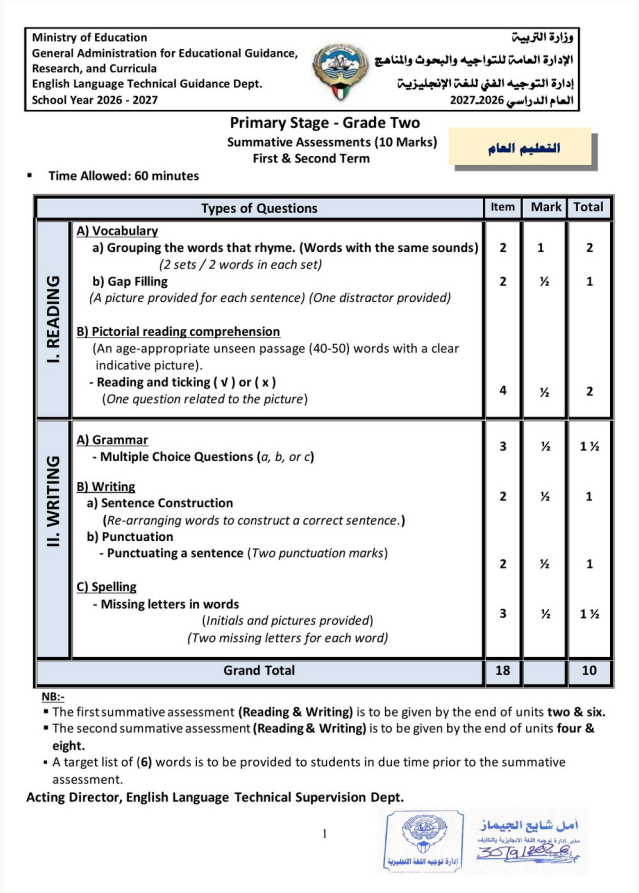
Words belong to the same phonics family when they share a taught spelling pattern or rime. They usually rhyme because the written pattern represents the same ending sound.

cat / hat / mat (-at)
cake / make (-ake)

Key distinction: words can rhyme without sharing the same spelling pattern, as in blue and shoe. A word-family item should use the exact taught pattern named in the active phonics content.

Item check: provide one unmistakable grouping, keep all words age-appropriate and active, and prevent a word from fitting two possible groups.

38. Grade 2 Sentence Construction and Punctuation



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العام الدراسي 2026-2027

Primary Stage - Grade Two
Summative Assessments (10 Marks)
First & Second Term

التعليم العام

- Time Allowed: 60 minutes

	Types of Questions	Item	Mark	Total
I. READING	**A) Vocabulary** **a) Grouping the words that rhyme. (Words with the same sounds)** *(2 sets / 2 words in each set)*	2	1	2
	b) Gap Filling *(A picture provided for each sentence) (One distractor provided)*	2	½	1
	B) Pictorial reading comprehension (An age-appropriate unseen passage (40-50) words with a clear indicative picture). **- Reading and ticking (√) or (x)** *(One question related to the picture)*	4	½	2
II. WRITING	**A) Grammar** **- Multiple Choice Questions (*a, b, or c*)**	3	½	1 ½
	B) Writing **a) Sentence Construction** **(*Re-arranging words to construct a correct sentence.*)**	2	½	1
	b) Punctuation **- Punctuating a sentence** (*Two punctuation marks*)	2	½	1
	C) Spelling **- Missing letters in words** (*Initials and pictures provided*) *(Two missing letters for each word)*	3	½	1 ½
	Grand Total	18		10

NB:-
- The first summative assessment **(Reading & Writing)** is to be given by the end of units **two & six.**
- The second summative assessment **(Reading & Writing)** is to be given by the end of units **four & eight.**
- A target list of **(6)** words is to be provided to students in due time prior to the summative assessment.

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REORDERING WORDS TO FORM A SENTENCE

Place this item under Writing: Sentence Construction. Use active vocabulary and an active grammar pattern. Learners use every word once to form one complete, natural sentence. Check that no second word order gives another correct answer.

every day / Sara / to school / walks
Correct answer: Sara walks to school every day.

PUNCTUATING A SENTENCE

Use only punctuation taught in the assessed units. Construct a sentence that clearly requires the number of marks stated in the current Types of Questions. Do not count capitalization as a punctuation mark unless the current official guidance explicitly says to do so.

Approval check: one correct sentence, one defensible punctuation pattern, clear mark allocation and an answer key showing exact placement.

38. Vocabulary, Grammar and Phonics Items

VOCABULARY MCQ

CONSTRUCTION RULE

The stem must require one meaning and one grammatical form. All options use the same part of speech and fit number/agreement.

AVOID
Maha visited the science ____.
a) museum b) carefully c) visited d) happy

Fix the context and options: ‘Maha saw old planes at the aviation ____.’ museum / hospital / bakery / playground — all singular nouns; only museum fits the meaning.

GRAMMAR MCQ

CONSTRUCTION RULE

Every option must fit the same slot. Control tense, subject–verb agreement, pronoun person and singular/plural form.

AVOID
Ali ____ to school yesterday.
a) goes b) went c) going d) go

Only ‘went’ satisfies meaning and form. Distractors test the target tense; do not add an unrelated number, person or agreement clue.

PHONICS / SPELLING

CONSTRUCTION RULE

Use active sounds and active words only. A picture must be clear and must not print or reveal the target word.

AVOID
Picture of a cat labelled ‘CAT’ ✦ c_t

Invalid: the picture gives the answer. Use an unlabelled, unambiguous image and the official item format.

38. Reading Passage and Comprehension Items

PASSAGE CONSTRUCTION

1. **Use the official word range and permitted genre: text, e-mail, letter or story as specified.**
2. **Write an age- and level-appropriate unseen passage with a clear indicative picture when required.**
3. **Ensure every answer is supported by the passage; number lines consistently.**
4. **Avoid recycling active spelling targets or wording that reveals another answer.**

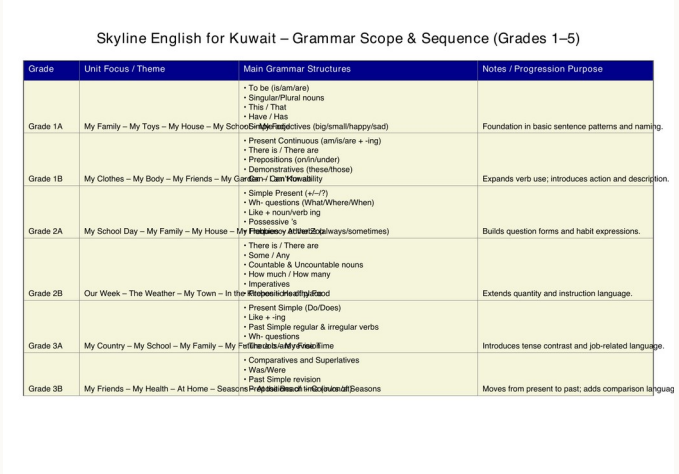
ITEM EXAMPLES

Best title / main idea	All titles may sound plausible, but only one represents the whole passage—not one detail.
Word reference	"The underlined word it in line 4 refers to ____." Bold and underline it; antecedents occur before it, nearby, and match number/person.
Synonym / antonym	The tested word and options must match the intended meaning in that exact context.
Explicit / implicit	Explicit = directly stated and located. Implicit = inferred by combining clues. Productive answers must not be supplied by another item.

NON-OVERLAP CHECK: no item answers, copies or strongly cues another item.

38. Writing, Spelling and Rubric Alignment

Primary Books A Minimum Words to be Taught



Skyline English for Kuwait – Grammar Scope & Sequence (Grades 1–5)

Grade	Unit Focus / Theme	Main Grammar Structures	Notes / Progression Purpose
Grade 1A	My Family – My Toys – My House – My School	• To be (is/am/are) • Singular/Plural nouns • This / That • Have / Has • Adjectives (big/small/happy/sad)	Foundation in basic sentence patterns and naming.
Grade 1B	My Clothes – My Body – My Friends – My Garden	• Present Continuous (am/is/are + -ing) • There is / There are • Prepositions (on/in/under) • Demonstratives (these/those) • Can / Can't for ability	Expands verb use; introduces action and description.
Grade 2A	My School Day – My Family – My House – My Pets	• Simple Present (+/–/?) • Wh- questions (What/Where/When) • Like + noun/verb ing • Possessive 's • Frequency Adverbs (always/sometimes)	Builds question forms and habit expressions.
Grade 2B	Our Week – The Weather – My Town – In the Kitchen	• There is / There are • Some / Any • Countable & Uncountable nouns • How much / How many • Imperatives • Prepositions of Place	Extends quantity and instruction language.
Grade 3A	My Country – My School – My Family – My Free Time	• Present Simple (Do/Does) • Like + -ing • Past Simple regular & irregular verbs • Wh- questions • Time clauses (When)	Introduces tense contrast and job-related language.
Grade 3B	My Friends – My Health – At Home – Seasons	• Comparatives and Superlatives • Was/Were • Past Simple revision • Adverbs of Frequency • Seasons	Moves from present to past; adds comparison language

BEFORE APPROVAL

- ✓ **Spelling targets are active, assessed in the stated unit and not reused elsewhere in the paper.**
- ✓ **Pictures are clear, age-appropriate and do not display the target spelling.**
- ✓ **Guide words and pictures genuinely support the required writing product and include useful parts of speech.**
- ✓ **The prompt, graphic organiser and required number of sentences match the current grade format.**
- ✓ **For Grades 3–5, marking follows the approved rubric; teachers refer to it during checking, marking and moderation.**

OFFICIAL CONTENT REFERENCES: MINIMUM WORDS ✦ GRAMMAR SCOPE AND SEQUENCE

38. Face Validity and Final Moderation

CONTENT VALIDITY

Every item maps to an assessed unit, active content and Learning Outcome.

MODERATION QUESTION

Coverage and marks match the blueprint—not teacher preference.

TECHNICAL QUALITY

One defensible answer; functional distractors; accurate key; no overlap or unintended clues.

MODERATION QUESTION

Grammar, syntax and semantics are checked in the complete sentence.

FACE VALIDITY

Same font family and size hierarchy, consistent option style, alignment, spacing, margins and numbering.

MODERATION QUESTION

Images are sharp; instructions are parallel; page breaks and answer space are deliberate.

RELIABLE MARKING

Prepare the key and rubric before approval; state marks clearly; moderate borderline responses.

MODERATION QUESTION

Two reviewers apply the same criteria and reach comparable decisions.

FINAL ONE-ANSWER TEST: Can a competent learner justify another answer? If yes, revise the stem, options or source text.

39. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 4 lesson that relates to this topic.

EXAMINE

A well-constructed assessment has content validity, face validity, balanced syllabus coverage, clear mark distribution and technically sound items that assess the intended active language and Learning Outcomes.

ADAPT

Start with the current official Types of Questions and syllabus distribution. Build a blueprint by unit, skill, outcome, content, item type and marks; write and moderate items; verify one defensible answer, age-appropriate language, clear visuals, non-overlap and a rubric where required.

VERIFY

Every item traces to taught active content and its intended outcome, contains one unambiguous answer, follows the official format and mark allocation, and produces evidence that can be marked reliably.

Group product: an annotated textbook page or a revised section of the daily preparation.

39. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how designing a valid, balanced and technically sound english assessment influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Every item traces to taught active content and its intended outcome, contains one unambiguous answer, follows the official format and mark allocation, and produces evidence that can be marked reliably.
COACHING QUESTION	Which part of the lesson most clearly demonstrated designing a valid, balanced and technically sound english assessment?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 08

Reflection and Professional Learning

40 Reflective Teaching and Teacher Journals

41 Using Student Feedback to Improve Teaching

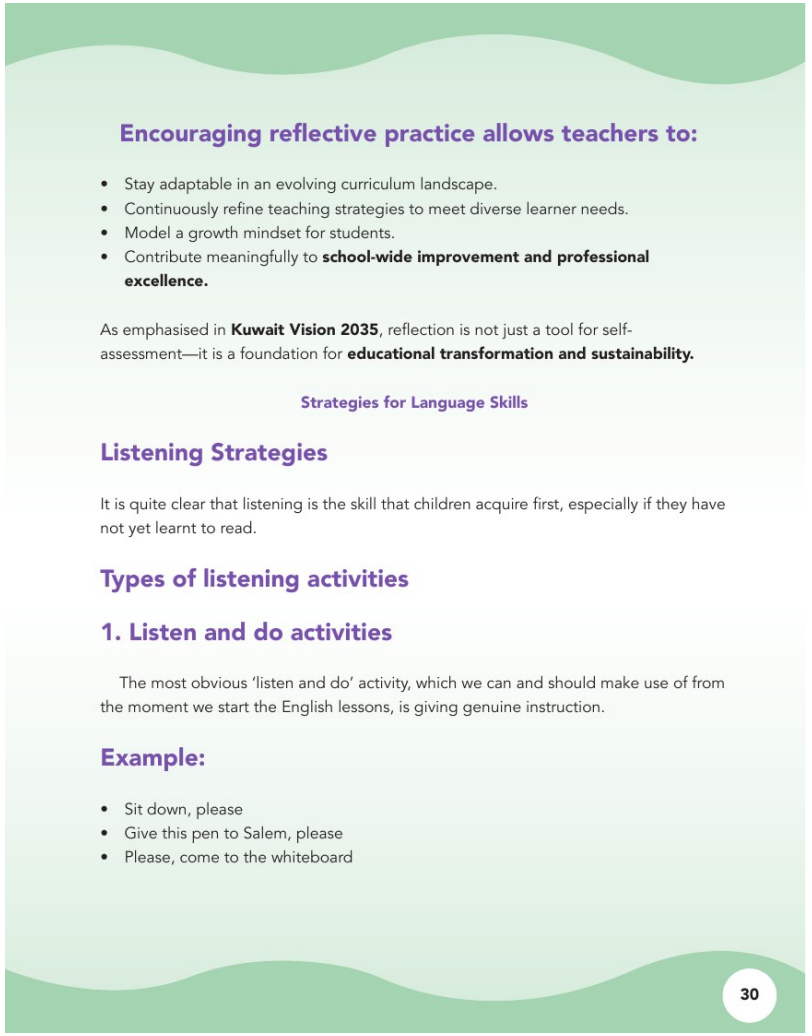
42 Classroom Observation and Peer Coaching

TOPIC 40

Reflective Teaching and Teacher Journals

Reflection and Professional Learning

Curriculum example • Grade 5 matched example



Encouraging reflective practice allows teachers to:

- Stay adaptable in an evolving curriculum landscape.
- Continuously refine teaching strategies to meet diverse learner needs.
- Model a growth mindset for students.
- Contribute meaningfully to **school-wide improvement and professional excellence.**

As emphasised in **Kuwait Vision 2035**, reflection is not just a tool for self-assessment—it is a foundation for **educational transformation and sustainability.**

Strategies for Language Skills

Listening Strategies

It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read.

Types of listening activities

1. Listen and do activities

The most obvious 'listen and do' activity, which we can and should make use of from the moment we start the English lessons, is giving genuine instruction.

Example:

- Sit down, please
- Give this pen to Salem, please
- Please, come to the whiteboard

30

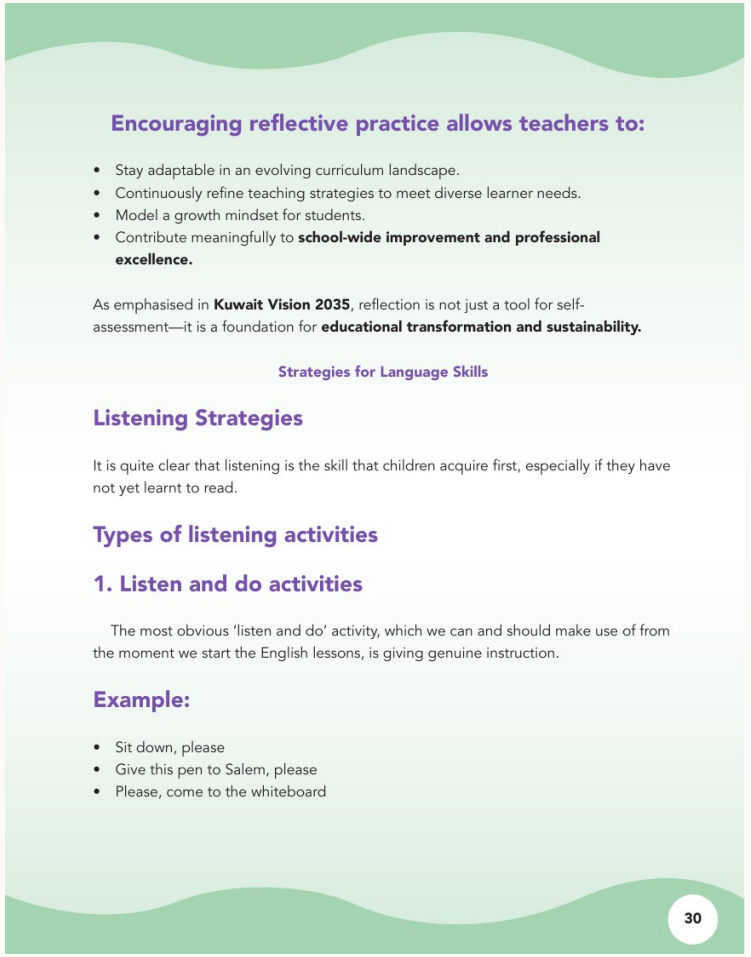
40. Professional Learning Outcomes

Reflective Teaching and Teacher Journals

1. Explain the classroom meaning of reflective teaching and teacher journals.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

40. Reflective Teaching and Teacher Journals



Encouraging reflective practice allows teachers to:

- Stay adaptable in an evolving curriculum landscape.
- Continuously refine teaching strategies to meet diverse learner needs.
- Model a growth mindset for students.
- Contribute meaningfully to **school-wide improvement and professional excellence.**

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Example:

- Sit down, please
- Give this pen to Salem, please
- Please, come to the whiteboard

30

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Reflection records evidence about achievement of each Learning Outcome, learner performance, teacher performance, strategy use, timing, assessment, problems and solutions, then identifies the next instructional action.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in reflective teaching and teacher journals.

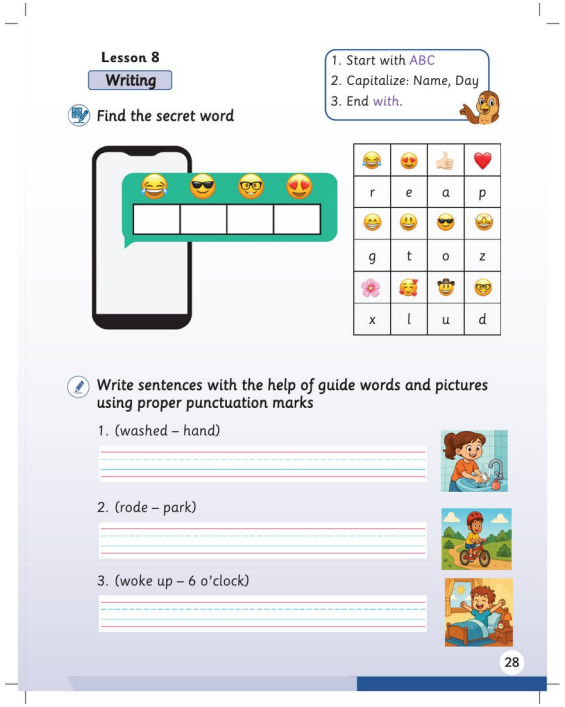
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

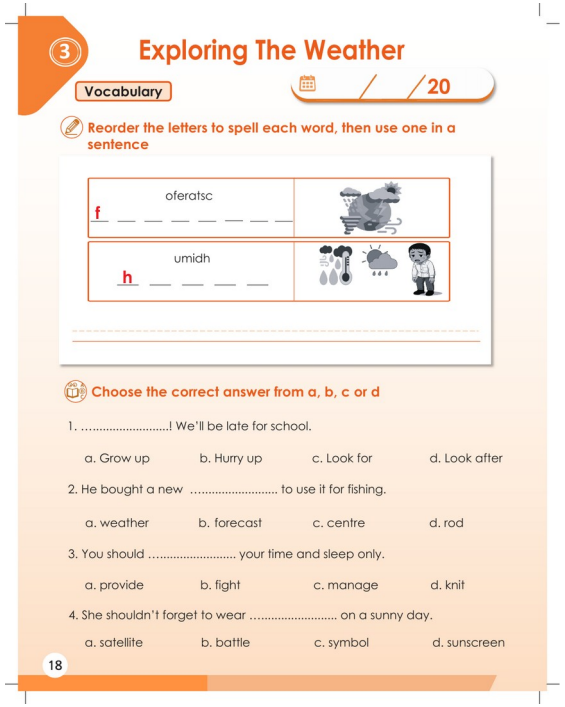
Source example: Grade 5 curriculum guidance.

40. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

State what learners demonstrated, who needs support or extension, which strategy or resource worked, what barrier appeared and what will be retaught, adapted or monitored next. Avoid empty statements such as 'The lesson was good.'

WHAT TO OBSERVE

The next preparation shows a visible change in grouping, modelling, practice, pacing, support or assessment based on the reflection.



Source examples: topic 28 g3 p48 • topic 36 g5 p29

40. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 5 lesson that relates to this topic.
EXAMINE	Reflection records evidence about achievement of each Learning Outcome, learner performance, teacher performance, strategy use, timing, assessment, problems and solutions, then identifies the next instructional action.
ADAPT	State what learners demonstrated, who needs support or extension, which strategy or resource worked, what barrier appeared and what will be retaught, adapted or monitored next. Avoid empty statements such as ‘The lesson was good.’
VERIFY	The next preparation shows a visible change in grouping, modelling, practice, pacing, support or assessment based on the reflection.

Group product: an annotated textbook page or a revised section of the daily preparation.

40. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how reflective teaching and teacher journals influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The next preparation shows a visible change in grouping, modelling, practice, pacing, support or assessment based on the reflection.
COACHING QUESTION	Which part of the lesson most clearly demonstrated reflective teaching and teacher journals?

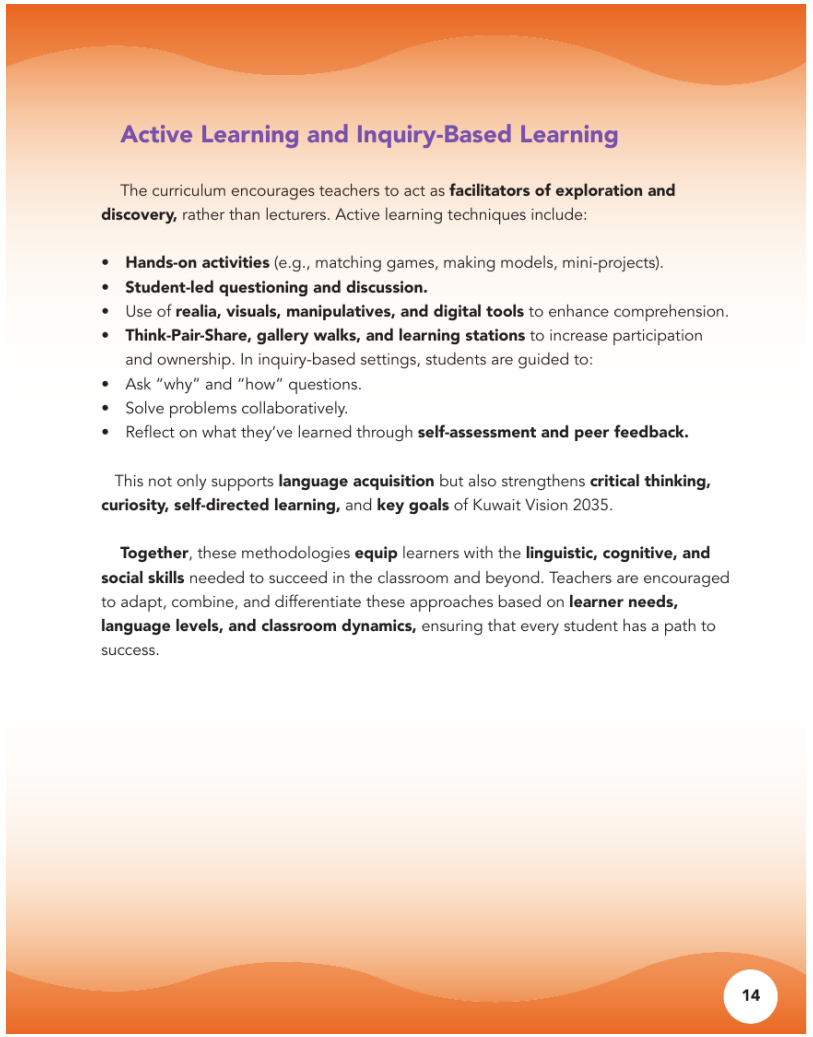
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 41

Using Student Feedback to Improve Teaching

Reflection and Professional Learning

Curriculum example • Grade 1 matched example



Active Learning and Inquiry-Based Learning

The curriculum encourages teachers to act as **facilitators of exploration and discovery,** rather than lecturers. Active learning techniques include:

- **Hands-on activities** (e.g., matching games, making models, mini-projects).
- **Student-led questioning and discussion.**
- Use of **realia, visuals, manipulatives, and digital tools** to enhance comprehension.
- **Think-Pair-Share, gallery walks, and learning stations** to increase participation and ownership. In inquiry-based settings, students are guided to:
- Ask "why" and "how" questions.
- Solve problems collaboratively.
- Reflect on what they've learned through **self-assessment and peer feedback.**

This not only supports **language acquisition** but also strengthens **critical thinking, curiosity, self-directed learning,** and **key goals** of Kuwait Vision 2035.

Together, these methodologies **equip** learners with the **linguistic, cognitive, and social skills** needed to succeed in the classroom and beyond. Teachers are encouraged to adapt, combine, and differentiate these approaches based on **learner needs, language levels, and classroom dynamics,** ensuring that every student has a path to success.

14

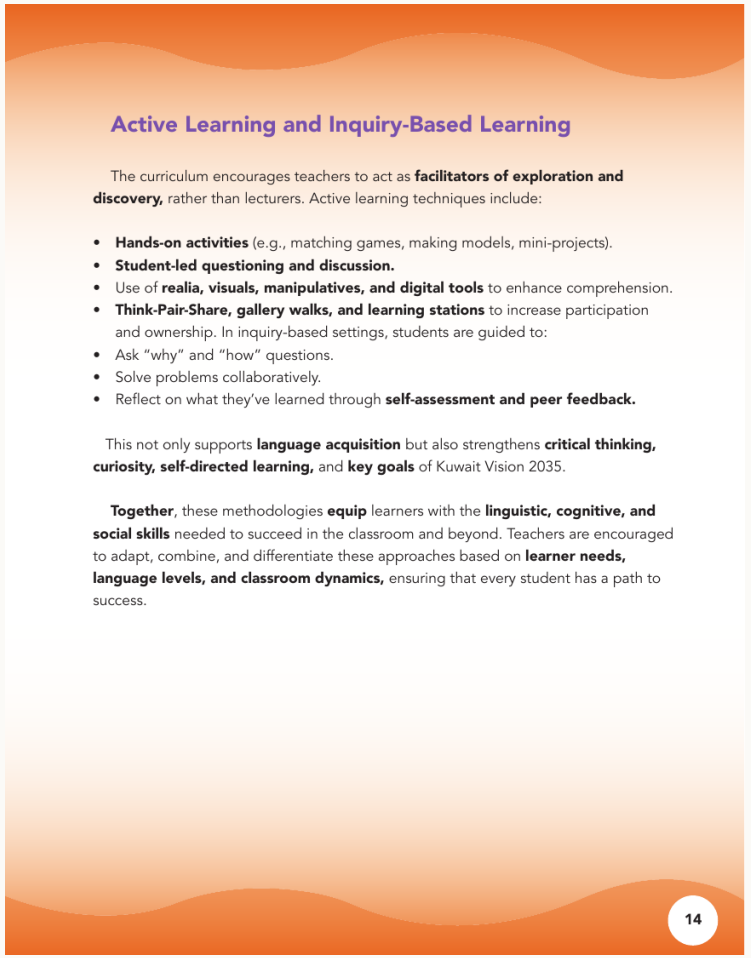
41. Professional Learning Outcomes

Using Student Feedback to Improve Teaching

1. Explain the classroom meaning of using student feedback to improve teaching.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

41. Using Student Feedback to Improve Teaching



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14

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Learner feedback reveals access, confidence and task difficulty.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in using student feedback to improve teaching.

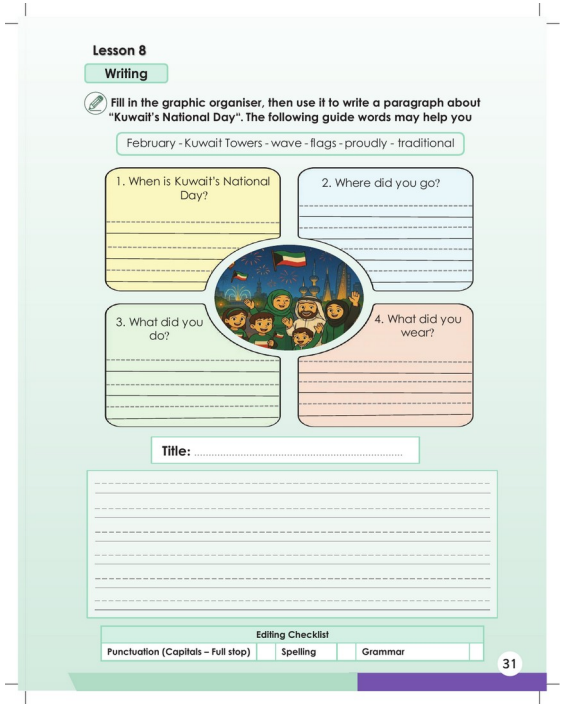
COMMON RISK

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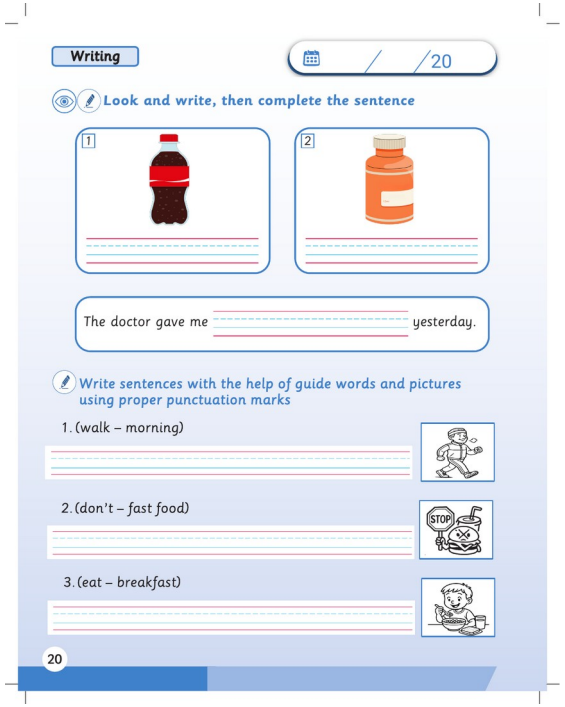
Source example: Grade 1 curriculum guidance.

41. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use thumbs signals, a simple question or drawing after a textbook activity.

WHAT TO OBSERVE

The teacher adjusts instruction rather than merely collecting opinions.



Source examples: topic 29 g4 p48 • topic 37 g3 p31

41. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 1 lesson that relates to this topic.
EXAMINE	Learner feedback reveals access, confidence and task difficulty.
ADAPT	Use thumbs signals, a simple question or drawing after a textbook activity.
VERIFY	The teacher adjusts instruction rather than merely collecting opinions.

Group product: an annotated textbook page or a revised section of the daily preparation.

41. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how using student feedback to improve teaching influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The teacher adjusts instruction rather than merely collecting opinions.
COACHING QUESTION	Which part of the lesson most clearly demonstrated using student feedback to improve teaching?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 42

Classroom Observation and Peer Coaching

Reflection and Professional Learning

Curriculum example • Grade 2 matched example



Vision 2035 Integration in the Curriculum:

- **Global Competence:** Students develop the ability to understand global issues, communicate across cultures, and collaborate with others worldwide through meaningful English learning experiences.
- **Digital Literacy:** The integration of digital tools supports the development of digital fluency and promotes responsible online behaviour.
- **National Identity & Civic Engagement:** Lessons incorporate local culture, values, traditions, and history, encouraging students to take pride in their Kuwaiti identity while participating in civic life.
- **Sustainability & Lifelong Learning:** Projects and thematic units foster environmental awareness, personal responsibility, and a mindset focused on continuous improvement.

Together, CEFR and Kuwait Vision 2035 guide the curriculum to ensure that:

- Teaching and learning are **goal-driven and internationally aligned.**
- Students graduate with **linguistic, cognitive, social, and emotional skills** for both local and global participation.
- The curriculum contributes to the broader national agenda of creating **innovative, bilingual, future-ready citizens** equipped for success in a rapidly changing world.

Overview of the New Curriculum Structure

The new English curriculum for primary education in Kuwait is designed with a holistic, student-centred approach that supports both language development and personal growth. Its structure is intentional, progressive, and inclusive, reflecting international best practices and local educational priorities. The curriculum is organised into well-sequenced **units of study** that integrate the four language skills while aligning with **CEFR levels, Bloom's Taxonomy, 21st-century competencies,** and **Kuwaiti national values.**

4

42. Professional Learning Outcomes

Classroom Observation and Peer Coaching

1. Explain the classroom meaning of classroom observation and peer coaching.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

42. Classroom Observation and Peer Coaching



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4

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Focused observation supports shared professional learning.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in classroom observation and peer coaching.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

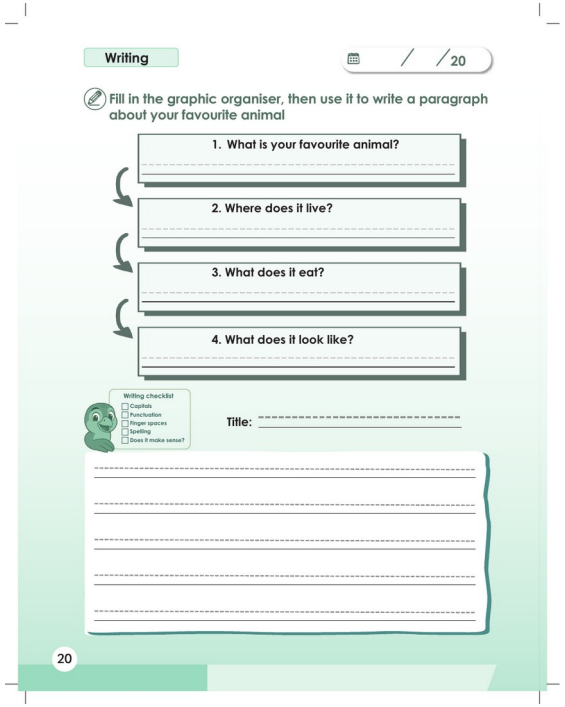
Source example: Grade 2 curriculum guidance.

42. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Observe one lesson with a single focus such as questioning, wait time or learner talk.

WHAT TO OBSERVE

Feedback describes evidence and agrees one next action.



Source examples: topic 30 g5 p48 • topic 38 g4 p31

42. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 2 lesson that relates to this topic.

EXAMINE — Focused observation supports shared professional learning.

ADAPT — Observe one lesson with a single focus such as questioning, wait time or learner talk.

VERIFY — Feedback describes evidence and agrees one next action.

Group product: an annotated textbook page or a revised section of the daily preparation.

42. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how classroom observation and peer coaching influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Feedback describes evidence and agrees one next action.
COACHING QUESTION	Which part of the lesson most clearly demonstrated classroom observation and peer coaching?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

Learner Development, Teacher Induction and Inclusion

43 Supporting Learner Autonomy

44 Developing 21st-Century Skills

45 Integrating Educational Values

46 Using Visuals, Realia and Digital Tools

47 Classroom Management During Pair and Group Work

53 Student Teachers' Practicum Preparation and Mentoring

54 Supporting Students with Learning Difficulties

50 Challenging Advanced Learners

51 Building an Inclusive Primary English Classroom

52 Newly Recruited Teachers' Induction and Support

TOPIC 43

Supporting Learner Autonomy

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 3 matched example



Each unit is composed of the following core components:

Unit Theme:

Units are built around engaging, age-appropriate, and relatable topics that reflect students' everyday lives, interests, and social environments. These themes serve as the central context for vocabulary development, reading and listening materials, grammar instruction, and communicative tasks. Themes are intentionally selected to promote **student identity**, **curiosity**, and **global awareness**, while creating natural opportunities for **language use in real-world scenarios.**

Learning Outcomes:

Each unit contains clearly defined learning outcomes that are:

- Aligned with **CEFR proficiency levels** (Pre-A1 to B1).
- Categorized under the **four skills:** Listening & Viewing, Speaking & Representing, Reading & Viewing, and Writing & Representing.
- Written using **Bloom's Revised Taxonomy** verbs to support progression in cognitive demand, from **remembering and understanding** to **analysing, evaluating, and creating.**
- These outcomes guide both instruction and assessment, ensuring that lessons are **purpose-driven and learner-centred.**

Skill Development:

Lessons are structured to ensure balanced development of the four core language skills:

Listening & Viewing: Comprehending short dialogues, following audio instructions, watching animated stories.

5

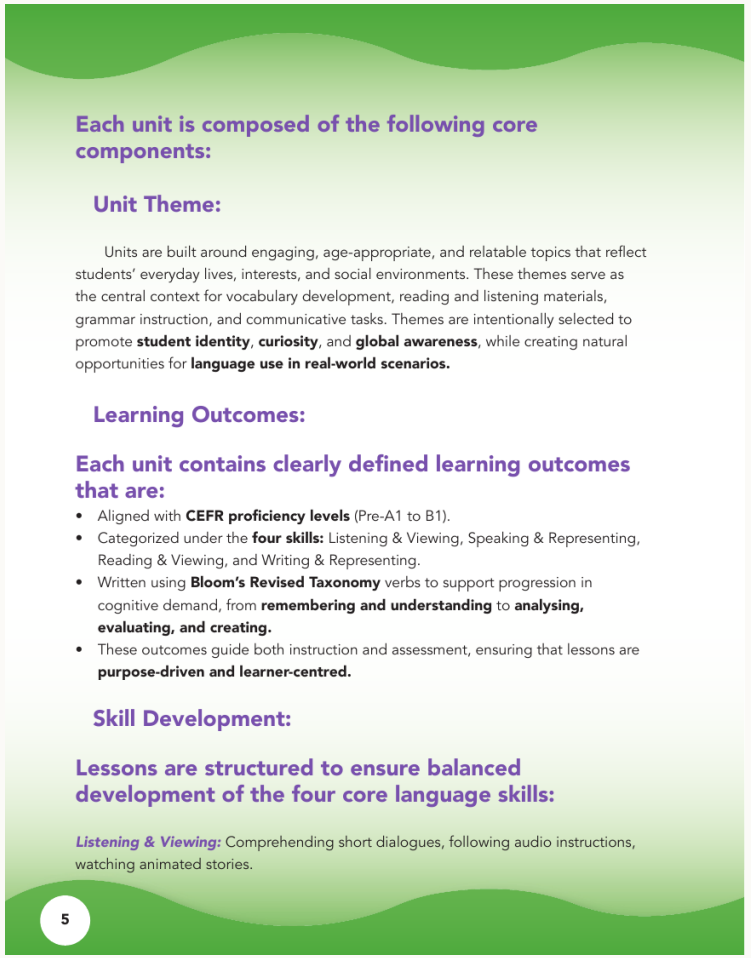
43. Professional Learning Outcomes

Supporting Learner Autonomy

1. Explain the classroom meaning of supporting learner autonomy.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

43. Supporting Learner Autonomy



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Listening & Viewing: Comprehending short dialogues, following audio instructions, watching animated stories.

5

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Learners gradually plan, monitor and evaluate their own work.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in supporting learner autonomy.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

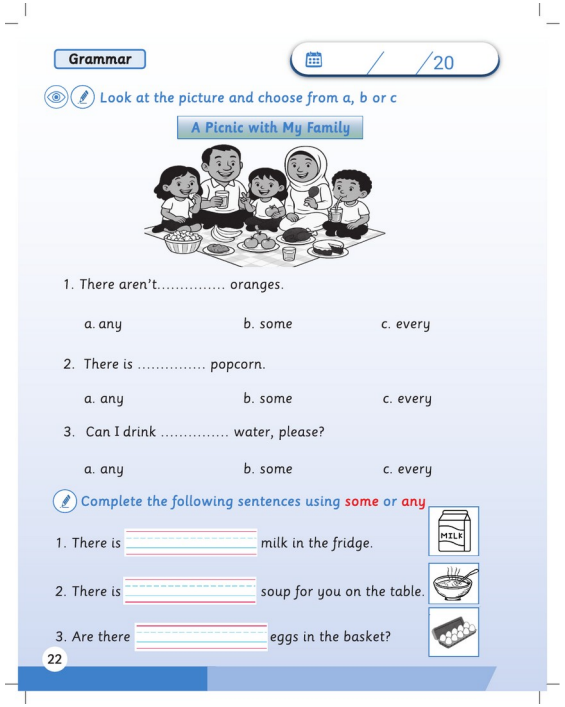
Source example: Grade 3 curriculum guidance.

43. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Offer classroom task choices, checklists and self-monitoring prompts within clear boundaries.

WHAT TO OBSERVE

Learners use resources and strategies before depending on the teacher.



Source examples: topic 32 g2 p56 • topic 40 g3 p33

43. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 3 lesson that relates to this topic.

EXAMINE — Learners gradually plan, monitor and evaluate their own work.

ADAPT — Offer classroom task choices, checklists and self-monitoring prompts within clear boundaries.

VERIFY — Learners use resources and strategies before depending on the teacher.

Group product: an annotated textbook page or a revised section of the daily preparation.

43. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how supporting learner autonomy influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners use resources and strategies before depending on the teacher.
COACHING QUESTION	Which part of the lesson most clearly demonstrated supporting learner autonomy?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 44

Developing 21st-Century Skills

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 4 matched example



Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a proactive instructional framework that aims to remove barriers and provide **equitable access to learning for all students**, regardless of their abilities, backgrounds, or learning preferences. It acknowledges that no single teaching strategy **fits** all learners and encourages the **flexible design of learning environments** that accommodate diverse needs from the outset. In the context of the new English curriculum in Kuwait, UDL plays a critical role in ensuring that every child—whether they are an advanced learner, a beginner in English, or a student with additional learning needs—has the opportunity to **engage meaningfully, express themselves confidently, and succeed academically.**

Teachers are encouraged to implement UDL through the following three core principles:

Multiple Means of Representation – How content is presented

This principle supports students in **accessing and understanding information** by offering varied formats and modalities.

Strategies include:

- Using **real-life objects (realia)** to teach vocabulary (e.g., using a toy house for "house").
- Incorporating **visuals** such as images, flashcards, videos, and story maps.
- Including **audio recordings and gestures** to aid comprehension.
- Highlighting **key words or sight words** in bold or colour.
- Leveraging **interactive whiteboards or tablets** to display animated content.

15

44. Professional Learning Outcomes

Developing 21st-Century Skills

1. Explain the classroom meaning of developing 21st-century skills.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

44. Developing 21st-Century Skills



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- Highlighting **key words or sight words** in bold or colour.
- Leveraging **interactive whiteboards or tablets** to display animated content.

15

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Communication, collaboration, critical thinking and creativity grow through purposeful tasks.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in developing 21st-century skills.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 4 curriculum guidance.

44. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



2 Songs

"Our National Day" song

On February twenty-five,
We all feel so proud and alive,
We wave the flag, red, green, black, and white—
We sing and cheer with all our might!
Kuwait, we celebrate you,
With love and joy, so strong and true!

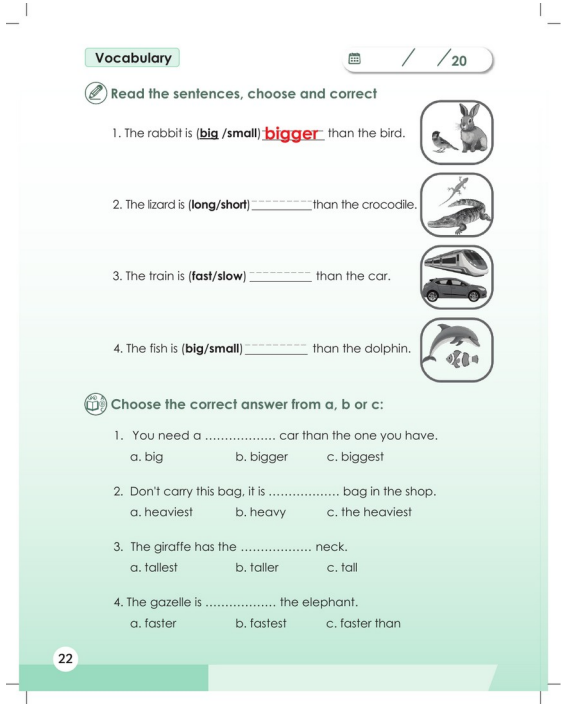
The streets are full of lights and sound,
Fireworks shining all around,
We see the parade go marching by,
With music playing to the sky.
Kuwait, you shine so bright,
We feel your spirit day and night!

We wear our traditional clothes,
And bring sweet treats for friends and those
Who come to celebrate with glee—
It's full of fun for you and me!
Unity fills the air,
On National Day, we show we care.

Let's decorate and sing all day,
For Liberation Day—hooray!
We love our land, both near and far,
Kuwait, you are our shining star!
From desert sand to sky so blue—
Kuwait, we celebrate you!

39

PRACTICE EXAMPLE



Vocabulary

/ /20

Read the sentences, choose and correct

1. The rabbit is (big /small) bigger than the bird.
2. The lizard is (long/short) _____ than the crocodile.
3. The train is (fast/slow) _____ than the car.
4. The fish is (big/small) _____ than the dolphin.

Choose the correct answer from a, b or c:

1. You need a ..... car than the one you have.
   a. big b. bigger c. biggest
2. Don't carry this bag, it is ..... bag in the shop.
   a. heaviest b. heavy c. the heaviest
3. The giraffe has the ..... neck.
   a. tallest b. taller c. tall
4. The gazelle is ..... the elephant.
   a. faster b. fastest c. faster than

22

HOW TO ADAPT IT

Identify one classroom task where learners solve, discuss, design or present.

WHAT TO OBSERVE

The skill is visible in learner action, not added as a label only.



Source examples: topic 34 g4 p56 • topic 41 g4 p33

44. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 4 lesson that relates to this topic.

EXAMINE — Communication, collaboration, critical thinking and creativity grow through purposeful tasks.

ADAPT — Identify one classroom task where learners solve, discuss, design or present.

VERIFY — The skill is visible in learner action, not added as a label only.

Group product: an annotated textbook page or a revised section of the daily preparation.

44. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how developing 21st-century skills influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The skill is visible in learner action, not added as a label only.
COACHING QUESTION	Which part of the lesson most clearly demonstrated developing 21st-century skills?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 45

Integrating Educational Values

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 5 matched example



Strategies include:

- Setting up **flexible seating areas.**
- Organising **learning stations** where students rotate through varied tasks at their own pace.
- Pairing students strategically for **peer modelling or language support**.
- Creating **quiet corners or resource-rich zones** for focused or independent work.

An intentionally designed environment fosters a sense of safety, ownership, and belonging, especially for young learners who benefit from structure and predictability.

When effectively implemented, differentiation:

- ***Maximises engagement and motivation.***
- ***Reduces anxiety and frustration.***
- ***Promotes equity and inclusion.***

And ensures that every student is working within their **zone of proximal development**—challenged but supported. It is a vital component of quality teaching in Kuwait's CEFR-aligned curriculum and supports the broader goals of **Kuwait Vision 2035** by cultivating diverse talents and empowering every learner to thrive.

Bloom's Taxonomy in Practice

The new English curriculum is structured around **Bloom's Revised Taxonomy**, a research-based framework that classifies levels of thinking in a hierarchical model, ranging from lower-order to higher-order cognitive processes. This model is embedded across learning outcomes, classroom tasks, and assessment tools to promote **cognitive growth, critical thinking**, and **deep engagement** with the English language.

20

45. Professional Learning Outcomes

Integrating Educational Values

1. Explain the classroom meaning of integrating educational values.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

45. Integrating Educational Values



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20

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Values emerge through content, interaction and reflection.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in integrating educational values.

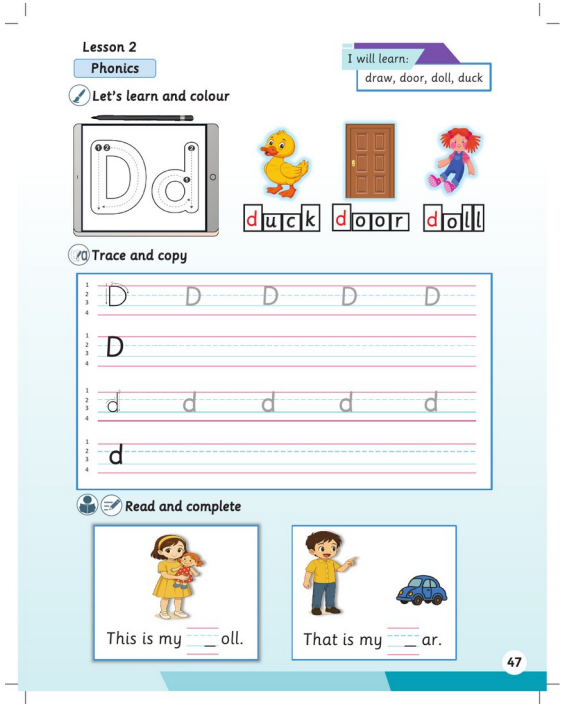
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

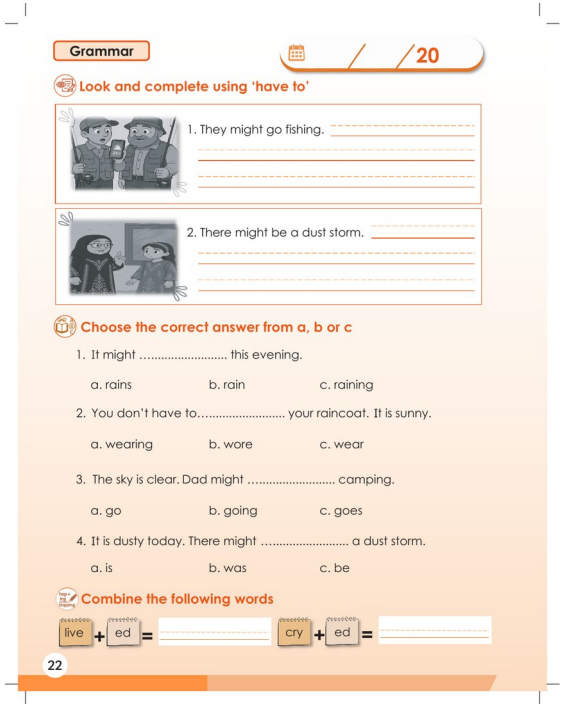
Source example: Grade 5 curriculum guidance.

45. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use a lesson material story or project to discuss respect, responsibility, heritage or cooperation.

WHAT TO OBSERVE

Learners demonstrate the value through a decision or behaviour.



Source examples: topic 36 g1 p64 • topic 42 g5 p33

45. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 5 lesson that relates to this topic.
EXAMINE	Values emerge through content, interaction and reflection.
ADAPT	Use a lesson material story or project to discuss respect, responsibility, heritage or cooperation.
VERIFY	Learners demonstrate the value through a decision or behaviour.

Group product: an annotated textbook page or a revised section of the daily preparation.

45. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how integrating educational values influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners demonstrate the value through a decision or behaviour.
COACHING QUESTION	Which part of the lesson most clearly demonstrated integrating educational values?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 46

Using Visuals, Realia and Digital Tools

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 1 matched example

Category	Type	Explanation	Skyline Examples (Grades 1-5)
Approach	Communicative Language Teaching (CLT)	Core philosophy across Skyline (G1 - G5). Focus on authentic communication and interaction.	G1: Greeting role-plays ('Hello, how are you?') G3: 'At the Café' dialogues G5: 'At the Market' role-plays
Approach	Universal Design for Learning (UDL)	Flexible framework: multiple means of engagement, representation, and expression.	G3 U1: Listening task uses both audio + visuals
Approach	Active/Inquiry - Based Learning	Students construct knowledge via questioning, exploration, and problem-solving.	G4 U3: 'Plan a Pic-nic' group planning project
Method	Task - Based Learning (TBL)	Lessons built around meaningful tasks with clear outcomes.	G2: 'Make a Sand-wich' task G4: 'Plan a Picnic' task G5: 'My Community Helpers' project
Method	Project - Based Learning (PBL)	Extended projects combining multiple skills and subjects.	G5: Community project presenta-tions.
Method	Phonics Literacy	Sound - letter instruction for early literacy.	G1 Book A U2: Short /a/ drills (cat, hat, mat)
Strategy	Differentiation	Adapting tasks/ supports to readiness levels, interests, or learning profiles.	G1: Simplified phonics vs. extend-ed reading G3: Literal vs. infer-ential questions G5: Tiered compre-hension (recall vs. inference)

26

46. Professional Learning Outcomes

Using Visuals, Realia and Digital Tools

1. Explain the classroom meaning of using visuals, realia and digital tools.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

46. Using Visuals, Realia and Digital Tools

Category	Type	Explanation	Skyline Examples (Grades 1-5)
Approach	Communicative Language Teaching (CLT)	Core philosophy across Skyline (G1 - G5). Focus on authentic communication and interaction.	G1: Greeting role-plays ('Hello, how are you?') G3: 'At the Café' dialogues G5: 'At the Market' role-plays
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GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Purposeful resources include flashcards, realia, pictures, sequences, charts, models, puppets, manipulatives, authentic materials, audio and digital displays. They move learners from concrete experience to visual representation, language and independent use.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in using visuals, realia and digital tools.

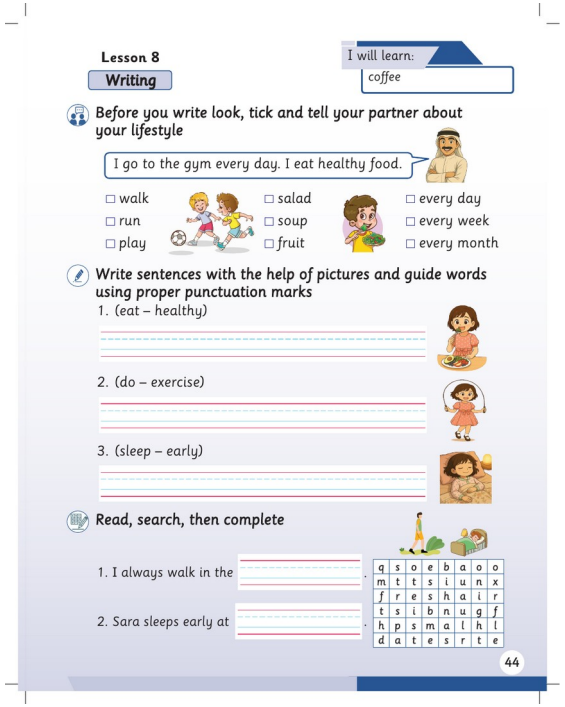
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 1 curriculum guidance.

46. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 8

Writing

I will learn:

coffee

Before you write look, tick and tell your partner about your lifestyle

I go to the gym every day. I eat healthy food.

- ☐ walk
- ☐ run
- ☐ play
- ☐ salad
- ☐ soup
- ☐ fruit
- ☐ every day
- ☐ every week
- ☐ every month

Write sentences with the help of pictures and guide words using proper punctuation marks

1. (eat – healthy)
2. (do – exercise)
3. (sleep – early)

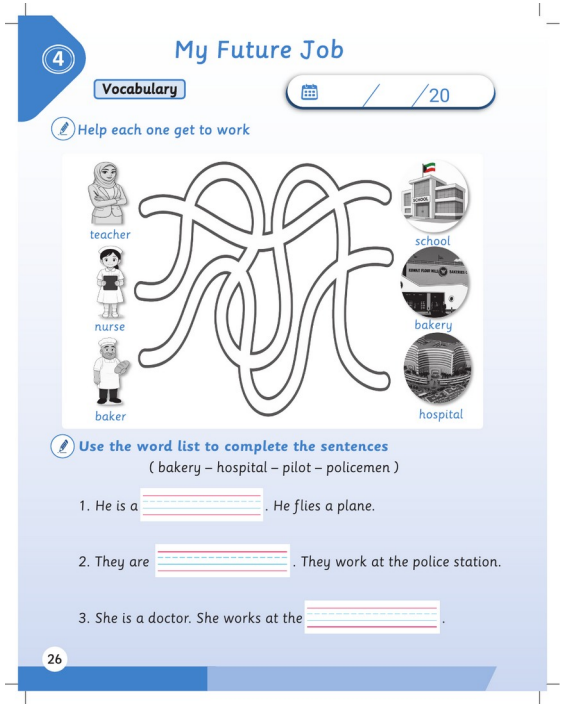
Read, search, then complete

1. I always walk in the .
2. Sara sleeps early at .

q	s	o	e	b	a	o	o
m	t	t	s	i	u	n	x
f	r	e	s	h	a	i	r
t	s	i	b	n	u	g	f
h	p	s	m	a	l	h	l
d	a	t	e	s	r	t	e

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PRACTICE EXAMPLE



4

My Future Job

Vocabulary

/20

Help each one get to work

teacher, school, nurse, bakery, baker, hospital

Use the word list to complete the sentences

(bakery – hospital – pilot – policemen)

1. He is a . He flies a plane.
2. They are . They work at the police station.
3. She is a doctor. She works at the .

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HOW TO ADAPT IT

Select two or three resources that serve the Learning Outcome, skill and stage. Let learners handle, sort, describe or use them in a real-life situation rather than only watch. Prepare an offline or non-digital alternative for electricity, device, sound, login or internet failure.

WHAT TO OBSERVE

The resource improves comprehension, attention, practice or production without becoming decoration. The contingency plan keeps the same outcome and skill through a different delivery method.



Source examples: topic 38 g3 p64 • topic 46 g3 p37

46. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 1 lesson that relates to this topic.

EXAMINE

Purposeful resources include flashcards, realia, pictures, sequences, charts, models, puppets, manipulatives, authentic materials, audio and digital displays. They move learners from concrete experience to visual representation, language and independent use.

ADAPT

Select two or three resources that serve the Learning Outcome, skill and stage. Let learners handle, sort, describe or use them in a real-life situation rather than only watch. Prepare an offline or non-digital alternative for electricity, device, sound, login or internet failure.

VERIFY

The resource improves comprehension, attention, practice or production without becoming decoration. The contingency plan keeps the same outcome and skill through a different delivery method.

Group product: an annotated textbook page or a revised section of the daily preparation.

46. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how using visuals, realia and digital tools influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The resource improves comprehension, attention, practice or production without becoming decoration. The contingency plan keeps the same outcome and skill through a different delivery method.
COACHING QUESTION	Which part of the lesson most clearly demonstrated using visuals, realia and digital tools?

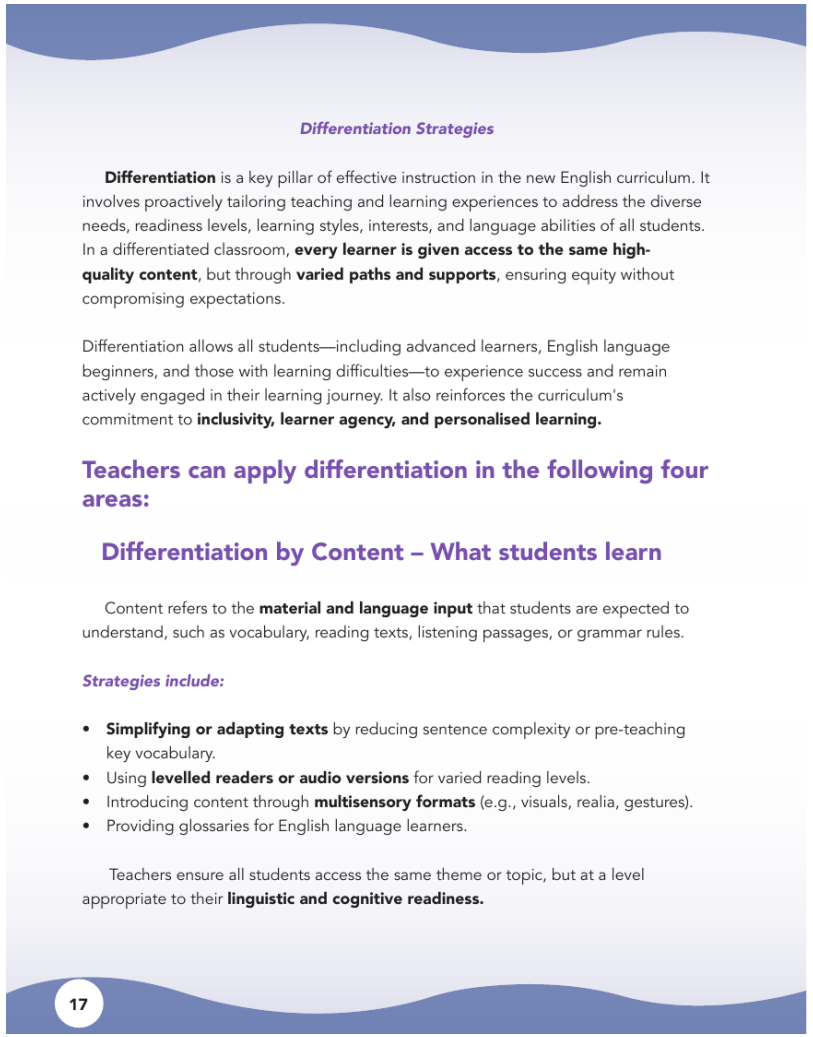
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 47

Classroom Management During Pair and Group Work

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 2 matched example



Differentiation Strategies

Differentiation is a key pillar of effective instruction in the new English curriculum. It involves proactively tailoring teaching and learning experiences to address the diverse needs, readiness levels, learning styles, interests, and language abilities of all students. In a differentiated classroom, **every learner is given access to the same high-quality content**, but through **varied paths and supports**, ensuring equity without compromising expectations.

Differentiation allows all students—including advanced learners, English language beginners, and those with learning difficulties—to experience success and remain actively engaged in their learning journey. It also reinforces the curriculum's commitment to **inclusivity, learner agency, and personalised learning.**

Teachers can apply differentiation in the following four areas:

Differentiation by Content – What students learn

Content refers to the **material and language input** that students are expected to understand, such as vocabulary, reading texts, listening passages, or grammar rules.

Strategies include:

- **Simplifying or adapting texts** by reducing sentence complexity or pre-teaching key vocabulary.
- Using **levelled readers or audio versions** for varied reading levels.
- Introducing content through **multisensory formats** (e.g., visuals, realia, gestures).
- Providing glossaries for English language learners.

Teachers ensure all students access the same theme or topic, but at a level appropriate to their **linguistic and cognitive readiness.**

17

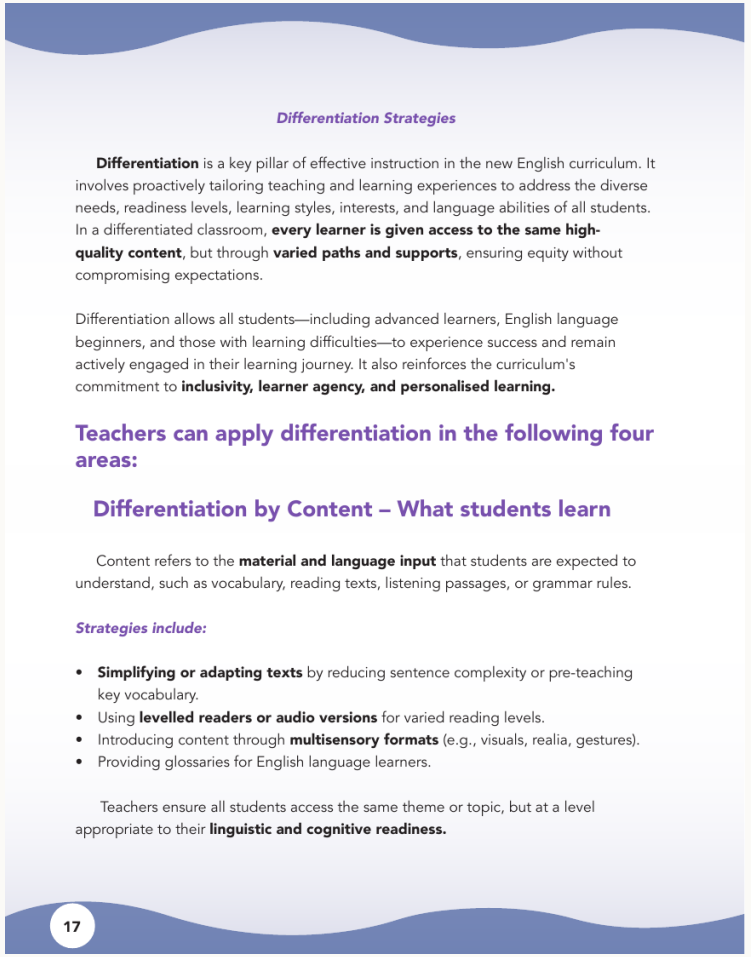
47. Professional Learning Outcomes

Classroom Management During Pair and Group Work

1. Explain the classroom meaning of classroom management during pair and group work.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

47. Classroom Management During Pair and Group Work



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- Providing glossaries for English language learners.

Teachers ensure all students access the same theme or topic, but at a level appropriate to their **linguistic and cognitive readiness.**

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GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Clear roles, time limits, routines and monitoring protect learning time.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in classroom management during pair and group work.

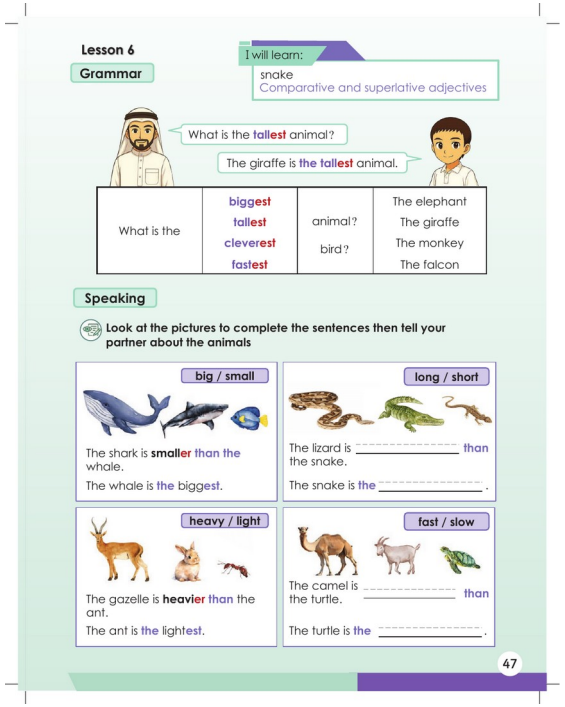
COMMON RISK

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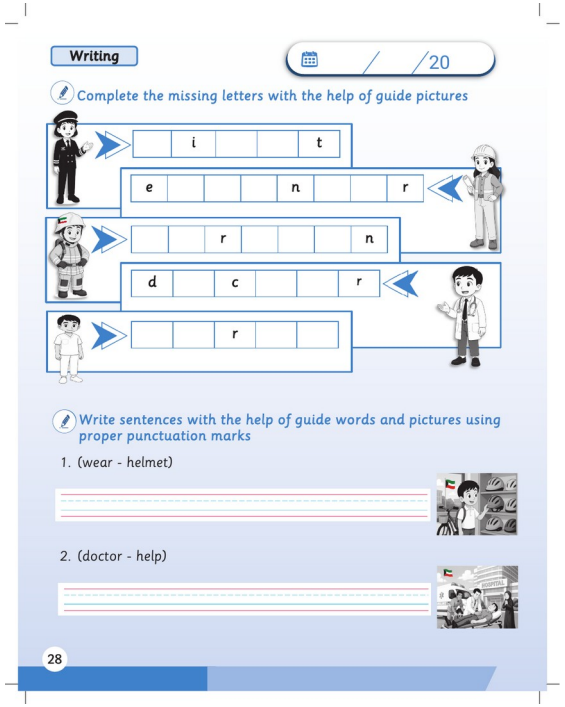
Source example: Grade 2 curriculum guidance.

47. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Set roles before a lesson material pair or project task and display the expected product.

WHAT TO OBSERVE

All learners participate and the teacher gathers evidence while circulating.



Source examples: topic 39 g4 p64 • topic 49 g3 p39

47. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 2 lesson that relates to this topic.
EXAMINE	Clear roles, time limits, routines and monitoring protect learning time.
ADAPT	Set roles before a lesson material pair or project task and display the expected product.
VERIFY	All learners participate and the teacher gathers evidence while circulating.

Group product: an annotated textbook page or a revised section of the daily preparation.

47. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how classroom management during pair and group work influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	All learners participate and the teacher gathers evidence while circulating.
COACHING QUESTION	Which part of the lesson most clearly demonstrated classroom management during pair and group work?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 48

Assessing Projects and Performance Tasks

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 3 matched example



Differentiation by Process – How students learn

This involves **varying the methods, supports, or activities** through which students make sense of new knowledge or practice skills.

Strategies include:

- Using **visual aids, charts, audio recordings, or physical manipulatives** to support understanding.
- Offering **choice in learning tasks**, such as whether to work independently, with a partner, or in a small group Allowing students to **use their preferred learning modality** (e.g., visual, auditory, kinesthetic).
- Breaking tasks into **manageable steps** with checklists or graphic organisers.
- By differentiating the learning process, teachers cater to **different learning styles and paces**, ensuring that each student remains supported and challenged.

Differentiation by Product – How students demonstrate their learning

Students vary in how they best show understanding. Offering multiple options for assessment and expression encourages creativity and promotes confidence.

Strategies include:

- Allowing students to choose between **drawing, writing, speaking, or performing a task.**
- Creating **visual projects** (e.g., posters, story maps, picture books) or **oral presentations.**
- Using **sentence frames or vocabulary banks** to support students in writing tasks.
- Incorporating **digital tools** (e.g., voice recordings, slides) for those who prefer tech-based outputs.

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48. Professional Learning Outcomes

Assessing Projects and Performance Tasks

1. Explain the classroom meaning of assessing projects and performance tasks.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

48. Assessing Projects and Performance Tasks



Differentiation by Process – How students learn

This involves **varying the methods, supports, or activities** through which students make sense of new knowledge or practice skills.

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18

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Projects need criteria for content, language, process and presentation.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in assessing projects and performance tasks.

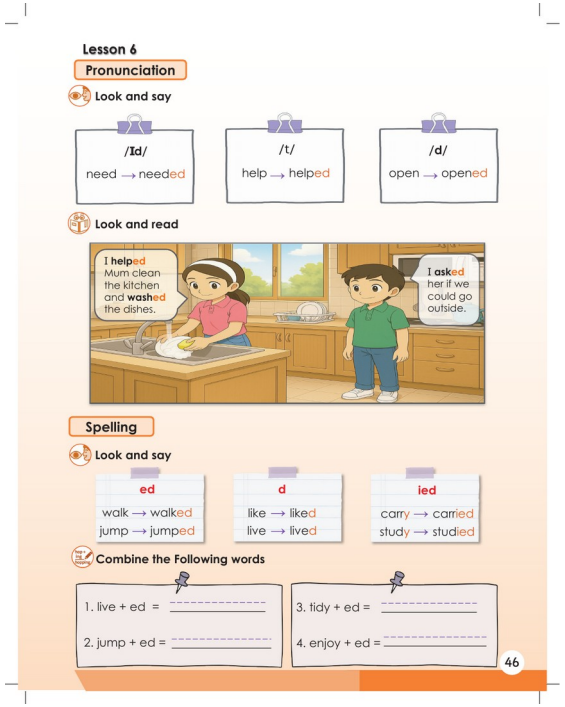
COMMON RISK

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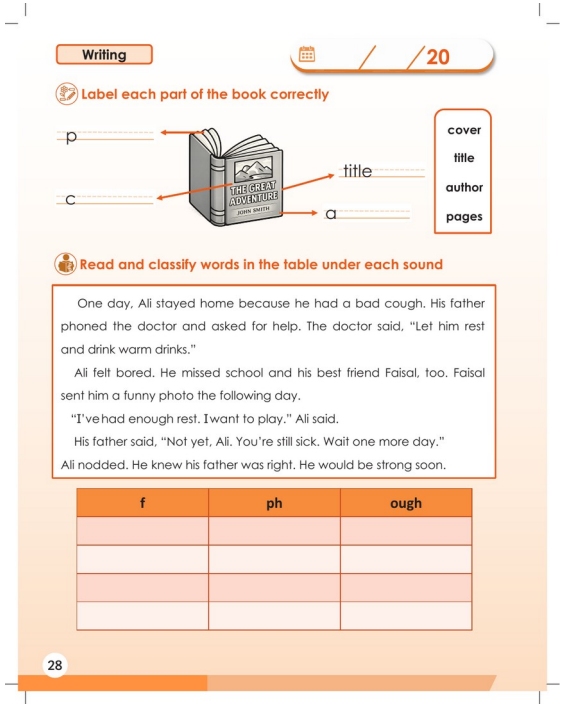
Source example: Grade 3 curriculum guidance.

48. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use the textbook project page with checkpoints and an age-appropriate rubric.

WHAT TO OBSERVE

Assessment distinguishes the created product from any oral performance.



Source examples: topic 40 g5 p64 • topic 51 g5 p39

48. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 3 lesson that relates to this topic.

EXAMINE — Projects need criteria for content, language, process and presentation.

ADAPT — Use the textbook project page with checkpoints and an age-appropriate rubric.

VERIFY — Assessment distinguishes the created product from any oral performance.

Group product: an annotated textbook page or a revised section of the daily preparation.

48. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how assessing projects and performance tasks influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Assessment distinguishes the created product from any oral performance.
COACHING QUESTION	Which part of the lesson most clearly demonstrated assessing projects and performance tasks?

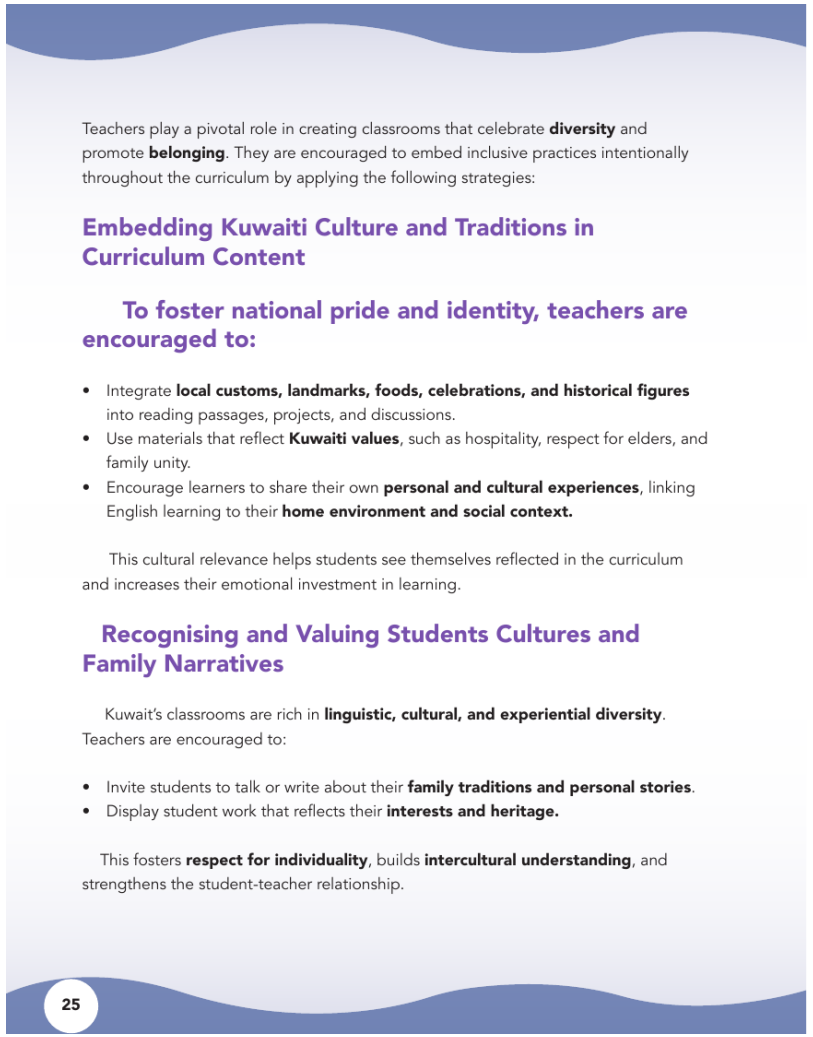
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 49

Supporting Struggling Learners

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 4 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

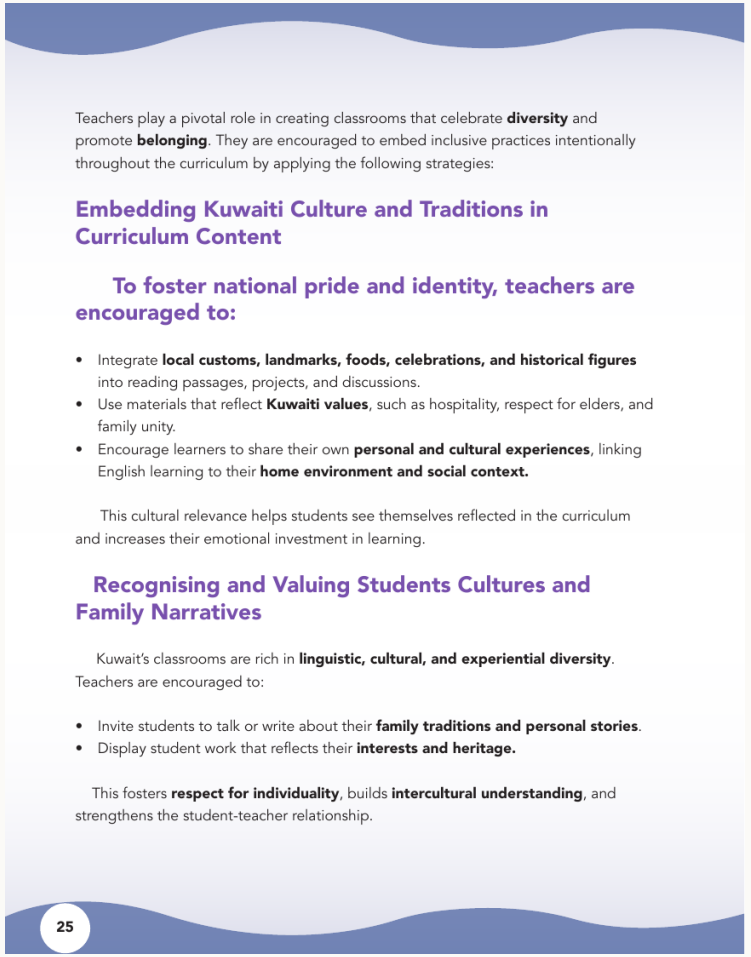
49. Professional Learning Outcomes

Supporting Struggling Learners

1. Explain the classroom meaning of supporting struggling learners.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

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This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Targeted scaffolds help learners access the same essential outcome.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in supporting struggling learners.

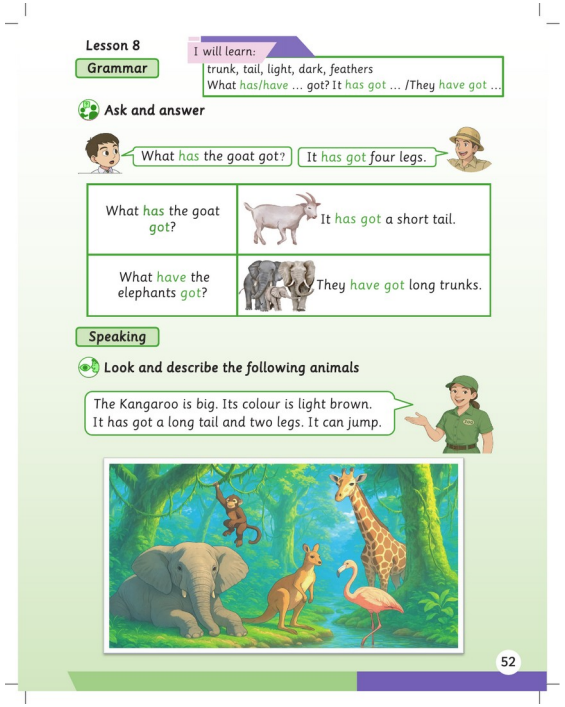
COMMON RISK

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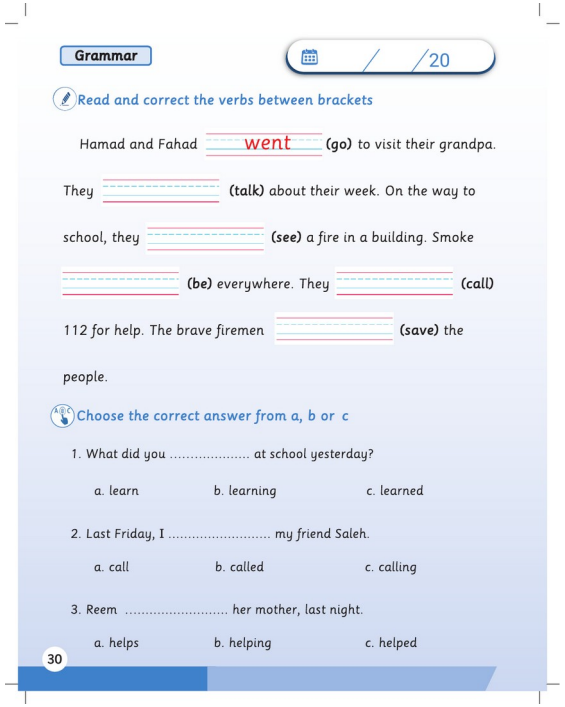
Source example: Grade 4 curriculum guidance.

49. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Reduce classroom task load, pre-teach essential language and provide visual or sentence support.

WHAT TO OBSERVE

Support fades as learners demonstrate independence.



Source examples: topic 42 g2 p72 • topic 52 g3 p41

49. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 4 lesson that relates to this topic.

EXAMINE — Targeted scaffolds help learners access the same essential outcome.

ADAPT — Reduce classroom task load, pre-teach essential language and provide visual or sentence support.

VERIFY — Support fades as learners demonstrate independence.

Group product: an annotated textbook page or a revised section of the daily preparation.

49. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how supporting struggling learners influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Support fades as learners demonstrate independence.
COACHING QUESTION	Which part of the lesson most clearly demonstrated supporting struggling learners?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 50

Challenging Advanced Learners

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 5 matched example



50. Professional Learning Outcomes

Challenging Advanced Learners

1. Explain the classroom meaning of challenging advanced learners.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

50. Challenging Advanced Learners



How to design a lesson plan?

Warm up Stage

It is important for:

- Relating the lesson content to previous lessons.
- Clarifying ideas and adding knowledge.
- Increasing students' curiosity about the lesson.
- Activate/assess relevant background knowledge.
- It can have one or more of these activities:
  - Oral fluency checking
  - Values project
  - Warm up
  - Revision
  - Games
  - Songs
  - Ice-Breakers

Sequence of activities:

It shows the main course of the lesson. It should be written and composed according to the teacher's perspective.

What to consider:

- Simple activities should come before complex ones.
- Activities involving receptive skills should precede those that involve productive skills.
- It is preferable to follow the popular order: "pre – while – post" sequence.

Presentation - controlled practice - Free practice - checking - further practice/follow-up activities.

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GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Extension deepens thinking and language use instead of adding repetitive work.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in challenging advanced learners.

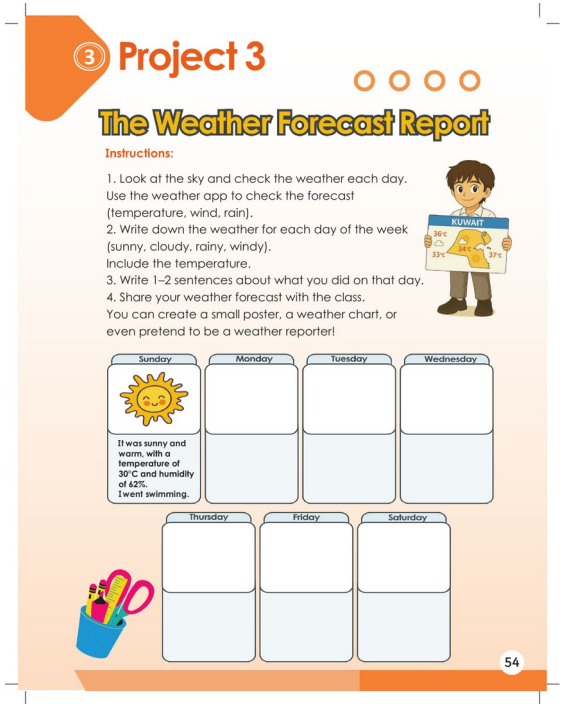
COMMON RISK

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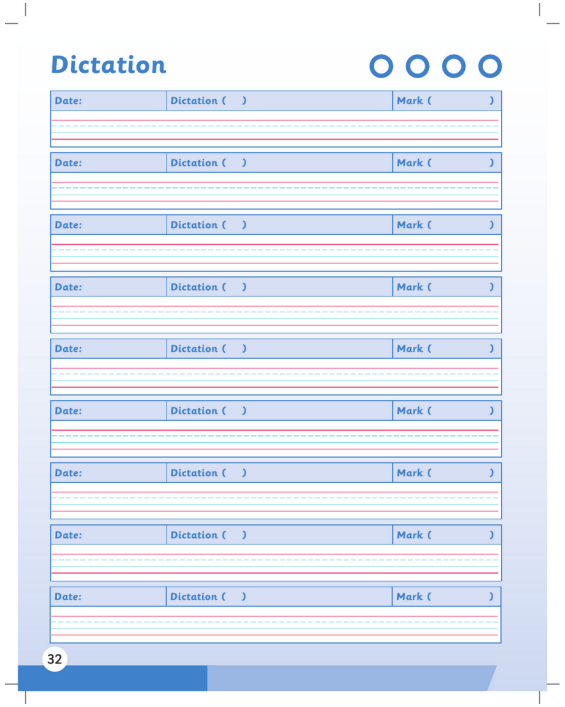
Source example: Grade 5 curriculum guidance.

50. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Ask learners to justify, compare, redesign or present beyond the core classroom task.

WHAT TO OBSERVE

The extension increases complexity while remaining linked to the outcome.



Source examples: topic 45 g5 p72 • topic 55 g3 p43

50. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 5 lesson that relates to this topic.
EXAMINE	Extension deepens thinking and language use instead of adding repetitive work.
ADAPT	Ask learners to justify, compare, redesign or present beyond the core classroom task.
VERIFY	The extension increases complexity while remaining linked to the outcome.

Group product: an annotated textbook page or a revised section of the daily preparation.

50. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how challenging advanced learners influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The extension increases complexity while remaining linked to the outcome.
COACHING QUESTION	Which part of the lesson most clearly demonstrated challenging advanced learners?

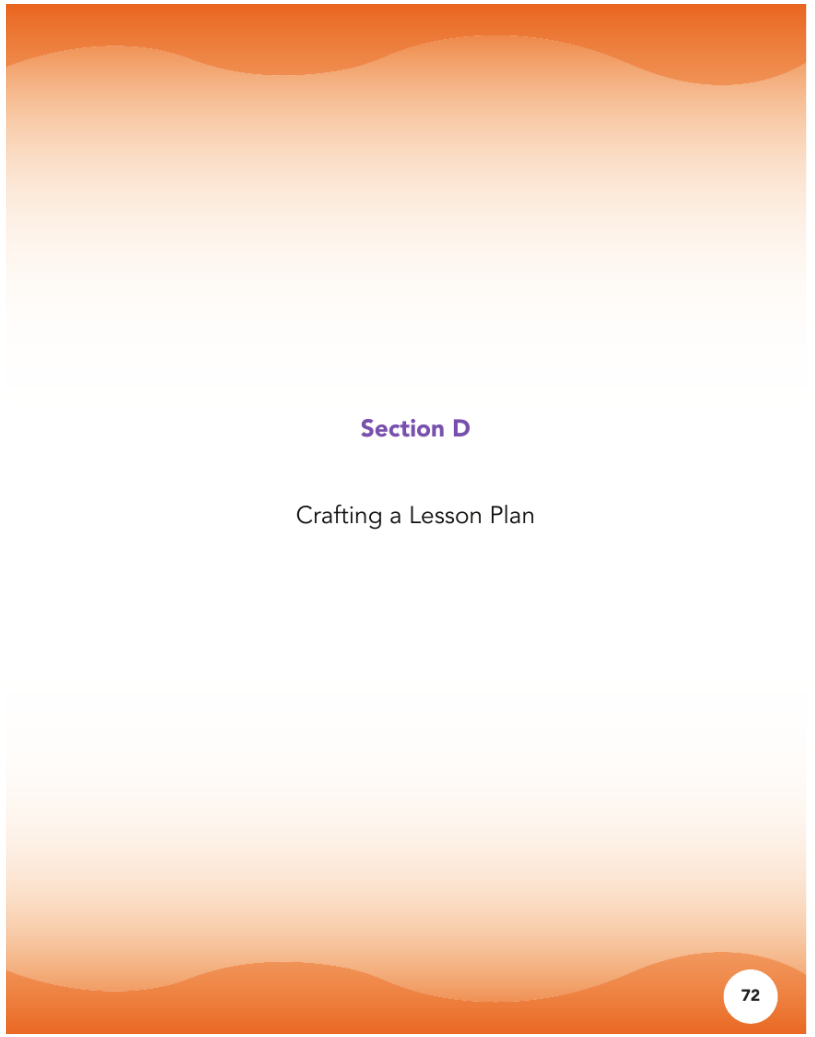
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 51

Building an Inclusive Primary English Classroom

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 1 matched example



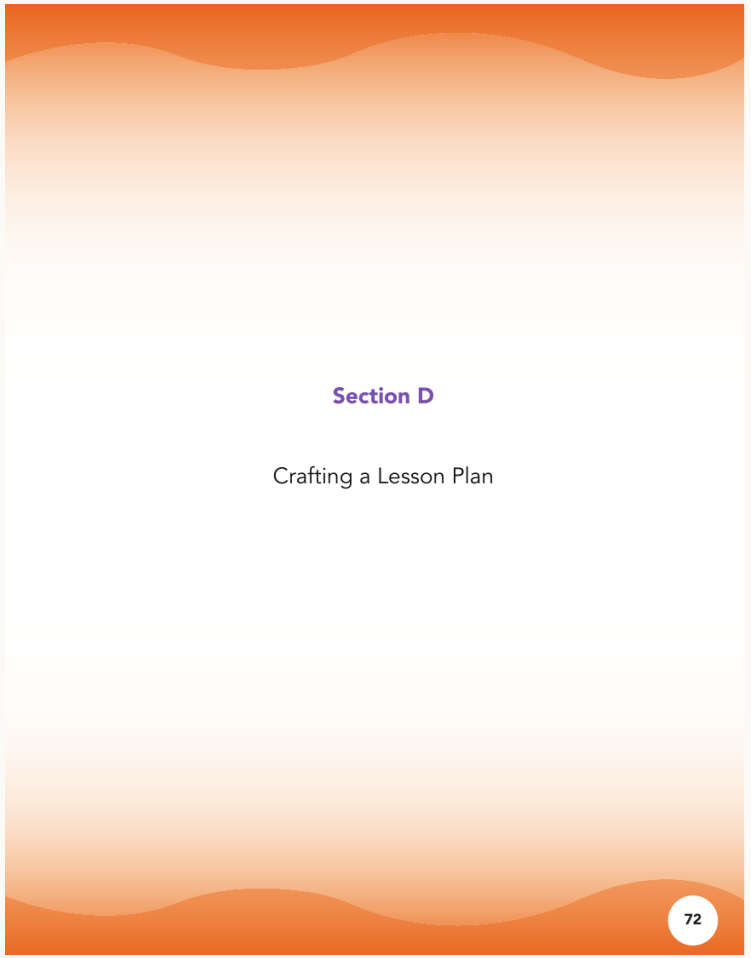
51. Professional Learning Outcomes

Building an Inclusive Primary English Classroom

1. Explain the classroom meaning of building an inclusive primary english classroom.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

51. Building an Inclusive Primary English Classroom



GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Belonging, access and high expectations support participation for every learner.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in building an inclusive primary english classroom.

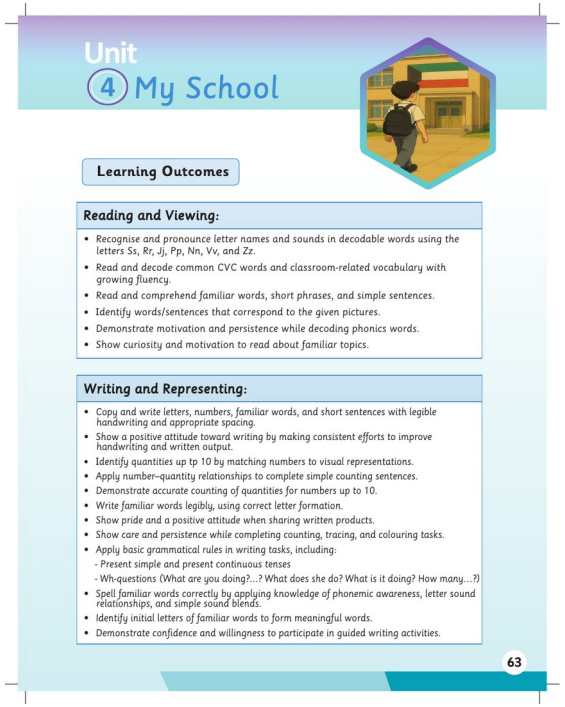
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 1 curriculum guidance.

51. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 4 My School

Learning Outcomes

Reading and Viewing:

- Recognise and pronounce letter names and sounds in decodable words using the letters Ss, Rr, Jj, Pp, Nn, Vv, and Zz.
- Read and decode common CVC words and classroom-related vocabulary with growing fluency.
- Read and comprehend familiar words, short phrases, and simple sentences.
- Identify words/sentences that correspond to the given pictures.
- Demonstrate motivation and persistence while decoding phonics words.
- Show curiosity and motivation to read about familiar topics.

Writing and Representing:

- Copy and write letters, numbers, familiar words, and short sentences with legible handwriting and appropriate spacing.
- Show a positive attitude toward writing by making consistent efforts to improve handwriting and written output.
- Identify quantities up tp 10 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Demonstrate accurate counting of quantities for numbers up to 10.
- Write familiar words legibly, using correct letter formation.
- Show pride and a positive attitude when sharing written products.
- Show care and persistence while completing counting, tracing, and colouring tasks.
- Apply basic grammatical rules in writing tasks, including:
  - Present simple and present continuous tenses
  - Wh-questions (What are you doing?...? What does she do? What is it doing? How many...?)
- Spell familiar words correctly by applying knowledge of phonemic awareness, letter sound relationships, and simple sound blends.
- Identify initial letters of familiar words to form meaningful words.
- Demonstrate confidence and willingness to participate in guided writing activities.

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PRACTICE EXAMPLE



Credits and Acknowledgments

Images and Illustrations

Most images and illustrations were generated with the assistance of ChatGPT. Additional visuals were sourced from Canva.

Songs and Lyrics

The lyrics of the songs were generated with ChatGPT, and the songs were created using Suno.

Audio Material

The scripts for the audio tracks were generated by ChatGPT, and the audio tracks were created using Eleven Labs.

Design and Layout

The overall design and layout of this book were created using Canva.

Fonts Used

This book uses the following fonts: Primary Sassoon and Century Gothic.

Icons and Graphics

Icons and graphic elements were created using ChatGPT tools and illustrations.

34

HOW TO ADAPT IT

Use diverse classroom examples, respectful interaction routines and multiple access supports.

WHAT TO OBSERVE

Participation and evidence include learners with different profiles and readiness levels.



Source examples: topic 46 g1 p80 • topic 58 g3 p45

51. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 1 lesson that relates to this topic.

EXAMINE — Belonging, access and high expectations support participation for every learner.

ADAPT — Use diverse classroom examples, respectful interaction routines and multiple access supports.

VERIFY — Participation and evidence include learners with different profiles and readiness levels.

Group product: an annotated textbook page or a revised section of the daily preparation.

51. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how building an inclusive primary english classroom influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Participation and evidence include learners with different profiles and readiness levels.
COACHING QUESTION	Which part of the lesson most clearly demonstrated building an inclusive primary english classroom?

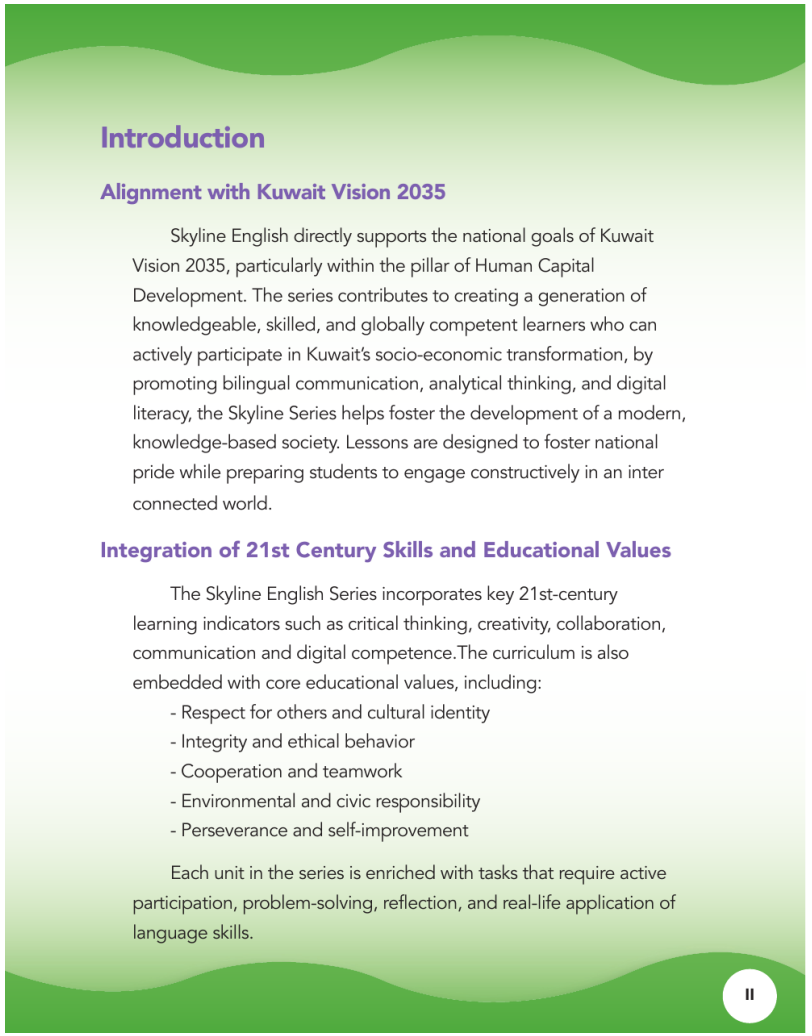
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 52

Newly Recruited Teachers' Induction and Support

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 2 matched example



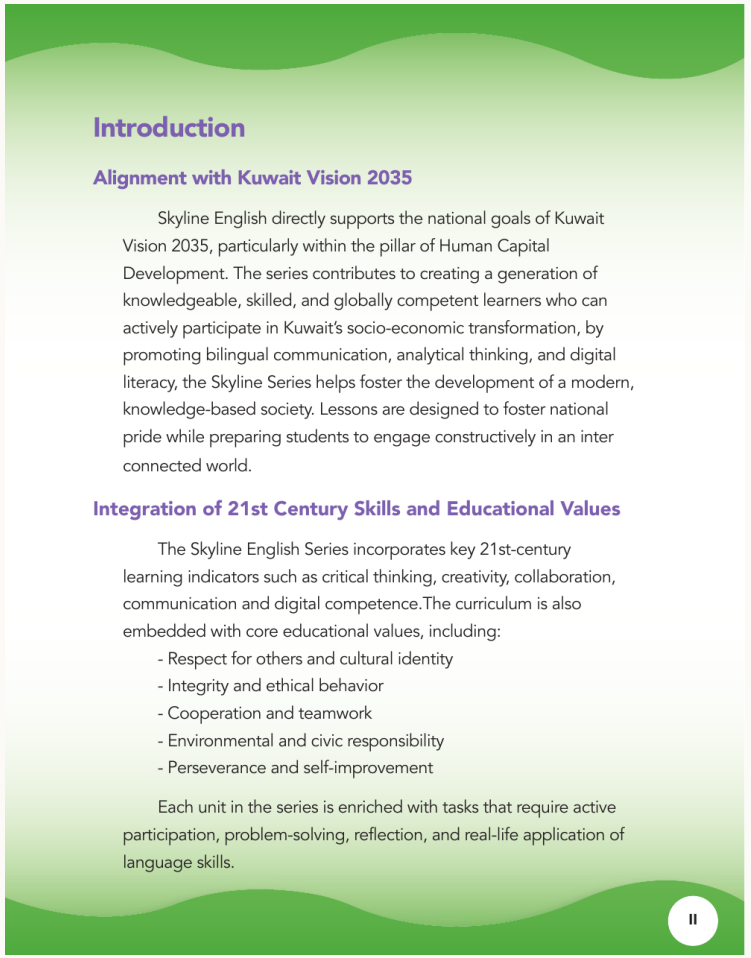
52. Professional Learning Outcomes

Newly Recruited Teachers' Induction and Support

1. Explain the classroom meaning of newly Recruited Teachers' Induction and Support.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

52. Newly Recruited Teachers' Induction and Support



Introduction

Alignment with Kuwait Vision 2035

Skyline English directly supports the national goals of Kuwait Vision 2035, particularly within the pillar of Human Capital Development. The series contributes to creating a generation of knowledgeable, skilled, and globally competent learners who can actively participate in Kuwait's socio-economic transformation, by promoting bilingual communication, analytical thinking, and digital literacy, the Skyline Series helps foster the development of a modern, knowledge-based society. Lessons are designed to foster national pride while preparing students to engage constructively in an inter connected world.

Integration of 21st Century Skills and Educational Values

The Skyline English Series incorporates key 21st-century learning indicators such as critical thinking, creativity, collaboration, communication and digital competence.The curriculum is also embedded with core educational values, including:

- Respect for others and cultural identity
- Integrity and ethical behavior
- Cooperation and teamwork
- Environmental and civic responsibility
- Perseverance and self-improvement

Each unit in the series is enriched with tasks that require active participation, problem-solving, reflection, and real-life application of language skills.

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

New teachers need a clear induction pathway covering the Skyline framework, daily preparation, lesson routines, assessment, classroom management and professional responsibilities.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in newly Recruited Teachers' Induction and Support.

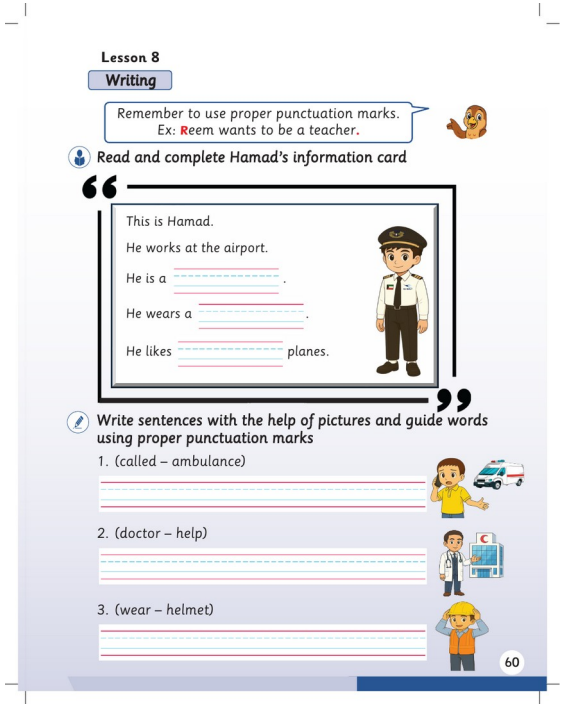
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 2 curriculum guidance.

52. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 8

Writing

Remember to use proper punctuation marks.
Ex: Reem wants to be a teacher.

Read and complete Hamad's information card

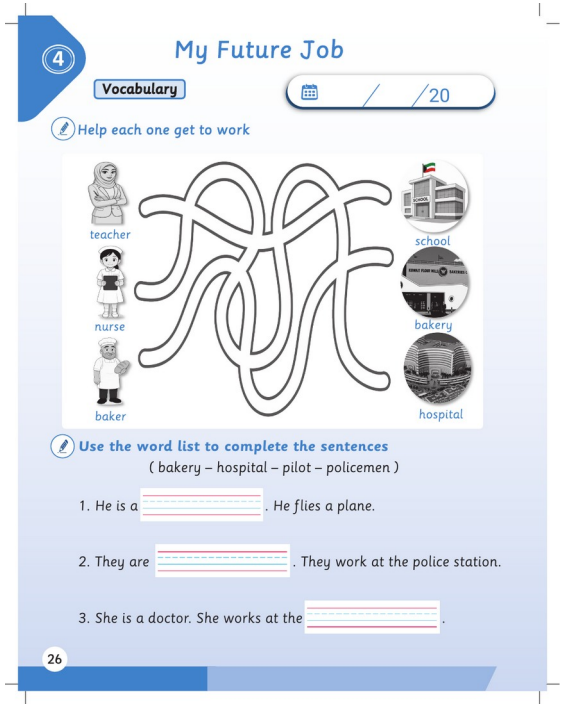
This is Hamad.
He works at the airport.
He is a _____.
He wears a _____.
He likes _____ planes.

Write sentences with the help of pictures and guide words using proper punctuation marks

1. (called – ambulance)
2. (doctor – help)
3. (wear – helmet)

60

PRACTICE EXAMPLE



4

My Future Job

Vocabulary

/20

Help each one get to work

teacher
school
nurse
bakery
baker
hospital

Use the word list to complete the sentences

(bakery – hospital – pilot – policemen)

1. He is a _____. He flies a plane.
2. They are _____. They work at the police station.
3. She is a doctor. She works at the _____.

26

HOW TO ADAPT IT

Use an induction checklist, a trained mentor, co-planning, model lessons, peer observation, rehearsal before teaching, focused feedback and a 30-60-90 day development plan. Example: co-plan a Grade 3 Listening lesson, identify its dominant skill and Learning Outcomes, rehearse the pre-while-post sequence, then observe one agreed focus in the delivered lesson.

WHAT TO OBSERVE

The new teacher prepares an aligned lesson, manages transitions and participation, gathers valid learner evidence, responds to feedback and records progress in a small professional portfolio.



Source examples: topic 48 g3 p80 • topic 46 g3 p37

52. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 2 lesson that relates to this topic.

EXAMINE

New teachers need a clear induction pathway covering the Skyline framework, daily preparation, lesson routines, assessment, classroom management and professional responsibilities.

ADAPT

Use an induction checklist, a trained mentor, co-planning, model lessons, peer observation, rehearsal before teaching, focused feedback and a 30-60-90 day development plan. Example: co-plan a Grade 3 Listening lesson, identify its dominant skill and Learning Outcomes, rehearse the pre-while-post sequence, then observe one agreed focus in the delivered lesson.

VERIFY

The new teacher prepares an aligned lesson, manages transitions and participation, gathers valid learner evidence, responds to feedback and records progress in a small professional portfolio.

Group product: an annotated textbook page or a revised section of the daily preparation.

52. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how newly Recruited Teachers' Induction and Support influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The new teacher prepares an aligned lesson, manages transitions and participation, gathers valid learner evidence, responds to feedback and records progress in a small professional portfolio.
COACHING QUESTION	Which part of the lesson most clearly demonstrated newly Recruited Teachers' Induction and Support?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 53

Student Teachers' Practicum Preparation and Mentoring

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 3 matched example



Vision 2035 Integration in the Curriculum:

- **Global Competence:** Students develop the ability to understand global issues, communicate across cultures, and collaborate with others worldwide through meaningful English learning experiences.
- **Digital Literacy:** The integration of digital tools supports the development of digital fluency and promotes responsible online behaviour.
- **National Identity & Civic Engagement:** Lessons incorporate local culture, values, traditions, and history, encouraging students to take pride in their Kuwaiti identity while participating in civic life.
- **Sustainability & Lifelong Learning:** Projects and thematic units **foster** environmental awareness, personal responsibility, and a mindset focused on continuous improvement.

Together, CEFR and Kuwait Vision 2035 guide the curriculum to ensure that:

- Teaching and learning are **goal-driven and internationally aligned.**
- Students graduate with **linguistic, cognitive, social, and emotional skills** for both local and global participation.
- The curriculum contributes to the broader national agenda of creating **innovative, bilingual, future-ready citizens** equipped for success in a rapidly changing world.

Overview of the New Curriculum Structure

The new English curriculum for primary education in Kuwait is designed with a holistic, student-centred approach that supports both language development and personal growth. Its structure is intentional, progressive, and inclusive, reflecting international best practices and local educational priorities. The curriculum is organised into well-sequenced **units of study** that integrate the four language skills while aligning with **CEFR levels, Bloom's Taxonomy, 21st-century competencies,** and **Kuwaiti national values.**

4

53. Professional Learning Outcomes

Student Teachers' Practicum Preparation and Mentoring

1. Explain the classroom meaning of student Teachers' Practicum Preparation and Mentoring.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

53. Student Teachers' Practicum Preparation and Mentoring



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4

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Student teachers need a gradual, evidence-based practicum that connects university learning with the Skyline framework, real classroom routines and professional expectations.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in student Teachers' Practicum Preparation and Mentoring.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

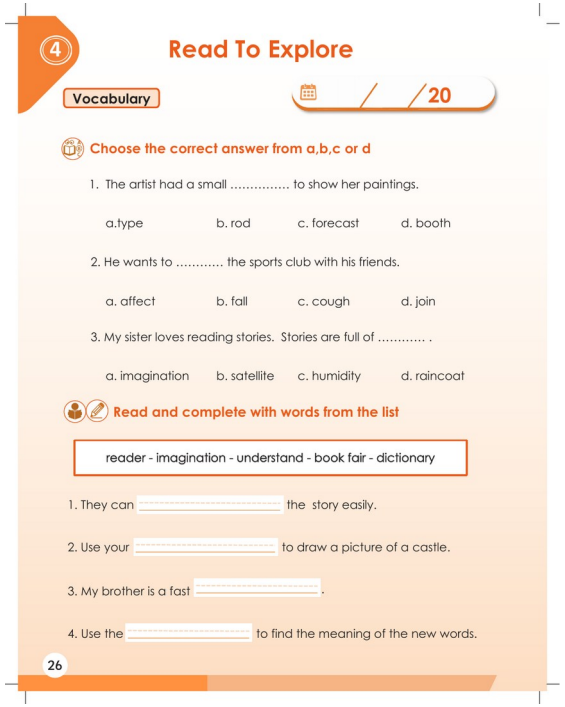
Source example: Grade 3 curriculum guidance.

53. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use an orientation checklist, focused observation tasks, lesson annotation, microteaching, co-planning, co-teaching, gradual release of responsibility, brief post-lesson conferences and a practicum portfolio. Example: observe a Grade 4 Reading lesson for modelling and questioning, prepare one stage with the cooperating teacher, teach that stage, then reflect on learner evidence before planning a complete lesson.

WHAT TO OBSERVE

The student teacher follows professional routines, prepares an aligned lesson, teaches with suitable modelling and interaction, uses feedback constructively and documents development through plans, observation notes, learner evidence and reflection.



Source examples: topic 49 g4 p80 • topic 48 g5 p37

53. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 3 lesson that relates to this topic.

EXAMINE

Student teachers need a gradual, evidence-based practicum that connects university learning with the Skyline framework, real classroom routines and professional expectations.

ADAPT

Use an orientation checklist, focused observation tasks, lesson annotation, microteaching, co-planning, co-teaching, gradual release of responsibility, brief post-lesson conferences and a practicum portfolio. Example: observe a Grade 4 Reading lesson for modelling and questioning, prepare one stage with the cooperating teacher, teach that stage, then reflect on learner evidence before planning a complete lesson.

VERIFY

The student teacher follows professional routines, prepares an aligned lesson, teaches with suitable modelling and interaction, uses feedback constructively and documents development through plans, observation notes, learner evidence and reflection.

Group product: an annotated textbook page or a revised section of the daily preparation.

53. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how student Teachers' Practicum Preparation and Mentoring influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The student teacher follows professional routines, prepares an aligned lesson, teaches with suitable modelling and interaction, uses feedback constructively and documents development through plans, observation notes, learner evidence and reflection.
COACHING QUESTION	Which part of the lesson most clearly demonstrated student Teachers' Practicum Preparation and Mentoring?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 54

Supporting Learners with Learning Difficulties

Learner Development, Teacher Induction and Inclusion

Curriculum example • Grade 4 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

54. Professional Learning Outcomes

Supporting Learners with Learning Difficulties

1. Explain the classroom meaning of supporting Learners with Learning Difficulties.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

54. Supporting Learners with Learning Difficulties



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- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Learners with identified or suspected learning difficulties need explicit teaching, accessible materials, carefully paced practice, frequent checking and coordinated school support.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in supporting Learners with Learning Difficulties.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

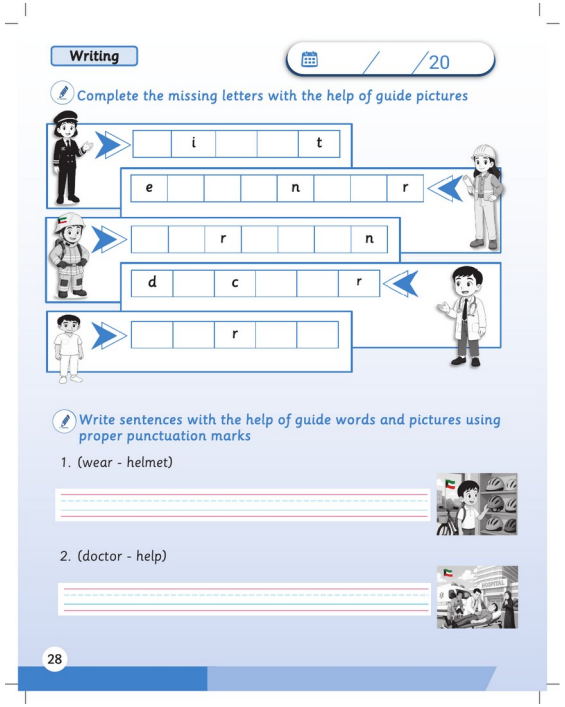
Source example: Grade 4 curriculum guidance.

54. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use chunking, I do-We do-You do modelling, multisensory vocabulary teaching, visual schedules, graphic organisers, reduced copying, repeated retrieval, additional processing time, paired rehearsal and a choice of oral, pointing, matching or written responses. Example: pre-teach five words with pictures, divide a Reading text into short sections, highlight evidence lines and allow an oral response before the learner writes one supported sentence.

WHAT TO OBSERVE

The learner engages with the same essential outcome, completes manageable steps with decreasing support and demonstrates progress through suitable oral, visual, practical or written evidence. The teacher records which scaffold helped and coordinates concerns through the school's approved support process.



Source examples: topic 50 g5 p80 • topic 49 g3 p39

54. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 4 lesson that relates to this topic.

EXAMINE

Learners with identified or suspected learning difficulties need explicit teaching, accessible materials, carefully paced practice, frequent checking and coordinated school support.

ADAPT

Use chunking, I do-We do-You do modelling, multisensory vocabulary teaching, visual schedules, graphic organisers, reduced copying, repeated retrieval, additional processing time, paired rehearsal and a choice of oral, pointing, matching or written responses. Example: pre-teach five words with pictures, divide a Reading text into short sections, highlight evidence lines and allow an oral response before the learner writes one supported sentence.

VERIFY

The learner engages with the same essential outcome, completes manageable steps with decreasing support and demonstrates progress through suitable oral, visual, practical or written evidence. The teacher records which scaffold helped and coordinates concerns through the school's approved support process.

Group product: an annotated textbook page or a revised section of the daily preparation.

54. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how supporting Learners with Learning Difficulties influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The learner engages with the same essential outcome, completes manageable steps with decreasing support and demonstrates progress through suitable oral, visual, practical or written evidence. The teacher records which scaffold helped and coordinates concerns through the school's approved support process.
COACHING QUESTION	Which part of the lesson most clearly demonstrated supporting Learners with Learning Difficulties?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 10

Learner Profiles, Attention and Classroom Management

55 Attention Grabbers and Smooth Transitions

56 Learner Profiles and Developmental Characteristics

57 Practical Classroom Management Skills

TOPIC 55

Attention Grabbers and Smooth Transitions

Learner Profiles, Attention and Classroom Management

Curriculum example • Grade 5 matched example



Strategies include:

- Setting up **flexible seating areas.**
- Organising **learning stations** where students rotate through varied tasks at their own pace.
- Pairing students strategically for **peer modelling or language support**.
- Creating **quiet corners or resource-rich zones** for focused or independent work.

An intentionally designed environment fosters a sense of safety, ownership, and belonging, especially for young learners who benefit from structure and predictability.

When effectively implemented, differentiation:

- ***Maximises engagement and motivation.***
- ***Reduces anxiety and frustration.***
- ***Promotes equity and inclusion.***

And ensures that every student is working within their **zone of proximal development**—challenged but supported. It is a vital component of quality teaching in Kuwait's CEFR-aligned curriculum and supports the broader goals of **Kuwait Vision 2035** by cultivating diverse talents and empowering every learner to thrive.

Bloom's Taxonomy in Practice

The new English curriculum is structured around **Bloom's Revised Taxonomy**, a research-based framework that classifies levels of thinking in a hierarchical model, ranging from lower-order to higher-order cognitive processes. This model is embedded across learning outcomes, classroom tasks, and assessment tools to promote **cognitive growth, critical thinking**, and **deep engagement** with the English language.

20

55. Professional Learning Outcomes

Attention Grabbers and Smooth Transitions

1. Explain the classroom meaning of attention Grabbers and Smooth Transitions.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

55. Attention Grabbers and Smooth Transitions



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20

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

Primary learners respond best to brief, positive and predictable attention signals that protect learning time without shouting or embarrassment.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in attention Grabbers and Smooth Transitions.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 5 curriculum guidance.

55. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 1 All About Kuwait

Learning Outcomes

Reading and Viewing:

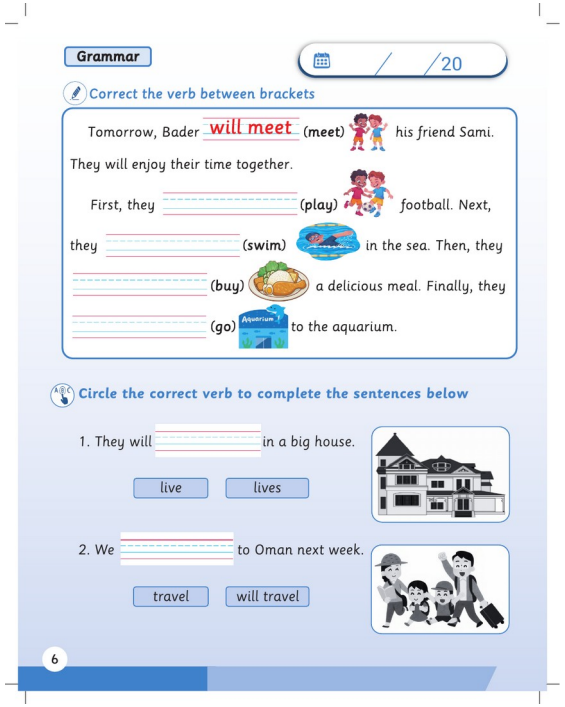
- Identify the main idea in informational texts about places in Kuwait.
- Recognise sight, descriptive words, synonyms, and antonyms.
- Answer comprehension questions using supporting details from the text.
- Use appropriate reading strategies (skimming -scanning) to understand the content of a text.
- Exhibit interest in reading about real-world places and cultural topics.
- Demonstrate enjoyment through participation in reading tasks and discussions.

Writing and Representing:

- Compose guided and original sentences using the future tense and time sequence adverbs.
- Use learned vocabulary to complete sentence frames about cultural topics and locations.
- Compose sentences using future tense and time sequence adverbs about a cultural visit.
- Write clearly using punctuation and spacing as modelled.
- Display confidence and responsibility in completing writing tasks about familiar places.
- Create well-organised written work related to project-based tasks.

4

PRACTICE EXAMPLE



Grammar

/20

Correct the verb between brackets

Tomorrow, Bader will meet (meet) his friend Sami. They will enjoy their time together.

First, they _____ (play) football. Next, they _____ (swim) in the sea. Then, they _____ (buy) a delicious meal. Finally, they _____ (go) to the aquarium.

Circle the correct verb to complete the sentences below

1. They will _____ in a big house.

live lives

2. We _____ to Oman next week.

travel will travel

6

HOW TO ADAPT IT

Teach two or three consistent routines such as a visual countdown, call-and-response, rhythm clap, raised-hand signal, screen cue or silent gesture. Rehearse the expected response, use it before instructions and pair it with a concise transition direction such as 'Books closed, eyes here, ten seconds.'

WHAT TO OBSERVE

Learners stop safely, face the agreed focus, listen for the next instruction and move between activities promptly. The teacher uses the signal calmly and consistently rather than repeatedly changing routines.



Source examples: topic 13 g3 p24 • topic 16 g3 p17

55. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 5 lesson that relates to this topic.

EXAMINE

Primary learners respond best to brief, positive and predictable attention signals that protect learning time without shouting or embarrassment.

ADAPT

Teach two or three consistent routines such as a visual countdown, call-and-response, rhythm clap, raised-hand signal, screen cue or silent gesture. Rehearse the expected response, use it before instructions and pair it with a concise transition direction such as ‘Books closed, eyes here, ten seconds.’

VERIFY

Learners stop safely, face the agreed focus, listen for the next instruction and move between activities promptly. The teacher uses the signal calmly and consistently rather than repeatedly changing routines.

Group product: an annotated textbook page or a revised section of the daily preparation.

55. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how attention Grabbers and Smooth Transitions influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners stop safely, face the agreed focus, listen for the next instruction and move between activities promptly. The teacher uses the signal calmly and consistently rather than repeatedly changing routines.
COACHING QUESTION	Which part of the lesson most clearly demonstrated attention Grabbers and Smooth Transitions?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 56

Learner Profiles and Developmental Characteristics

Learner Profiles, Attention and Classroom Management

Curriculum example • Grade 1 matched example



Vision 2035 Integration in the Curriculum:

- **Global Competence:** Students develop the ability to understand global issues, communicate across cultures, and collaborate with others worldwide through meaningful English learning experiences.
- **Digital Literacy:** The integration of digital tools supports the development of digital fluency and promotes responsible online behaviour.
- **National Identity & Civic Engagement:** Lessons incorporate local culture, values, traditions, and history, encouraging students to take pride in their Kuwaiti identity while participating in civic life.
- **Sustainability & Lifelong Learning:** Projects and thematic units foster environmental awareness, personal responsibility, and a mindset focused on continuous improvement.

Together, CEFR and Kuwait Vision 2035 guide the curriculum to ensure that:

- Teaching and learning are **goal-driven and internationally aligned.**
- Students graduate with **linguistic, cognitive, social, and emotional skills** for both local and global participation.
- The curriculum contributes to the broader national agenda of creating **innovative, bilingual, future-ready citizens** equipped for success in a rapidly changing world.

Overview of the New Curriculum Structure

The new English curriculum for primary education in Kuwait is designed with a holistic, student-centred approach that supports both language development and personal growth. Its structure is intentional, progressive, and inclusive, reflecting international best practices and local educational priorities. The curriculum is organised into well-sequenced **units of study** that integrate the four language skills while aligning with **CEFR levels, Bloom's Taxonomy, 21st-century competencies,** and **Kuwaiti national values.**

4

56. Professional Learning Outcomes

Learner Profiles and Developmental Characteristics

1. Explain the classroom meaning of learner Profiles and Developmental Characteristics.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

56. Learner Profiles and Developmental Characteristics



Vision 2035 Integration in the Curriculum:

- **Global Competence:** Students develop the ability to understand global issues, communicate across cultures, and collaborate with others worldwide through meaningful English learning experiences.
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4

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Effective primary teaching reflects learners' age, language level, attention span, prior knowledge, confidence, interests, sensory needs and readiness for independence.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in learner Profiles and Developmental Characteristics.

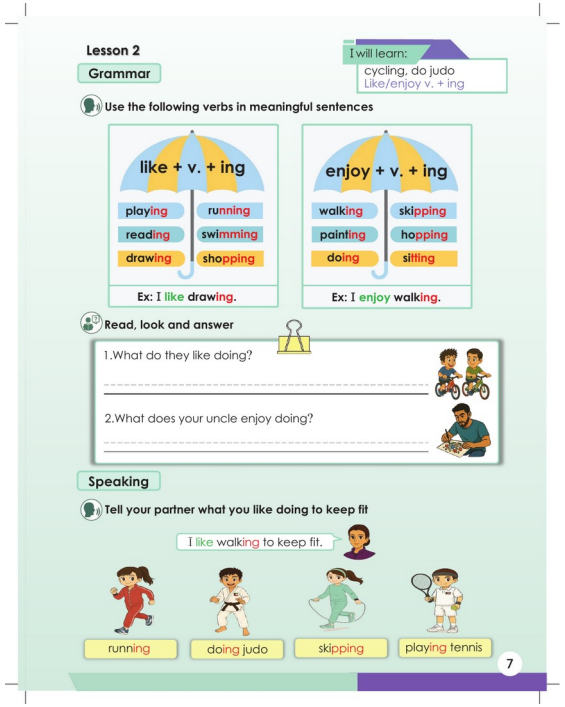
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

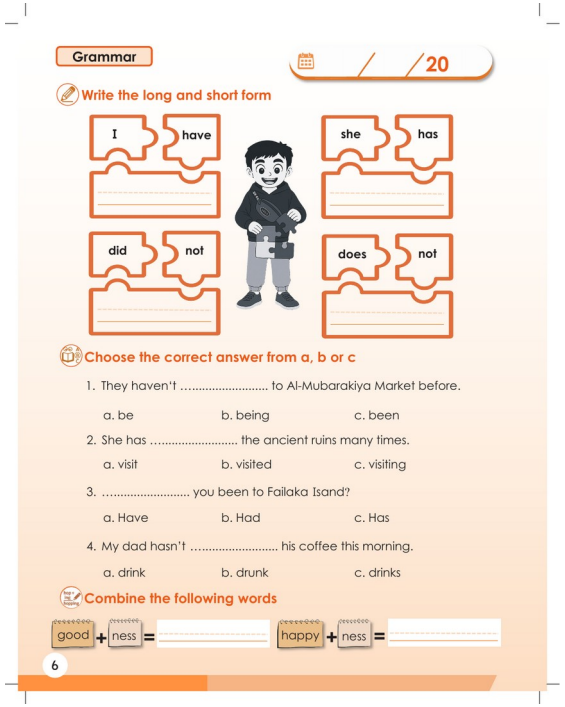
Source example: Grade 1 curriculum guidance.

56. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Build a practical class profile using observation, learner work, short checks and family or school information. Plan one common outcome with suitable supports, grouping and response options. Use movement, visuals and concrete examples with younger learners, while gradually increasing independence, reflection and extended language in Grades 4–5.

WHAT TO OBSERVE

Planning decisions are based on evidence rather than labels. Learners receive age-appropriate challenge and support, participate through dignified options and show progress toward the same essential learning intention.



Source examples: topic 14 g4 p24 • topic 18 g5 p17

56. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 1 lesson that relates to this topic.

EXAMINE

Effective primary teaching reflects learners' age, language level, attention span, prior knowledge, confidence, interests, sensory needs and readiness for independence.

ADAPT

Build a practical class profile using observation, learner work, short checks and family or school information. Plan one common outcome with suitable supports, grouping and response options. Use movement, visuals and concrete examples with younger learners, while gradually increasing independence, reflection and extended language in Grades 4–5.

VERIFY

Planning decisions are based on evidence rather than labels. Learners receive age-appropriate challenge and support, participate through dignified options and show progress toward the same essential learning intention.

Group product: an annotated textbook page or a revised section of the daily preparation.

56. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how learner Profiles and Developmental Characteristics influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Planning decisions are based on evidence rather than labels. Learners receive age-appropriate challenge and support, participate through dignified options and show progress toward the same essential learning intention.
COACHING QUESTION	Which part of the lesson most clearly demonstrated learner Profiles and Developmental Characteristics?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 57

Practical Classroom Management Skills

Learner Profiles, Attention and Classroom Management

Curriculum example • Grade 2 matched example



Strategies include:

- Setting up **flexible seating areas.**
- Organising **learning stations** where students rotate through varied tasks at their own pace.
- Pairing students strategically for **peer modelling or language support**.
- Creating **quiet corners or resource-rich zones** for focused or independent work.

An intentionally designed environment fosters a sense of safety, ownership, and belonging, especially for young learners who benefit from structure and predictability.

When effectively implemented, differentiation:

- ***Maximises engagement and motivation.***
- ***Reduces anxiety and frustration.***
- ***Promotes equity and inclusion.***

And ensures that every student is working within their **zone of proximal development**—challenged but supported. It is a vital component of quality teaching in Kuwait's CEFR-aligned curriculum and supports the broader goals of **Kuwait Vision 2035** by cultivating diverse talents and empowering every learner to thrive.

Bloom's Taxonomy in Practice

The new English curriculum is structured around **Bloom's Revised Taxonomy**, a research-based framework that classifies levels of thinking in a hierarchical model, ranging from lower-order to higher-order cognitive processes. This model is embedded across learning outcomes, classroom tasks, and assessment tools to promote **cognitive growth, critical thinking**, and **deep engagement** with the English language.

20

57. Professional Learning Outcomes

Practical Classroom Management Skills

1. Explain the classroom meaning of practical Classroom Management Skills.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

57. Practical Classroom Management Skills



Strategies include:

- Setting up **flexible seating areas.**
- Organising **learning stations** where students rotate through varied tasks at their own pace.
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20

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Classroom management combines relationships, routines, clear instruction, active participation, monitoring and proportionate responses that keep learners safe and learning.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in practical Classroom Management Skills.

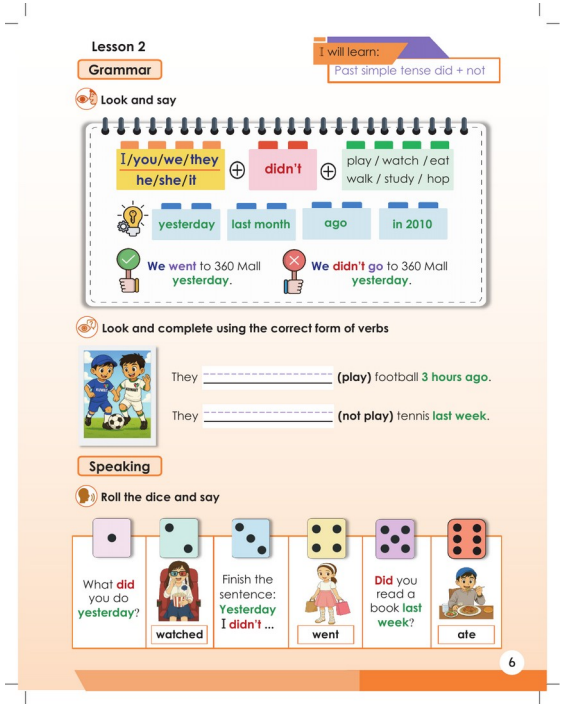
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

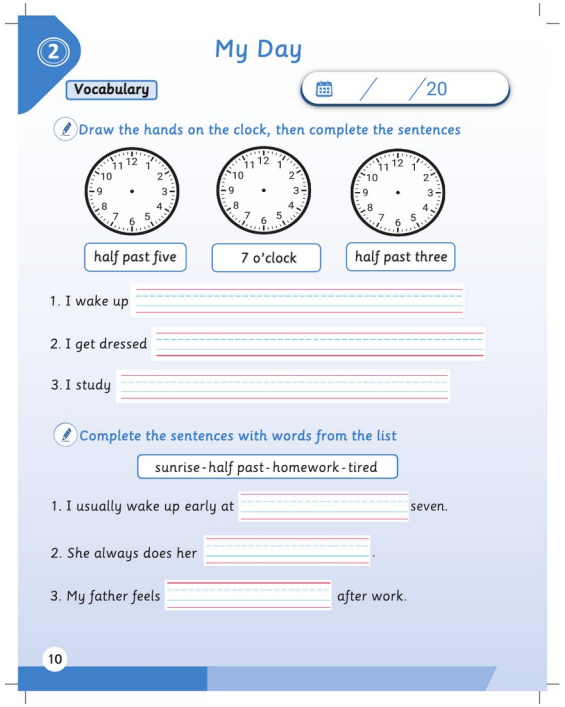
Source example: Grade 2 curriculum guidance.

57. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Establish entry, materials, pair-work, group-work, help, noise-level and exit routines. Give short directions, model the expected behaviour, check understanding, scan and circulate, reinforce specific positive behaviour and correct privately where possible. Plan seating and resources for the activity and use restorative follow-up after disruption.

WHAT TO OBSERVE

Learners know what to do, transitions are efficient, participation is equitable and correction preserves dignity. The teacher distinguishes between a learning difficulty, unclear instruction and deliberate misbehaviour before responding.



Source examples: topic 15 g5 p24 • topic 22 g3 p21

57. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 2 lesson that relates to this topic.

EXAMINE

Classroom management combines relationships, routines, clear instruction, active participation, monitoring and proportionate responses that keep learners safe and learning.

ADAPT

Establish entry, materials, pair-work, group-work, help, noise-level and exit routines. Give short directions, model the expected behaviour, check understanding, scan and circulate, reinforce specific positive behaviour and correct privately where possible. Plan seating and resources for the activity and use restorative follow-up after disruption.

VERIFY

Learners know what to do, transitions are efficient, participation is equitable and correction preserves dignity. The teacher distinguishes between a learning difficulty, unclear instruction and deliberate misbehaviour before responding.

Group product: an annotated textbook page or a revised section of the daily preparation.

57. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how practical Classroom Management Skills influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners know what to do, transitions are efficient, participation is equitable and correction preserves dignity. The teacher distinguishes between a learning difficulty, unclear instruction and deliberate misbehaviour before responding.
COACHING QUESTION	Which part of the lesson most clearly demonstrated practical Classroom Management Skills?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 11

Curriculum Alignment and Supervision

58 Linking Curriculum Content with Daily Preparation

59 HOD and Supervisor Lesson-Plan Review Criteria

TOPIC 58

Linking Curriculum Content with Daily Preparation

Curriculum Alignment and Supervision

Curriculum example • Grade 3 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

58. Professional Learning Outcomes

Linking Curriculum Content with Daily Preparation

1. Explain the classroom meaning of linking Curriculum Content with Daily Preparation.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

58. Linking Curriculum Content with Daily Preparation



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25

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Curriculum guidance clarifies the teaching approach, the lesson supplies the classroom content and the plan records how learning will take place.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in linking Curriculum Content with Daily Preparation.

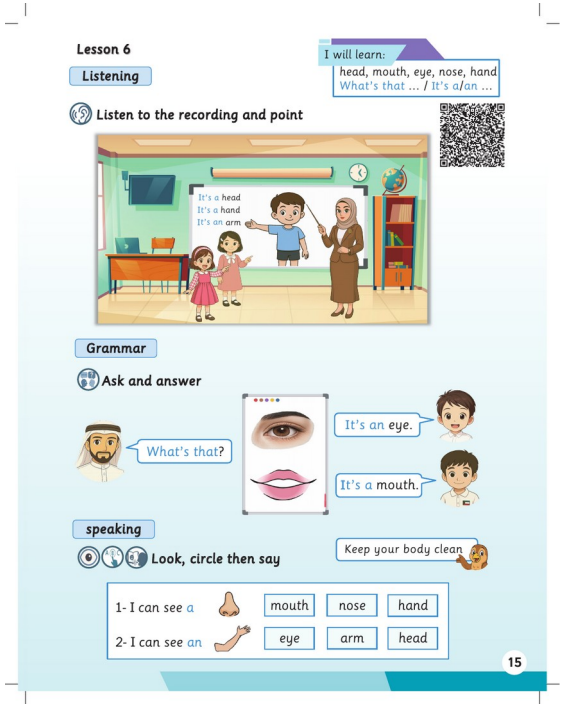
COMMON RISK

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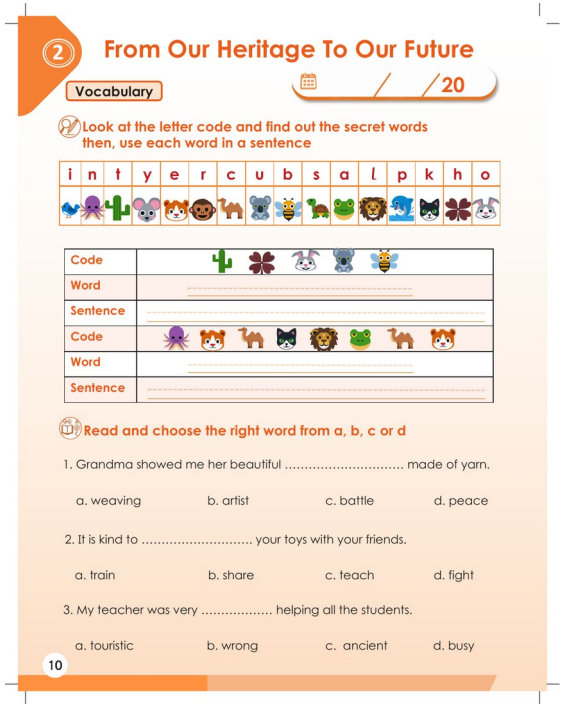
Source example: Grade 3 curriculum guidance.

58. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use the curriculum page, apply a suitable teaching strategy and show the exact procedure and assessment.

WHAT TO OBSERVE

The lesson content, teaching procedure and assessment align without unsupported outcomes.



Source examples: topic 16 g1 p32 • topic 24 g5 p21

58. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 3 lesson that relates to this topic.
EXAMINE	Curriculum guidance clarifies the teaching approach, the lesson supplies the classroom content and the plan records how learning will take place.
ADAPT	Use the curriculum page, apply a suitable teaching strategy and show the exact procedure and assessment.
VERIFY	The lesson content, teaching procedure and assessment align without unsupported outcomes.

Group product: an annotated textbook page or a revised section of the daily preparation.

58. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how linking Curriculum Content with Daily Preparation influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The lesson content, teaching procedure and assessment align without unsupported outcomes.
COACHING QUESTION	Which part of the lesson most clearly demonstrated linking Curriculum Content with Daily Preparation?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 59

HOD and Supervisor Lesson-Plan Review Criteria

Curriculum Alignment and Supervision

Curriculum example • Grade 4 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

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- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

59. Professional Learning Outcomes

HOD and Supervisor Lesson-Plan Review Criteria

1. **Explain the classroom meaning of hOD and Supervisor Lesson-Plan Review Criteria.**
2. **Locate relevant evidence in a lesson and the curriculum guidance.**
3. **Adapt one lesson while protecting its target skill and learning outcome.**
4. **Define the learner evidence that a teacher or supervisor should observe.**

Suggested meeting time: 30–45 minutes, including collaborative planning.

59. HOD and Supervisor Lesson-Plan Review Criteria



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25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Approval depends on traceability, feasibility and valid evidence.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in hOD and Supervisor Lesson-Plan Review Criteria.

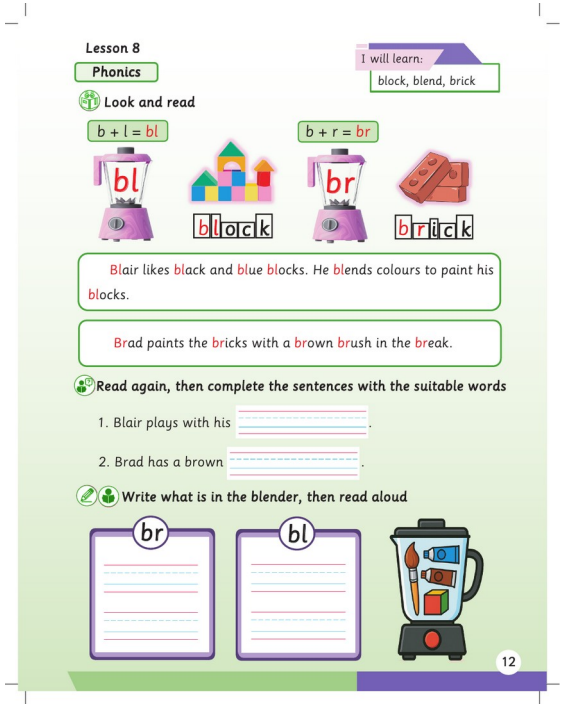
COMMON RISK

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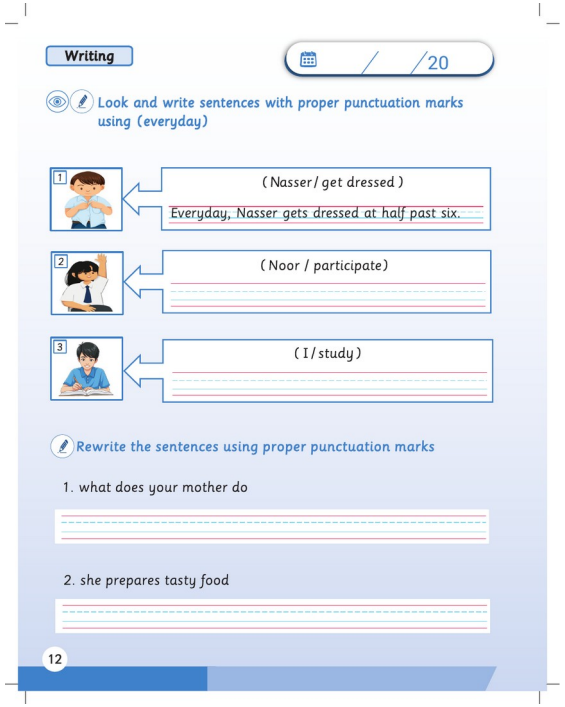
Source example: Grade 4 curriculum guidance.

59. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Review one lesson plan using five checks: page, skill, LO, practice and assessment.

WHAT TO OBSERVE

Any missing link leads to revision before approval.



Source examples: topic 17 g2 p32 • topic 25 g3 p23

59. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 4 lesson that relates to this topic.
EXAMINE	Approval depends on traceability, feasibility and valid evidence.
ADAPT	Review one lesson plan using five checks: page, skill, LO, practice and assessment.
VERIFY	Any missing link leads to revision before approval.

Group product: an annotated textbook page or a revised section of the daily preparation.

59. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how hOD and Supervisor Lesson-Plan Review Criteria influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Any missing link leads to revision before approval.
COACHING QUESTION	Which part of the lesson most clearly demonstrated hOD and Supervisor Lesson-Plan Review Criteria?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

Planning, Evidence and Resource Use

60 Teaching Strategies in the Primary Lesson-Plan Template

61 Effective Lesson Timing and Pacing

62 Results Analysis and Responsive Teacher Planning

63 Worksheets as Practice and Assessment Tools

64 Using and Reviewing the Primary Textbook as a Teaching Resource

65 Applying the Primary Progress Test Flexibly

TOPIC 60

Teaching Strategies in the Primary Lesson-Plan Template

Planning, Evidence and Resource Use

Curriculum example • Grade 5 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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To foster national pride and identity, teachers are encouraged to:

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- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

60. Professional Learning Outcomes

Teaching Strategies in the Primary Lesson-Plan Template

1. Explain the classroom meaning of teaching Strategies in the Primary Lesson-Plan Template.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

60. Teaching Strategies in the Primary Lesson-Plan Template



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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25

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

A named strategy must describe how learners will think, interact and practise; it is not a decorative label in the plan. Strategy choice follows the Learning Outcome, dominant skill, learner profile and classroom evidence.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in teaching Strategies in the Primary Lesson-Plan Template.

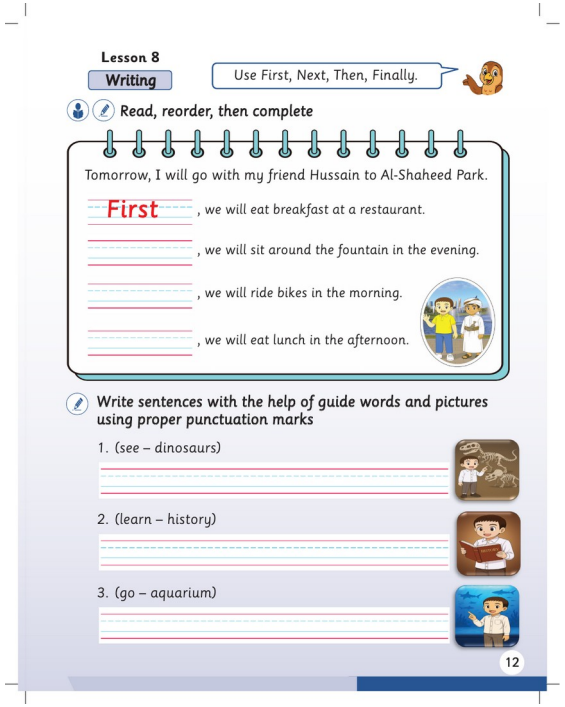
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

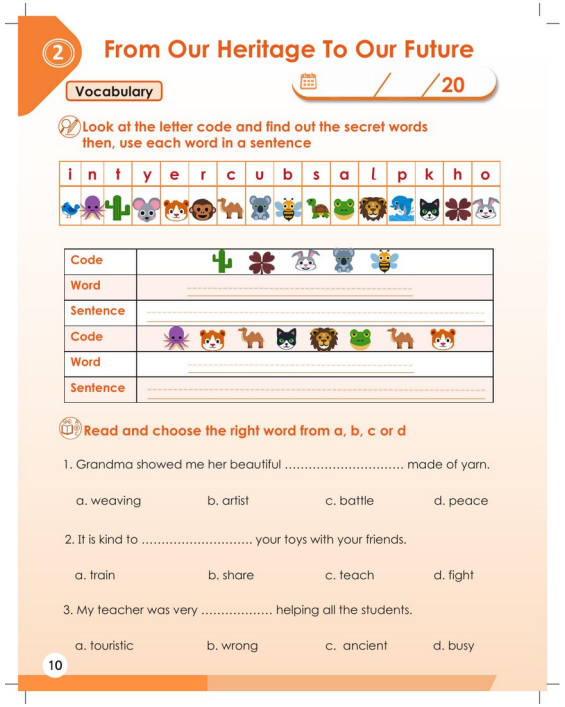
Source example: Grade 5 curriculum guidance.

60. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Select and demonstrate strategies from the actual preparation template, such as modelling, guided discovery, think-pair-share, cooperative learning, questioning, learning stations, role-play, scaffolding and differentiated support. State what the teacher does, what learners do and what evidence the strategy produces.

WHAT TO OBSERVE

The strategy is visible in the procedure and improves access, participation or performance. Teachers can explain why it is suitable for that lesson.



Source examples: topic 18 g3 p32 • topic 24 g5 p21

60. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 5 lesson that relates to this topic.

EXAMINE

A named strategy must describe how learners will think, interact and practise; it is not a decorative label in the plan. Strategy choice follows the Learning Outcome, dominant skill, learner profile and classroom evidence.

ADAPT

Select and demonstrate strategies from the actual preparation template, such as modelling, guided discovery, think-pair-share, cooperative learning, questioning, learning stations, role-play, scaffolding and differentiated support. State what the teacher does, what learners do and what evidence the strategy produces.

VERIFY

The strategy is visible in the procedure and improves access, participation or performance. Teachers can explain why it is suitable for that lesson.

Group product: an annotated textbook page or a revised section of the daily preparation.

60. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how teaching Strategies in the Primary Lesson-Plan Template influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The strategy is visible in the procedure and improves access, participation or performance. Teachers can explain why it is suitable for that lesson.
COACHING QUESTION	Which part of the lesson most clearly demonstrated teaching Strategies in the Primary Lesson-Plan Template?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 61

Effective Lesson Timing and Pacing

Planning, Evidence and Resource Use

Curriculum example • Grade 1 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

Embedding Kuwaiti Culture and Traditions in Curriculum Content

To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

61. Professional Learning Outcomes

Effective Lesson Timing and Pacing

1. Explain the classroom meaning of effective Lesson Timing and Pacing.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

61. Effective Lesson Timing and Pacing



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Time allocation protects the new language content, meaningful learner practice, production and evidence of the selected Learning Outcomes. Timing remains flexible according to lesson type and learner response.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in effective Lesson Timing and Pacing.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

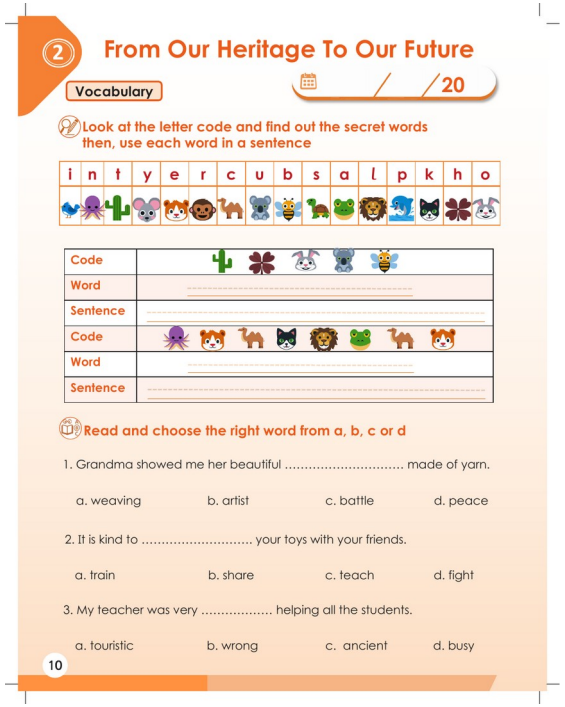
Source example: Grade 1 curriculum guidance.

61. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Plan a brief readiness stage, focused input and modelling, controlled and semi-controlled practice, purposeful production, assessment and wrap-up. Reduce teacher talk, copying and overlong warm-ups; prepare extension, support and transition routines.

WHAT TO OBSERVE

Most of the period is spent on new learning and learner performance. The teacher adjusts pacing responsively without omitting final evidence or rushing production.



Source examples: topic 21 g1 p40 • topic 24 g5 p21

61. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 1 lesson that relates to this topic.

EXAMINE

Time allocation protects the new language content, meaningful learner practice, production and evidence of the selected Learning Outcomes. Timing remains flexible according to lesson type and learner response.

ADAPT

Plan a brief readiness stage, focused input and modelling, controlled and semi-controlled practice, purposeful production, assessment and wrap-up. Reduce teacher talk, copying and overlong warm-ups; prepare extension, support and transition routines.

VERIFY

Most of the period is spent on new learning and learner performance. The teacher adjusts pacing responsively without omitting final evidence or rushing production.

Group product: an annotated textbook page or a revised section of the daily preparation.

61. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how effective Lesson Timing and Pacing influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Most of the period is spent on new learning and learner performance. The teacher adjusts pacing responsively without omitting final evidence or rushing production.
COACHING QUESTION	Which part of the lesson most clearly demonstrated effective Lesson Timing and Pacing?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 62

Results Analysis and Responsive Teacher Planning

Planning, Evidence and Resource Use

Curriculum example • Grade 2 matched example



Teachers play a pivotal role in creating classrooms that celebrate **diversity** and promote **belonging**. They are encouraged to embed inclusive practices intentionally throughout the curriculum by applying the following strategies:

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To foster national pride and identity, teachers are encouraged to:

- Integrate **local customs, landmarks, foods, celebrations, and historical figures** into reading passages, projects, and discussions.
- Use materials that reflect **Kuwaiti values**, such as hospitality, respect for elders, and family unity.
- Encourage learners to share their own **personal and cultural experiences**, linking English learning to their **home environment and social context.**

This cultural relevance helps students see themselves reflected in the curriculum and increases their emotional investment in learning.

Recognising and Valuing Students Cultures and Family Narratives

Kuwait's classrooms are rich in **linguistic, cultural, and experiential diversity**. Teachers are encouraged to:

- Invite students to talk or write about their **family traditions and personal stories**.
- Display student work that reflects their **interests and heritage.**

This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

62. Professional Learning Outcomes

Results Analysis and Responsive Teacher Planning

1. Explain the classroom meaning of results Analysis and Responsive Teacher Planning.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

62. Results Analysis and Responsive Teacher Planning



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GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Results analysis identifies achievement by skill, item and Learning Outcome, then converts evidence into a suitable plan rather than reporting percentages only.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in results Analysis and Responsive Teacher Planning.

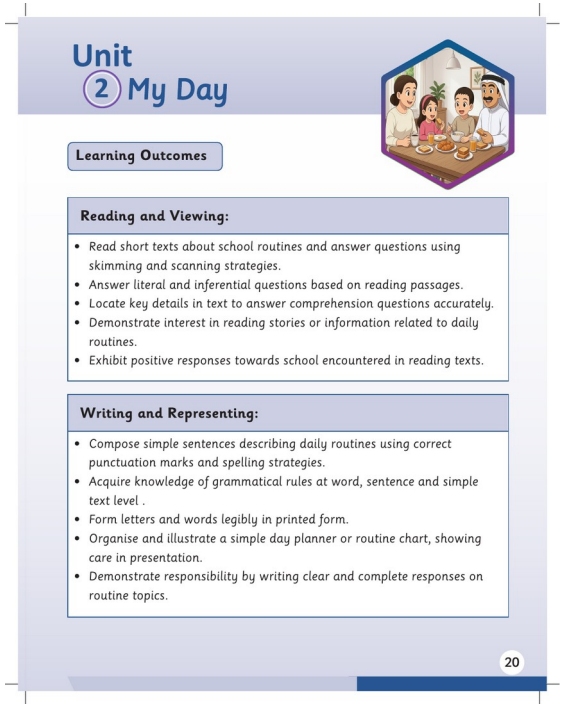
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 2 curriculum guidance.

62. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Unit 2 My Day

Learning Outcomes

Reading and Viewing:

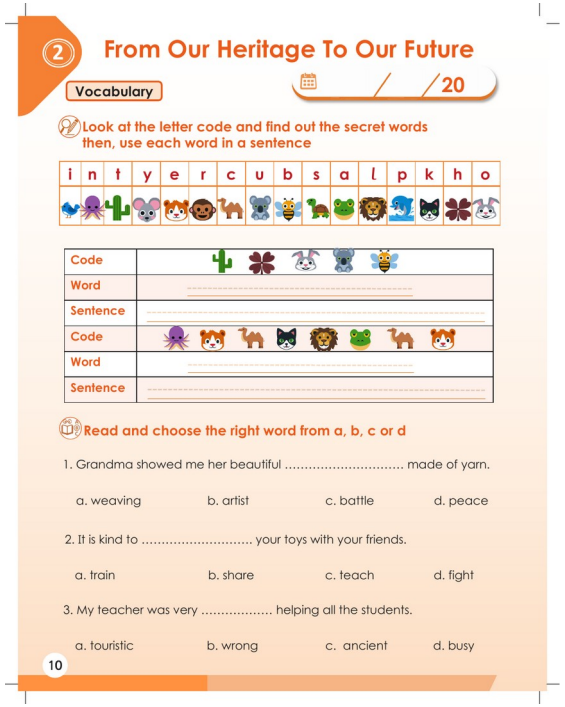
- Read short texts about school routines and answer questions using skimming and scanning strategies.
- Answer literal and inferential questions based on reading passages.
- Locate key details in text to answer comprehension questions accurately.
- Demonstrate interest in reading stories or information related to daily routines.
- Exhibit positive responses towards school encountered in reading texts.

Writing and Representing:

- Compose simple sentences describing daily routines using correct punctuation marks and spelling strategies.
- Acquire knowledge of grammatical rules at word, sentence and simple text level .
- Form letters and words legibly in printed form.
- Organise and illustrate a simple day planner or routine chart, showing care in presentation.
- Demonstrate responsibility by writing clear and complete responses on routine topics.

20

PRACTICE EXAMPLE



2 From Our Heritage To Our Future

Vocabulary / 20

Look at the letter code and find out the secret words then, use each word in a sentence

i	n	t	y	e	r	c	u	b	s	a	l	p	k	h	o

Code	
Word	
Sentence	
Code	
Word	
Sentence	

Read and choose the right word from a, b, c or d

1. Grandma showed me her beautiful ..... made of yarn.
   a. weaving b. artist c. battle d. peace
2. It is kind to ..... your toys with your friends.
   a. train b. share c. teach d. fight
3. My teacher was very ..... helping all the students.
   a. touristic b. wrong c. ancient d. busy

10

HOW TO ADAPT IT

Distinguish a content gap, skill gap, misconception, item-design problem and individual need. Select the appropriate Unit Outline, weekly or daily plan, assessment plan, remedial plan, Precautionary Plan, re-teaching plan, intervention or individual support plan, learning-difficulties support plan, enrichment, catch-up, revision, action, classroom-management or teacher professional-development plan.

WHAT TO OBSERVE

Each required plan records evidence, target learners, priority outcome, action, duration, responsibility, success indicator and review date. Teachers prepare only plans justified by evidence.



Source examples: topic 23 g3 p40 • topic 24 g5 p21

62. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 2 lesson that relates to this topic.

EXAMINE

Results analysis identifies achievement by skill, item and Learning Outcome, then converts evidence into a suitable plan rather than reporting percentages only.

ADAPT

Distinguish a content gap, skill gap, misconception, item-design problem and individual need. Select the appropriate Unit Outline, weekly or daily plan, assessment plan, remedial plan, Precautionary Plan, re-teaching plan, intervention or individual support plan, learning-difficulties support plan, enrichment, catch-up, revision, action, classroom-management or teacher professional-development plan.

VERIFY

Each required plan records evidence, target learners, priority outcome, action, duration, responsibility, success indicator and review date. Teachers prepare only plans justified by evidence.

Group product: an annotated textbook page or a revised section of the daily preparation.

62. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how results Analysis and Responsive Teacher Planning influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Each required plan records evidence, target learners, priority outcome, action, duration, responsibility, success indicator and review date. Teachers prepare only plans justified by evidence.
COACHING QUESTION	Which part of the lesson most clearly demonstrated results Analysis and Responsive Teacher Planning?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 63

Worksheets as Practice and Assessment Tools

Planning, Evidence and Resource Use

Curriculum example • Grade 3 matched example



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- Invite students to talk or write about their **family traditions and personal stories**.
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This fosters **respect for individuality**, builds **intercultural understanding**, and strengthens the student-teacher relationship.

25

63. Professional Learning Outcomes

Worksheets as Practice and Assessment Tools

1. Explain the classroom meaning of worksheets as Practice and Assessment Tools.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

63. Worksheets as Practice and Assessment Tools



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GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

A worksheet supports practice when learners receive modelling, guidance and feedback; it becomes assessment evidence only when aligned to a clear Learning Outcome, completed with the required independence and interpreted using criteria.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in worksheets as Practice and Assessment Tools.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

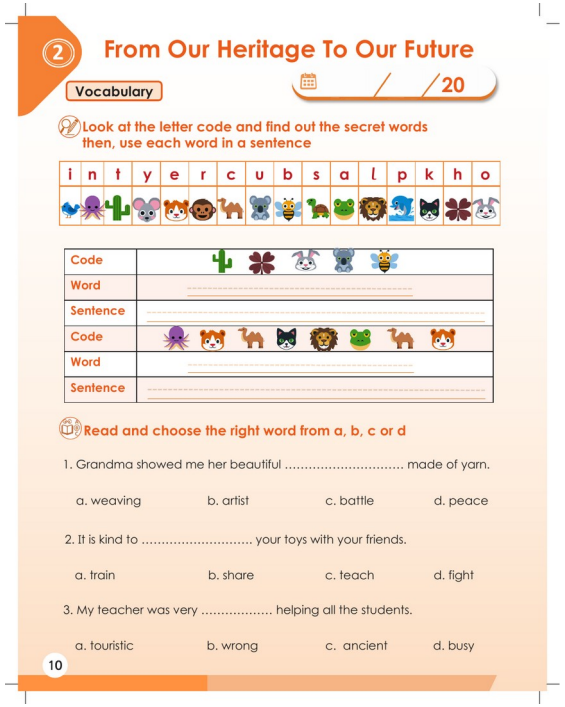
Source example: Grade 3 curriculum guidance.

63. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Design age-appropriate instructions, font, spacing, visuals, answer space and progression from controlled to more independent use. Differentiate support without lowering the essential outcome, decide how feedback will be given and use results for re-teaching, remediation or enrichment.

WHAT TO OBSERVE

The worksheet measures the intended skill, avoids mechanical copying and unnecessary item load, and informs the next teaching decision. Oral and performance outcomes are not replaced by written completion.



Source examples: topic 24 g4 p40 • topic 24 g5 p21

63. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 3 lesson that relates to this topic.

EXAMINE

A worksheet supports practice when learners receive modelling, guidance and feedback; it becomes assessment evidence only when aligned to a clear Learning Outcome, completed with the required independence and interpreted using criteria.

ADAPT

Design age-appropriate instructions, font, spacing, visuals, answer space and progression from controlled to more independent use. Differentiate support without lowering the essential outcome, decide how feedback will be given and use results for re-teaching, remediation or enrichment.

VERIFY

The worksheet measures the intended skill, avoids mechanical copying and unnecessary item load, and informs the next teaching decision. Oral and performance outcomes are not replaced by written completion.

Group product: an annotated textbook page or a revised section of the daily preparation.

63. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how worksheets as Practice and Assessment Tools influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The worksheet measures the intended skill, avoids mechanical copying and unnecessary item load, and informs the next teaching decision. Oral and performance outcomes are not replaced by written completion.
COACHING QUESTION	Which part of the lesson most clearly demonstrated worksheets as Practice and Assessment Tools?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 64

Using and Reviewing the Primary Textbook as a Teaching Resource

Planning, Evidence and Resource Use

Curriculum example • Grade 4 matched example



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25

64. Professional Learning Outcomes

Using and Reviewing the Primary Textbook as a Teaching Resource

1. Explain the classroom meaning of using and Reviewing the Primary Textbook as a Teaching Resource.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

64. Using and Reviewing the Primary Textbook as a Teaching Resource



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25

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

The textbook provides sequenced content, models, activities, projects and assessment opportunities, but the teacher selects, adapts and supplements its pages to achieve the fixed unit-cover Learning Outcomes.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in using and Reviewing the Primary Textbook as a Teaching Resource.

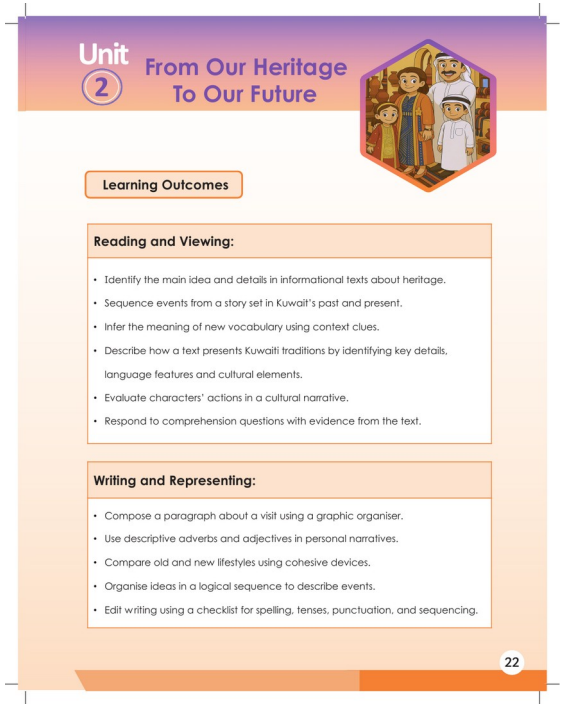
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

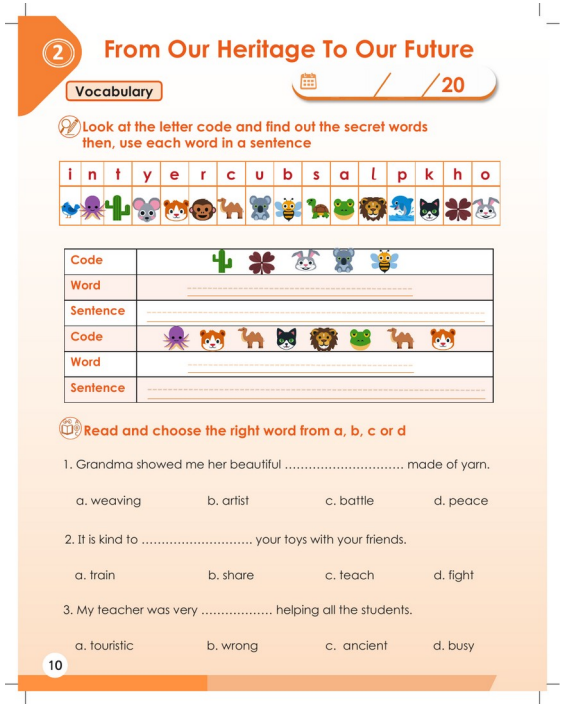
Source example: Grade 4 curriculum guidance.

64. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Map each activity to input, controlled practice, semi-controlled practice, production or assessment; add realia, flashcards, pictures, charts, models, manipulatives and real-life situations when they improve learning. Report errors using grade, unit, lesson, printed page, activity, original wording, suggested correction, category, rationale, priority and screenshot.

WHAT TO OBSERVE

Adaptation preserves the target skill and produces valid evidence. Error reports distinguish material linguistic or answer-key errors, important clarity/layout issues and minor editorial points, and check consistency across related materials.



Source examples: topic 25 g5 p40 • topic 24 g5 p21

64. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 4 lesson that relates to this topic.

EXAMINE

The textbook provides sequenced content, models, activities, projects and assessment opportunities, but the teacher selects, adapts and supplements its pages to achieve the fixed unit-cover Learning Outcomes.

ADAPT

Map each activity to input, controlled practice, semi-controlled practice, production or assessment; add realia, flashcards, pictures, charts, models, manipulatives and real-life situations when they improve learning. Report errors using grade, unit, lesson, printed page, activity, original wording, suggested correction, category, rationale, priority and screenshot.

VERIFY

Adaptation preserves the target skill and produces valid evidence. Error reports distinguish material linguistic or answer-key errors, important clarity/layout issues and minor editorial points, and check consistency across related materials.

Group product: an annotated textbook page or a revised section of the daily preparation.

64. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how using and Reviewing the Primary Textbook as a Teaching Resource influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Adaptation preserves the target skill and produces valid evidence. Error reports distinguish material linguistic or answer-key errors, important clarity/layout issues and minor editorial points, and check consistency across related materials.
COACHING QUESTION	Which part of the lesson most clearly demonstrated using and Reviewing the Primary Textbook as a Teaching Resource?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 65

Applying the Primary Progress Test Flexibly

Planning, Evidence and Resource Use

Curriculum example • Grade 5 matched example



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65. Professional Learning Outcomes

Applying the Primary Progress Test Flexibly

1. Explain the classroom meaning of applying the Primary Progress Test Flexibly.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

65. Applying the Primary Progress Test Flexibly



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GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

The unit Progress Test can be administered in one dedicated period or divided purposefully across unit revision, practice and wrap-up stages, provided assessment conditions, coverage and interpretation remain valid.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in applying the Primary Progress Test Flexibly.

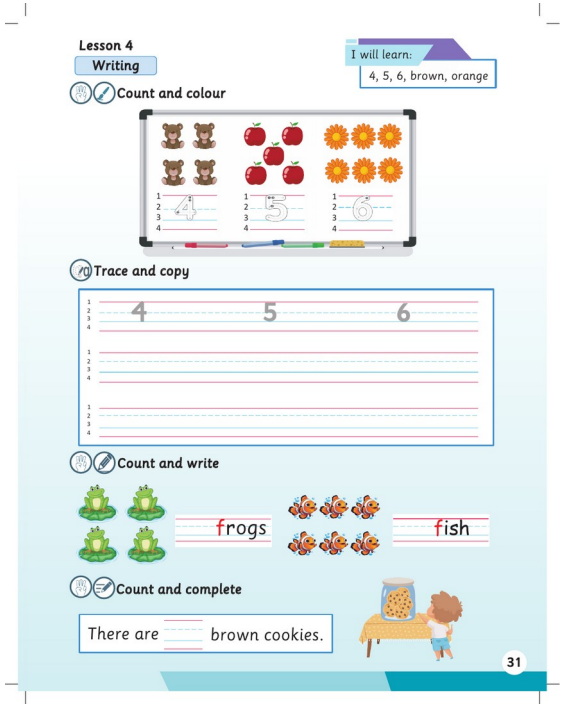
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

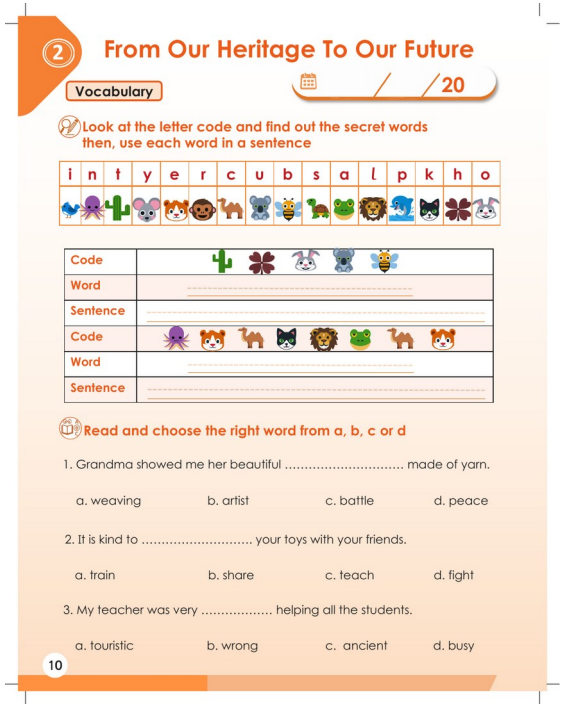
Source example: Grade 5 curriculum guidance.

65. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

For a full-period administration, prepare learners through prior teaching and revision, explain procedures, protect independent response time and analyse results. For distributed use, schedule sections only after their content has been taught, avoid coaching answers during scored items, record completion consistently and retain a final overview of achievement.

WHAT TO OBSERVE

The test supports learning without becoming daily drilling. Teachers use item and skill evidence for re-teaching, remedial practice, enrichment and unit reflection, and do not count supported revision responses as independent summative evidence.



Source examples: topic 26 g1 p48 • topic 24 g5 p21

65. Collaborative Workshop

lesson planning task

SELECT

Choose one Grade 5 lesson that relates to this topic.

EXAMINE

The unit Progress Test can be administered in one dedicated period or divided purposefully across unit revision, practice and wrap-up stages, provided assessment conditions, coverage and interpretation remain valid.

ADAPT

For a full-period administration, prepare learners through prior teaching and revision, explain procedures, protect independent response time and analyse results. For distributed use, schedule sections only after their content has been taught, avoid coaching answers during scored items, record completion consistently and retain a final overview of achievement.

VERIFY

The test supports learning without becoming daily drilling. Teachers use item and skill evidence for re-teaching, remedial practice, enrichment and unit reflection, and do not count supported revision responses as independent summative evidence.

Group product: an annotated textbook page or a revised section of the daily preparation.

65. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how applying the Primary Progress Test Flexibly influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The test supports learning without becoming daily drilling. Teachers use item and skill evidence for re-teaching, remedial practice, enrichment and unit reflection, and do not count supported revision responses as independent summative evidence.
COACHING QUESTION	Which part of the lesson most clearly demonstrated applying the Primary Progress Test Flexibly?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

SECTION 13

Localized ELT for Kuwait

66 Aligning Primary English with Kuwait Vision 2035

67 Kuwaiti National Identity and Civic Engagement

68 Embedding Kuwaiti Culture and Traditions

69 Family Narratives and Learner Cultural Experience

70 Local and Global Citizenship through English

71 Digital Citizenship in the Kuwaiti Primary Classroom

72 Environmental and Civic Responsibility in Kuwait

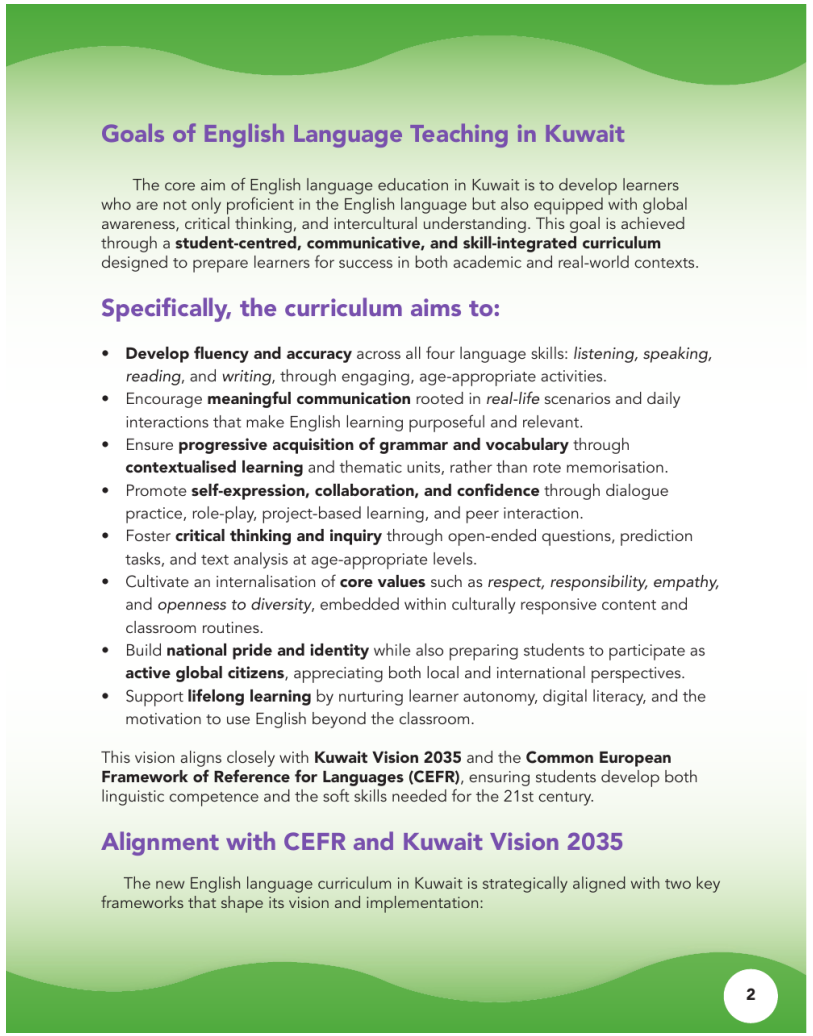
73 Community-Based English Projects

TOPIC 66

Aligning Primary English with Kuwait Vision 2035

Localized ELT for Kuwait

Curriculum example • Grade 1 matched example



Goals of English Language Teaching in Kuwait

The core aim of English language education in Kuwait is to develop learners who are not only proficient in the English language but also equipped with global awareness, critical thinking, and intercultural understanding. This goal is achieved through a **student-centred, communicative, and skill-integrated curriculum** designed to prepare learners for success in both academic and real-world contexts.

Specifically, the curriculum aims to:

- **Develop fluency and accuracy** across all four language skills: *listening, speaking, reading*, and *writing*, through engaging, age-appropriate activities.
- Encourage **meaningful communication** rooted in *real-life* scenarios and daily interactions that make English learning purposeful and relevant.
- Ensure **progressive acquisition of grammar and vocabulary** through **contextualised learning** and thematic units, rather than rote memorisation.
- Promote **self-expression, collaboration, and confidence** through dialogue practice, role-play, project-based learning, and peer interaction.
- Foster **critical thinking and inquiry** through open-ended questions, prediction tasks, and text analysis at age-appropriate levels.
- Cultivate an internalisation of **core values** such as *respect, responsibility, empathy,* and *openness to diversity*, embedded within culturally responsive content and classroom routines.
- Build **national pride and identity** while also preparing students to participate as **active global citizens**, appreciating both local and international perspectives.
- Support **lifelong learning** by nurturing learner autonomy, digital literacy, and the motivation to use English beyond the classroom.

This vision aligns closely with **Kuwait Vision 2035** and the **Common European Framework of Reference for Languages (CEFR)**, ensuring students develop both linguistic competence and the soft skills needed for the 21st century.

Alignment with CEFR and Kuwait Vision 2035

The new English language curriculum in Kuwait is strategically aligned with two key frameworks that shape its vision and implementation:

2

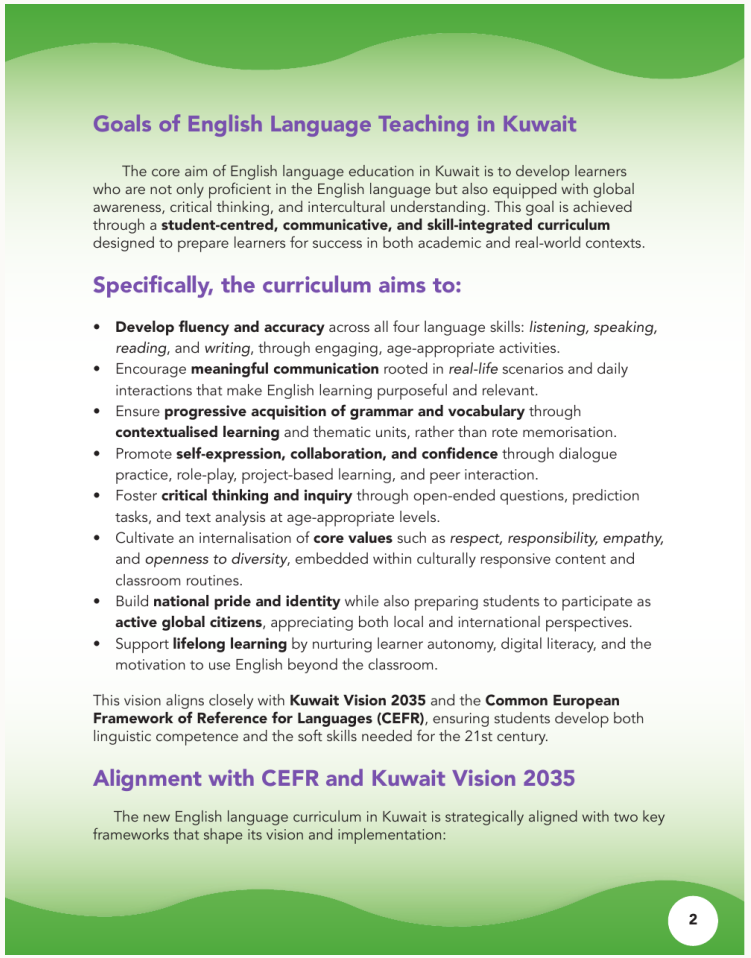
66. Professional Learning Outcomes

Aligning Primary English with Kuwait Vision 2035

1. Explain the classroom meaning of aligning Primary English with Kuwait Vision 2035.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

66. Aligning Primary English with Kuwait Vision 2035



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Alignment with CEFR and Kuwait Vision 2035

The new English language curriculum in Kuwait is strategically aligned with two key frameworks that shape its vision and implementation:

2

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

English lessons support communication, innovation, responsibility and participation in a knowledge-based society.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in aligning Primary English with Kuwait Vision 2035.

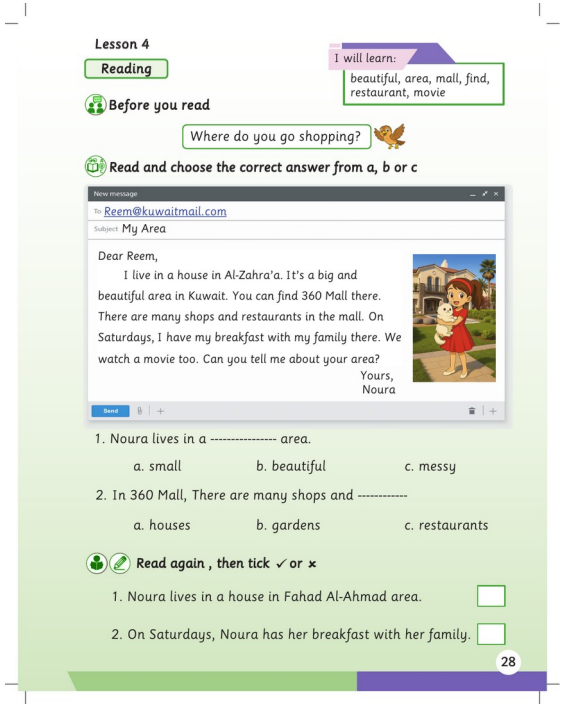
COMMON RISK

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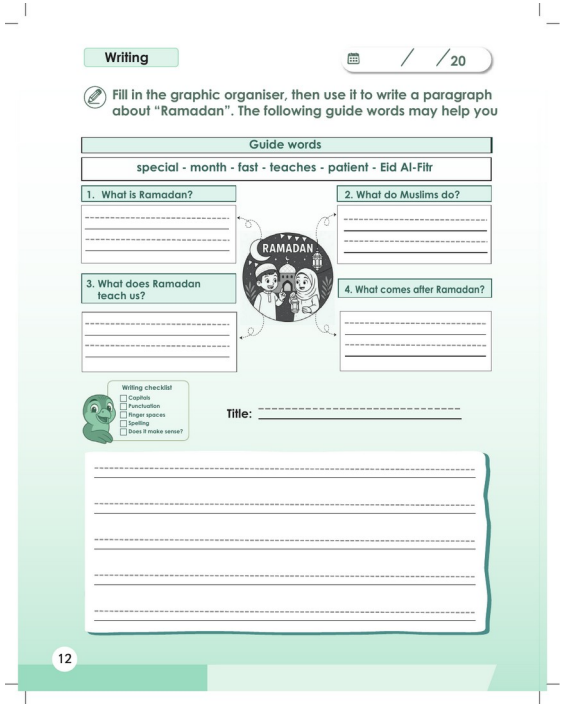
Source example: Grade 1 curriculum guidance.

66. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Identify the language performance and future-ready competence already present in a classroom task, then make both visible in preparation.

WHAT TO OBSERVE

The lesson develops English proficiency while supporting an identified national curriculum priority.



Source examples: topic 27 g2 p48 • topic 26 g4 p23

66. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 1 lesson that relates to this topic.

EXAMINE — English lessons support communication, innovation, responsibility and participation in a knowledge-based society.

ADAPT — Identify the language performance and future-ready competence already present in a classroom task, then make both visible in preparation.

VERIFY — The lesson develops English proficiency while supporting an identified national curriculum priority.

Group product: an annotated textbook page or a revised section of the daily preparation.

66. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how aligning Primary English with Kuwait Vision 2035 influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The lesson develops English proficiency while supporting an identified national curriculum priority.
COACHING QUESTION	Which part of the lesson most clearly demonstrated aligning Primary English with Kuwait Vision 2035?

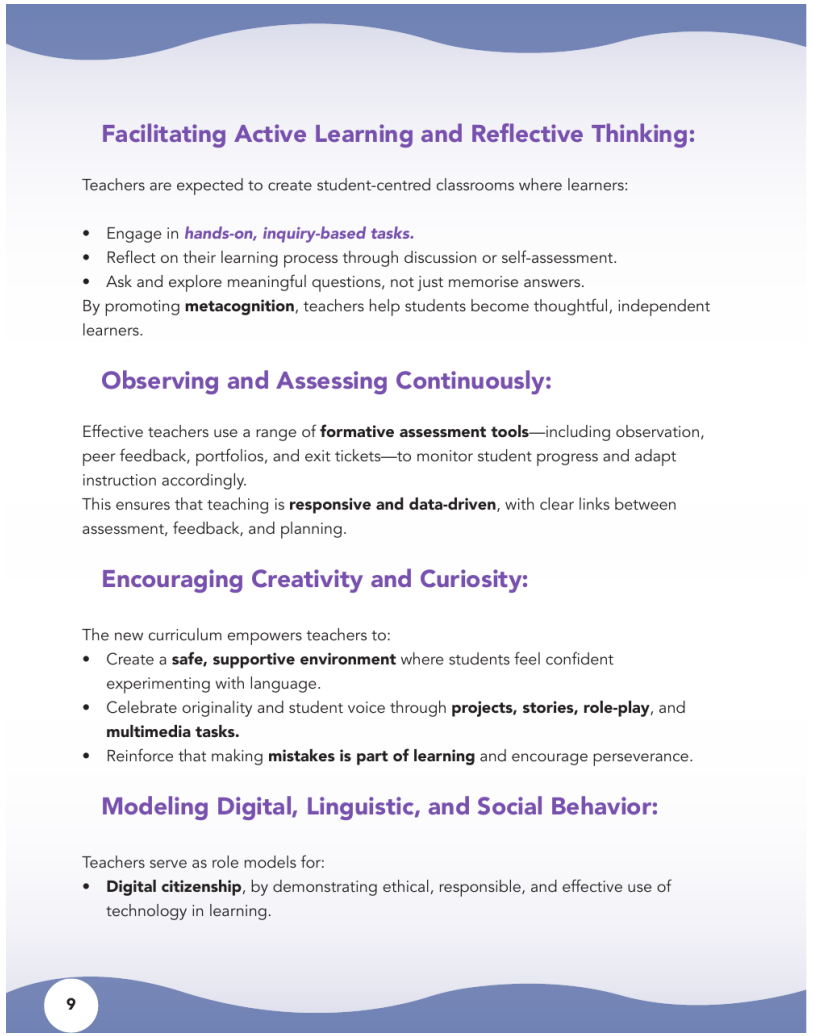
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 67

Kuwaiti National Identity and Civic Engagement

Localized ELT for Kuwait

Curriculum example • Grade 2 matched example



Facilitating Active Learning and Reflective Thinking:

Teachers are expected to create student-centred classrooms where learners:

- Engage in ***hands-on, inquiry-based tasks.***
- Reflect on their learning process through discussion or self-assessment.
- Ask and explore meaningful questions, not just memorise answers.

By promoting **metacognition**, teachers help students become thoughtful, independent learners.

Observing and Assessing Continuously:

Effective teachers use a range of **formative assessment tools**—including observation, peer feedback, portfolios, and exit tickets—to monitor student progress and adapt instruction accordingly.
This ensures that teaching is **responsive and data-driven**, with clear links between assessment, feedback, and planning.

Encouraging Creativity and Curiosity:

The new curriculum empowers teachers to:

- Create a **safe, supportive environment** where students feel confident experimenting with language.
- Celebrate originality and student voice through **projects, stories, role-play**, and **multimedia tasks.**
- Reinforce that making **mistakes is part of learning** and encourage perseverance.

Modeling Digital, Linguistic, and Social Behavior:

Teachers serve as role models for:

- **Digital citizenship**, by demonstrating ethical, responsible, and effective use of technology in learning.

9

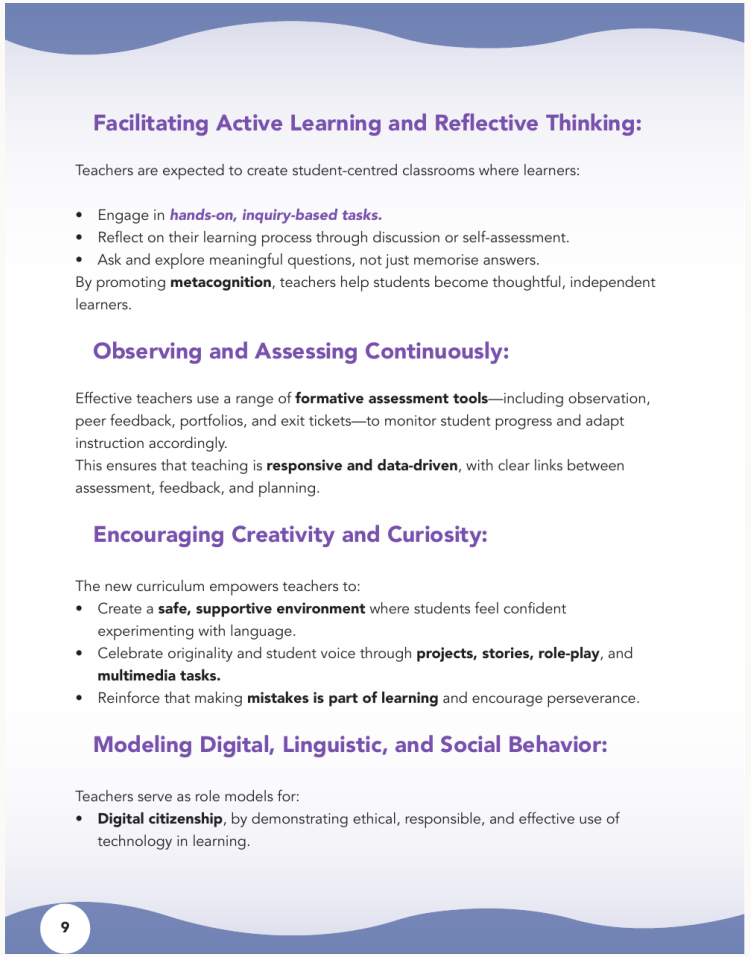
67. Professional Learning Outcomes

Kuwaiti National Identity and Civic Engagement

1. Explain the classroom meaning of kuwaiti National Identity and Civic Engagement.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

67. Kuwaiti National Identity and Civic Engagement



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Teachers are expected to create student-centred classrooms where learners:

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Modeling Digital, Linguistic, and Social Behavior:

Teachers serve as role models for:

- **Digital citizenship**, by demonstrating ethical, responsible, and effective use of technology in learning.

9

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Primary English can strengthen national pride while developing age-appropriate communication.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in kuwaiti National Identity and Civic Engagement.

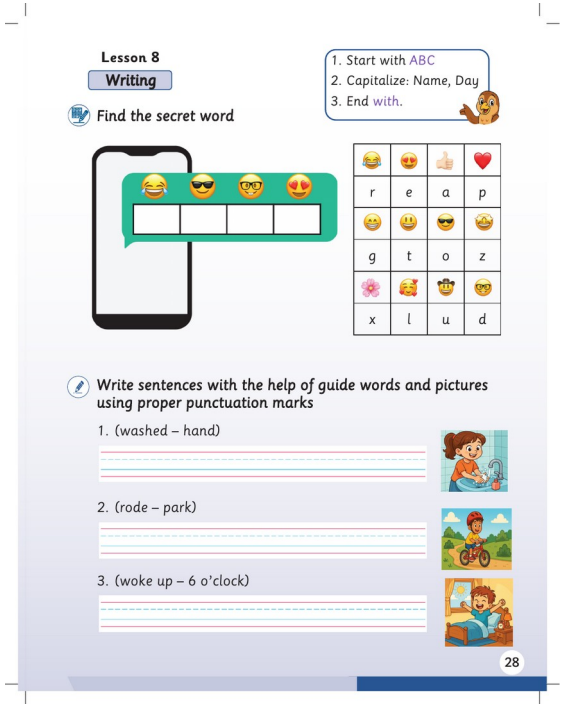
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

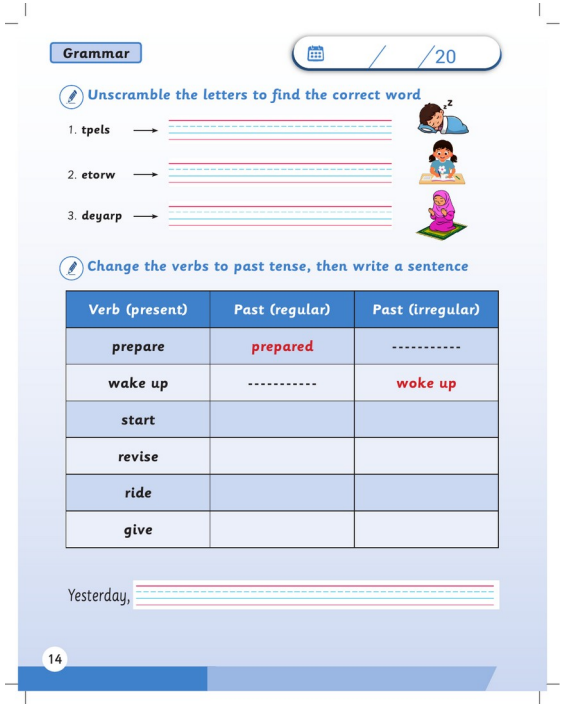
Source example: Grade 2 curriculum guidance.

67. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Use target language to discuss local symbols, traditions, places, responsibilities or community contributions without replacing the target skill.

WHAT TO OBSERVE

Learners communicate accurately and show understanding of a relevant aspect of Kuwaiti identity or civic life.



Source examples: topic 28 g3 p48 • topic 28 g3 p25

67. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 2 lesson that relates to this topic.

EXAMINE — Primary English can strengthen national pride while developing age-appropriate communication.

ADAPT — Use target language to discuss local symbols, traditions, places, responsibilities or community contributions without replacing the target skill.

VERIFY — Learners communicate accurately and show understanding of a relevant aspect of Kuwaiti identity or civic life.

Group product: an annotated textbook page or a revised section of the daily preparation.

67. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how kuwaiti National Identity and Civic Engagement influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners communicate accurately and show understanding of a relevant aspect of Kuwaiti identity or civic life.
COACHING QUESTION	Which part of the lesson most clearly demonstrated kuwaiti National Identity and Civic Engagement?

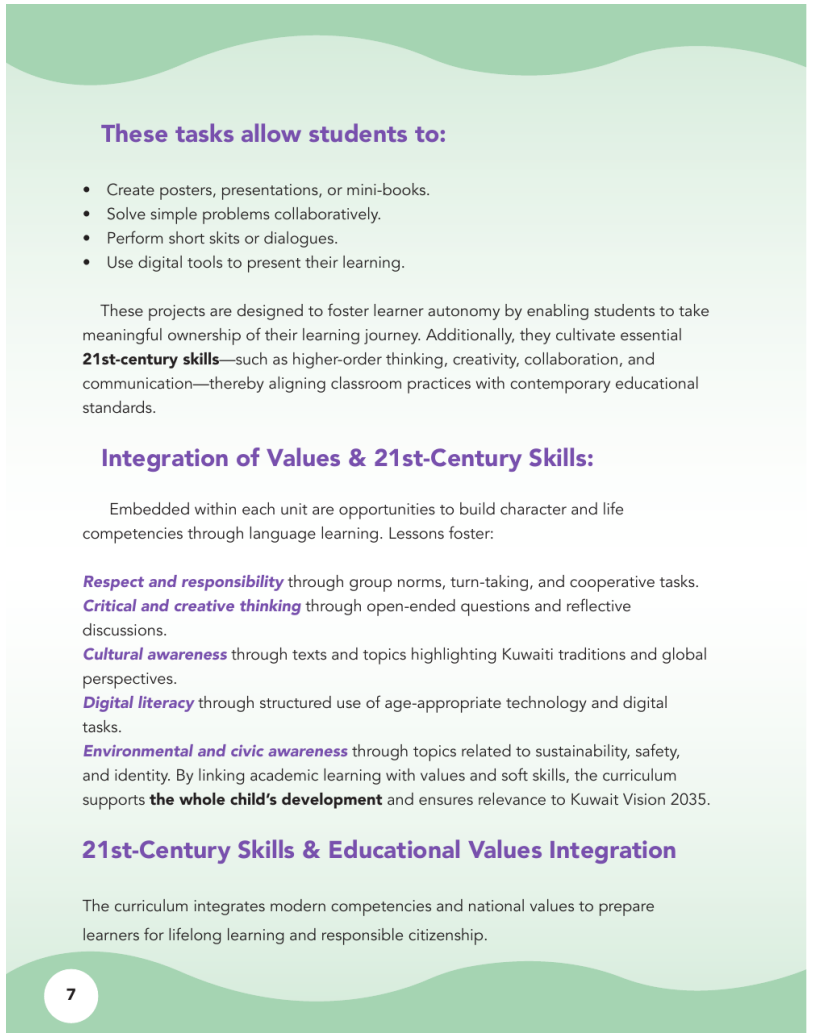
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 68

Embedding Kuwaiti Culture and Traditions

Localized ELT for Kuwait

Curriculum example • Grade 3 matched example



These tasks allow students to:

- Create posters, presentations, or mini-books.
- Solve simple problems collaboratively.
- Perform short skits or dialogues.
- Use digital tools to present their learning.

These projects are designed to foster learner autonomy by enabling students to take meaningful ownership of their learning journey. Additionally, they cultivate essential **21st-century skills**—such as higher-order thinking, creativity, collaboration, and communication—thereby aligning classroom practices with contemporary educational standards.

Integration of Values & 21st-Century Skills:

Embedded within each unit are opportunities to build character and life competencies through language learning. Lessons foster:

Respect and responsibility through group norms, turn-taking, and cooperative tasks.
Critical and creative thinking through open-ended questions and reflective discussions.
Cultural awareness through texts and topics highlighting Kuwaiti traditions and global perspectives.
Digital literacy through structured use of age-appropriate technology and digital tasks.
Environmental and civic awareness through topics related to sustainability, safety, and identity. By linking academic learning with values and soft skills, the curriculum supports **the whole child's development** and ensures relevance to Kuwait Vision 2035.

21st-Century Skills & Educational Values Integration

The curriculum integrates modern competencies and national values to prepare learners for lifelong learning and responsible citizenship.

7

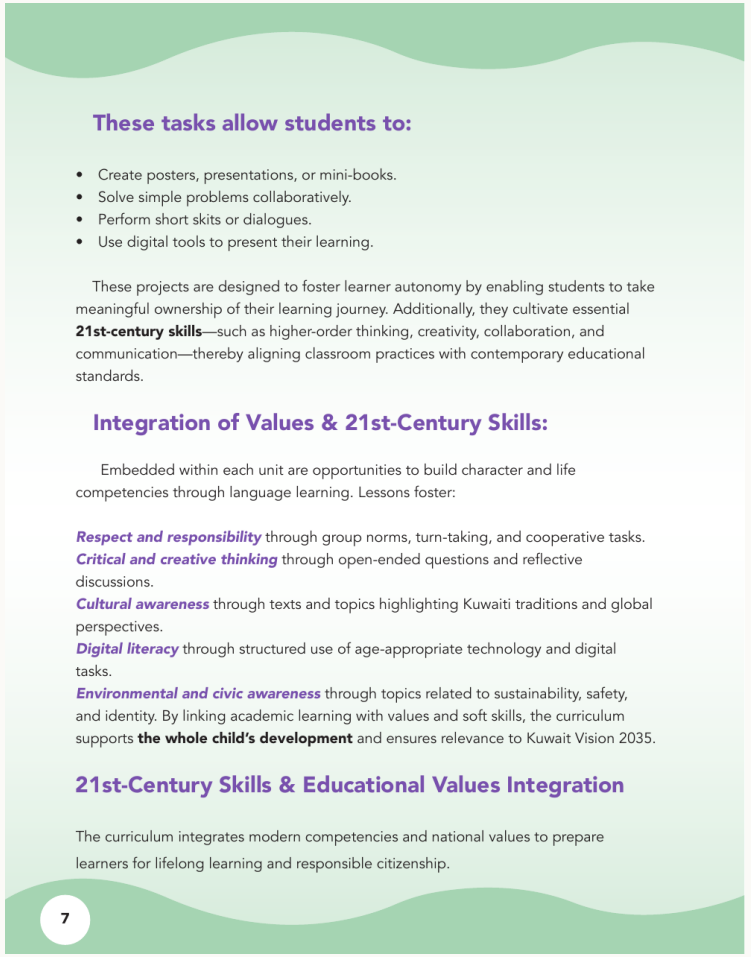
68. Professional Learning Outcomes

Embedding Kuwaiti Culture and Traditions

1. Explain the classroom meaning of embedding Kuwaiti Culture and Traditions.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

68. Embedding Kuwaiti Culture and Traditions



These tasks allow students to:

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21st-Century Skills & Educational Values Integration

The curriculum integrates modern competencies and national values to prepare learners for lifelong learning and responsible citizenship.

7

GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Local examples make English meaningful when they support the stated learning outcome.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in embedding Kuwaiti Culture and Traditions.

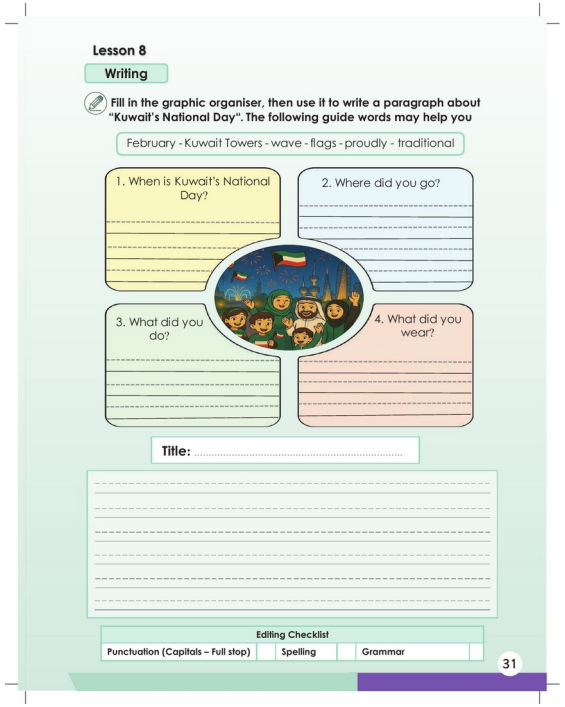
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 3 curriculum guidance.

68. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 8

Writing

Fill in the graphic organiser, then use it to write a paragraph about "Kuwait's National Day". The following guide words may help you

February - Kuwait Towers - wave - flags - proudly - traditional

1. When is Kuwait's National Day?

2. Where did you go?

3. What did you do?

4. What did you wear?

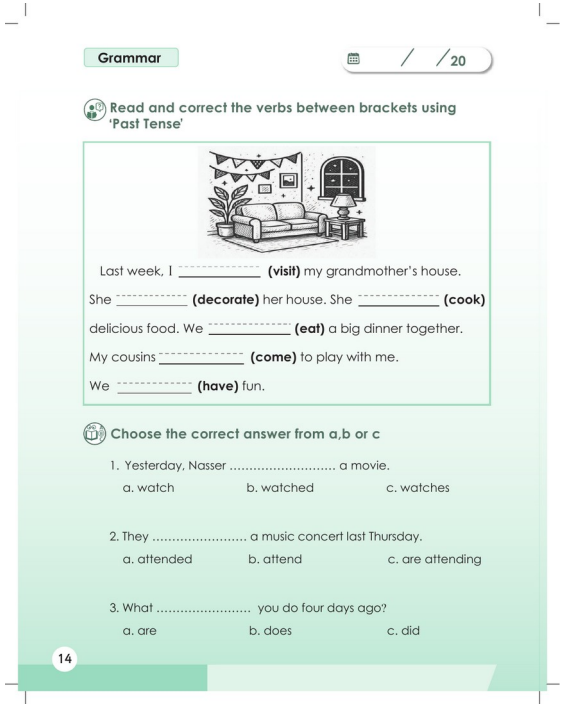
Title: .....

Editing Checklist

Punctuation (Capitals – Full stop) | Spelling | Grammar

31

PRACTICE EXAMPLE



Grammar

/ /20

Read and correct the verbs between brackets using 'Past Tense'

Last week, I _____ **(visit)** my grandmother's house.

She _____ **(decorate)** her house. She _____ **(cook)**

delicious food. We _____ **(eat)** a big dinner together.

My cousins _____ **(come)** to play with me.

We _____ **(have)** fun.

Choose the correct answer from a,b or c

1. Yesterday, Nasser ..... a movie.
   a. watch b. watched c. watches

2. They ..... a music concert last Thursday.
   a. attended b. attend c. are attending

3. What ..... you do four days ago?
   a. are b. does c. did

14

HOW TO ADAPT IT

Adapt names, settings, images or prompts to include Kuwaiti hospitality, heritage, family unity and respect for elders.

WHAT TO OBSERVE

The cultural adaptation remains accurate, respectful and aligned with the original language objective.



Source examples: topic 29 g4 p48 • topic 29 g4 p25

68. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 3 lesson that relates to this topic.

EXAMINE — Local examples make English meaningful when they support the stated learning outcome.

ADAPT — Adapt names, settings, images or prompts to include Kuwaiti hospitality, heritage, family unity and respect for elders.

VERIFY — The cultural adaptation remains accurate, respectful and aligned with the original language objective.

Group product: an annotated textbook page or a revised section of the daily preparation.

68. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how embedding Kuwaiti Culture and Traditions influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The cultural adaptation remains accurate, respectful and aligned with the original language objective.
COACHING QUESTION	Which part of the lesson most clearly demonstrated embedding Kuwaiti Culture and Traditions?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 69

Family Narratives and Learner Cultural Experience

Localized ELT for Kuwait

Curriculum example • Grade 4 matched example

Category	Type	Explanation	Skyline Examples (Grades 1-5)
Approach	Communicative Language Teaching (CLT)	Core philosophy across Skyline (G1 - G5). Focus on authentic communication and interaction.	G1: Greeting role-plays ('Hello, how are you?') G3: 'At the Café' dialogues G5: 'At the Market' role-plays
Approach	Universal Design for Learning (UDL)	Flexible framework: multiple means of engagement, representation, and expression.	G3 U1: Listening task uses both audio + visuals
Approach	Active/Inquiry - Based Learning	Students construct knowledge via questioning, exploration, and problem-solving.	G4 U3: 'Plan a Picnic' group planning project
Method	Task - Based Learning (TBL)	Lessons built around meaningful tasks with clear outcomes.	G2: 'Make a Sandwich' task G4: 'Plan a Picnic' task G5: 'My Community Helpers' project
Method	Project - Based Learning (PBL)	Extended projects combining multiple skills and subjects.	G5: Community project presentations.
Method	Phonics Literacy	Sound - letter instruction for early literacy.	G1 Book A U2: Short /a/ drills (cat, hat, mat)
Strategy	Differentiation	Adapting tasks/ supports to readiness levels, interests, or learning profiles.	G1: Simplified phonics vs. extended reading G3: Literal vs. inferential questions G5: Tiered comprehension (recall vs. inference)

26

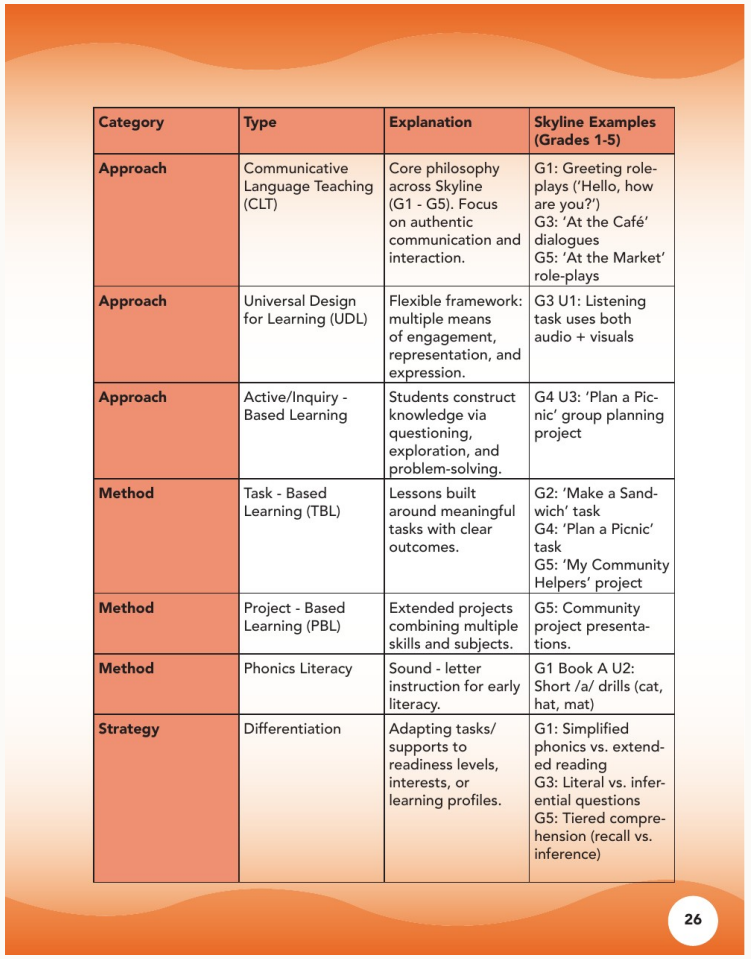
69. Professional Learning Outcomes

Family Narratives and Learner Cultural Experience

1. Explain the classroom meaning of family Narratives and Learner Cultural Experience.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

69. Family Narratives and Learner Cultural Experience



Category	Type	Explanation	Skyline Examples (Grades 1-5)
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26

GRADE 4 PLANNING EVIDENCE

WHAT MATTERS

Learners' family stories and experiences can provide authentic content for speaking and writing.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in family Narratives and Learner Cultural Experience.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 4 curriculum guidance.

69. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 8

Writing

Fill in the graphic organiser, then use it to write a paragraph about 'Old and New Schools'. The following guide words may help you

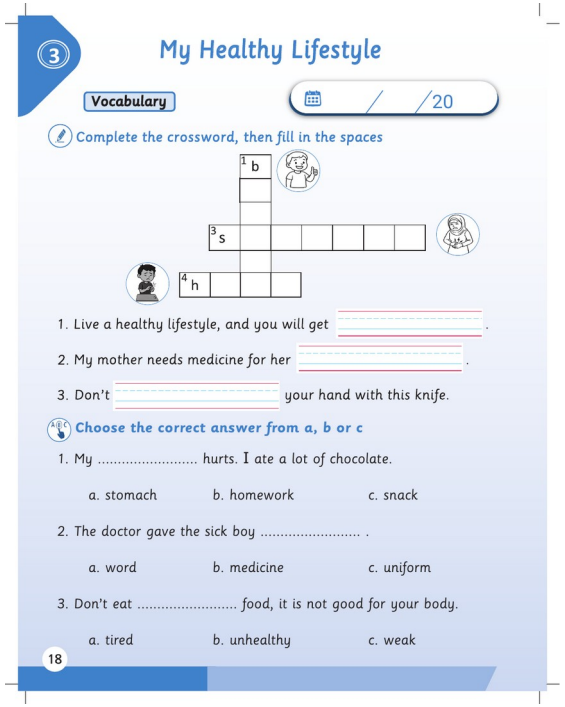
Al-Katateeb – read – Quran – house – computer science – modern

1. Where did children learn in the past?
2. What did they learn?
3. Where do children learn nowadays?
4. What do children learn in schools now?
5. What is your favourite subject?

Title:

30

PRACTICE EXAMPLE



3 My Healthy Lifestyle

Vocabulary / 20

Complete the crossword, then fill in the spaces

1 b

3 s

4 h

1. Live a healthy lifestyle, and you will get _____.
2. My mother needs medicine for her _____.
3. Don't _____ your hand with this knife.

Choose the correct answer from a, b or c

1. My ..... hurts. I ate a lot of chocolate.
   a. stomach b. homework c. snack
2. The doctor gave the sick boy ..... .
   a. word b. medicine c. uniform
3. Don't eat ..... food, it is not good for your body.
   a. tired b. unhealthy c. weak

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HOW TO ADAPT IT

Use a lesson material family, home or celebration task as a model, then invite optional personal or imagined responses with suitable language support.

WHAT TO OBSERVE

Learners use the target language confidently without pressure to disclose private information.



Source examples: topic 30 g5 p48 • topic 34 g3 p29

69. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 4 lesson that relates to this topic.

EXAMINE — Learners' family stories and experiences can provide authentic content for speaking and writing.

ADAPT — Use a lesson material family, home or celebration task as a model, then invite optional personal or imagined responses with suitable language support.

VERIFY — Learners use the target language confidently without pressure to disclose private information.

Group product: an annotated textbook page or a revised section of the daily preparation.

69. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how family Narratives and Learner Cultural Experience influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners use the target language confidently without pressure to disclose private information.
COACHING QUESTION	Which part of the lesson most clearly demonstrated family Narratives and Learner Cultural Experience?

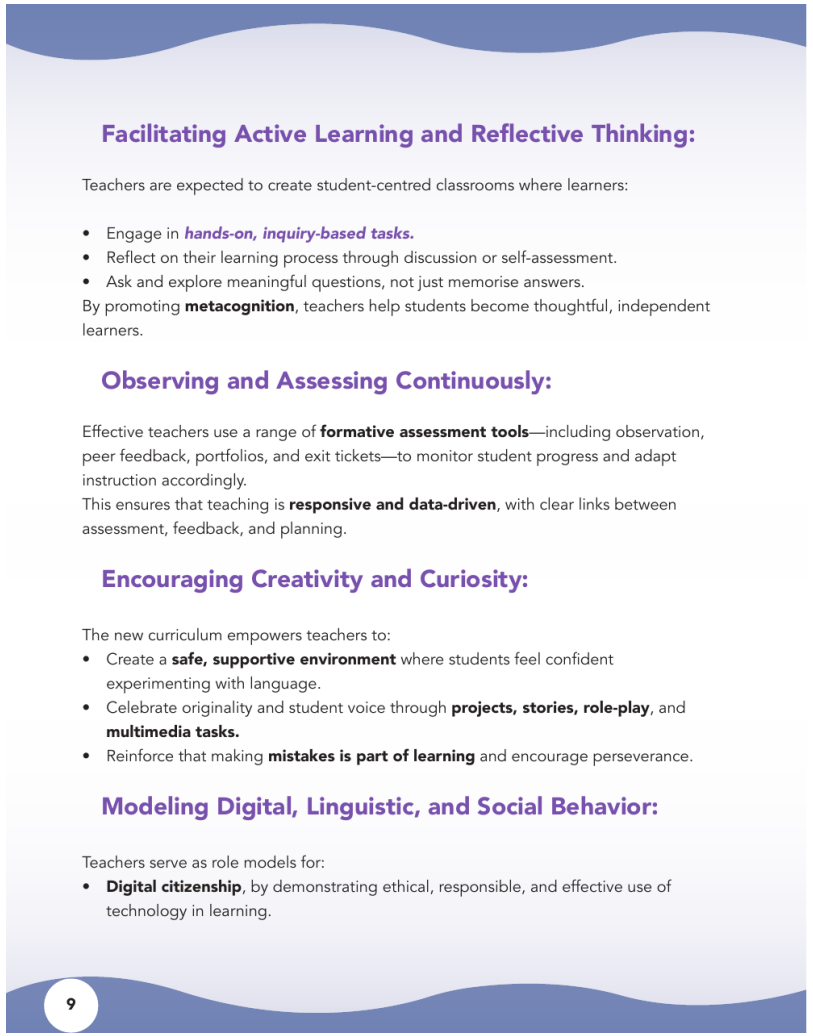
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 70

Local and Global Citizenship through English

Localized ELT for Kuwait

Curriculum example • Grade 5 matched example



Facilitating Active Learning and Reflective Thinking:

Teachers are expected to create student-centred classrooms where learners:

- Engage in ***hands-on, inquiry-based tasks.***
- Reflect on their learning process through discussion or self-assessment.
- Ask and explore meaningful questions, not just memorise answers.

By promoting **metacognition**, teachers help students become thoughtful, independent learners.

Observing and Assessing Continuously:

Effective teachers use a range of **formative assessment tools**—including observation, peer feedback, portfolios, and exit tickets—to monitor student progress and adapt instruction accordingly.
This ensures that teaching is **responsive and data-driven**, with clear links between assessment, feedback, and planning.

Encouraging Creativity and Curiosity:

The new curriculum empowers teachers to:

- Create a **safe, supportive environment** where students feel confident experimenting with language.
- Celebrate originality and student voice through **projects, stories, role-play**, and **multimedia tasks.**
- Reinforce that making **mistakes is part of learning** and encourage perseverance.

Modeling Digital, Linguistic, and Social Behavior:

Teachers serve as role models for:

- **Digital citizenship**, by demonstrating ethical, responsible, and effective use of technology in learning.

9

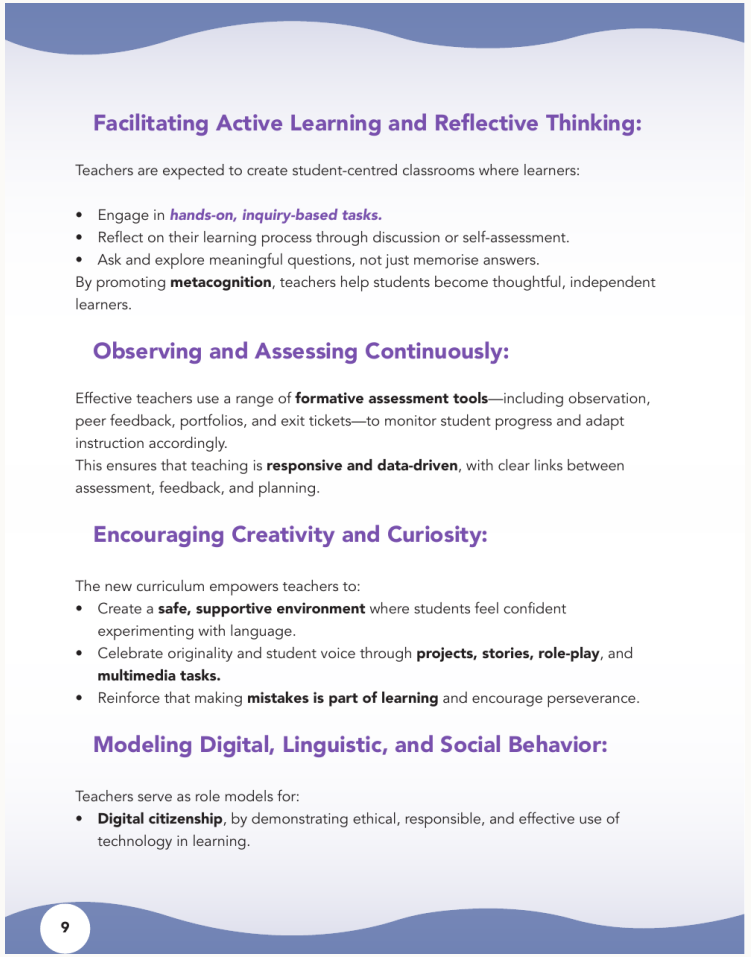
70. Professional Learning Outcomes

Local and Global Citizenship through English

1. Explain the classroom meaning of local and Global Citizenship through English.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

70. Local and Global Citizenship through English



Facilitating Active Learning and Reflective Thinking:

Teachers are expected to create student-centred classrooms where learners:

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Modeling Digital, Linguistic, and Social Behavior:

Teachers serve as role models for:

- **Digital citizenship**, by demonstrating ethical, responsible, and effective use of technology in learning.

9

GRADE 5 PLANNING EVIDENCE

WHAT MATTERS

The curriculum connects pride in Kuwait with respectful participation in a wider world.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in local and Global Citizenship through English.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

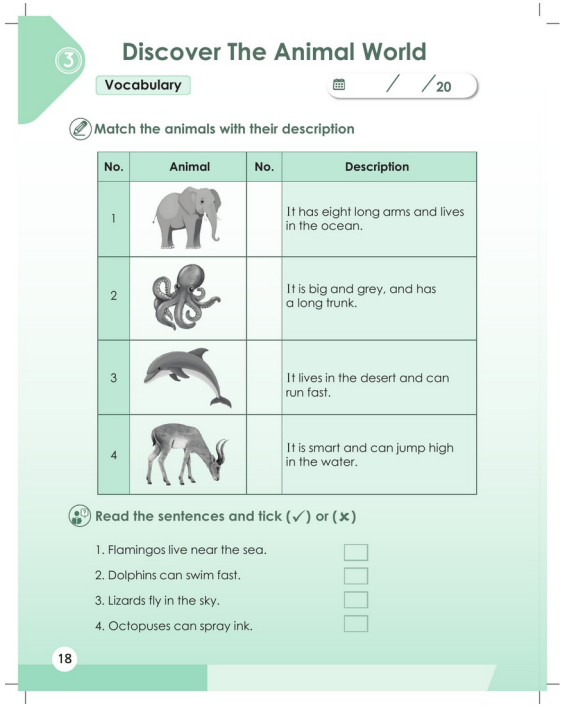
Source example: Grade 5 curriculum guidance.

70. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Compare a local practice, place or responsibility with an international example through a reading, discussion or project.

WHAT TO OBSERVE

Learners express similarities and differences respectfully using evidence and appropriate English.



Source examples: topic 32 g2 p56 • topic 35 g4 p29

70. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 5 lesson that relates to this topic.

EXAMINE — The curriculum connects pride in Kuwait with respectful participation in a wider world.

ADAPT — Compare a local practice, place or responsibility with an international example through a reading, discussion or project.

VERIFY — Learners express similarities and differences respectfully using evidence and appropriate English.

Group product: an annotated textbook page or a revised section of the daily preparation.

70. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how local and Global Citizenship through English influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners express similarities and differences respectfully using evidence and appropriate English.
COACHING QUESTION	Which part of the lesson most clearly demonstrated local and Global Citizenship through English?

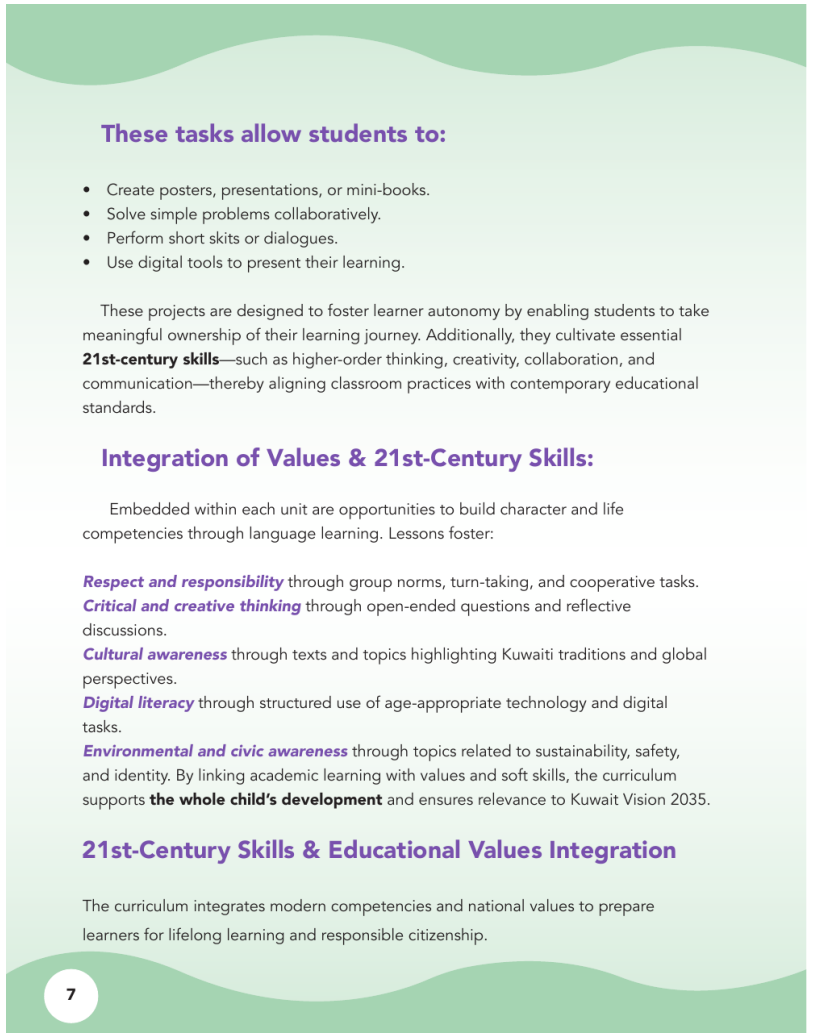
Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 71

Digital Citizenship in the Kuwaiti Primary Classroom

Localized ELT for Kuwait

Curriculum example • Grade 1 matched example



These tasks allow students to:

- Create posters, presentations, or mini-books.
- Solve simple problems collaboratively.
- Perform short skits or dialogues.
- Use digital tools to present their learning.

These projects are designed to foster learner autonomy by enabling students to take meaningful ownership of their learning journey. Additionally, they cultivate essential **21st-century skills**—such as higher-order thinking, creativity, collaboration, and communication—thereby aligning classroom practices with contemporary educational standards.

Integration of Values & 21st-Century Skills:

Embedded within each unit are opportunities to build character and life competencies through language learning. Lessons foster:

Respect and responsibility through group norms, turn-taking, and cooperative tasks.
Critical and creative thinking through open-ended questions and reflective discussions.
Cultural awareness through texts and topics highlighting Kuwaiti traditions and global perspectives.
Digital literacy through structured use of age-appropriate technology and digital tasks.
Environmental and civic awareness through topics related to sustainability, safety, and identity. By linking academic learning with values and soft skills, the curriculum supports **the whole child's development** and ensures relevance to Kuwait Vision 2035.

21st-Century Skills & Educational Values Integration

The curriculum integrates modern competencies and national values to prepare learners for lifelong learning and responsible citizenship.

7

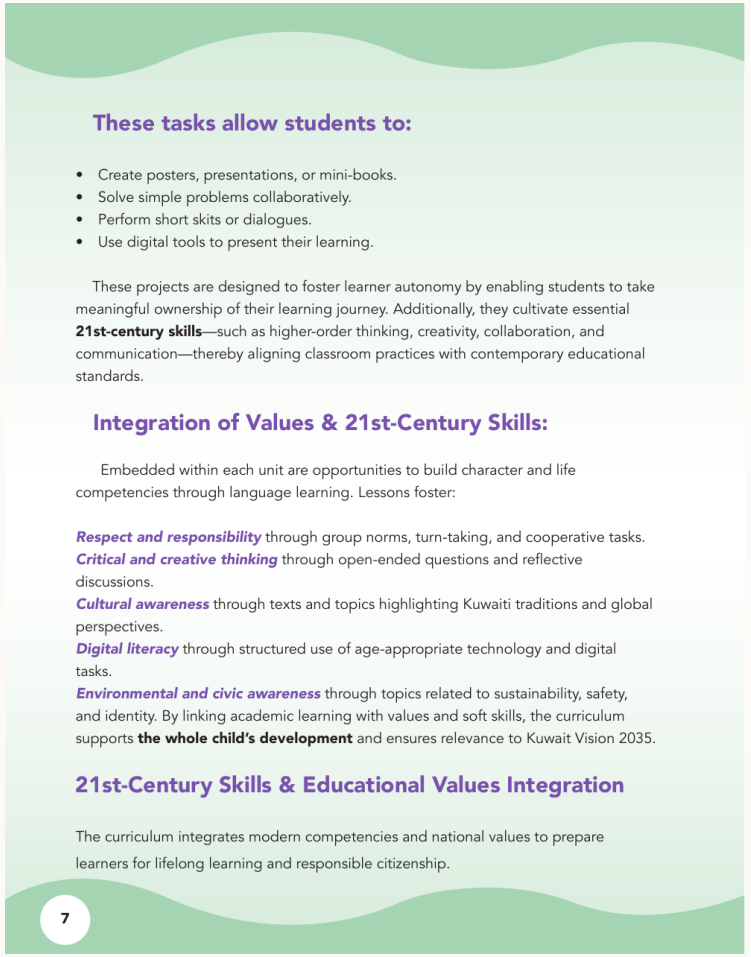
71. Professional Learning Outcomes

Digital Citizenship in the Kuwaiti Primary Classroom

1. Explain the classroom meaning of digital Citizenship in the Kuwaiti Primary Classroom.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

71. Digital Citizenship in the Kuwaiti Primary Classroom



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- Create posters, presentations, or mini-books.
- Solve simple problems collaboratively.
- Perform short skits or dialogues.
- Use digital tools to present their learning.

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21st-Century Skills & Educational Values Integration

The curriculum integrates modern competencies and national values to prepare learners for lifelong learning and responsible citizenship.

7

GRADE 1 PLANNING EVIDENCE

WHAT MATTERS

Digital tools require explicit teaching of safe, responsible and purposeful use.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in digital Citizenship in the Kuwaiti Primary Classroom.

COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 1 curriculum guidance.

71. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



2 Songs

"Our National Day" song

On February twenty-five,
We all feel so proud and alive,
We wave the flag, red, green, black, and white—
We sing and cheer with all our might!
Kuwait, we celebrate you,
With love and joy, so strong and true!

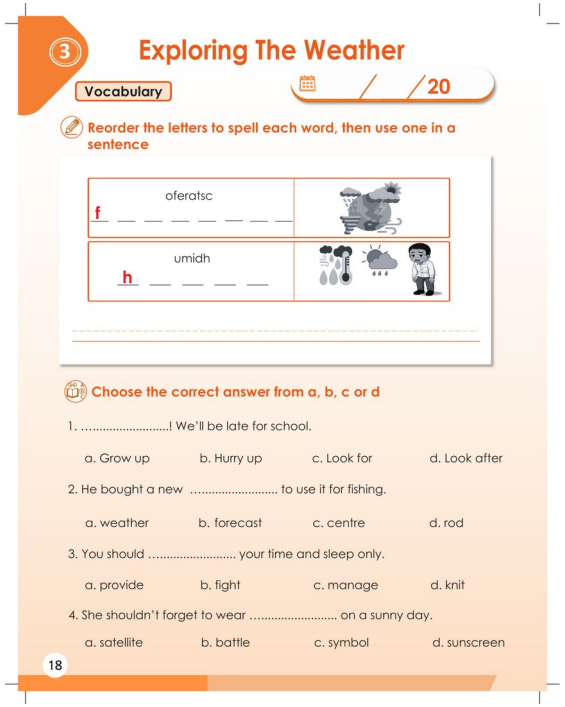
The streets are full of lights and sound,
Fireworks shining all around,
We see the parade go marching by,
With music playing to the sky.
Kuwait, you shine so bright,
We feel your spirit day and night!

We wear our traditional clothes,
And bring sweet treats for friends and those
Who come to celebrate with glee—
It's full of fun for you and me!
Unity fills the air,
On National Day, we show we care.

Let's decorate and sing all day,
For Liberation Day—hooray!
We love our land, both near and far,
Kuwait, you are our shining star!
From desert sand to sky so blue—
Kuwait, we celebrate you!

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PRACTICE EXAMPLE



3 Exploring The Weather

Vocabulary / 20

Reorder the letters to spell each word, then use one in a sentence

oferatsc
f _ _ _ _ _ _ _

umidh
h _ _ _ _

Choose the correct answer from a, b, c or d

1. .....! We'll be late for school.
a. Grow up b. Hurry up c. Look for d. Look after

2. He bought a new ..... to use it for fishing.
a. weather b. forecast c. centre d. rod

3. You should ..... your time and sleep only.
a. provide b. fight c. manage d. knit

4. She shouldn't forget to wear ..... on a sunny day.
a. satellite b. battle c. symbol d. sunscreen

18

HOW TO ADAPT IT

Add a simple digital citizenship expectation to a lesson material research, media or presentation task, including source use and respectful communication.

WHAT TO OBSERVE

Learners use the tool safely and can explain one responsible digital choice.



Source examples: topic 34 g4 p56 • topic 36 g5 p29

71. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 1 lesson that relates to this topic.
EXAMINE	Digital tools require explicit teaching of safe, responsible and purposeful use.
ADAPT	Add a simple digital citizenship expectation to a lesson material research, media or presentation task, including source use and respectful communication.
VERIFY	Learners use the tool safely and can explain one responsible digital choice.

Group product: an annotated textbook page or a revised section of the daily preparation.

71. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how digital Citizenship in the Kuwaiti Primary Classroom influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners use the tool safely and can explain one responsible digital choice.
COACHING QUESTION	Which part of the lesson most clearly demonstrated digital Citizenship in the Kuwaiti Primary Classroom?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 72

Environmental and Civic Responsibility in Kuwait

Localized ELT for Kuwait

Curriculum example • Grade 2 matched example

Category	Type	Explanation	Skyline Examples (Grades 1-5)
Approach	Communicative Language Teaching (CLT)	Core philosophy across Skyline (G1 - G5). Focus on authentic communication and interaction.	G1: Greeting role-plays ('Hello, how are you?') G3: 'At the Café' dialogues G5: 'At the Market' role-plays
Approach	Universal Design for Learning (UDL)	Flexible framework: multiple means of engagement, representation, and expression.	G3 U1: Listening task uses both audio + visuals
Approach	Active/Inquiry - Based Learning	Students construct knowledge via questioning, exploration, and problem-solving.	G4 U3: 'Plan a Picnic' group planning project
Method	Task - Based Learning (TBL)	Lessons built around meaningful tasks with clear outcomes.	G2: 'Make a Sandwich' task G4: 'Plan a Picnic' task G5: 'My Community Helpers' project
Method	Project - Based Learning (PBL)	Extended projects combining multiple skills and subjects.	G5: Community project presentations.
Method	Phonics Literacy	Sound - letter instruction for early literacy.	G1 Book A U2: Short /a/ drills (cat, hat, mat)
Strategy	Differentiation	Adapting tasks/ supports to readiness levels, interests, or learning profiles.	G1: Simplified phonics vs. extended reading G3: Literal vs. inferential questions G5: Tiered comprehension (recall vs. inference)

26

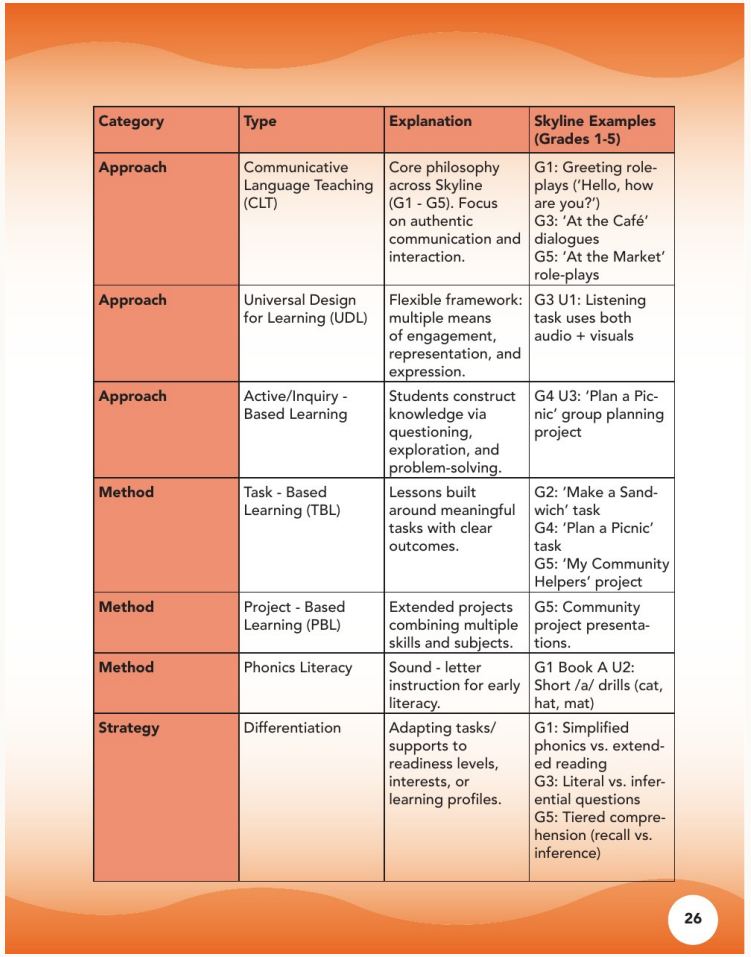
72. Professional Learning Outcomes

Environmental and Civic Responsibility in Kuwait

1. Explain the classroom meaning of environmental and Civic Responsibility in Kuwait.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

72. Environmental and Civic Responsibility in Kuwait



Category	Type	Explanation	Skyline Examples (Grades 1-5)
Approach	Communicative Language Teaching (CLT)	Core philosophy across Skyline (G1 - G5). Focus on authentic communication and interaction.	G1: Greeting role-plays ('Hello, how are you?') G3: 'At the Café' dialogues G5: 'At the Market' role-plays
Approach	Universal Design for Learning (UDL)	Flexible framework: multiple means of engagement, representation, and expression.	G3 U1: Listening task uses both audio + visuals
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26

GRADE 2 PLANNING EVIDENCE

WHAT MATTERS

Local environmental issues provide meaningful contexts for language and action.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in environmental and Civic Responsibility in Kuwait.

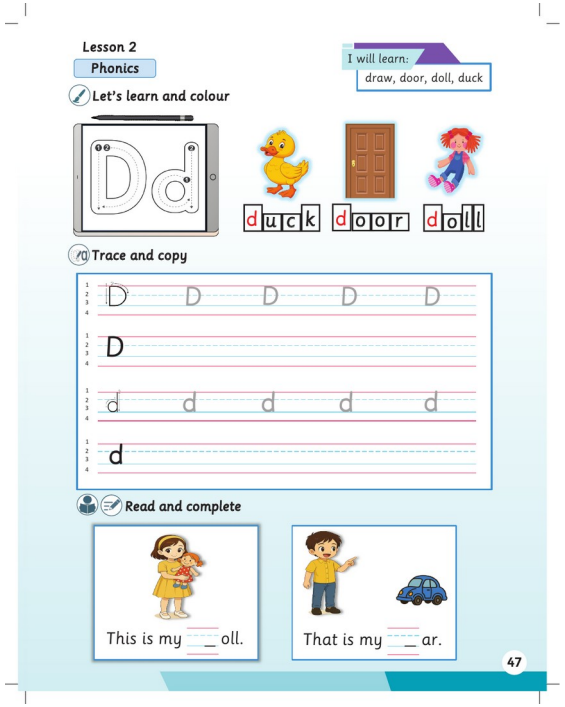
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

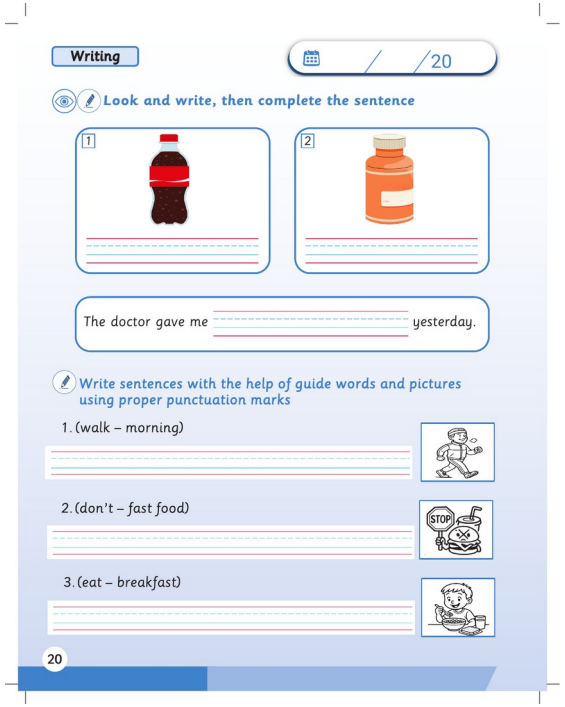
Source example: Grade 2 curriculum guidance.

72. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



PRACTICE EXAMPLE



HOW TO ADAPT IT

Connect a lesson material topic to water, energy, waste, public spaces or care for the local environment, then require a language-based response.

WHAT TO OBSERVE

Learners use English to describe a local issue and propose or demonstrate a realistic responsible action.



Source examples: topic 36 g1 p64 • topic 37 g3 p31

72. Collaborative Workshop

lesson planning task

SELECT — Choose one Grade 2 lesson that relates to this topic.

EXAMINE — Local environmental issues provide meaningful contexts for language and action.

ADAPT — Connect a lesson material topic to water, energy, waste, public spaces or care for the local environment, then require a language-based response.

VERIFY — Learners use English to describe a local issue and propose or demonstrate a realistic responsible action.

Group product: an annotated textbook page or a revised section of the daily preparation.

72. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how environmental and Civic Responsibility in Kuwait influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	Learners use English to describe a local issue and propose or demonstrate a realistic responsible action.
COACHING QUESTION	Which part of the lesson most clearly demonstrated environmental and Civic Responsibility in Kuwait?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

TOPIC 73

Community-Based English Projects

Localized ELT for Kuwait

Curriculum example • Grade 3 matched example

Category	Type	Explanation	Skyline Examples (Grades 1-5)
Approach	Communicative Language Teaching (CLT)	Core philosophy across Skyline (G1 - G5). Focus on authentic communication and interaction.	G1: Greeting role-plays ('Hello, how are you?') G3: 'At the Café' dialogues G5: 'At the Market' role-plays
Approach	Universal Design for Learning (UDL)	Flexible framework: multiple means of engagement, representation, and expression.	G3 U1: Listening task uses both audio + visuals
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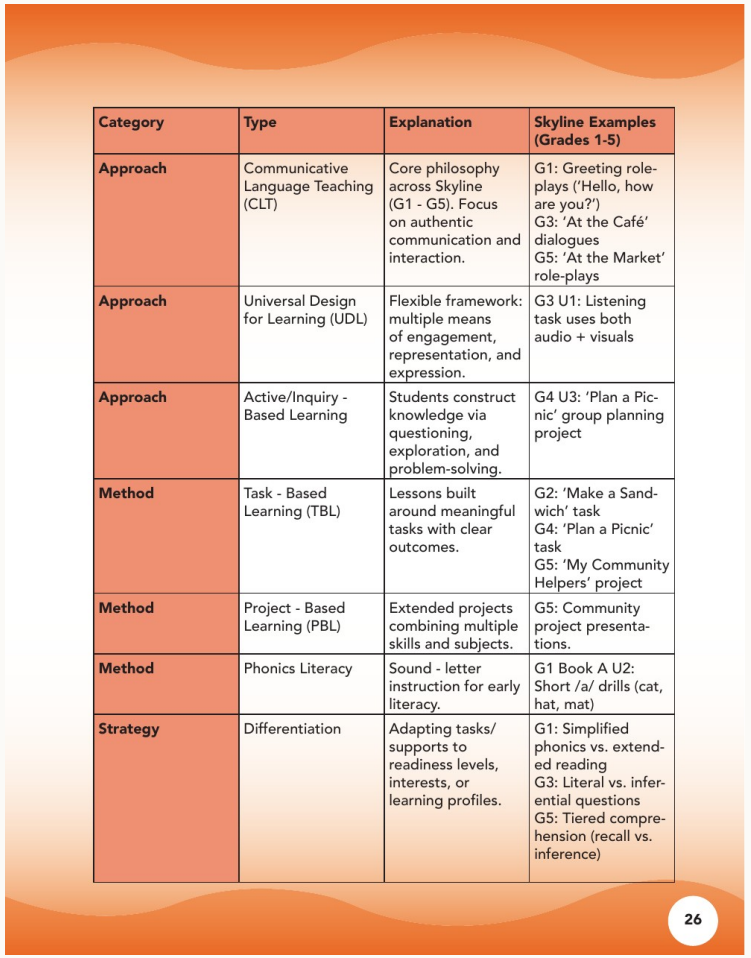
73. Professional Learning Outcomes

Community-Based English Projects

1. Explain the classroom meaning of community-Based English Projects.
2. Locate relevant evidence in a lesson and the curriculum guidance.
3. Adapt one lesson while protecting its target skill and learning outcome.
4. Define the learner evidence that a teacher or supervisor should observe.

Suggested meeting time: 30–45 minutes, including collaborative planning.

73. Community-Based English Projects



Category	Type	Explanation	Skyline Examples (Grades 1-5)
Approach	Communicative Language Teaching (CLT)	Core philosophy across Skyline (G1 - G5). Focus on authentic communication and interaction.	G1: Greeting role-plays ('Hello, how are you?') G3: 'At the Café' dialogues G5: 'At the Market' role-plays
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GRADE 3 PLANNING EVIDENCE

WHAT MATTERS

Community contexts help learners apply English beyond isolated textbook exercises.

WHY IT MATTERS

This principle improves the quality and traceability of learner performance in community-Based English Projects.

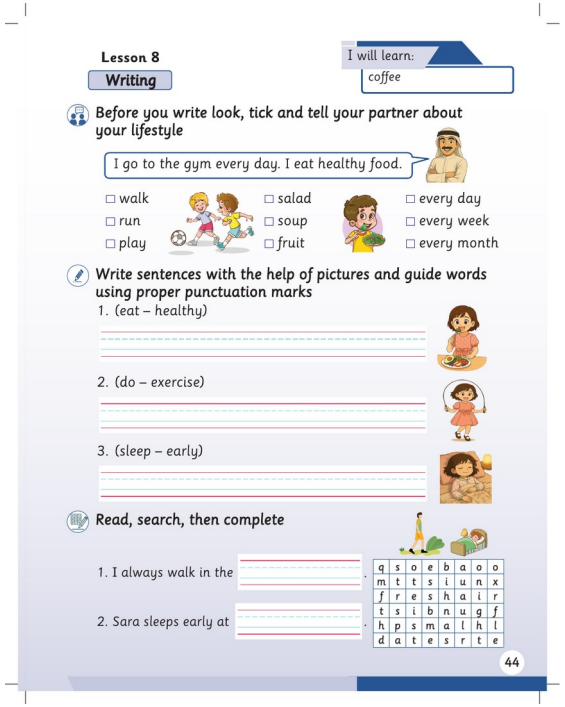
COMMON RISK

Using the term in preparation without showing how it changes teaching, practice or evidence.

Source example: Grade 3 curriculum guidance.

73. Textbook Activity and Classroom Application

TEXTBOOK EXAMPLE



Lesson 8

Writing

I will learn:

coffee

Before you write look, tick and tell your partner about your lifestyle

I go to the gym every day. I eat healthy food.

- ☐ walk
- ☐ run
- ☐ play
- ☐ salad
- ☐ soup
- ☐ fruit
- ☐ every day
- ☐ every week
- ☐ every month

Write sentences with the help of pictures and guide words using proper punctuation marks

1. (eat – healthy)
2. (do – exercise)
3. (sleep – early)

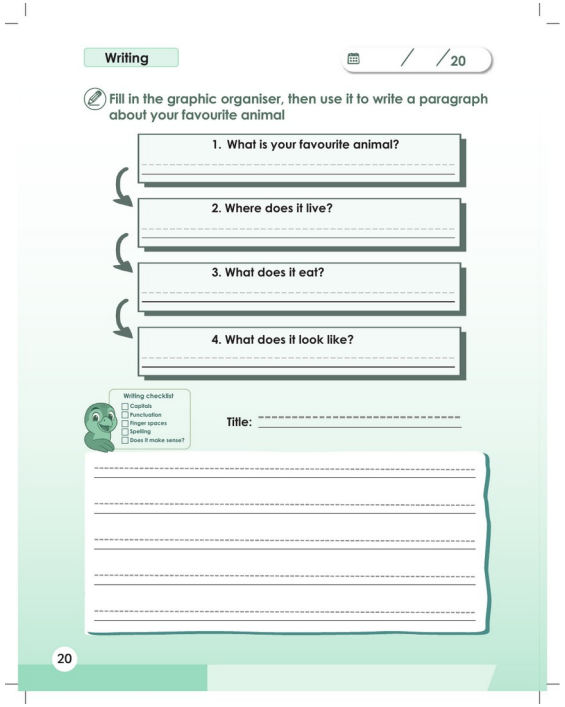
Read, search, then complete

1. I always walk in the
2. Sara sleeps early at

q	s	o	e	b	a	o	o
m	t	t	s	i	u	n	x
f	r	e	s	h	a	i	r
t	s	i	b	n	u	g	f
h	p	s	m	a	l	h	l
d	a	t	e	s	r	t	e

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PRACTICE EXAMPLE



Writing

/20

Fill in the graphic organiser, then use it to write a paragraph about your favourite animal

1. What is your favourite animal?
2. Where does it live?
3. What does it eat?
4. What does it look like?

Writing checklist
- ☐ Capitals
- ☐ Punctuation
- ☐ Finger spaces
- ☐ Spelling
- ☐ Does it make sense?

Title:

20

HOW TO ADAPT IT

Adapt a textbook project around the school, neighbourhood, local services, heritage site or community need with a clear language product.

WHAT TO OBSERVE

The project shows accurate English, relevant local knowledge and an observable contribution or recommendation.



Source examples: topic 38 g3 p64 • topic 38 g4 p31

73. Collaborative Workshop

lesson planning task

SELECT	Choose one Grade 3 lesson that relates to this topic.
EXAMINE	Community contexts help learners apply English beyond isolated textbook exercises.
ADAPT	Adapt a textbook project around the school, neighbourhood, local services, heritage site or community need with a clear language product.
VERIFY	The project shows accurate English, relevant local knowledge and an observable contribution or recommendation.

Group product: an annotated textbook page or a revised section of the daily preparation.

73. Observation and Follow-Up

BEFORE THE LESSON	The preparation shows how community-Based English Projects influences the selected classroom task.
DURING THE LESSON	The teacher models the expected performance and gives every learner meaningful practice.
LEARNER EVIDENCE	The project shows accurate English, relevant local knowledge and an observable contribution or recommendation.
COACHING QUESTION	Which part of the lesson most clearly demonstrated community-Based English Projects?

Follow-up evidence: lesson plan, learner work, observation note or teacher reflection.

School Meeting Record

Selected topic	_____
School need	_____
curriculum evidence	Grade ____ Unit ____ Lesson ____ Page ____
Agreed teacher action	_____
Evidence for follow-up	_____
Review date	_____