

مَدَارِيسُ خَمْسَةَ عَشَرَ رُفُوعًا



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
قُرْآن

اِسْمُ

سۆھبەت 3- رەئىس

رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى	رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى	سۆھبەت مەزمۇنى
<p>(ر) رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى.</p> <p>(س) رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى.</p> <p>(س) رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى.</p>	<p>رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى</p> <p>رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى</p>	<p>سۆھبەت مەزمۇنى</p>

سۆھبەت 4- رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى

رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى	رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى	سۆھبەت مەزمۇنى
<p>(ر) رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى.</p> <p>(س) رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى.</p> <p>(س) رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى.</p>	<p>رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى</p> <p>رەئىس ۋە ئۇنىڭ رەئىسلىكىدىكى ئىشلىرى</p>	<p>سۆھبەت مەزمۇنى</p>

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020- חרדי לראשון לציון זמן קצר לאחר
הקמתו של מנהל המחוז

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ר. חרדי לראשון לציון זמן קצר לאחר
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ר. חרדי לראשון לציון זמן קצר לאחר
הקמתו של מנהל המחוז

English

Strand: 1 Listening & Speaking

Sub strand:	Outcome	Indicators <i>This is evident when a student:</i>
Communicative Purpose	<p>LSCF01: Language and Literacy / Interacting with others</p> <p>Engage in classroom conversations and discussions in dual language and with teacher support.</p>	<ul style="list-style-type: none"> a. Responds to greetings and contributes to shared language experiences. b. Begins to demonstrate positive listening behavior(e.g., look at the person speaking; pay attention to the key words and phrases; show interest; etc.) ignoring background noise and movement. c. Conveys personal information, needs and ideas using short phrases and non-verbal cues. d. Expresses opinions and preferences using facial expressions, gestures and short phrases.
	<p>LSCF02: Language and Literacy / Listening to make meaning</p> <p>Listen to oral texts (stories and instructions) and respond appropriately.</p>	<ul style="list-style-type: none"> a. Shows understanding using facial expressions, gestures, words and short phrases. b. Follows simple verbal instructions, suggestions or requests (e.g., Please stand up. Let's go). c. Answers Yes/No and WH questions using facial expressions, gestures, individual words and short phrases.
	<p>LSCF03: Language and Literacy / Speaking for a variety of purposes and audiences</p> <p>Speak in dual language with teacher support to inform, clarify and entertain.</p>	<ul style="list-style-type: none"> a. Tells / retells a story, describes something, and asks questions using appropriate words, phrases, facial expressions and gestures.
	<p>LSCF04: Exploring literary texts to develop thinking</p> <p>Listen to stories and make connections to personal experiences in dual language with teacher support.</p>	<ul style="list-style-type: none"> a. Begins to make predictions and identify favourite characters and stories.

Skills and Strategies	<p>LSSF05: Engaging in listening and speaking interactions</p> <p>Use basic skills and strategies for listening and speaking interactions.</p>	<ul style="list-style-type: none"> a. Demonstrates interaction skills (e.g. turn-taking, look at the person speaking and stay on topic). b. Begins to use polite social language appropriately (e.g., hello, please, thank you, sorry, excuse me). c. Asks questions to clarify meaning or to request assistance
	<p>LSSF06: Making effective presentations</p> <p>Give brief oral presentations in dual language with support.</p>	<ul style="list-style-type: none"> a. Engages in informal oral presentations (e.g., show-and-tell, perform action songs, recite a poem, etc.).
	<p>LSSF07: Developing effective listening</p> <p>Repeat familiar words and expressions with correct sounds, stress and intonation.</p>	<ul style="list-style-type: none"> a. Repeats key words and short phrases in oral texts using correct stress, tone of voice and intonation.
Language Structure and Features	<p>LSLF08: Phonological awareness / Word Study</p> <p>Identify individual sounds of words (onset, rime and syllables) and blend them to form words.</p>	<ul style="list-style-type: none"> a. Recognizes sounds (phonemes) and syllables in spoken words. b. Identifies words with similar sounds (e.g. alliterations and rhyme words.) c. Segment phrases and short sentences into individual words. d. Segment and blend onset and rime in single syllable spoken words.
	<p>LSLF09: Using word order and text features to convey and derive meaning</p> <p>Begin to identify word order in English and use correct word order to produce short phrases.</p>	<ul style="list-style-type: none"> a. Repeats short phrases and sentences (including questions) in correct word order. b. Uses sentences of 3-5 words in correct word order (e.g. I have a bag; We can play; etc.). c. Begins to ask simple questions (e.g. Are you happy? Do you like mangoes? Where is Aisha? etc.) d. Begins to use negations (e.g. I don't want to play; This is not Ali's book; It is not red; etc.)

Strand: 2 Reading & Viewing

Sub strand:	Outcome	Indicators <i>This is evident when a student:</i>
Communicative Purpose	RVCF10: Language and Literacy/The process of Reading and Viewing Engage in shared and independent reading of texts to make meaning using illustrations, sight words and phonics.	a. Reads picture books, familiar stories and rhymes aloud using sight words and phonics knowledge. b. Shares personal feelings and experiences about the characters and events from books read to them. c. Retells events from familiar stories. d. Answers questions about the story, photos and illustrations.
	RVCF11: Language and literacy / making meaning Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning.	a. Understand that name boards, labels and signs carry information. b. Answers verbally to Yes/No and WH questions on explicitly stated information.
	RVCF12: Reading and viewing for pleasure Engage in reading/viewing a range of texts for pleasure.	a. Selects books and media texts to read from the library (school/class). b. Talk about books that they like.
	RVCF13: Exploring literary texts to develop thinking Explore characters and events to encourage imagination, develop reasoning (e.g. cause and effect and character motivation), and instill values.	a. Begins to make predictions and identifies favourite characters and stories. b. Talks about characters, their actions and consequences to make value judgements. c. Begins to empathize with make predictions and identifies favorite characters and stories. d. Shows empathy and gives possible solutions to problems faced by characters.
Skills and Strategies	RVSF14: Developing automaticity & fluency Read words with one-two syllables using knowledge of sight words and phonics.	a. Reads automatically some familiar high-frequency words by sight. b. Reads words of one-two syllables that uses VC and CVC grapheme-phoneme correspondence.

	<p>RVSF15: Developing effective reading and viewing</p> <p>Predict and confirm content before, during and after reading based on images, cover, illustrations and titles.</p>	<p>a. Begins to predict content based on images, cover illustrations and titles.</p> <p>b. Listens to teacher’s reading to confirm predictions.</p>
	<p>RVSF16: Developing comprehension</p> <p>Demonstrate skills in book handling and directionality to read, view and comprehend.</p>	<p>a. Knows that meaning is found in the illustration and words.</p> <p>b. Turns pages from left to right and knows that words are read from left to right along the lines, moving from top to bottom.</p>
Language Structure and Features	<p>RVL17: Phonics / Word Study</p> <p>Identify and read words, phrases and expressions that are repeated in texts.</p>	<p>a. Reads words by focusing on their sounds.</p> <p>b. Identifies words with similar sounds (e.g. alliterations and rhyme words in written texts).</p>
	<p>RVL18: Word order and basic features of text</p> <p>Use word order to derive meaning from short phrases and sentences.</p>	<p>a. Derives meaning of short phrases and sentences (including questions) based on word order.</p> <p>b. Reads sentences of 3-5 words with understanding (e.g. I have a bag; we can play; etc.).</p> <p>c. Reads simple questions (e.g. are you happy? Do you like mangoes? Where is Aisha? etc.) with stress and intonation.</p> <p>d. Begins to use negations (e.g. I don’t want to play; this is not Ali’s book; It is not red; etc.)</p>

Strand: 3 Writing & Representing

Sub strand	Outcome	Indicators <i>This is evident when a student:</i>
Communicative Purpose	<p>WRCF19: Language and Literacy / Creating personal and imaginative writings</p> <p>Create simple personal and imaginative writings and representations using drawings, scribbles and words to convey an idea or message.</p>	<p>a. Joins in teacher modelled writing activities (e.g., write captions for pictures, create label for objects in class, write own name on belongings, etc.)</p> <p>b. Write messages to express feelings, likes and dislikes using drawings, symbols and own spelling techniques.</p>

<p>Skills and Strategies</p>	<p>WRSF20: Transcription</p> <p>Hold a pencil easily and correctly to form all upper- and lower-case letters in the correct direction when writing VC and CVC words.</p>	<ul style="list-style-type: none"> a. Holds a pencil easily and correctly to make marks, scribble and draw. b. Begins to tilt the page/book in front to facilitate writing. c. Writes all letters of the alphabet in the correct direction.
	<p>WRSF21: The Writing Process</p> <p>Engages in emergent writing skills (using drawings, scribbles, letters and words) to create texts.</p>	<ul style="list-style-type: none"> a. Create texts using a combination of drawings and scribbles/writings. b. Write words using GPCs learned or own spellings. c. Reads aloud to another what is scribbled/ written and talks about the drawings. d. Shares feelings about their writings.
<p>Language Structure and Features</p>	<p>WRLF22: Word and Sentence Study</p> <p>Writes words using taught GPCs and own spellings.</p>	<ul style="list-style-type: none"> a. Writes words by focusing on their sounds.

اِسْمُكَ جَمِيْلٌ

سوم سوچ گروپ 1. سوچ انگریزی (سہ ماہی سوچ گروپ)

<p>سوچ سوچ گروپ</p> <p>سوچ سوچ گروپ</p>	<p>سوچ سوچ گروپ</p>	<p>سوچ سوچ گروپ</p>
<p>سوچ سوچ گروپ</p> <p>سوچ سوچ گروپ</p>	<p>سوچ سوچ گروپ</p> <p>سوچ سوچ گروپ</p>	<p>سوچ سوچ گروپ</p> <p>(Number Concept)</p>
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Foundation Year Achievement Standards

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using length and. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

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عَلَّسَرَجِ

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(א) הַקִּיּוֹם הַזֶּה יִשְׁמַר אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים
וְהַיְהוּדִים יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים.

011.1.1011 - אֲשֶׁר
לֹא יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים
וְהַיְהוּדִים יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים.

(א) לֹא יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים
וְהַיְהוּדִים יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים.

012.1.1012 - אֲשֶׁר
לֹא יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים
(אֲשֶׁר לֹא יִשְׁמְרוּ)
3) אֲשֶׁר לֹא יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים.

(ב) אֲשֶׁר לֹא יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים
וְהַיְהוּדִים יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים
(3) אֲשֶׁר לֹא יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים.

(ג) אֲשֶׁר לֹא יִשְׁמְרוּ אֶת
הַמִּצְוֹת הַלְלוֹת אֱלֹהִים
(אֲשֶׁר לֹא יִשְׁמְרוּ)

سَوْرَةُ الرَّحْمٰنِ
قُرْآنِ الرَّحْمٰنِ

