DEVELOPING AN ADVANCED TECH BASED CURRICULUM MODEL AT THE PRESCHOOL KGI LEVEL; A CASE STUDY IMPLEMENTED AT A CATHOLIC SCHOOL IN KESERWAN

A Thesis

presented to

the Faculty of Humanities

at Notre Dame University-Louaize

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

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by

Mariane Achkar

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Thesis Signature Page

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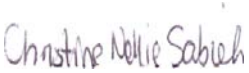
Dr. Christine Sabieh, Professor Thesis Advisor		May 31, 2021
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Department of Psychology, Education and Physical Education

The Abstract Page

DEVELOPING AN ADVANCED TECH BASED CURRICULUM MODEL AT THE PRESCHOOL KGI LEVEL; A CASE STUDY IMPLEMENTED AT A CATHOLIC SCHOOL IN KESERWAN

Mariane Achkar

Abstract

The purpose of the qualitative case study was to develop a curriculum model for KGI level with technology integration to teach English language based on two chosen themes from the Lebanese curriculum: body parts, house and family members.

The curriculum model contained detailed lesson plans based on the Assure Model with technology integrated activities and resources presented in the form of curriculum pages. The study examined two sections of 61 KGI students and their two teachers during English language periods in a regular classroom environment. Data was collected over a twelve-week period based on daily classroom observations. Two checklists were filled out at every observation as a mean of comparison between the two classes: one checklist tackled the teacher's performance while applying the new developed curriculum and the second checklist tackled the students' engagement and participation. The findings showed that the application of a structured curriculum played an important role in promoting better teaching performance. Additionally, the application of a structured curriculum coupled with technology integration promoted active engagement of early learners in the teaching learning process. The study presented a curriculum model for KGI level coupled with technology that could be adopted for use by Anglophone schools.

Keywords: Curriculum, Technology, ASSURE model, Active Learning.

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CHAPTER ONE: INTRODUCTION

During preschool years, young children develop physically, cognitively, socially, and emotionally. They use their bodies and materials around them to discover, explore, and share their experiences. Yet, their experience today is radically different from what it was a few years ago. The last two decades have witnessed the accelerated growth of technology, which has come to affect all aspects of a person's life and all sectors of society, most prominently education.

Nowadays, technology has become an integral part of children's lives. They are born in an age where the field is growing and advancing day by day; they learn to use several technological tools such as phones and tablets from a very young age, and they understand technology faster and better than adults who have had to learn to use it at a much older age. It is only thus logical that technology should be integrated in their learning process, as digital technologies provide children with one more outlet to use as a tool—one they can easily master—to demonstrate their learning.

The main objective of education—students must learn—remains unaltered. However, the strategies and the tools that accompany this objective are deviating from the traditional methods of education. Educational practice is changing and at an unprecedented speed, and schools must work to keep up with this development in order to improve their students' learning experience by integrating technology into their practice and curriculum (Heyberi, 2012).

According to the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early learning and Children's Media (2012), technology and high-quality interactive media coupled with the support of knowledgeable adults can have a positive impact on children's development and learning. Consequently,

most schools have become technologically equipped, and the use of technology in the classroom has increased. Teachers have integrated technology in the curriculum and developed innovative and improved lesson plans to create an active learning environment for children. Moreover, educational technology experts have agreed that technology should be used as a tool to promote and extend students' active learning on a daily basis (Starr, 2011).

Statement of the Problem

Even though substantial evidence has pointed towards the benefits of integrating technology in educational practices, Lebanese schools remain at a disadvantage, especially when it comes to the teaching of English in preschool, especially to KGI students. The research-practitioner did not find a standardized English curriculum for preschool students developed by the Ministry of Education and Higher Education (MEHE), and the only available model is the one developed for French and Arabic. Consequently, Anglophone schools are left to develop their own curriculum for the teaching of English, and without proper guidance, the curriculum can be lacking several important elements.

Being a KGI English teacher at a prestigious technologically equipped school, the researcher-practitioner observed the gap firsthand and found the need to develop a structured curriculum in the form of detailed curriculum pages with the integration of technology due to the ineffectiveness of the school's own curriculum. The components of a structured curriculum were missing, and the planning excluded the learning standards and objectives students were expected to meet in every lesson or unit, as well as the methods, materials and videos used. KGI teachers referred to the current edition of the teacher's guide provided by the studied school and different Internet resources to teach English. Hence, their curriculum was non-standardized since its main components were missing. Additionally, the school integrated interactive boards in classrooms as a tool to enhance the teaching-learning process

and promote active engagement of the students. Yet, KGI learners remained passive in the teaching-learning process.

Significance of the Study

The study presented a curriculum model for KGI level coupled with technology that can be adopted for use by any Anglophone school. The structure of the newly developed curriculum had an impact on promoting better teaching performance. In addition, technology integration promoted active learning in KGI students at the studied school. The findings showed that the application of a structured curriculum coupled with technology integration improved students' engagement in the teaching learning process. The school of the study can use the study's curriculum as a model to be expanded and adopted in order to improve their own curriculum.

Additionally, few studies have examined the methods and effects of developing a standardized, technology-integrated curriculum for Lebanese Anglophone schools. Thus, other Anglophone schools in Lebanon may benefit from the study and follow the presented curriculum model. Also, the Ministry of Education and Higher Education may rely on this study as a starting point towards developing a standardized, technology-based curriculum for KGI and preschool levels in Anglophone schools.

Purpose of the Study

The main aim of the case study was to investigate the effectiveness of developing a standardized curriculum for KGI English teachers using the ASSURE model. The designed curriculum adopted the form of detailed lesson plans coupled with technological resources and materials in order to enhance the teaching-learning process and promote active learning.

The first purpose of the study was to develop a technology-based curriculum model to teach English Language for KGI students in the form of curriculum pages based on two themes

taken from the current Lebanese curriculum, so it could be adopted by any Anglophone school.

The second purpose of the study was to develop detailed lesson plans containing different activities and resources and using various technological tools to promote active learning and the engagement of the students in the teaching-learning process.

As an English KGI teacher, the researcher-practitioner took part in the study as an observer for the data collection and analysis, which were based on classroom observation and checklists to assess the model's application in a regular classroom environment.

Definition of Terms

The study's key terms were defined as follows:

Curriculum: Defined as a foundational element of teaching and learning, a curriculum sets the learning standards as well as the skills students are expected to meet during each level of their schooling before they can advance to the next level. It is a standards-based planned sequence of instructions that outlines the totality of a student's schooling experience and acts as a guide for teachers (RIDE, 2021). The central elements of a curriculum are the goals, the methods, the materials, and the assessment.

ASSURE Model: It is an instructional design model based on the use of technology and technological tools. ASSURE is an acronym for Analyze learners, State objectives, Select strategies, Utilize technology, Require learner participation, Evaluate and revise (Forest, 2018).

Active learning: It is a student-centered learning process where the student is expected to engage with the lesson and the material. Such an approach emphasizes the development of the student's cognitive and social skills and consists of four essential elements which are

direct action on objects, reflection on actions, intrinsic motivation, invention, and generativity, and problem solving (Alonso, 2016).

Technology: In the study, technology referred to electronic and/or computerized devices, tools, and interactive materials used in the teaching-learning process (Cox, 1999). Broadly speaking, it is a wide range of digital communication devices, equipment, and applications.

Research Questions

The current case study sought to answer the following three research questions:

RQ1: How would a unit in the developed curriculum be structured based on the literature of curriculum standards and developmental domains, Preschool curriculum models, and the ASSURE model coupled with active learning and technology integration?

RQ2: Would the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhance the teacher's performance in terms of mastering lessons' content, practicing classroom management, and providing precise teaching methodologies?

RQ3: Would the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhance the early learners' involvement in the teaching learning process in terms of full engagement in the new class environment, on-task participation in learning activities, and encouraging independent learners?

Organization of the Study

The research study was described in five chapters. The first chapter encompassed the statement of the problem, the significance of the study, the purpose of the study, the definition of terms, and the research questions.

Chapter Two expanded on the previous literature. It reviewed the work that has been carried out in relation to child development and learning standards, curriculum models, active learning, and the integration of technology using the ASSURE model.

Chapter Three detailed the research methodology, specifically the setting, participants, design, procedure and instruments of the conducted qualitative case study.

Chapter Four was dedicated to the analysis of the data and the results.

Chapter Five focused on addressing the research questions. The implications of the study, as well as the limitations were also included. Finally, recommendations were outlined followed by a final conclusion.

Summary

This chapter provided an overview of the propagation of technology and its importance in child education, a significant observation on which the study based its purpose and objectives. The chapter identified the problem the study aimed to address, as well as the significance of addressing such an issue. The main purpose and aims of the study were presented, followed by the definitions of the key terms. The chapter that follows presented the review of the previous literature.

CHAPTER TWO: LITERATURE REVIEW

The following chapter outlined the theoretical framework of the study and discussed the previous literature related to the topic presented. It began by defining the essential learning standards and the child's developmental domains needed to design an effective preschool curriculum model adapted to the school of the study. In addition, it defined the four chosen early childhood curriculum models (1) the Creative Curriculum, (2) the Developmental Interaction Approach, (3) the Montessori Method and (4) Play-based curriculum, which provided a structure for the development of classroom activities in the newly designed curriculum model. The Lebanese National curriculum was presented with all its components in order to define a framework for designing lesson plans based on the ASSURE model. The ASSURE model served in planning the new lesson content and choosing the appropriate technology to enhance the teaching-learning process and promote the active engagement of the students. The newly designed curriculum took the form of curriculum pages encouraging the use of electronic resources in instructional materials and classroom activities to reach educational learning outcomes. The study chose the themes of 'body parts' and 'house and family' already presented in the Lebanese National curriculum to develop its new curriculum. The theme of 'body parts' was chosen because it is a common theme between the school's non-standardized curriculum and the Lebanese National curriculum. The theme of 'house and family', only present in the Lebanese National curriculum, served as further evidence to the results.

Development and Learning Standards

A curriculum is considered as the "heart" of any learning institution (Bilbao et al., 2008). It refers to the learning standards and skills students are expected to learn and demonstrate before advancing to the next level (Glenn, 2017). In the absence of a curriculum,

teachers would not be able to help students reach the educational goals and enhance desired skills that build a solid foundation to support learning at the next level (Glenn, 2017). Therefore, every school must implement a comprehensive, evidence-based curriculum that provides teachers and students with a measurable plan and structure for delivering a quality education (Glenn, 2017).

Standards are frameworks that provide an essential first step for designing and/or choosing an effective, high-quality curricula (Huppenthal, Johnson, & Hrabluk, 2013). Learning standards illustrate the correlation of the four developmental domains. In child development, the word domain referred to specific characteristics of growth and change. Major domains of development included socio-emotional development, physical development, language development, and cognitive development (Huppenthal, Johnson, & Hrabluk, 2013). Understanding the developmental domains assisted in setting the learning standards and educational objectives in the newly designed curriculum.

Socio-emotional development

For socio-emotional development, the child is expected to develop the capacity to experience, express, and manage emotions as well as the ability to establish positive and rewarding relationships with others (Cohen et al. as cited in Zbyszinski, 2015). Thus, the educational objectives were:

a. The child showed an awareness of similarities and differences between self and others.
b. The child understood and followed rules and expectations in the learning environment.
c. The child demonstrated the ability to engage with new adults or children with the support of familiar adults.

d. The child responded when adults or other children initiate interactions.

e. The child showed respect for learning materials in the learning environment.

Physical development

For physical development, the child needs to develop the skills necessary for future social and academic success as they explore, combine, and refine their physical movements. Therefore, it was important to model healthy living practices and experiences with outdoor and indoor activities to teach children the importance of good hygiene, a healthy diet, and the need for exercise and rest (Wortham, 2006, p. 89). Thus, the following educational objectives were concluded:

a. The child moved with balance, control, and coordination to develop gross motor skills by walking, running, jumping, and playing in both structured and unstructured settings.The child performed fine motor tasks using a variety of manipulatives and tools:

   - used fingers and hands to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware)

   - used eye-hand coordination to perform simple tasks.

   - manipulated smaller objects, tools, and instruments that require wrist and squeezing motions.

b. The child learned living skills that will assist him/her in making appropriate healthy choices that are necessary for a healthy body and demonstrates hygiene practices.

Language development

For language and literacy development, the child acquires an understanding of the language and literacy through daily exposure to verbal and written language (print, language,

storytelling, books, technology, and writing materials). The child experiences the joy and power associated with reading and writing, while mastering basic concepts about print and literacy (Wortham, 2006, p. 89). Following this definition, the educational objectives were set as follows:

a. The child actively engaged in finger-plays, rhymes, chants, poems, conversations, and stories.
b. The child communicated needs, wants, ideas, and feelings through three-to-five-word sentences.
c. The child used age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings (e.g. names of body parts, feelings, colors, shapes, jobs, plants, animals).
d. The child used category labels and names objects within a category (e.g., fruit, vegetable, animal, transportation).
e. The child demonstrated understanding of and uses words that indicate position and direction (e.g., in, on, out, under, off, beside, behind).
f. The child identified signs, symbols, and labels in the environment.
g. The child used a variety of writing tools, materials, and surfaces to create drawings or symbols.

Cognitive development

For cognitive development, the child needs to develop intellectual skills such as focusing, analyzing, exploring, and problem thinking that are necessary for future social and academic success (Wortham, 2006, p. 88). Thus, the educational objectives were:

a. The child demonstrated positive approaches to learning: shows curiosity and motivation, engages in activities.

b. The child remembered and connected experiences: makes connections, recognizes, and recalls.
c. The child used classification skills.
d. The child engaged in play.

Therefore, an effective curriculum contains the learning standards and educational objectives, lessons, assignments, assessments, and various materials and resources that serve child development and the developmental domains (Glossary of education reform, 2014). The description of the learning standards for each developmental domain provided the first step for designing an effective preschool curriculum model for the two selected themes— 'body parts' and 'house and family'—to assist the teachers in creating meaningful and appropriate learning experiences for the school of the study.

Curriculum Models and Development

Not only did the study of child development play an important role in setting the learning standards of a curriculum, theories of child development such as those of Piaget, Vygotsky, Skinner, and Bandura have also served as the principal foundation for curriculum model development. A wide range of early childhood curriculum models have provided well-defined frameworks to guide program implementation and evaluation based on educational standards. The Creative Curriculum, the Developmental-Interaction Approach, the Montessori Method, and the Play-Based Curriculum were chosen among the most famous early childhood curriculum models to provide a structure for the development of classroom activities for the two chosen themes of the study's new preschool curriculum model.

The Creative Curriculum

The Creative Curriculum was chosen because it aims at forming creative and confident thinkers. Children have the opportunity to explore and discover through hands-on

activities that help build lifelong critical thinking skills and foster confidence (Dodge, Colker & Heroman, 2002). Also, it provides teachers with the needed content, tools, and activities to support and address learning, respects the four categories of child development (Child Care Center, 2021), and promotes positive outcomes for students as it cultivates positive interactions and encourages play in support of learning (Bridges to Learning, n.d.).

The two themes 'body parts' and 'house and family' were developed with hands-on activities that foster children's creativity. All activities were created in correlation with the learning objectives of the physical, cognitive, and language developmental domains. The designed activities encouraged children to demonstrate positive approaches to learning, and the lesson plans were equipped with various materials for the children to manipulate in order to demonstrate their engagement, curiosity, and motivation. Hands-on activities were designed to make the children perform fine motor tasks using their fingers and hands to handle a variety of writing tools, materials, and surfaces such as paint, crayons, markers, chalk, sponges, paint brushes, scissors, and pencils in order to create drawings and projects that demonstrate their creative abilities. Additionally, some activities required children to actively engage in rhymes, chants, and conversations giving them the opportunity to use appropriate vocabulary across many topic areas and demonstrate a wide variety of words and their meanings in relation to the 'body parts' and 'family and house' units.

The Developmental-Interaction Approach

The Developmental-Interaction approach is based on the fact that cognition and emotion are always interconnected in any teaching situation. 'Development' is the child's social, emotional, cognitive, linguistic, spiritual, or physical growth while 'interaction' refers to the child's engagement with the world (Cahill & Theilheimer, 2015). It is a dynamic process that occurs through active relationships, collaborations, and experiences with the

environment, student peers, and teachers. The Developmental-Interaction approach was chosen as a model because it posits children as active participants in their own development through personal interests and needs.

The two themes 'body parts' and 'house and family' were developed using group activities that foster children's engagement and interaction in the learning environment. All activities were designed in correlation with the learning objectives of the socio-emotional and cognitive developmental domains. In the 'body parts' unit, the activities aimed at helping children show awareness of similarities and differences of body parts between self and others: they all have similar body parts, but some details differ, e.g. the color of the eyes. In the 'family and house' unit, the activities aimed at helping children recognize that they have similar family members or rooms of the house along with other differences. All the activities were designed to help the children demonstrate an ability to engage with each other with the support of the teacher and to respond when other children initiated interactions. Additionally, activities required children to demonstrate their engagement, curiosity, and motivation while following rules and expectations in the learning environment.

The Montessori Method

The Montessori Method was chosen as a model to follow in the newly designed curriculum because it is a child-centered educational approach where students learn through sensory-motor activities. Children develop cognitive powers through direct experience with the materials found in the learning environment using their senses: seeing, hearing, tasting, smelling, touching, and movement (American Montessori Society, 2017). The classroom is set to encourage children's independence and freedom within the learning process. Children are free to use their senses in order to discover and build relations with their environment. Research has shown that "the Montessori Method fosters rigorous, self-motivated growth

for children and adolescents in all areas of their development—cognitive, emotional, social, and physical" (American Montessori Society, 2017). Additionally, the Montessori Method fosters the child's natural desire for knowledge.

The two themes 'body parts' and 'house and family' were developed using sensory-motor activities that foster children's engagement and interaction in the learning environment. The activities were created in correlation with the learning objectives of the physical, cognitive, and language developmental domains. In the 'body parts' unit, the activities aimed at helping children explore, combine, and refine their physical movements. Some lesson plans intended to model healthy living practices to teach children the importance of good hygiene and the need for exercise. Some activities required children to move with balance, control, and coordination to develop gross motor skills by walking, running, jumping, and playing. Other activities asked children to perform fine motor tasks using a variety of manipulatives and tools to learn about the five senses and body parts. Moreover, three lesson plans were developed to demonstrate daily hygiene practices: brushing the teeth, washing the hands, and washing the body. Children were expected to learn living skills that will assist them in making appropriate healthy choices that are necessary for a healthy body. Additionally, some activities required children to actively engage in rhymes, chants, and conversations giving them the opportunity to use appropriate vocabulary across many topic areas and to demonstrate a wide variety of words and their meanings in relation to the 'body parts' and 'family and house' units. All the designed activities for both units encouraged the children to demonstrate their engagement, curiosity, and motivation.

The Play-Based Approach

The Play-Based Approach fosters in children a love of discovery and exploration, encourages curiosity, and develops a desire for lifelong learning (Hoisington, 2011). Play is

essential for knowledge and skill development. The Play-Based Approach was chosen as a curriculum model to follow because it promotes the active engagement of children in the classroom; it nurtures agency in the child, as well as a sense of initiative and ownership (UNICEF, 2018).

This child-centered approach has promoted academic, socio-emotional, and cognitive development through free or guided play. The teacher sets up the learning environment with dramatic play props and dress-up clothes, blocks, toys and loose parts, art materials, musical instruments, books, and writing instruments allowing for open-ended play, experimentation, and imaginative expression of ideas that are key to a child's understanding of his world.

Both themes were developed with activities that foster children's engagement and interaction in order to discover and explore the learning environment. The play-based activities were created in correlation with the learning objectives of the four developmental domains. The designed games for both units encouraged children to demonstrate their engagement in play, curiosity, and motivation. In the 'body parts' unit, various games aimed to help children explore, combine, and refine their physical movements. Other games asked children to play and cope with each other while following rules and respecting given materials in the learning environment. Additionally, some activities required children to actively engage in rhymes, chants, and conversations giving them the opportunity to use appropriate vocabulary across many topic areas and demonstrate a wide variety of words and their meanings in relation to the 'body parts' and 'family and house' units.

To conclude, preschool curriculum promotes children's emotional, personal, and social development as well as encourages intellectual, physical, and creative skills (Anderkin, 2015). These four early childhood curriculum models provided well-defined frameworks for

the development of the lesson content and classroom activities for the two chosen units of the newly structured curriculum model of the case study.

The Lebanese Educational System

Since the school of the study is a Lebanese school, the Lebanese education system and the Lebanese curriculum had to be defined as important elements which contributed to the creation of the new curriculum.

The Lebanese educational system is a bilingual, often trilingual system. Most schools have adopted a secondary foreign language of instruction in addition to the Arabic language, which has often become itself the primary language of instruction. Due to the French influence, most schools adopted the French language and became Francophone schools. Other schools adopted the English language and became Anglophone schools. In these schools, most subjects are taught in the foreign language. Most Lebanese schools are trilingual, where two foreign languages—French and English—are taught in addition to Arabic.

The Lebanese Curriculum

The design and goals of any curriculum reflect a specific educational philosophy that defines and directs the purposes, objectives, and focus of a school. A national curriculum is a common program of study in schools that is designed to ensure nationwide uniformity of content and standards in education. In this regard, the study used the Lebanese National curriculum as a basic framework in the design of lesson plans for the two themes of the new developed curriculum model.

In 1994, the Centre for Education Research and Development (CERD), a public institution under the Lebanese Ministry of Education and Higher Education (MEHE), had introduced a plan for an educational reform of the Lebanese National curriculum, which was

later implemented in 1997. The Lebanese curriculum has been developed according to three educational cycles: preschool, basic education, and secondary education (MEHE, 2011). All public and private schools across Lebanon must apply the Lebanese curriculum in parallel with the foreign curriculum, which can be either French, English, or International. It has covered the subjects being taught from elementary till secondary level: mathematics, economics and sociology, English language, philosophy and culture, Arabic language, informatics, French language, fine arts, science, civics, technology, geography and physical education. At all levels, the child has been the focus of the educational process.

Kindergarten is a stand-alone stage with its own characteristics, methods, and programs that are flexible, dynamic, and creative (MEHE, 2011). The learning standards of the Lebanese national curriculum for preschool illustrated the application of the four developmental domains: socio-emotional development, linguistic development, cognitive development, and physical development. Therefore, the Lebanese curriculum respected the first component of curriculum design, which is the statement of educational standards covering the four developmental domains of the child.

The curriculum proposed two learning modules. The first module covered people and society through six themes: (1) school, (2) body parts and senses, (3) house and family, (4) professions, (5) transportations, (6) events and occasions. Whereas the second module covered the natural environment through three themes: (1) animals, (2) plants, and (3) seasons. Each theme has been developed with learning objectives presented in the form of knowledge and concepts, values and attitudes, and skills and abilities to be developed in the child in order to learn more about him/herself, the society, and the environment around him/her. Therefore, the Lebanese curriculum covered the second component of curriculum design, which is the statement of covered units and expected learning objectives.

The Lebanese curriculum has stated that at preschool level, children require flexibility, movement, and creativity. This is reached through diverse activities and technology integration through which children are active, interactive, and engaged in sensory experiences that contribute to their growth and learning. Like the Montessori Method, the Lebanese curriculum has affirmed that children learn through direct sensory interaction with the elements of the surrounding environment. Such interaction is done through play, exploration, simulation, much similar to what the Play-Based Curriculum has stated. The Lebanese curriculum has considered playing as the most effective educational means at this stage since it helps children develop social and cognitive skills, gain self-confidence, and become more independent in order to engage in new experiences and environments. Additionally, interaction is done through dialogue and conversation as per the Developmental Interaction Approach. Children's achievement is also increased by stimulation, encouragement, and self-confidence (MEHE, 2011).

Therefore, the Lebanese curriculum strongly resembled The Creative Curriculum, the Developmental Interaction Approach, the Montessori Method and Play-Based Curriculum, making it an early childhood curriculum model that provided a well-defined framework to guide program implementation and evaluation based on the educational standards.

A well-designed curriculum implements the learning standards and objectives; the units and lessons; the assignments and projects; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning (Glossary of education reform, 2014). As per this definition, the Lebanese curriculum for preschool level has illustrated the correlation between learning and emotional development, social development, linguistic development, cognitive development, and physical development. It covered two modules that aim to teach children about themselves,

the society, and the environment around them. Each unit has been presented with the learning standards and objectives students are expected to meet. Therefore, the Lebanese curriculum respected two components of the curriculum's definition: statement of the learning standards, objectives, and units.

The weaknesses of the Lebanese Curriculum

Despite its successful implementation of the two components of a well-designed curriculum, the Lebanese curriculum has failed to include detailed lessons, assignments, and projects; books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Those missing components have weakened the structure of the Lebanese curriculum since their absence has made it incomplete. Consequently, the study used the Lebanese National curriculum as a base framework since it already contained the statement of the learning standards, objectives, and units then sought to fill the gap by designing detailed lesson plans that provided teachers with teaching strategies, interactive activities, projects, books, materials, technology, and assessments for the two chosen themes, 'body parts' and 'house and family' to be implemented in the newly designed curriculum model.

The ASSURE Model

The ASSURE Model was the chosen instructional design model mainly because it aims at helping with planning a lesson and outlines the technology that enhances it to make teaching and learning more effective. Since the integration of technology was one the main objectives of the case study, the ASSURE Model proved to be the most adequate choice.

The ASSURE Model is a six-step Instructional Systems Design (ISD) based on Robert Gagne's "Events of Instruction" and intended to help teachers plan and utilize appropriate technology and media in the classroom. ASSURE is a framework that assumes

learners must be actively participating in constructing their own learning and interacting with their environment and peers.

This model has recognized the different learning styles of all students as well as enhances the teachers' performance since it has backed them up with activities, materials, and resources. It has helped teachers show mastery of the subject, create a class environment which is comfortable for students, develop coherent and diverse learning situations, and design activities to ensure that all students are participating and involved (Al-khattati, Habeeb & Mohammed, 2019). Moreover, several studies have proven that the ASSURE model promotes active learning by implementing the model in different stages of the learning process to teach different subjects (Al-khattati, Habeeb & Mohammed, 2019; Sundayana et al., 2017).

By definition, "ASSURE" is an acronym that stands for the various steps in the model: Analyze learners, State objectives, Select strategies, Utilize technology (media and materials), Require learner participation, Evaluate and revise (Forest, 2018).

Analyze learners: As a first step, the teacher analyzes the learners by focusing on their characteristics such as age, gender, academic abilities, skills, and interests which are associated with the desired learning outcomes. Learners' characteristics will guide the teacher in choosing specific learning strategies and resources such as auditory, visual, and tactile to aid the learning process.

State objectives: Second, the teacher must state standards and objectives for the learning module in order to specify what the learners will be able to accomplish through the class. The statement of objectives should be formulated with verbs from Bloom's Taxonomy that pinpoint the learning objective. Additionally, they can be used in the grading process in assessing the success of the students.

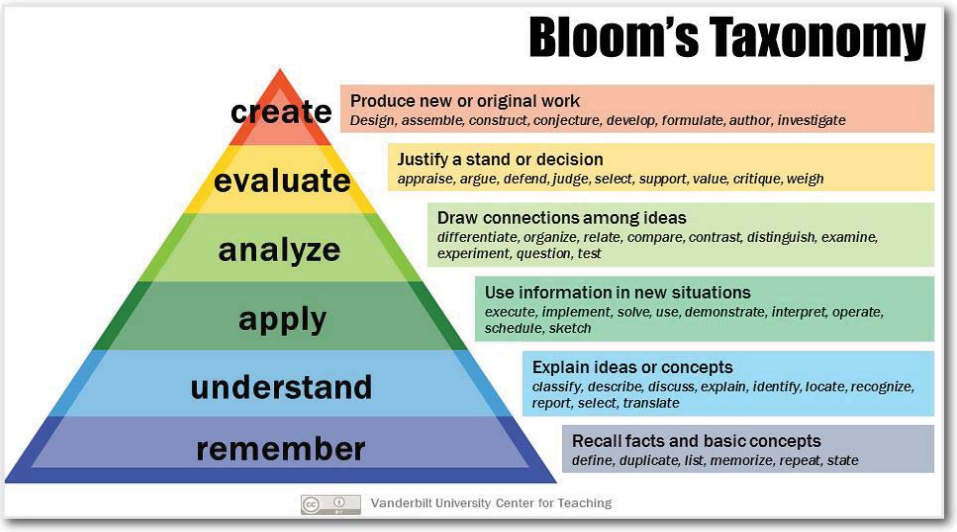

Figure 1: Bloom's Taxanomy, Vanderbilt University Center for Teaching (n.d.)

Select strategies: Third, the teacher has to select instructional strategies, which can be teacher-centered such as lecture, demonstration, and direct instruction or learner-centered such as class participation, group discussion, or cooperative group work. Then, the teacher must figure out which technology, media, and materials best support the method of teaching used to support the learning objectives.

Utilize technology: Fourth, after selecting technology, media, and materials, the teacher plans how to utilize it in order to achieve the learning objectives. It is important to plan the lesson ahead of time, to gather all of the media and materials needed to teach it, and then do a rehearsal of the lesson before actually teaching it to make sure that the whole lesson will go smoothly and flawlessly.

Require learner participation: The fifth step consists of planning classroom activities that require active engagement and participation of the students in the teaching-learning process through various instructional methods such as active learning, group work, class discussions, role play and games, etc.

Evaluate and revise: Finally, the last step in the ASSURE process includes an evaluation of the teaching strategies and the technology, media, and materials used. The teacher evaluates first if the lesson met the planned learning objectives. Then, the teacher pinpoints the weaknesses of the lesson and the effectiveness of the media and materials used in order to revise and improve the lesson before teaching it again.

Therefore, the ASSURE model served best in planning the new lessons' content and the technology to be used for the two chosen themes of the case study in order to enhance the teaching-learning process and promote the active engagement of the students through various instructional methods.

Active Learning

Instructional methods or teaching strategies have been the main components of the teaching-learning process. Choosing an instructional method requires the teacher to consider three main aspects: the learning objectives, the appropriateness of the method, as well as the nature of the materials and how they want students to interact with this information (Alonso, 2016).

Teaching methodology has had an impact on how the students engage with the material. Some methodologies are teacher-centered where students are passive, and others are student-centered where students are active (Alonso, 2016). One instructional method might not be enough to meet learning objectives and the needs of students. Hence, the teacher combines different methodologies and tools to motivate and engage students in the teaching-learning process (Alonso, 2016).

Active learning is an instructional method that engages students in the learning process. Its core elements are children's activity and engagement. Students engage in higher order thinking tasks to construct new understandings by acting on objects and interacting

with people, ideas, and events (Hohmann & Weikart, 1995). They solve problems, answer and formulate questions of their own, discuss, explain, debate, or brainstorm during class thus there is greater emphasis on developing students' cognitive and social skills (Bonwell & Eison, 1991). According to Hohmann and Weikart (1995), "active learning is fundamental to the full development of human potential".

Since the study used the ASSURE model to plan the lesson content and the technology that enhanced it in order to make teaching and learning more effective, the developed activities for the two chosen themes were based on the active learning method since the ASSURE model required the active participation of students. Moreover, active learning was the main component of the four curriculum models that this study used as base models.

The Active Method

The Active method consists of four essential elements that children are exposed to: (1) direct action on objects, (2) reflection on actions, (3) intrinsic motivation, invention, and generativity, and (4) problem solving.

1. *Direct actions on objects:* Active learning begins as young children manipulate objects (natural and found materials, household objects and toys) using their bodies and all their senses to discover the objects.
2. *Reflection on actions:* Children must interact thoughtfully with their immediate world. Thus, active learning involves physically interacting with objects to produce effects and interpreting these objects.
3. *Intrinsic motivation, invention, and generativity:* The need to learn rises directly from inside the child. Thus, active learning is an ongoing, inventive process in which

children combine materials, experiences, and ideas to produce effects that are new to them.

4. *Problem-solving*: Personal experiences in which children are exposed to something new are essential to the development of their ability to think and reason.

As for the teachers, they become facilitators supporting active learning by (1) organizing environments and routines for active learning, (2) establishing a climate for positive social interactions, (3) encouraging children's intentional actions, problem solving, and verbal reflection, (4) observing and interpreting the actions of each child in terms of the developmental principles embodied in experiences, and (5) planning experiences that build on the child's actions and interests.

The elements for the success of Active Learning

For the active learning experience to succeed in the classroom, the following elements needed to be present:

1. *Materials:* It is important for the teacher to stock a preschool classroom with a wide variety of materials of interest to young children (Hohmann & Weikart, 1995). There are abundant, age-appropriate materials that the child can use in a variety of ways to support active learning experiences:

a. Practical Everyday Objects: Pots and pans, eggbeaters, food grinders, mail, pieces of wood, sheets, boxes, books, paper,
b. Natural and Found Materials: Stones, shells, leaves, sand, carpet scraps, paper-towel tubes, envelopes,
c. Tools: Brooms, dustpans, mops, buckets, sponges, hole punches, safety scissors, paper clips, bicycle pumps; shovels, trowels, wheelbarrows, hoses, watering cans,
d. Messy Materials: Water, soap bubbles, paste, dough, glue, paint,

e. Heavy, Large Materials: wooden planks, climbing structures, large blocks,
f. Easy-to-Handle Materials: Blocks, beads, buttons, dry beans or pasta, toy cars, stuffed animals.

2. *Manipulation:* The child has opportunities to explore, manipulate, combine, and transform the materials chosen.
3. *Choice:* The opportunity for the child to choose activities and materials is essential, since learning results from the child's attempts to pursue personal interests and goals.
4. *Language from the child:* The child reflects on his or her actions, integrates new experiences into an existing knowledge, and seeks the cooperation of others in his or her activities.
5. *Adult support:* Adults recognize and encourage the child's reasoning, problem solving, and creativity (Hohmann & Weikart, 1995).

It can be challenging for the teacher to understand the variety of instructional methods that can be implemented in the classroom (Alonso, 2016). The method of instruction has had a great impact on the ways in which students engage with the material. Active learning requires students to do meaningful classroom learning activities; they become actively engaged in the learning process. The teacher plays the role of a guide and facilitator providing various learning situations and recommending the manipulation of several materials of interest to young children to support active learning experiences (Hohmann & Weikart, 1995).

Therefore, the development of the new activities for the two chosen themes was based on active learning and its components. Children were presented with the opportunity to manipulate objects and interact with them using their bodies and all their senses to discover new concepts. The newly developed activities aimed at planning experiences that build on children's actions and interests. They intended to organize routines for active learning,

establish a climate for positive social interactions through group, pair, or class activities, and encourage children's verbal reflection.

Technology in Education

Nowadays, most children are exposed to technology resources such as digital devices, computers, mobiles, tablets, social media platforms, software applications, and the Internet (Shaffner, 2007). Integrating technology in teaching methodologies and the learning process has greatly helped in promoting active learning (Dietze & Kashin, 2013). Therefore, the integration of technology into the educational process has become a necessity for most if not all schools. In fact, researchers have found that chosen screen time for developed classroom activities increased children's physical and cognitive activity considering all aspects of their development (Sweetser, Johnson, Ozdowska & Wyeth, 2012).

Technology and the learning process

Technology integration in Education has positively changed teaching and learning. Effective technology integration had to happen across the curriculum in order to support four key components of learning: active engagement, group work, interaction, and connection to real-world (Shaffner, 2007). Educational technology experts have agreed that technology should be used as a tool to promote and extend students' learning (Starr, 2011). Appropriate use of technology and high-quality interactive media with the support of knowledgeable adults has been proven to extend and promote cognitive, language and vocabulary development, logical-mathematical understanding, problem-solving skills, self-regulation, and social skills development of children (National Association for the Education of Young Children & Fred Rogers Center for Early Learning and Children's Media, 2012).

Therefore, ISTE developed a set of standards that help in changing the student/teacher roles and relationships: students became active learners and take responsibility for their learning outcomes, while teachers became guides and facilitators (Shaffner, 2007). These

standards have acted as a framework for students and educators to create innovative learning environments for effective technology integration in the classroom. The description of selected standards provided an essential step for designing an effective preschool curriculum model coupled with age-appropriate technology integration for the two selected themes.

The standard for students

The ISTE (2018a) Standards for Students have been designed to empower the voice of students and ensure that learning is a student-driven process. First, preschoolers became empowered learners using technology to demonstrate their learning in a variety of ways. Second, students became knowledge constructors since they built knowledge by actively exploring real-world experiences and developing ideas. Third, they turned out to be global collaborators since they used collaborative technologies to work with peers.

The standard for educators

The ISTE (2018b) Standards for Educators are the road map for helping students become empowered learners. These standards have challenged teachers to rethink traditional approaches and prepare students to drive their own learning. It has also extended teachers' practice.

First, preschool teachers became learners since they have continually improved their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve students learning. They set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. They also pursued professional interests by creating and actively participating in local and global learning networks. Additionally, they stayed up to date with research that supported improve student learning outcomes, including findings from the learning sciences.

Second, preschool teachers became leaders by seeking out opportunities for leadership to support student empowerment and success, and to improve teaching and learning. They supported equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students.

Third, teachers became collaborators dedicating time to collaborate with colleagues to improve practice and create authentic learning experiences that leverage technology. They also discovered and shared resources and ideas as well as solve problems.

Fourth, educators became designers exploring and applying instructional design principles to create innovative digital learning environments that engage and support learning.

Fifth, they became facilitators facilitating learning with technology to support students learning. They managed the use of technology and student learning strategies in digital platforms, virtual environments, and hands-on makerspaces or in the field.

These selected standards provided an essential step for designing an effective preschool curriculum model based on active learning coupled with age-appropriate technology integration for the two selected themes to make teaching and learning easier, more meaningful, and fun for early learners. Utilized electronic resources to reach educational learning outcomes, instructional materials, and classroom activities were presented in the form of curriculum pages.

Curriculum Page

Curriculum page is a planning tool that allows educators to align the taught content of a curriculum as well as the skills and assessment with the required state standards and practices for each academic year and for every subject (Udelhofen, 2005). This instrument served as an organizational tool to present educational learning outcomes, instructional

materials, classroom activities, and utilized electronic resources for the study's two selected themes.

A curriculum page has provided program coherence and a framework that organized the ideas and states them clearly. This way, teachers were able to keep record of the tech tools, websites, software, apps, games, simulations, and activities they used for teaching, learning, and assessment (Shilling, 2013).

The components of a curriculum page have made it an effective planning tool that clearly presented a summary for every unit's learning objectives, activities, instructional materials, and electronic resources. Therefore, the newly developed curriculum for the two selected themes—'body parts' and 'house and family'—took the form of curriculum pages that provided a set framework.

Summary

Technology has been occupying an important part of children's daily lives. Schools have integrated technology into the curriculum and daily classroom activities as part of the teaching-learning process. In the study, the school had equipped its classrooms with interactive boards with the purpose of empowering teachers to bring lessons to life by enabling students' interaction with rich activities that enhance the teaching-learning process and create active learning experiences. Unfortunately, the school was not able to achieve this goal. Students remained passive and unengaged without any physical interaction with the active board as it was meant to be used. This tool was used to display pictures, videos, or songs while students sit passively in the classroom. Additionally, the school-based curriculum has not been reformed in order to become compatible with technology integration. It remained a non-standardized curriculum based on the teachers' guide for English language.

Therefore, the need for developing a new standardized curriculum model for KGI English language had emerged.

In this chapter, we outlined the theoretical framework that served as the basis for the newly developed curriculum:

Lesson plans were developed based on the ASSURE model coupled with technology integration. Classroom activities and technology use promoted active learning and the engagement of the students in the learning process. This new model took the form of detailed curriculum pages to be followed and adopted by the school in study.

As a start, the description of learning standards for the four developmental domains: socio emotional, language, cognitive, and physical development served to develop the classroom activities for the two selected themes. Early childhood curriculum models such as The Creative Curriculum, the Developmental Interaction Approach, the Montessori Method and the Play-Based Curriculum provided well-defined frameworks for the development of the proposed curriculum. Detailed lesson content and the technology used were presented in the form of the ASSURE Model since the school in study was technology equipped. Designed classroom activities intended to promote active learning and engagement of the students. Technology integration in these activities was based on the ISTE standards for learners and educators. As a result, a fully standardized curriculum coupled with technology integration in the form of curriculum pages was established to be applied by the school in study.

The following chapter outlined the research methodology and the research questions, as well as the population, sample, and the instruments used in the implementation of the study.

CHAPTER THREE: METHODOLOGY

The previous chapter examined the key principles on which the study relied to put together the new curriculum. It defined the four domains of child development and their correlation to learning standards. Then, it outlined the four early childhood curriculum models that helped in the design of the new curriculum: The Creative Curriculum, the Developmental-Interaction Approach, the Montessori Method, and the Play-Based Curriculum. The Lebanese educational system was also discussed in order to outline the strengths and weaknesses of its curriculum thus the importance of introducing a new curriculum. Then, the ASSURE Model was defined as it served as the main model for the integration of technology into the newly designed curriculum. Then, the definition of active learning and the importance of integrating technology followed. Finally, curriculum page was defined as the main organizing program and planning tool.

This chapter detailed the choice of the research method by presenting the research questions and outlining the steps taken in order to collect, analyze, and discuss the findings. The method of data collection, the sample selection, and the research process were presented as well.

Research Questions

The three research questions the study sought to answer were:

RQ1: How would a unit in the developed curriculum be structured based on the literature of curriculum standards and developmental domains, Preschool curriculum models, and the ASSURE model coupled with active learning and technology integration?

RQ2: Would the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhance the teacher's performance in terms of mastering

lessons' content, practicing classroom management, and providing precise teaching methodologies?

RQ3: Would the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhance the early learners' involvement in the teaching learning process in terms of full engagement in the new class environment, on-task participation in learning activities, and encouraging independent learners?

Research Design

The study followed the qualitative method to answer the research questions. The qualitative method was appropriate for small samples. The advantage of the qualitative method, however, was that it offered a full description and a deep analysis of the subject.

The aim of qualitative research was to develop concepts that helped researchers understand social phenomena in natural (rather than experimental) contexts, with an emphasis on the meanings, experiences, and views of all participants. The descriptive research method focused on interpretations, experiences, and their meanings.

Observation was a technique widely used in qualitative studies and allowed an analysis of reality: it allowed describing behaviors, places, situations, and emotions that the observer witnessed.

The researcher could choose between participating observation (fully immersed in the experience and take part in it) or non-participating (not part of the observed social framework).

The research method (such as observation) had the following characteristics:

- The researcher usually did not have a clear idea of the concepts and results that would be relevant.
- The research plan was often more flexible than with quantitative studies.

- The research was carried out in "real" environments.

The researcher-practitioner chose this method because it most conveniently aligned with the aim of the study, and that was to determine whether the newly developed curriculum would enhance the teacher's performance and the learners' involvement in the teaching learning process. For this reason, the experiment needed to take place and the researcher-practitioner needed to be present as an observer to note down the differences between the control group following the school-based curriculum and the group following the newly developed curriculum. The researcher-practitioner also chose checklists as instruments, so their presence was needed to fill out the checklists based on observation.

Setting

The study was conducted in a trilingual school in Keserwan. Coeducational classes range from KGI to Secondary 3, with a total of 2400 students. The school of the study had equipped all its classes with an interactive board.

Participants

The participants were two English teachers and 61 of their KGI students. The section taught by the first practitioner adopted the newly developed curriculum model while the section taught by the second practitioner adopted the school's curriculum and acted as the control group.

Instruments

Data was collected using the following six instruments: benchmarks for preschool curriculum development, benchmarks for technology integration, school- based curriculum, ASSURE model, Curriculum pages, and two checklists: one targeted towards measuring the teacher's performance and the second targeted towards evaluating students' engagement towards the new curriculum.

Benchmarks for preschool curriculum development

Benchmarks for preschool curriculum development were defined a set of standards against which performance of a curriculum can be assessed (UNESCO, 2018). On the first hand, this instrument served as a building tool for the development of the new curriculum for the two chosen themes: body parts and house and family. On the other hand, it served to assess the school-based curriculum. (Appendix A)

Benchmarks for technology integration

Benchmarks for technology integration were defined a set of standards that act as a framework for students and educators to create innovative learning environments for effective technology integration in the classroom (ISTE, 2018). On the first hand, this instrument served as a building tool for integrating technology in the new curriculum. On the other hand, it served to assess the current use of technology in the classroom. (Appendix B)

School-based curriculum

School-based curriculum was defined as being developed at the level of an individual school (UNESCO, 2018) which was the case of the school being studied. This curriculum took the form of a table which contained: department general objective, textbooks used (English, math, science and fine motor skills) and the content of each unit. In this study, this curriculum served as a basis of comparison between two classes: one section adopted the newly developed curriculum model while the second section adopted the current school-based curriculum. (Appendix C)

The ASSURE Model

The Assure Model was defined as an instructional design model for planning a lesson and the technology that enhanced it to make teaching and learning more effective. The ASSURE model was known for being the most suited strategy to effectively integrate

technology into curriculum. This model served in planning the new lessons' content and the technology used in this case study to enhance the teaching- learning process and promote active engagement of the students through various instructional methods. (Appendix D)

Curriculum pages

Curriculum page was defined as a planning tool that allowed educators to align the taught content of curriculum, skills and assessment with the required state standards and practices (Udelhofen, 2005). This instrument served as a tool to present the chapter overview plan for both themes: body parts and house and family. It contained the learning outcomes of all the lessons, the skills, the instructional material, related and ongoing activities, vocabulary words and all used resources. This way, teachers were able to keep record of the tech tools, websites, software, apps, games, simulations, and activities they used for teaching. (Appendix E)

Teacher's performance checklist

Teacher's performance checklist was divided into three sections covering:

1. Lesson content: this section tackled the mastery of the lesson and its objectives, its instructional techniques and learning situations, active learning and participation.
2. Classroom management: the aim was to create a class environment comfortable for students that also allowed the teacher to use transition time to shift from an activity to another and stimulate direct interaction with the class.
3. Methodology: this part tackled the provision of precise and clear instructions as well as clear explanation and presents multiple examples of each new concept (concrete, real-life, practical examples). It also presented a variety of cooperative learning situations (pair work, group work, class activities). (Appendix F)

Students' engagement checklist:

1. Exploring the new environment: this part provided time for students to explore and participate in group activities in an energetic and enthusiastic environment.
2. In class participation: this section aimed to highlight students' on task behavior while interacting with teacher and peers all the time following teacher's directions. On-task behavior was observed by following directions during learning activities, participating and being ready to answer any question.
3. Empowered learners: the expected final result was to have independent students and motivated learners. Learners' motivation was measured through participation and ability to complete a given task. (Appendix F)

Procedures

The study was conducted throughout the academic year 2018-2019 in the regular classroom environment on regular school days.

The standards and components of a curriculum were set in relation to the reviewed literature to develop the new curriculum. Curriculum pages summarized the whole new curriculum and its content that was based on two themes of the Lebanese curriculum: body parts, house and family.

The Body Parts unit was chosen as a theme to develop because it was common between the Lebanese curriculum and the teacher's guide used at the pilot school. Additionally, the 'house and family' unit was chosen as a theme to confirm the validity of the new proposed curriculum.

Lesson plans and activities coupled with technology were created following the ASSURE model and the standards of technology integration in relation to the reviewed literature.

Two checklists were created for daily classroom observation in the two different sections. The first checklist sought to observe student's engagement and the second checklist sought to observe teacher's performance.

The new activities were implemented in one section while the other class used the lessons found in the teacher's guide.

The teacher applying the newly developed curriculum was handed each lesson plan one week prior to when it was supposed to be taught, along with a detailed presentation prepared by the research-practitioner on the lesson plan and a list of materials she will need for every lesson plan.

The researcher-practitioner observed the students' interaction with the teachers during each lesson and circulated between students while they were completing individual or group work and the application sheets.

The researcher-practitioner then filled the checklist for students' engagement and teachers' performance, and at the end of each lesson, an informal interview was conducted with the teachers to record their point of view regarding how each lesson went.

Summary

The chapter outlined the research methodology adopted by the researcher-practitioner. The research questions were restated. The setting was identified as a trilingual school in Keserwan, while the participants were 2 KGI teachers and their 61 KGI students. The study's procedure was outlined, and the instruments were identified as follows: benchmarks for preschool curriculum development, benchmarks for technology integration, school- based curriculum, ASSURE model, Curriculum pages, and two checklists: one targeted towards measuring the teacher's performance and the second targeted towards evaluating students'

engagement towards the new curriculum.In the following chapter, the study's findings were presented and discussed in relation to the research questions and the literature review.

CHAPTER FOUR: RESULTS AND DISCUSSION

In the previous chapter, the research methodology was outlined. This chapter presented the findings and discussed the results in relation to the research questions and the literature.

Research Question 1

RQ1: How would a unit in the developed curriculum be structured based on the literature of curriculum standards and developmental domains, Preschool curriculum models, and the ASSURE model coupled with active learning and technology integration?

The structure of both units of the developed curriculum was presented in the form of curriculum pages containing the learning outcomes, the skills, the instructional materials, the related and ongoing activities, the vocabulary words, and the extra resources (see Appendix E). In addition, detailed lessons were developed following The ASSURE model to plan the new lessons' content and the technology used in order to enhance the teaching-learning process and promote the active engagement of the students through various instructional methods (see Appendix D).

Research Question One investigated the structure of the new developed content of the two chosen units used for teaching, learning, and assessing.

First, the curriculum pages of the two chosen themes: 'body parts' and 'house and family' contained educational objectives and skills students were expected to learn and demonstrate, instructional materials, related and ongoing activities, vocabulary words, and extra resources (See Appendix E). Learning outcomes were developed based on the learning standards set for preschool curriculum development in relation to the four developmental domains (see Appendix A).

The ‘body parts’ theme was chosen for being a common theme between the Lebanese curriculum and the school-based curriculum. This unit aimed to familiarize the learners with the parts of their bodies and their functions. The below objectives were set to be achieved by the students by the end of this module:

1. Identify basic parts of the body and face: Head, hair, face, eyes, ears, nose, mouth, teeth, tongue, shoulders, arms, hands, elbow, fingers, legs, feet, toes, knees, chest, tummy, and back.
2. Identify the functions of the body parts.
3. Relate the five senses to their body parts: Eyes to see, nose to smell, mouth to taste, ears to hear, and hands to touch.
4. Practice gross motor activities that serve in identifying some body movements: Jump, clap, wave, run, walk, hop, stretch, kick, nod, stomp, write, and draw.
5. List different hygiene habits and the objects needed to wash the body, wash hands, and brush teeth: soap, shampoo, sponge, towel, toothbrush, toothpaste.
6. Deduce the cons of not practicing hygienic habits.

The ‘house and family’ theme was chosen to prove the efficiency of the newly developed methods. This unit aimed to familiarize the learners with their first family members and the structure of the house. The below objectives were set to be achieved by the students by the end of this module:

1. Name their first family members: Family, mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin.
2. Recognize different family compositions: Family with all brothers, or all sisters, or a mix of sisters and brothers.

3. Identify the structure of a home and list the different rooms inside the house:

   Bedroom, living room, dining room, bathroom, and kitchen.

4. Name the different items inside each room and relate it to the utility of the room:

   - item: bed, room: bedroom, utility: to sleep.
   - item: oven, room: kitchen, utility: cook.

According to Huppenthal, Johnson and Hrabluk (2013), a successful curriculum must follow a certain set of learning standards. These standards are based on the four developmental domains: socio-emotional development, physical development, language development, and cognitive development. The four domains helped in setting the objectives for both units. For example, the objective that required students to name family members targeted language development since the students were learning new age-appropriate vocabulary and socio-emotional development because the students would become aware of differences and similarities between self and other. Objectives that required students to practice gross motor activities targeted physical development. Objectives that required students to identify, relate, and deduce targeted cognitive development as the students would learn to connect their experience and use classification skills.

Furthermore, the objectives were stated and formulated using verbs from Bloom's Taxonomy that pinpoint the learning objective (see figure 1): identify, relate, name, recognize, etc. Using verbs from Bloom's Taxonomy helped accomplish the second step of the ASSURE Model, which is to 'state the objectives'. Using such verbs helped in specifying what the learners were expected to accomplish throughout each lesson.

Second, the curriculum pages also presented the instructional materials used in the applied activities throughout the unit in order to reach the desired learning objectives. The choice of materials was based on the created activities developed following the four curriculum models: The Creative Curriculum, the Developmental-Interaction Approach, the

Montessori Method, and the Play-Based Curriculum. Lesson plans were equipped with various materials for the children to manipulate in order to promote active learning and demonstrate their engagement, curiosity, and motivation.

In both units, teaching aids were the interactive board, which was the technology tool used to display the vocabulary words and pictures related to every lesson, songs and videos chosen for every lesson to encourage interactivity, and other classroom materials such as flashcards, cutouts, and application sheets for practice and evaluation (see Appendix E).

In the unit 'body parts', a variety of materials were used for the kids to manipulate and to facilitate the transmission of the lesson for the teacher. Some examples of materials included flashcards of body parts, printable worksheets for projects and evaluations, body parts cutouts, trampoline, ropes, CD player, colored wooden blocks, cleaning detergent, soap, plastic bathtub, and other hygiene products. The materials used for the 'house and family' unit included family pictures, poster of the rooms of the house, cutouts of house furniture, and coloring pencils.

According to Hohmann and Weikart (1995), materials are an important element for the success of Active Learning. In addition, the fifth step of the ASSURE Model—'Require learner participation'—demanded that students actively participate in the teaching-learning process through different instructional methods, one of which was activities, role play, and games that require the presence of materials that students can interact with (Al-khattati, Habeeb & Mohammed, 2019).

Third, classroom activities (Appendix D) were developed to encourage Active Learning as well as student participation and engagement in the teaching-learning process. The development of classroom activities was based on the four curriculum models—The Creative Curriculum, the Developmental-Interaction Approach, the Montessori Method, and

the Play-Based Curriculum—and the developmental domain. The existing technology in the classroom was also used to support these activities.

They were presented in the detailed lesson plans of the ASSURE model coupled with technology in order to reach the learning objectives and promote the active engagement of the students in each unit (See Appendix D).

The lessons' content was shaped based on chosen sets of standards from the benchmarks for preschool curriculum development. Each domain was tackled through a set of activities promoting effective learning experiences for the early learners. In addition, various instructional methods were used to meet the learning objectives and the needs of students. Activities were student-centered and divided into two types: individual and group activities, to foster the children's engagement and interaction in the learning environment.

For socio-emotional development, students were actively involved in classroom activities promoting the capacity to experience and establish positive and rewarding relationships with others through group work and discussions (Cohen et al. as cited in Zbyszinski, 2015). For the 'body parts' unit, several group work activities were done such as putting together a puzzle of body parts, playing Simon says, playing the game of the crazy body parts, and the five senses stations. For the 'house and family' unit, for example, students had to put together a puzzle of the house and the different rooms and furniture in a house.

For physical development, students were actively involved in classroom activities promoting the development of necessary fine and gross motor abilities through physical movements. These activities contained individual and group work prompting the importance of good hygiene through washing their hands and brushing their teeth as well as the need for exercise through games such as the spy game and the jump and grab game.

For cognitive development, students were actively involved in classroom activities encouraging various intellectual skills. A set of games were created to promote children's analysis and exploration skills. For the 'body parts' unit, for example, students were asked to remember and connect the learnt body parts with the appropriate flashcard, classify objects using their senses (cold or hot, light or dark, rough of smooth, etc.), and engage in play by giving a doll a bath and brushing their own teeth. For the 'house and family' unit, for example, the students had to look at posters of different rooms in the house and identify which furniture is missing from the room and which furniture does not belong in the room.

For language and literacy development, students were actively involved in classroom activities contributing the expansion of speaking and expressing acquired learning. The children were exposed to songs daily, as well as videos, flashcards and application sheets related to each lesson. The flashcards were used to introduce and practice key vocabulary related to the body parts as well as the family members and rooms of the house. The use of songs encouraged students to revise key words of the unit and practice their pronunciation. Children were singing along and acting out the songs about the body parts such as head, shoulders, knees, and toes, as well as the family members' song. Also, children made relevant communication through responding to the questions of the teacher and reformulating the instructions of each activity.

Furthermore, extra resources were also presented with links to videos and songs to be used to every lesson (Appendix E). The choice of media was also based on the four curriculum models to promote Active Learning. In the 'body parts' units, for example, contained songs about body parts (head, shoulders, knees, and toes) and interactive body part videos or videos of lovable, model characters practicing hygiene (Caillou taking a bath). In the 'house and family' unit, songs helped students identify their family members (family finger song).

Students were also presented with an animated video that detailed the several parts of a house (my house).

All four curriculum models had one baseline objective, and that was to promote active learning. The Creative Curriculum encouraged hands on activities (Dodge, Colker & Heroman, 2002) which was why some of the activities developed required children to participate in the activities and use their hands. The Developmental-Interaction Approach encouraged group activities to promote the engagement and interaction of the students, not only with their peers but with their surrounding as well (Cahill & Theilheimer, 2015). The Montessori Method encouraged the use of sensory-motor activities, which were the most adequate to help the students learn about the five senses and the body parts (American Montessori Society, 2017). The Play-Based Approach encouraged free and guided play and was a child-centered approach which allowed the students to discover and explore, promoting active learning (Hoisington, 2011).

Additionally, using extra technological resources aligned with the fourth step of the ASSURE Model which dictated that the utilization of media helped in achieving the learning objectives as well as promoted active learning (Forest, 2018).

These activities, according to Hohmann and Weikart (1995), encouraged students to engage in higher order thinking, to act on objects, and interact with peers, ideas, and events. Students were able to solve problems, ask questions, discuss, explain, and participate in classroom debates, which emphasized their cognitive and social development (Bonwell & Eison, 1991).

Research Question 2

RQ2: Would the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhance the teacher's performance in terms of mastering

lessons' content, practicing classroom management, and providing precise teaching methodologies?

The results for research question two proved that the teacher's performance was not enhanced due to the integration of technology in the newly developed technology-based curriculum. Rather, it was the structure of the new developed content that was presented in the form of curriculum pages coupled with ASSURE model that enhanced the teacher's performance.

The curriculum pages and detailed lessons provided the practitioner with a framework that improved the teaching performance in terms of mastering the lessons' content, practicing classroom management, and providing precise teaching methodologies.

The second research question investigated whether the implementation of the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhanced the teacher's performance in terms of mastering the lessons' content, practicing classroom management, and providing precise teaching methodologies.

To answer this question, daily classroom observations were conducted over a twelve-week period for two English teachers and 61 of their KGI students. The section taught by the first practitioner adopted the newly developed curriculum model while the section taught by the second practitioner adopted the school's curriculum and acted as the control group. Checklists were filled out at every observation as a mean of comparison between the two classes (see Appendix F).

The teacher's performance checklist was divided into three sections covering:

1. Lesson content: this section tackled the mastery of the lesson and its objectives, its instructional techniques and learning situations, active learning, and participation.

2. Methodology: this part tackled the provision of precise and clear instructions as well as clear explanation and presents multiple examples of each new concept (concrete, real-life, practical examples). It also presented a variety of cooperative learning situations (pair work, group work, class activities).
3. Classroom management: the aim was to create a class environment comfortable for students that also allowed the teacher to use transition time to shift from an activity to another and stimulate direct interaction with the class (Appendix F).

The study's findings have shown that the structure of the newly developed content of the two units in the form of curriculum pages and ASSURE model enabled the teacher to master the lesson's content, provide precise teaching methodologies and practice effective classroom management skills.

The following subsections detailed the results for each of the three criteria presented in the checklist.

Lesson content and Teaching Methodology

The lesson content of the new curriculum was developed based on the six steps of the ASSURE Model: Analyze learners, State objectives, Select strategies, Utilize technology (media and materials), Require learner participation, Evaluate and revise (Forest, 2018). The table below compared the first component—lesson content—of the lesson plans developed in the form of ASSURE model between the school-based curriculum and the newly developed curriculum. When observing both sections, the below elements were considered for evaluation.

Table 1: Lesson Content – Comparison between School-based and New Developed Curriculum

		School-based	New Developed Curriculum
Approach	Student-centered approach		x
	Teacher-centered approach	x	
Instructional Techniques	Various		x
	Limited	x	
Active learning	Based on active learning		x
	Rare	x	
Types of Activities	Puzzles, Matching, Crafts, Audios, Videos		x
	Videos, Audios	x	

The second table below compared the methodology of teaching between the teacher following the curriculum pages and ASSURE model and the teacher following the teacher's guide.

Table 2: Methodology of Teaching – Comparison between School-based and New Developed Curriculum

		School-based	New Developed Curriculum
Use of cooperative learning situations	Various (group or pair work)		x
	Limited (individual or collective)	x	
Use of examples	Various (concrete, real-life, practical examples)		x
	By the book	x	

The teacher following the curriculum pages and ASSURE model was able to apply the developed activities comfortably after thorough preparation due to the novelty of the proposed lesson plans. Furthermore, the teacher showed mastery of the lesson by presenting complete teaching sequences and making connections to the prior knowledge of the children,

which is the first step in the ASSURE Model where teachers analyzed the learners by focusing on their characteristics and making connections to their interests and prior knowledge (Forest, 2018).

For instance, in both units, the teacher and the students recalled vocabulary words and previous information before starting the new lesson. In the 'body parts' unit, students were familiar with several parts of the body and face and their functions, the five senses, and with body parts and hygiene tools. In the 'house and family' unit, students were familiar with several family members, several rooms of the house, and the furniture. She also presented multiple real-life examples of each the concept taught: body parts, the family members, and rooms of the house.

The teacher also presented the lesson's objectives clearly in the beginning of each lesson, which was the second step of the ASSURE Model: 'State Objectives'. In the 'body parts' unit, for example, the teacher clearly stated that students were expected to: Identify basic parts of the body and face, identify the functions of the body parts, relate the five senses to their body parts: Eyes to see, nose to smell, mouth to taste, ears to hear, and hands to touch, among other objectives. In the 'house and family' unit, the teacher clearly stated that students were expected to: Name their first family members, recognize different family compositions: Family with all brothers, or all sisters, or a mix of sisters and brothers, among other objectives.

Classroom activities that were applied were developed based on the student-centered approach and various combination of learning styles (a combination of verbal, visual, musical/ auditory, physical, logical, and social) targeting different types of intelligences and child developmental domains in order to promote active participation of students.

These activities combined three steps of the ASSURE Model: ‘Select strategies’, ‘Utilize technology’, and ‘Require learner participation’—all important elements to the success of the teaching-learning process.

Some of the activities offered materials for learning vocabulary and phrases targeting students’ linguistic intelligence. Such activities included watching videos of animated vocabulary words for both units and playing games such as ‘what’s in the box’ that require the manipulation of items.

The teacher also held discussions with the students to encourage them to participate and engage with the content. Discussions included talking about the importance of hygiene, washing hands, showering, etc. which asked the students to reflect on the benefits of such practices and encouraged them to share their own experiences. Other activities for the ‘house and family’ unit included a show and tell activity about their family members, a game where students were asked to name rooms, and other activities.

Further activities targeted students’ musical intelligence through interactive songs and rhymes, and students’ bodily- kinesthetic intelligence throughout activities requiring body movement and performing actions. There were also activities targeting students’ logical-mathematical intelligence where students had to sort, match, and put sequences in order. Another activity applied such as puzzle picture targeted students’ visual-spatial intelligence. Finally, students’ interpersonal intelligence was targeted through pair, group, and collective activities where students had to interact together, listen to each other’s and wait patiently for their turns.

Various interactive learning situations were used during the lessons: some of the activities were pair, group, or collective work, and other activities were individual work. The teacher delivered precise instructions for the students to follow during the directed activities. In addition, she made them paraphrase the instructions in order to ensure students’

comprehension of the given task. Thus, the teacher played the role of the facilitator and guide. During each lesson, the teacher acted as a guide, often demonstrating the activities to help the students understand the task at hand and was able to evaluate the students' mastering of the mentioned objectives using the diverse evaluation tools through the implemented interactive games and activities. The evaluation activities asked students to fill out worksheets with different tasks on them. In the 'body parts' unit, some worksheets asked students to color the happy face if the picture showed a heathy hygiene habit or circle the objects needed to brush the teeth.

Throughout the lesson, the teacher ensured that the majority of the students were involved and participating in the various learning activities.

In comparison, the teacher following the school-based curriculum showed a limited level in mastering lessons' content. Lessons were applied without being prepared or modified due to the lessons' repetition year after year. The teacher started the lessons by making connections to the prior knowledge of the children. She recalled information taught in previous sessions and then related it to the new lesson. No learning objectives were stated at the beginning of the lesson due to their absence in the teacher's guide. Lessons of the teacher's guide were based on the teacher-centered approach. Additionally, no extra resources were added. The explanation and activities were limited to the guide. Classroom activities consisted of collective or individual work with limited interactive learning causing kids to be passive learners.

Some of the activities offered materials for learning vocabulary by displaying pictures on the interactive board. The technology tool was also used to play songs or videos. In addition, the teacher used the interactive board to explain and show the students the application sheet. Rare discussions were held between the teacher and the students in relation to the theme in study.

The teacher delivered precise instructions for the students to follow during the directed activities, but some kids were unable to perform the required task properly on their own and required guidance. Finally, the teacher was only able to evaluate the students during the last session of the unit with an application sheet from the students' book.

Classroom management

Regarding classroom management, the teacher following the structure of the new developed curriculum created a comfortable classroom environment where students were able to speak and answer the questions freely.

The table below compared the classroom management between the school-based curriculum and the newly developed curriculum.

Table 3: Classroom Management – Comparison between School-based and New Developed Curriculum

		School-based	**New Developed Curriculum**
Teacher – student Interaction	Frequent teacher-student interaction		**x**
	Rare teacher-student interaction	**x**	
Classroom management techniques (Moves around the classroom, maintains eye contact, circulates efficiently, manage students behavior)	Effective		**x**
	Limited	**x**	
Participation	Extremely engaged students		**x**
	Rarely engaged students	**x**	

The teacher applying the content of the curriculum pages and ASSURE model, created a comfortable classroom environment where students were able to freely speak, share their experiences and engage in classroom activities. The teacher was attentive to everything happening in class. She used to circulate among the students and closely observe their performance during activities and evaluation.

She tried to involve all the students specially who were not following the lesson by giving them turn in the classroom activities, asking them questions and calling non-volunteers to answer.

The teacher also used transition songs or videos to shift from an activity to another, which made students more interactive and attentive during the following activity. At the end of the session, the teacher appeared to be a good time manager as she respected the timing assigned and was able to deliver all the given lesson.

On the other hand, the teacher applying the school-based curriculum, created a very quiet classroom environment.

Students did not have adequate opportunities to participate in classroom activities and discussions. They were rarely speaking mainly answering the teacher's questions.

The teacher was frequently circulating among the students and calling out their names to grab their attention because some of them were distracted. She also tried to involve students who were not following the lesson by giving them turn in the activity or asking questions.

In addition, the teacher used transition songs or videos to gain students' attention for a while.

At the end of the session, the teacher played active role doing all the talking while students were passive and casually involved the learning process and classroom activities.

After several classroom observations, the following was confirmed: teachers who followed a structured curriculum in the form of detailed lesson plans performed better in directing the teaching-learning process than teachers who did not follow a structured curriculum (Glenn,

2017). Accordingly, the structure of the newly developed curriculum presented in the form of curriculum pages and ASSURE model proved to be effective in the teaching process. It presented a framework that enhanced the teacher's performance in terms of mastering lessons' content, providing precise teaching methodologies and practicing classroom management.

The integration of technology proved to be effective for the benefit of the students. Technology use created interaction with the teacher, enhanced the learning of the subject matter and promoted active learning, engagement, and participation of early learners.

Research Question 3

RQ3: Would the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhance the early learners' involvement in the teaching learning process in terms of full engagement in the new class environment, on-task participation in learning activities, and encouraging independent learners?

The results of the research showed that the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhanced the early learners' involvement in the teaching learning process in terms of full engagement in the new class environment, on-task participation in learning activities, and encouraging independent learners.

Research Question Three sought to uncover whether a technology-based curriculum coupled with the ASSURE model and curriculum pages would improve the early learners' involvement in the teaching learning process.

To answer this question, the daily classroom observations also targeted student performance. The section taught by the first practitioner adopted the newly developed curriculum model while the section taught by the second practitioner adopted the school's

curriculum and acted as the control group. Checklists were filled out at every observation as a mean of comparison between the two classes in terms of observing student participation, involvement, and motivation in the teaching learning process (see Appendix F).

The student's engagement checklist was divided into three sections covering:

1. Exploring the new environment: this part provided time for students to explore and participate in group activities in an energetic and enthusiastic environment.
2. In class participation: this section aimed to highlight students' on task behavior while interacting with teacher and peers all the time following teacher's directions. On-task behavior was observed by following directions during learning activities, participating and being ready to answer any question.
3. Empowered learners: the expected result was to have independent students and motivated learners. Learners' motivation was measured through participation and ability to complete a given task. (Appendix F)

Participation

The two tables below served to compare participation levels between students instructed following the newly developed curriculum and those instructed following the school-based curriculum.

Table 2: Students' Participation in classroom activities – Newly developed curriculum

Students are participants in classroom activities	Frequency	Percentage	Cumulative Percentage
Extreme participation	7	24.14	24.14
Participation	19	65.52	89.66
Shy participation	3	10.34	100.00
Total	29	100	

Table 3: Students' Participation in classroom activities – School-based curriculum

Students are participants in classroom activities	Frequency	Percentage	Cumulative Percentage
Extreme participation	4	12.50	12.50
Participation	21	65.63	78.13
Shy participation	7	21.88	100.00
Total	32	100	

Of the students following the newly developed curriculum, 65.52% were participating normally, 24.14% were extremely participating, and 10.34% were shy participants. Of the students following the school-based curriculum, 65.63% were participating normally, 12.5% were extremely participating, and 21.88% were shy participants.

The results of this category showed that students who were instructed following the newly developed curriculum exhibited more participation than those who were instructed following the school-based curriculum.

Students felt more excited about the lessons taught. Behavioral engagement included attention, participation, and effort in classroom activities. Participation was defined as students answering questions, expressing their ideas, and communicating with their teacher and peers. The activities of the newly developed curriculum increased the level of participation in students because they had the opportunity to reflect on their immediate world, an important element of active learning, instead of sitting still and listening to the teacher talk about the lesson. The activities also sparked the students' interest which is a main drive for participation.

Students took part in discussions while the teacher enabled them to share their own experiences throughout both themes. For example, in the lesson that tackled washing the body in the 'body parts' unit, the teacher discussed the importance of bathing and why

everyone should take a bath or shower every day. Some of the students talked about how they shower by themselves or with the help of their parents. Also, in the lesson 'washing hands', the teacher discussed the importance of washing hands and how it helped to prevent spreading germs and becoming sick. Additionally, in the 'house and family' unit, in the show and tell activity, all the kids were excited to participate and name their family members. The kids were involved in the discussions and activities. Their excitement to relate their experiences encouraged their participation; they were also excited to show that they have acquired a form of knowledge. For example, in simulation activities, such as the activity that asked students to bring their dolls to school to wash them, all the students in the class following the newly developed curriculum participated in washing their dolls.

Additionally, students were answering the questions the teacher was asking in relation to the vocabulary words of each unit. The majority of them were on-task applying the given instructions for a directed learning activity. The developed activities created opportunities for these students to interact with the teacher and their peers since the created activities contained group and pair work which required that students use their interaction skills. For example, in the 'body parts' unit, the students were divided into small groups to play the 'Puzzle Game' to identify the body parts. This activity highly encouraged their participation as they were manipulating the puzzle parts trying to explore how to put them together. In the 'Crazy Body Parts' game, students were excited and happy, dancing around the room. They were also attentive to the teacher's given instruction: waiting for the music to stop and pointing at the appropriate assigned part of their body. Similar activities encouraged group activity and participation in the 'house and family' unit. For example, in the 'Puzzle House' activity, students were divided into four groups and each group was provided with cutouts of the rooms of the house.

Instances of non-participation or low engagement were very low with students following the newly developed curriculum compared to students following the school-based curriculum. This demonstrated that the new implemented activities of the new curriculum affected students positively regarding their attention, participation, and involvement in the learning environment. The students had the chance to work in groups, participate in the activities, and share their personal experiences, which promoted active learning.

Exploration and Engagement

The tables below served to compare exploration levels between students instructed following the newly developed curriculum and those instructed following the school-based curriculum.

Table 4: Students explore the new class environment – Newly developed curriculum

Students explore the new class environment	Frequency	Percentage	Cumulative Percentage
Yes	29	100.00	100.00
No	0	0.00	100.00
Total	29	100	

Table 7: Students Explore the New Class Environment – School-based curriculum

Students explore the new class environment	Frequency	Percentage	Cumulative Percentage
Yes	22	68.75	68.75
No	10	31.25	100.00
Total	32	100	

All 29 students (100%) following the newly developed curriculum were actively exploring the new class environment. On the other hand, 68.75% of the students following the school-based curriculum were exploring the new classroom environment while 31.25% were not.

Exploring the new class environment was defined as students manipulating classroom materials and interacting with the technology set up in the classroom.

The tables below served to compare engagement levels between students instructed following the newly developed curriculum and those instructed following the school-based curriculum.

Table 8: Students' Engagement – Newly developed curriculum

Students' Engagement	Frequency	Percentage	Cumulative Percentage
Extremely Engaged	8	27.59	27.59
Engaged	19	65.52	93.10
Not engaged at all	2	6.90	100.00
Total	29	100	

Table 5: Students' Engagement – School-based curriculum

Students' Engagement	Frequency	Percentage	Cumulative Percentage
Extremely Engaged	5	15.63	15.63
Engaged	17	53.13	68.75
Not engaged at all	10	31.25	100.00
Total	32	100	

Also, 65.52% of those students were engaged, 27.59% were extremely engaged, and 6.9% were not engaged at all, and 53.13% of those students were engaged, 31.25% were not engaged at all, and 15.63% were extremely engaged.

Engagement was defined as students showing enthusiasm and interest in the lesson, performing the activities, and using the materials.

Most activities were constructed as to allow the hands-on engagement of the students, so they could manipulate and explore the materials provided. Examples of such activities

included a ‘Sensory walking path’ in which several sensory objects were placed on the floor for children to walk on and explore with their feet. Another example was the ‘Senses Stations’ activity, which divided students into five groups where each group had to pass by five stations: hearing station, taste station, touch station, see station, and smell station. These stations engaged the children by making them use their five senses.

Additionally, several activities used the interactive board present in the classroom. These were activities targeting the students’ logical-mathematical intelligence where students had to sort, match, and put sequences in order. Example activities asked students to circle the body part that they heard pronounced, match the sense to the object, and match the furniture to the part of the house.

The observation results were supported by Dietze and Kashin’s (2013) claim that integrating technology in teaching methodologies and the learning process promoted active learning. The students from the current case study became active participants in the teaching learning process. Students knew their way around technological devices found in the classroom. They mastered the tasks required of them. Students’ capability to manage the technological device available—the interactive board—helped improve their understanding of the delivered lesson and made them motivated to take turns and solve the required task.

Early learners who received the detailed content of the newly developed curriculum showed curiosity to explore the new class environment. They curiosity for the new materials provided and were excited to explore and take part in each classroom activity and activities on the interactive board.

Students who were instructed following the newly developed curriculum took turn in simulation activities where they had to bring items to class to create a realistic environment. For example, when learning about brushing their teeth in the ‘body parts’ unit, students were asked to get their toothbrushes and towel. For the ‘family members’ unit, students were asked

to get their family picture and talk about their family members. Such activities were fun, entertaining, and motivating for students.

Compared to the students following the school-based curriculum, the students following the newly developed curriculum were more explorative and engaged in the learning process. Although the students following the school-based curriculum showed signs of engagement and interacted with the technology, the teacher was doing most of the work and was the one using the interactive board in the activities, for example. To compare, in the newly developed curriculum classroom, students showed higher levels of exploration and engagement when they were actively using the technology. This demonstrated that the incorporation of active learning and new materials in the curriculum increased student engagement and motivation. Additionally, this proved that the newly developed curriculum successfully implemented the active method, which required that children be engaged in an ongoing, inventive process in which they combined materials, experiences, and ideas to produce effects that were new to them.

This section's results agreed with the claims of Hohmann and Weikart (1995) that elements and components of active learning promoted student engagement. Furthermore, according to Schaffner (2007), the integration of technology promoted active learning and student engagement with the material, their peers in group work, and with their surroundings.

Motivation

The two tables below served to compare motivation levels between students instructed following the newly developed curriculum and those instructed following the school-based curriculum.

Table 6: Students' Motivation – Newly developed curriculum

Students' Motivation	Frequency	Percentage	Cumulative Percentage
Extremely Motivated	7	24.14	24.14
Motivated	21	72.41	96.55
Not motivated at all	1	3.45	100.00
Total	29	100	

Table 7: Students' Motivation – School-based curriculum

Students' Motivation	Frequency	Percentage	Cumulative Percentage
Extremely Motivated	5	15.63	15.63
Motivated	19	59.38	75.00
Not motivated at all	8	25.00	100.00
Total	32	100	

72.41% of the students following the newly developed curriculum were motivated, 24.14% were extremely motivated, and 3.45% were not motivated at all. On the other hand, 59.38% of the students following the school-based curriculum were motivated, 25% were not motivated at all, and 15.63% were extremely motivated.

Motivation was defined as students showing interest in accomplishing a task correctly and learning new information. Motivation was evaluated as intrinsic motivation.

When the students were provided with a chance to participate, explore, and engage with the lessons and the materials, their motivation to learn increased. Students instructed following the newly developed curriculum were more motivated than those who were instructed

following the school-based curriculum. They were excited to learn and accomplish the required task individually. They became independent learners. This appeared in the evaluation period.

On the other hand, a significant number of students instructed using the school-based curriculum were uninterested and unmotivated. Incorporating active learning through new materials and technologies in the curriculum encouraged students to explore their environment, since the activities required hands-on participation and effective thinking. Consequently, when both engagement and exploration were encouraged in students, their motivation to learn increased. The Active method with the use of technology thus increased children's motivation and willingness to learn since they felt more involved in the teaching learning process. This positive motivation showed that participants got more excited and motivated when they participated in hands-on classroom activities and technology integrated activities.

Summary

This chapter answered the research questions by presenting the findings of the study and discussing them in relation to the literature. The structure of both units of the developed curriculum were presented in the form of curriculum pages containing the learning outcomes, the skills, the instructional materials, the related and ongoing activities, the vocabulary words, and the extra resources (see Appendix E).

In addition, detailed lessons were developed following The ASSURE model to plan the new lessons' content and the technology used in order to enhance the teaching-learning process and promote the active engagement of the students through various instructional methods.

The two units applied from the newly developed curriculum improved the teacher's performance compared to the other teacher following the school-based curriculum. The

newly developed curriculum allowed her mastery of the content and of the teaching methodology and better classroom management. The newly developed curriculum also increased the early learners' involvement in the teaching learning process as they became more engaged and motived; their participation and exploration also increased. Finally, the newly developed curriculum was proven to be successful because it was based on the four curriculum models and the components of a successful curriculum: It followed learning standards; it was modeled based on the four developmental domains; it was based on active learning, and integrated technology—all elements missing from the school-based curriculum, which contributed to its weakness.

The final chapter concluded the study by presenting the overview, implications, limitations, and recommendations for the future.

CHAPTER FIVE: CONCLUSION

The final chapter summarized the study and concluded it by restating its purpose and outcomes. The study's limitations, implications, and recommendations were also stated.

Overview of the study

The main aim of the case study was to investigate the effectiveness of developing a standardized curriculum for KGI English teachers using the ASSURE model coupled with technology to encourage active learning. Two themes were chosen from the current Lebanese curriculum.|

The Body Parts unit was chosen as a theme to develop because it was common between the Lebanese curriculum and the teacher's guide used at the pilot school. Additionally, the 'house and family' unit was chosen as a theme to confirm the validity of the new proposed curriculum.

The structure of both units were presented in the form of curriculum pages containing the learning outcomes, the skills, the instructional materials, the related and ongoing activities, the vocabulary words, and the extra resources. Detailed lessons were developed following The ASSURE model. The new classroom activities were created with the purpose of encouraging active learning as well as student participation and engagement in the teaching-learning process. The development of classroom activities was based on the four curriculum models—The Creative Curriculum, the Developmental-Interaction Approach, the Montessori Method, and the Play-Based Curriculum—and the developmental domains. The existing technology in the classroom was also used to support these activities. The study followed the qualitative method to answer the research questions. The researcher-practitioner took part in the study as an observer for the data collection and analysis. Data was collected based on classroom observations in a regular classroom environment on regular school days. The participants were two KGI teachers and their KGI students in an Anglophone school in the

region of Keserwan. The section taught by the first practitioner adopted the newly developed curriculum model while the section taught by the second practitioner adopted the school's curriculum. Two checklists were filled in order to assess the model's application and serve as a mean of comparison between the two taught sections.

The findings showed that the structure of the newly developed curriculum presented in the form of curriculum pages and detailed lesson plans following the ASSURE model did indeed improve the teacher's performance in terms of mastering the lessons' content, practicing classroom management, and providing precise teaching methodologies compared to the other teacher following the school-based curriculum.

Additionally, the results of the research showed that the newly developed technology-based curriculum coupled with the ASSURE model and curriculum pages enhanced the early learners' involvement in the teaching learning process in terms of full engagement in the new class environment, on-task participation in learning activities, and encouraging independent learners.

The case study showed the importance of having a well-structured curriculum in order to provide educators with a framework organizing educational and learning outcomes, instructional materials, classroom activities, and electronic resources. Moreover, the case study showed the positive impact of Active Learning and technology integration in improving the overall teaching learning experience of early learners.

Implications

The implications that emerged from this study demonstrated that the incorporation of technology, the ASSURE Model, and active learning in the curriculum improved KGI students' performance. The new curriculum created a fun and engaging learning environment

for students where they actively participated and were effectively motivated. Implementing the use of technology in the classroom can greatly benefit early learners.

The study has also shown that the curriculums adopted by most schools and the Ministry of Education are outdated and in need of modernization to align with the literature on the effectiveness of active learning and the use of technology, as students following the school-based curriculum were less engaged and less motivated. Consequently, the findings of the study could be of importance to the Ministry of Education and public and private schools in Lebanon.

Limitations

There were three limitations to the case study.

1. The first limitation was access to limited logistics, so the study was done in one private Anglophone school in Keserwan, which was one of the few schools that had an interactive board. Also, the study was done in two KGI classrooms. This may limit the ability to generalize the findings.
2. The second limitation was the time. The study was conducted over a twelve-week period, which could be considered short for such an investigation.
3. The third limitation was the scarcity of data regarding Lebanon. The research-practitioner did not find a standardized English curriculum for preschool students developed by the Ministry of Education and Higher Education (MEHE), and the only available model was the one developed for French and Arabic. Additionally, the researcher-practitioner did not find any statistical data previously done on the subject by an official government body.

Recommendations

The purpose of the case study was to develop and assess the effectiveness of the implementation of a standardized technology-based curriculum for KGI English teachers using the ASSURE model. Based on the conclusions of the findings, the following recommendations were made:

1. The Ministry of Education in charge of curriculum planning should consider unifying a well-structured curriculum for preschool level covering all of the three taught languages: Arabic, French, and English.
2. School admins and teachers were advised to revise, evaluate, and reform the school-based curriculum in use in order to accommodate the integration of technology and the educational needs of this century.
3. Teachers were advised to design a learning environment that promotes constructive, active learning and engagement of the children where they are free to explore and manipulate materials.
4. Future studies and research could be conducted in different regions all over Lebanon and expand the findings to more than one region. A comparative study of the sort might be beneficial to the Ministry of Education as well as public and private Anglophone schools in different regions.
5. A similar investigation could be conducted in Francophone schools since a large majority of the schools in Lebanon follows the French system.
6. Future studies could expand their horizons to include classes other than KGI.

Conclusion

Technology has largely expanded in the last two decades, making its way into all sectors of society, especially the education sector. Additionally, it has quickly made its way into the lives of children, so the integration of technology into education has become a growing need.

The main aim of the case study was to investigate the effectiveness of developing a standardized technology based-curriculum for KGI English teachers using the ASSURE model. The designed curriculum adopted the form of detailed lesson plans coupled with technological resources and materials in order to enhance the teaching-learning process and promote active learning. This objective rose from the absence of a standardized English curriculum for preschool students in the Ministry of Education and Higher Education (MEHE). Consequently, Anglophone schools were left free to follow their own school-based curriculum for the teaching of English, leading to an unstructured school-based curriculum. The study attempted to examine how the implementation of this curriculum might influence teachers' and students' performances in the teaching learning process. The implementation of detailed lesson plans in the form of ASSURE model and curriculum pages proved to be very beneficial in enhancing the teacher's performance in terms of mastering lessons' content, practicing classroom management, and providing precise teaching methodologies. Additionally, technology integration and the choice of active learning as an instructional method had a positive effect enhancing the early learners' involvement in the teaching learning process in terms of full engagement in the new class environment, on-task participation in learning activities, and encouraging independent learners.
Therefore, a Preschool curriculum must be studied and well-structured to provide educators with a framework organizing educational and learning outcomes, instructional materials, classroom activities, and electronic resources, and to provide learners with a fruitful and

successful education that accommodates to the future of society with the rise of technology and technological tools.

The next section presented the reference list and a variety of instruments which included benchmarks for preschool curriculum development, benchmarks for technology integration, school- based curriculum, ASSURE model, Curriculum pages, overall teachers' performance checklists and overall students' engagement checklists.

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Appendix A

Benchmarks for preschool curriculum development

Socio Emotional Development
Standard: The child needs to develop the capacity to experience, express, and manage emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005).
a. Demonstrates self-confidence. b. Identifies, describes and expresses his/her feelings c. Identifies and describes feelings of others d. Understands and follows rules and expectations in the learning environment. e. Chooses appropriate words and actions. f. Initiates and sustains positive interactions with adults and other children g. Respects the rights and property of others. h. Shows respect for learning materials in the learning environment.

Physical Development
Standard: The child needs to develop skills necessary for future social and academic success as they explore, combine and refine their physical movements. Therefore, it is important to model healthy living practices and experiences with outdoor and indoor activities to teach children the importance of good hygiene, a healthy diet and the need for exercise and rest.
a. Moves with coordination. b. Demonstrates spatial awareness in physical activity c. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). d. Uses eye-hand coordination to perform simple tasks. e. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions. f. Uses fine motor skills in daily living.

Language and Literacy Development
Standard: The child acquires understanding of the language and literacy through daily exposure to verbal and written language (print, language, storytelling, books, technology, and writing materials). The child experiences the joy and power associated with reading and writing, while mastering basic concepts about print.
a. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories. b. Speaks clearly and understandably to express ideas, feelings and needs. c. Makes relevant responses to questions and comments from others

Cognitive Development
Standard: The child needs to develop intellectual skills such as focusing, analyzing, exploring and problem thinking that are necessary for future social and academic success.
a. Attends and engages b. Shows curiosity and motivation c. Remembers and connects experiences d. Recognizes and recalls e. The child uses classification skills f. Thinks symbolically g. Engages in play

Appendix B

Benchmarks for technology integration

ISTE Standards for Early Learners in Preschool	
Empowered Learner	a. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. b. Students demonstrate the ability to choose and use current technologies and are able to transfer their knowledge to explore emerging technologies.
Digital Citizen	Students engage in positive, safe, legal and ethical behavior when using technology
Knowledge Constructor	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE standards for Preschool teachers	
Learner	a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. b. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
Leader	Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
Citizen	a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
Collaborator	a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. b. Use collaborative tools to expand students' authentic, real-world learning experiences
Designer	a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
Facilitator	a. Manage the use of technology and student learning strategies b. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
Analyst	a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

Appendix C

School-based curriculum

Yearly Planning Academic year 2016-2017 Hooray let's play -A-KG1 **Department: English, Science and Math**

Department General Objectives: Develop oral fluency and fine-motor skills.
Textbooks: Hooray! Let's Play! A Hooray! Let's Play! A (Math and Science) Hooray! Let's Play! A (Fine Motor Skills and Phonological Awareness) Protect Ed Kindergarten One

Unit Welcome	
Rituals	- alphabet - names - weather - date - Routine songs: Hello/Circle/ Table/ Clean up/ Bye-bye - Math routine (games/ numbers/…)
Listening	
Oral Expression	**HELLO story** - Peter the panda - Rosie the rabbit - Tom the turtle - Connie the crocodile - the Hello story
Reading	- names activity - letters
Writing	- SB 3,5,7,9 - holding pencil
Project	- I'm a Girl -I'm a Boy -worksheets 1,2,4 - mask
Science	- Day and Night
Math	- put in order (Dice) (L. 1, 2, 3, 4)

Unit 1: Colors	
Rituals	- alphabet - names - weather - date - Routine Songs: Hello/Circle/ Table/ Clean up/ Bye-bye - Math routine (games/ numbers/…)
Listening	**- SB 13:**listen and draw the dots and numbers - **WS 6:** picture of Connie **- SB 15:** listen and match then draw yourself - **WS 8:** colors
Oral Expression	- Story: **The Kites** - Vocabulary list: red, blue, green, yellow, orange, pink, kite, balloon - song: blue balloon for Rosie
Reading	- Names activity - Letter B (L 5, 6)
Writing	- motor skill activities - SB 11,17,19,21 - WS 5 - dots (L1, 2) - vertical lines (L 3,4)
Project	- Making a kite - WS 1,2,7,9
Science	- Flowers - It flies! - It's Windy! (fall season)
Math	- position in space (under L. 1,2) - patterns (L. 3) -Circles (L. 4, 5) - Classification (L. 1)
ProtectEd	Physical Safety Lesson 2- Home and Playground Safety (one activity) Lesson 3- Bus, Car and Road Safety (one activity)

Unit 2: Numbers	
Rituals	- alphabet - names - weather - date - Routine Songs: Hello/Circle/ Table/ Clean up/ Bye-bye - Math routine (games/ numbers/…) -Six Little Elephants -Numbers chant
Listening	- L.2: numbers action story - L. 3: numbers listening activity
Oral Expression	Mouse-one-two-three-four-five-six-babies-truck-elephants-lake-water-balloons

Reading	Letter T (5,6)
Writing	- motor skill activities - WS lessons 1,2,3,4,5,6 - Horizontal line (L. 1, 2) - Slanted line (L. 3, 4)
Project	- elephant whistle
Science	- elephants Lessons 1, 2, 3
Math	- Positions in Space: Between (L. 1, 2) -Shapes: Triangles (L. 3, 4) -Maze: L. 5 -Pattern: L. 6
Note:	Unit 2 will be a revision (Math). Song: The Elephant An elephant goes like this and that / He's terribly big / He's terribly fat He has no fingers / he has no toes / But goodness gracious, what a nose!

Unit 3: Body parts	
Rituals	- alphabet - names - weather - date - Routine Songs: Hello/Circle/ Table/ Clean up/ Bye-bye - Math routine (games/ numbers/…)
Listening	- L.2: action story
Oral Expression	- Story: **Rosy Please Stop** - Vocabulary list: eyes-ears-nose-hands-knees-toes-stand up-sit down- clap-turn around- join hands-game-
Reading	- names activity - letter N (L. 5, 6)
Writing	- motor skill activities - WS lessons 1,2,3 - holding pencil - horizontal line (L. 1, 2) - zigzag (L. 3, 4)
Project	- action spinner
Science	- Body parts and their functions Lessons 1, 2, 3 + science unit 2 (elephants L1,2,3)
Math	- position in space: inside (L. 1) - Numbers (1, 2)(L. 2, 3, 4, 5, 6) + math unit 2 -position in space : between (L1,2) -shapes: triangles (L3,4) -Maze (L5) -Patterns (L6)

ProtectEd	- Personal Safety Lesson 1 Let's Ask Permission (one activity)

Unit 4: Toys	
Rituals	- alphabet - names - weather - date - Routine Songs: Hello/Circle/ Table/ Clean up/ Bye-bye - Math routine (games/ numbers/…)
Listening	- L.2: action story p.49
Oral Expression	- Story: **The Tower** - Vocabulary list: car- teddy bear- plane- doll- scooter- train- bike- fly- drive- big- small- star- toys- toy box- blocs- tower- kiss- hug- frame
Reading	- Names activity - Letter C (L. 5, 6)
Writing	- motor skill activities - WS Lessons 1,2,3,4,5,6 - slanted line (L. 1) - slanted and Vertical line (L. 2) - curved lines (L. 3, 4)
Project	- action spinner
Science	- L. 1 It's soft - L. 2, 3 It Rolls
Math	- Same and Different (L. 1) - Square (L. 2, 3) -Numbers 1, 2, 3 (L. 4, 5, 6)
ProtectEd	Healthy Living Lesson 2: Healthy and Unhealthy Foods (one activity)

Unit 5: clothes	
Rituals	- alphabet - names - weather - date - Routine Songs: Hello/Circle/ Table/ Clean up/ Bye-bye - Math routine (games/ numbers/…)
Listening	- L.2: action story p.61
Oral Expression	Story**: Where's the Cap?** - Vocabulary list: t-shirt- jeans- shoes- socks- jacket- cap- pajamas- hot- cold- clothes- closet- picture- hanger- take off- wake up- sleep- day- night- chair- desk- curtain- lamp
Reading	- Names activity - Letter J (L. 5, 6)
Writing	- WS Lessons 1,2,3,4,5,6 - Zigzag line (L. 1, 2)

	- Curved line (L. 3, 4)
Project	
Science	Seasons: winter and summer (L. 1, 2, 3)
Math	- patterns (L. 1) - classification Sort by kind (L.2) -Classification Sort by size (L. 3) - numbers Count objects (L. 4, 5) - Number 4 (L. 6)
ProtectEd	Theme 4 Lesson 2 Friendships and Feelings (one activity)

Song: Apples round and apples red/ Growing higher than my head
I'm picking apples from a tree/ One for you and one for me.
I'm counting apples up to four / And then I'll start to pick some more

Unit 6: party	
Rituals	- alphabet - names - weather - date - Routine Songs: Hello/Circle/ Table/ Clean up/ Bye-bye - Math routine (games/ numbers/…)
Listening	
Oral Expression	
Reading	- Names activity - Letter P (L. 5, 6)
Writing	- WS Lessons 1,4,5,6 - Waves (L. 1, 2) - spirals (L. 3, 4)
Project	
Science	
Math	- Position in space: on, under (L. 1) - Numbers: 1, 2, 3, 4,5 (L. 2) - Number 5 (L. 3) - Numbers 1-6 (L. 4, 5) - Number 6 (L. 6)

Miss Polly – (for profession – doctor)
Miss Polly had a dolly who was sick, sick, sick
So she called for the doctor to come quick, quick, quick
The doctor came with his bag and his hat
And he knocked at the door with a rat-a-tat-tat
He looked at the dolly and he shook his head
And he said "Miss Polly, put her straight to bed!"
He wrote on a paper for a pill, pill, pill
"I'll be back in the morning yes I will, will, will.

Appendix D

The ASSURE Model

The Assure Model for lesson plan
Body parts

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: Body parts
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese and 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with several parts of the body -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→ KGI students will be able to identify parts of the face. → KGI students will be able to identify parts of the body.
Select instructional methods, media and materials
During the lesson the teacher will be using: - The interactive board - Body parts flashcards - Application sheet p. 19 from Hooray A- Science book. - Evaluation activity: Application sheet p. 23 from Hooray A- Science book. -Printable worksheet for the project: boy and girl puppet -Glue, scissors, wiggly eyes and a marker. -Printable schema of the body. -Body parts cutouts.
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Songs: 1. Opening: song about body parts: head shoulders knees and toes https://www.youtube.com/watch?v=h4eueDYPTIg 2. Wrap-up: song my body https://www.youtube.com/watch?v=Rc_kIWKLiD8

*Videos:

1. Opening: body parts vocabulary part 1
   https://www.youtube.com/watch?v=SUt8q0EKbms&t=126s

2. Wrap-up: body parts vocabulary part 2
   https://www.youtube.com/watch?v=SUt8q0EKbms&t=126s

*Pictures: head, hair, face, eyes, ears, nose, mouth, teeth, tongue, shoulders, arms, hands, elbow, fingers, legs, feet, toes, knees, chest, tummy, back.

*Activities for practice:

1. Draw the missing body part: children will have to identify and draw the missing body part.

Image retrieved from: http://goldenagefigurines.com/19830/draw-missing-body-parts-worksheet/awareness-draw-missing-body-parts-worksheet-what-part-is-early-childhood-rhpinterestcom-name-of-the-first-grade-yahoo-image-search-results-name-draw-missing-body-jpg/

1. Draw the eyes
2. Draw the nose
3. Draw the mouth
4. Draw the ears
5. Draw the hair
6. Draw the arms
7. Draw the legs

2. Circle the body part that you hear: Children will have to identify the picture of the named body part and circle it:
   1. eyes
   2. ears
   3. nose
   4. hands
   5. knees
   6. toes

3. Name it: children will freely choose a body part picture and click on it and hear its name.

Image retrieved from: http://www.worldofmoms.com/articles/body-part-naming-for-young-children/3830/2

* Evaluation activity: Match the same body parts from Hooray A- Science book- application sheet p.23

- **Classroom activities:** retrieved from: https://www.themagiccrayons.com/games/parts-of-the-body/

1. Activity 1: Puzzle Game to identify the body parts

Divide the students into small groups. Distribute several cutouts of body parts. Display the body schema from head to toes. Invite students to name the body part that they have and place it in the correspondent place.

2. Activity 2: Game Crazy Body parts

When the music starts, children must dance around the room, when the music stops, put up a body flash card. Then the children must touch the appropriate body part.

3. Activity 3: Simon says

Have the students stand in a circle and demonstrate that when you call out 'Simon say touch your [body part]' the students must do so as quickly as possible, but that if you only call out 'Touch your [body part]' they are not to do so. Any students that make a mistake sit down. Continue play until there are a handful of champions or until only one student remains.

4. **Practice activity:** Color the body parts

Hooray A- Science book- application sheet p. 19

5. **Evaluation activity:** Match the same body part

Hooray A- Science book- application sheet p. 23

6. **Project**: boy and girl puppet

Retrieved from: http://boutsdpapiers.canalblog.com/archives/2015/03/10/31679122.html#&ui-state=dialog

Require learner participation

- Learning styles:

All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:

- Verbal: students will identify the body parts.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the body parts.

-Physical: Students will dance while singing the body parts song.

Students will play fun activities that help them identify body parts.

-Logical: Students will practice the activities prepared on the interactive board:

identifying and matching.

-Social: Students will be participating in collective games.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate and use the materials properly.

When playing the Puzzle game of the body parts, I found that there are discrepancies between what I intended and what actually happened during the lesson.

The teacher made each group pass alone in front of the whole class. Each student had to name the body part and place it in its correspondent place while the rest was sitting and looking. Some of the students lost interest in the game while others started disturbing because they were bored waiting for others to finish or waiting for their turn. Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to make the students work in groups and let the teacher and her assistant pass by the groups and check the work being done. This way the class will be under control and both the assistant and the teacher will make sure that everyone is participating and getting a turn.

The Assure Model for lesson plan
body parts and body movements

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: My Body
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with parts of the face and the body -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→ KGI students will be able to revise the body parts and identify their functions. → KGI students will be able to practice gross motor skills.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - Body parts flashcards -Trampoline -Classroom objects -Rope -pompoms
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Songs: 1. Opening: song about body parts: One little finger https://www.youtube.com/watch?v=eBVqcTEC3zQ 2. Wrap-up: song Barney Body Move https://www.youtube.com/watch?v=TTnT10yiZ90 *Videos: 1. Opening: body parts vocabulary part 1 https://www.youtube.com/watch?v=SUt8q0EKbms&t=126s 2. Wrap-up: Body Boogie Dance https://www.youtube.com/watch?v=cZeM18fPbvI *Pictures: body parts: head, arms, hands, feet.

Movement of the body: jump-run-walk-kick-stomp-nod-clap-wave-stretch

*Activities for practice:

Display pictures of different body acts:

a. clap
b. wave
c. jump
d. join hands
e. write and draw
f. walk
g. hop

* Evaluation activity: Match the body part to its movement.

-Classroom activities:

1. Activity 1: Act out: children will have to act out the action and identify the body part used to:
jump= feet
clap= hands
wave=hands
run= feet
walk=feet
stretch= arms
kick=feet
stomp=feet
nod=head

2. Activity 2: A Spy Game:

Retrieved from: https://handsonaswegrow.com/gross-motor-activities-preschoolers/

String some string around the room, through chairs to make a 'spider web' for the students to crawl through.
Stick pompoms or cotton balls to it for them to pick up along the way.

3. Activity 3: Jumping Game: get a trampoline and see how far the children can jump.

4. Activity 4: Jump & Grab:

Retrieved from: https://handsonaswegrow.com/gross-motor-activities-preschoolers/
Hang some objects for the children to jump and grab.

Require learner participation
- Learning styles: All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles: - Verbal: students will identify the body parts and their physical acts. -Visual & musical/ auditory: Students will listen to songs and watch videos. They will also see different pictures of the body parts and their movements. -Physical: Students will dance while singing the body parts song. Students will play fun activities that help them identify body parts and their movements. -Logical: Students will practice the activities prepared on the interactive board: identifying and matching. -Social: Students will be participating in collective games.
Evaluate and revise
After applying the lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate and use the materials properly. When playing collectively, the whole class was actively involved. I found that students were very excited and actively participating. It was a bit hard to control them. Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to divide the students into two groups: each group will play a game and then they switch. This way the class will be under control.

The Assure Model for lesson plan
Five senses

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: Body parts
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese 1 student is Russian -Specific entry competencies: *Prior knowledge and skills: Students are familiar with the parts of the face and body and their functions -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→ KGI students will be able to relate the five senses to their body parts → KGI students will be able to associate the sense to the object at hand
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - Classroom objects -CD player - Food into the plate - Mystery box - Colored wooden blocks - Flower, perfume, orange, mango, cleaning detergent - Body parts flashcards - Evaluation worksheet (printout)
Utilize media and materials
The interactive board is used to display the flipchart containing: *Songs: 1. Opening: song my body https://www.youtube.com/watch?v=Rc_kIWKLiD8 2. Wrap-up: Barney's 5 senses song https://www.youtube.com/watch?v=T5CHfLP71T4 *Videos: 1. Opening: body parts and 5 senses https://www.youtube.com/watch?v=vXXiyIGqliE 2. Wrap-up: 5 senses https://www.youtube.com/watch?v=LQNqXnjJxH4

*Pictures: eyes, ears, nose, mouth, hands.

*Activities for practice:

Match the sense to the object:

a. perfume – nose
b. colors- eyes
c. chocolate- mouth
d. stereo- ears
e. teddy bear- hands

Circle what is cold:
Ice cream cone- glass of water- cup of tea- soup

Match the pictures to smells good- smells bad:
Perfume- flower- cigarette- garbage

- **Classroom activities:**

1. Activity 1: Senses stations

Divide the students into groups of 5. Each group will pass by the 5 stations.

a. At the hearing station, place the CD player on the table with CD containing different sounds (animal sound, loud voice, quiet voice...)
b. At the taste station, place the food into the plate and place it on the table. (Sugar, ice cream, salt, lemon, orange, chili sauce...) the teacher asks the children to taste all the food provided and state the flavors and name it.
c. At the touch station, put the objects into the mystery box.(pencil, ball, cotton, stones, coins, teddy bear) teacher asks the children to identify the object by putting one hand through the hole and feeling the objects in the box.
d. At the see station, place colored wooden blocks (red, green, yellow, blue, orange, pink) teacher asks to group the blocks that have the same color into the bucket.
e. At the smell station, place on the table different objects (flower, perfume, orange, mango, cleaning detergent) teacher asks the children to smell 5 kind of objects.

2. Activity 2: Sensory walking path

Retrieved from: https://handsonaswegrow.com/gross-motor-activities-preschoolers/

Place a U shape mattress and on each square there are elements of different sensory objects:
-pompoms
-foamy shapes
-paint
-marbles
-wooden sticks
-feathers
-sponges
The teacher will make the students to walk along the path to explore with their feet.

Require learner participation

- Learning styles:

All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the 5 senses and relate them to the body parts.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see the pictures of the body parts and objects.

-Physical: Students will dance while singing the body parts song and the 5 senses song.

Students will play fun activities that help them identify the 5 senses.

-Logical: Students will practice the activities prepared on the interactive board: identifying, circling and matching.

-Social: Students will be participating in collective games.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate and use the materials properly.
I had difficulty in providing the needed materials for some of the activities from school. So I had to buy them on my own so the teacher can apply the activity as planned. Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to make a list of the needed materials and ask the school to provide it ahead of time.

The Assure Model for lesson plan
Five senses and their functions

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: My Body
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with several parts of body and the 5 senses -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→ KGI students will be able to demonstrate their gained knowledge about their sense by applying them to a chosen object → KGI students will be able to identify the characteristics of the object through the senses.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - Classroom objects - 5 senses flashcards - Physical act of the body in relation to the 5 senses pictures - Project: 5 senses cube.
Utilize media and materials
The interactive board is used to display the flipchart containing: *Songs: 1. Opening: song my body https://www.youtube.com/watch?v=AlKXoHvwluA 2. Wrap-up: Barney's 5 senses song https://www.youtube.com/watch?v=T5CHfLP71T4 *Videos: 1. Opening: body parts and 5 senses https://www.youtube.com/watch?v=vXXiyIGqliE 2. Wrap-up: 5 senses https://www.youtube.com/watch?v=LQNqXnjJxH4 *Pictures: eyes, ears, nose, mouth, hands. *Activities for practice:

Display pictures of physical act of the 5 senses:
-Boy eating= With my mouth I can taste
-Kids watching TV= With my eyes I can see
-Girl listening to music with headsets on her ears= With my ears I can listen
-Lady smelling a flower= With my nose I can smell
-Kids hugging= With my hands I can touch

The teacher invites the children to identify the action seen and then relate it to the sense used.

Match the body part to the object and identify the sense used

First column	Second column
-eyes	-ice cream cone
-ears	-flower
-nose	-bell
-hands	-ball
-mouth	-rainbow

- Classroom Activities:

1. Activity 1: Sorting task

Distribute flashcards of different objects.
Retrieved from: https://www.teacherspayteachers.com/Product/Science-Sorting-Tasks-SET-1-Hands-On-Science-Centers-2232506

Display on the floor the pictures of the eyes, ears, nose, mouth and hands. Invite each child to name the object and sort it under the correct sense.

2. Activity 2: five senses flowers

Retrieved from: http://frogs-and-fairies.com/build-a-flower-5-senses-match/

Divide the students into 5 groups. Each group will have a specific sense and a set of mixed pictures related to the 5 senses. Students have to choose and stick the pictures related to the sense they get.

3. Activity 3: clipping the sense

Retrieved from: https://www.themeasuredmom.com/free-five-senses-activity-for-preschool-and-kindergarten/

The teacher distributes 5 pictures under each picture there are 3 options:
eyes, ears, mouth
hands, nose, eyes
nose, mouth, hands
eyes, ears, nose
ears, nose, mouth
With the clothes pin students have to identify the correct sense used.

4. Project: 5 senses cube.

Retrieved from: https://www.teacherspayteachers.com/Product/Five-Senses-Cube-Rolling-Activity-1178764

Require learner participation

- Learning styles:
All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the body parts.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the body parts.

-Physical: Students will dance while singing the body parts song.

Students will play fun activities that help them identify body parts.

-Logical: Students will practice the activities prepared on the interactive board: identifying and matching.

-Social: Students will be participating in collective games.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate and use the materials properly.
I had difficulty in providing the needed materials for some of the activities from school. So I had to buy them on my own so the teacher can apply the activity as planned. I also had to take charge of printing the five senses cube for the project since it was an added activity. Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to make a list of the needed materials and ask the school to provide it ahead of time.

The Assure Model for lesson plan
Hygiene

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: My Body
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with several parts of the body -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→ KGI students will be able to list different hygiene habits. → KGI students will be able to deduce the cons of not practicing hygienic habits.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - soap -sponge -towel -shampoo -toothbrush -toothpaste
Utilize media and materials
The interactive board is used to display the flipchart containing: *Song: 1. Opening: Hello my body song Retrieved from: https://www.youtube.com/watch?v=gS_Mz3ekkck *Video: 2. Wrap-up: Caillou takes a bath Retrieved from: https://www.youtube.com/watch?v=NS-GlR6xE0o *Pictures: washing hands- soap- towel- showering the body- soap- shampoo- sponge- brushing teeth- toothbrush- toothpaste

*Activities for practice:

Display different hygiene steps. Ask the students to circle the hygiene step done after each activity:
-after playing in the playground= wash my hands
-after finishing my meal= brush my teeth
-before going to sleep= take a bath

Display the bathroom. Ask the students to circle the furniture found in the bathroom for hygiene purpose:
-bathtub
-soap
-shampoo
-sponge
-toothpaste
-toothbrush
-towel
-sink

- **Classroom activity:**

Practice activity**:** Color the happy face if the picture shows a healthy hygiene habit
Printable worksheet presenting 5 pictures of hygienic and non-hygienic habits:

a. taking a bath
b. brushing teeth
c. washing hands
d. durty teeth
e. durty hands

Require learner participation

- Learning styles:
All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the things needed for hygiene

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the objects needed in the bathroom.

-Logical: Students will practice the activities prepared on the interactive board:

identifying and circling.

-Social: Students will be participating in collective activities.

Evaluate and revise

After applying this lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. The Lesson was simple and easy.

The Assure Model for lesson plan
Hygiene-Washing my body

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: My Body
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese 1 student is Russian - Specific entry competencies: -Prior knowledge and skills: Students are familiar with body parts and hygiene tools -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→ KGI students will be able to list objects needed to wash their body. → KGI students will be able to practice washing the body of a doll.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - Body parts flashcards -soap -shampoo -sponge -water -plastic bathtub -doll -towel
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Songs: 1. Opening: Bath song (1) https://www.youtube.com/watch?v=HVYXHMY7wvo 2. Wrap-up: song Bath song (2) https://www.youtube.com/watch?v=WRVsOCh907o *Pictures: body parts: head, hair, face, teeth, shoulders, arms, hands, legs, feet, toes, chest, tummy, back, bottom. Shower objects: bathroom, bathtub, shower, soap, shampoo, sponge, towel

*Activities for practice:
Display the pictures of different objects. Students have to circle the objects needed to shower the body: Teddy bear, crayons, soap, glue, shampoo, sponge, towel, bathtub, shower, table

*Classroom activities:

a. Teacher discusses the importance of bathing and why everyone should take a bath or shower every day.

b. Simulation activity: teacher asks students to get their doll with a towel to school.
Teacher helps the students fill the sinks with water so that it becomes a “bathtub".
Have them place their dolls in the sink each one at a time.
Using a doll, demonstrate how to wet the hair and lather up the shampoo.
Show the students how to lather up the washcloth with the body soap and demonstrate how to wash the body. Once the doll's body and hair is completely lathered, show the students how to thoroughly rinse all soap and shampoo. Using a dry towel, show the children how to thoroughly dry off the doll after taking a bath and instruct them to do this as well when they take a bath.

Require learner participation

- Learning styles:
All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the body parts.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the body parts.

-Physical: Students will dance while singing the body parts song.

Students will play fun activities that help them identify body parts.

-Logical: Students will practice the activities prepared on the interactive board:

identifying and matching.

-Social: Students will be participating in collective games.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate and use the materials properly. When playing collectively with the whole class the bathing of the doll, I found that it was a bit chaotic. Children were so excited that they couldn’t wait for their turns. They were noisy and uncontrollable. Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to divide the students into several small groups and each group will have the turn a day after the other. This way the class will be under control and both the assistant and I will make sure that everyone is participating and getting a turn.

The Assure Model for lesson plan
Hygiene- Washing my hands

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: My Body
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with body parts and materials needed for hygiene -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→ KGI students will be able to list objects needed to wash their hands. → KGI students will be able to practice washing their hands.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - Body parts flashcards -Flashcards for soap, towel, and a sink - Evaluation worksheet (printout)
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Songs: 1. Opening: Hello my body song Retrieved from: https://www.youtube.com/watch?v=gS_Mz3ekkck 2. Wrap-up: song washy washy clean https://www.youtube.com/watch?v=zxlQn7KaCNU *Video: How to wash your hands properly https://www.youtube.com/watch?v=yJIcObcPUk0 *Pictures: hands, fingers, soap, sink, water, towel. *Activities for practice: a. Rearrange the steps followed in order to wash your hands. b. Circle the objects needed to wash your hands: Soap, towel, teddy bear, coloring pencils box, sink, car.

-Classroom Activities:

1. Get some items like: towel, soap, bottle of water, car, ball, coloring pencil … and place them in a box.

Invite students to choose an item, name it, and then say whether he/she uses it to wash his / her hands.

2. Hands-on: wash your hands.

Teacher discusses the importance of washing hands and how it helps to prevent spreading germs and becoming sick. Teacher also discusses the most important times to wash hands such as after using the toilet, when sick, before eating, after playing outside …

The teacher invites the children to go to the sink in the classroom and practice the steps of washing hands.

3. Evaluation: printable worksheet:

Cross out what doesn't belong.

Require learner participation

- Learning styles:

All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:

- Verbal: students will identify the body parts.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the objects needed to wash hands

-Physical: Students will dance while singing the song.

Students will be involved into hands-on activities

-Logical: Students will practice the activities prepared on the interactive board:

circling and rearranging.

-Social: Students will be participating in collective activities and discussions.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate and use the materials properly.

When applying collectively washing hands, I found that it would be better to divide the class into small groups and each group will take turn. This way, students will be more interested in the activity instead of waiting for their turn.

The Assure Model for lesson plan
Hygiene- Brushing my teeth

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: My Body
Timing of the lesson: 45 mins

Analyze learners

- Number of students: 28

- Gender: 13 males 15 females

- Age: 3 years old

-Ethnicity: 27 students are Lebanese 1 student is Russian

- Specific entry competencies:

*Prior knowledge and skills: Students are familiar with several parts of the body and the material needed for hygiene.

-Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.

State Objectives

→ KGI students will be able to list objects needed to brush their teeth.
→ KGI students will be able to practice brushing their teeth.

Select instructional methods, media and materials

During the lesson I will be using:
- The interactive board
-toothbrush, toothpaste, towel
- Evaluation worksheet (printout)

Utilize media and materials

- **The interactive board** is used to display the flipchart containing:
*Songs:

1. Opening: Opening: Hello my body song
   Retrieved from: https://www.youtube.com/watch?v=gS_Mz3ekkck

2. Wrap-up: Blippi brushing teeth song
   https://www.youtube.com/watch?v=Ku-ForS6G3I

*Video: How to brush my teeth
https://www.youtube.com/watch?v=hDZXSMU2lAk

*Pictures: face, mouth, teeth, tongue, toothbrush, toothpaste, towel, sink

*Activities for practice:

1. Rearrange the steps followed in order to brush your teeth.

2. Cross out what doesn't belong.

-Classroom activities:

1. hands-on activity:

Have a class discussion about what is good for teeth and what is bad for teeth. Ask the students about what they think will happen if they do not practice proper dental hygiene and then have them describe what they think is necessary to keep their teeth healthy.

Help the students put a little toothpaste and water on their toothbrushes and help them gently brush their eggs. Encourage them to pay attention to how brushing their egg removes the stains. Explain that tooth brushing works the same way and helps to keep teeth clean, healthy, and free of stains.

2. Evaluation: printable worksheet

Circle the objects needed to brush your teeth:
Toothpaste, towel, tooth brush, teddy bear, sink, car.

Require learner participation

- Learning styles:

All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the body parts.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the objects needed to brush teeth.

-Physical: Students will dance while singing the song.

Students will be involved into hands-on activities

-Logical: Students will practice the activities prepared on the interactive board:

circling and rearranging.

-Social: Students will be participating in collective activities and discussions.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate and use the materials properly.
Some of the students had difficulty in rearranging the steps.
Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to divide the students into two groups: one group with me and one with the assistant.
This way the class will be under control and both the assistant and I will make sure that everyone is participating and getting a turn.

The Assure Model for lesson plan
The family members

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: Home and Family
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese and 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with several family members -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→KGI students will be able to identify their first family members. → KGI students will be able to recognize different family compositions (family with all brothers, or all sisters, or a mix of sisters and brothers)
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board -family pictures
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Songs: 1. Opening: family finger song https://www.youtube.com/watch?v=gzfZ_2eOqdQ 2. Wrap-up: my family https://www.youtube.com/watch?v=fhgQupKiM3c *Videos: 1. Opening: family vocabulary part 1 https://www.youtube.com/watch?v=FHaObkHEkHQ 2. Wrap-up: family vocabulary part 2 https://www.youtube.com/watch?v=FHaObkHEkHQ *Pictures: family, mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin.

*Activities for practice:

1. Circle the picture that you hear.

2. Cross out what doesn't belong.

- **Classroom activities:**
Show and tell: each student will get the picture of their family and will describe and name their family members.

Require learner participation

- Learning styles:
All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the family members.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the various family structures.

-Physical: Students will act out while singing the family song.

-Logical: Students will practice the activities prepared on the interactive board:

identifying and circling.

-Social: Students will be participating in collective activities.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate.
When applying the show and tell activity where students are free to describe the picture of their family members, I found that there are discrepancies between what I intended and what actually happened during the lesson.
The teacher made each student pass alone in front of the whole class. Each student had to name their family members while the rest was sitting and looking. Some of the students lost interest while others started disturbing because they were bored waiting for others to finish or waiting for their turn. Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to make the students work in groups. This way the class will be under control and both the assistant and the teacher will make sure that everyone is participating and getting a turn.

The Assure Model for lesson plan
The rooms of the house

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: Home and Family
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese and 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with several rooms of the house -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→KGI students will be able to identify the structure of a home. → KGI students will be able to list the different rooms inside the house.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - the rooms of the house poster -cutouts -coloring pencils -papers
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Song: 1. Opening: My house- Pinkfong https://www.youtube.com/watch?v=qZyJPZxsmZk *Video: Wrap up: rooms in the home https://www.youtube.com/watch?v=hZ6jP4RndkU *Pictures: bedroom, living room, dining room, kitchen, bathroom

*Activities for practice:

1. Circle the picture that you hear.

2. Name it: children will freely choose a room of the house picture and click on it and hear its name.

Image retrieved from: https://dumielauxepices.net/wallpaper-1778956

- **Classroom activities:**

1. Puzzle house: students will be divided into 4 groups. Each group will be provided with cut outs of the rooms of the house. They will have to put the rooms at their correct place.

2. Draw your favorite room of the house: kids are free to choose their favorite room of the house and draw it.

Require learner participation

- Learning styles:

All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:

- Verbal: students will identify the family members.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the various rooms of the house.

-Logical: Students will practice the activities prepared on the interactive board:

identifying and circling.

-Social: Students will be participating in collective activities.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate.

The session was simple and easy going.

The Assure Model for lesson plan
The rooms of the house and furniture

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: Home and Family
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese and 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with several rooms of the house -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→KGI students will be able to identify the furniture items of each room. → KGI students will be able to name the different items inside the room.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - The rooms of the house poster -Cutouts -Flashcards
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Song: 1. Opening: My house- Pinkfong https://www.youtube.com/watch?v=qZyJPZxsmZk *Video: 1. Opening: My house- Vocabulary part 1 https://www.youtube.com/watch?v=R9intHqlzhc&t=30s 2. Wrap up: My house- Vocabulary part 2 https://www.youtube.com/watch?v=R9intHqlzhc&t=30s *Pictures: bedroom, bed, closet, living room, sofa, TV, dining room, table, chairs, kitchen, oven, fridge, bathroom, bathtub, shower, toilet, sink.

*Activities for practice:

1. Cross out what doesn't belong. Students have to cross out the furniture that doesn't belong to the correspondent room.

2. Match: students have to match the furniture to the correspondent room.

- **Classroom activities:**

Puzzle house: students will be divided into 4 groups. Each group will be provided with a poster of the rooms of the house and cutouts of the furniture. They will have to put the furniture into the correct rooms.

Musical house: When the music starts, children must dance around the room, when the music stops, the teacher puts up a room flash card. Then the children must name the appropriate room of the house.

Require learner participation

- Learning styles:
All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the rooms of the house and its furniture.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of the various family structures.

-Logical: Students will practice the activities prepared on the interactive board:

matching and crossing out.

-Social: Students will be participating in collective activities.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective. All students had the opportunity to participate.
While applying the puzzle house activity, some of the students were fighting together because they were not sharing the cutouts and taking turns to perform the task. Therefore, I believe that the appropriate revision I have to do before doing the lesson again is to make this activity in pair work.

The Assure Model for lesson plan
The rooms of the house and functionality

Instructor:
Grade Level: KGI
Subject Matter: English
Unit: Home and Family
Timing of the lesson: 45 mins

Analyze learners
- Number of students: 28 - Gender: 13 males 15 females - Age: 3 years old -Ethnicity: 27 students are Lebanese and 1 student is Russian - Specific entry competencies: *Prior knowledge and skills: Students are familiar with several rooms of the house and the furniture -Learning styles: a combination of verbal, visual, musical/ auditory, physical, logical and social styles in different activities is used to reach all the students.
State Objectives
→KGI students will be able to identify the utility of each room depending on the furniture inside it.
Select instructional methods, media and materials
During the lesson I will be using: - The interactive board - the rooms of the house poster -cutouts
Utilize media and materials
- **The interactive board** is used to display the flipchart containing: *Songs: Opening: rooms of the house https://www.youtube.com/watch?v=IjnlkdZvYTE *Videos: Wrap-up: My House- animated story https://www.youtube.com/watch?v=pzuEBzGoEXk *Pictures: bedroom, bed, closet, living room, sofa, TV, dining room, table, chairs, kitchen, oven, fridge, bathroom, bathtub, shower, toilet, sink.

*Activities for practice:

1. Name it: students will name the given room, list the objects that are found in it and identify what the room is used for.

2. Find out what is missing: students will have to identify the room and find out the missing furniture and what it is used for.

Picture of a bedroom:
-missing picture: bed
-utility: to sleep
Picture of a kitchen:
-missing picture: oven
-utility: to cook
Picture of a living room:
-missing picture: TV
-utility: to watch
Picture of the bathroom:
-missing picture: bathtub
-utility: to shower

- **Classroom activities:**

Small group discussion: students will be divided into two groups. Each group will have a set of questions to answer and point out at the correspondent room on the poster.
Where in the house do you brush your teeth? (bathroom)
Where in the house do you cook food? (kitchen)
Where in the house do you sleep at night? (bedroom)
Where in the house do you eat dinner? (dining room)
Where in the house do you sit with your family and watch TV? (living room)

Require learner participation

- Learning styles:
All these activities give the students the opportunity to learn better because they are actively involved in the learning. I used a combination of learning styles:
- Verbal: students will identify the rooms of the house and their functionality.

-Visual & musical/ auditory: Students will listen to songs and watch videos.

They will also see different pictures of several rooms and the furniture.

-Logical: Students will practice the activities prepared on the interactive board:

identifying.

-Social: Students will be participating in collective activities.

Evaluate and revise

After applying my lesson in the classroom, I found that the instructional process is clear and meets the objectives. The activities done in the classroom made the learners meet the learning objectives set for the lesson. The media and materials chosen and applied helped assist the learners in reaching each objective.
All students had the opportunity to participate. Some of the children found difficulty in memorizing the names of the furniture found in every room but they were able to identify its functionality.

Appendix E

Curriculum pages

School's name: **Subject: English** **Chapter: Unit Body Parts**

Grade: KGI **Title: My body**

Date: February 18 till February 28 **Total Periods: 8 periods**

Chapter Overview Plan

Learning Outcomes	Skills	Instructional Material (Teaching aids)	Related and ongoing activities	Vocabulary words	Resources
→KGI students will be able to identify parts of the face. → KGI students will be able to identify parts of the body. → KGI students will be able to revise the body parts and identify their functions. → KGI students will be able to practice gross motor skills. → KGI students will be able to relate the five senses to their body parts → KGI students will be able to associate the sense to the object at hand → KGI students will be able to demonstrate their gained knowledge	→Students are familiar with several parts of the face and body and their functions →Students are familiar with the 5 senses →Students are familiar with hygiene tools	-The interactive board - flashcards - Application sheet	Classroom activities	At the end of this theme students should know the following vocabulary words: head, hair, face, eyes, ears, nose, mouth, teeth, tongue, shoulders, arms, hands, elbow, fingers, legs, feet, toes, knees, chest, tummy, back, bathroom, bathtub, shower, soap,	1. song about body parts: head shoulders knees and toes https://www.youtube.com/watch?v=h4eueDYPTIg 2. song my body https://www.youtube.com/watch?v=Rc_kIWKLiD8 3. body parts vocabulary part 1 https://www.youtube.com/watch?v=SUt8q0EKbms&t=126s 4. Wrap-up: body parts vocabulary part 2 https://www.youtube.com/watch?v=SUt8q0EKbms&t=126s 5. song about body parts: One little finger https://www.youtube.com/watch?v=eBVqcTEC3zQ

about their sense by applying them to a chosen object → KGI students will be able to identify the characteristics of the object through the senses. → KGI students will be able to list different hygiene habits. → KGI students will be able to deduce the cons of not practicing hygienic habits. → KGI students will be able to list objects needed to wash their body. → KGI students will be able to practice washing the body of a doll. → KGI students will be able to list objects needed to wash their hands. → KGI students will be able to practice washing their hands. → KGI students will be able to list objects needed to brush their teeth.				shampoo, sponge, towel, toothbrush, toothpaste, see, touch, smell, hear, taste.	6. song Barney Body Move https://www.youtube.com/watch?v=TTnT10yiZ90 7. Body Boogie Dance https://www.youtube.com/watch?v=cZeM18fPbvI 8. Barney's 5 senses song https://www.youtube.com/watch?v=T5CHfLP71T4 9. body parts and 5 senses https://www.youtube.com/watch?v=vXXiyIGqliE 10. Hello my body song https://www.youtube.com/watch?v=gS_Mz3ekkck 11. Caillou takes a bath https://www.youtube.com/watch?v=NS-GlR6xE0o 12. Bath song (1) https://www.youtube.com/watch?v=HVYXHMY7wvo 13. song Bath song (2) https://www.youtube.com/watch?v=WRVsOCh907o 14. song washy washy clean

→ KGI students will be able to practice brushing their teeth.					https://www.youtube.com/watch?v=zxlQn7KaCNU 15. How to wash your hands properly https://www.youtube.com/watch?v=yJIcObcPUk0 16. Blippi brushing teeth song https://www.youutube.com/watch?v=Ku-ForS6G3I 17. How to brush my teeth https://www.youtube.com/watch?v=hDZXSMU2lAk

Comments :

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School's name: **Subject: English** **Chapter: Unit House and Family**

Grade: KGI **Title: My house and family**

Date: March4 till March 8 **Total Periods: 4 periods**

Chapter Overview Plan

Learning Outcomes	Skills	Instructional Material (Teaching aids)	Related and ongoing activities	Vocabulary words	Resources
→KGI students will be able to identify their first family members. → KGI students will be able to recognize different family compositions (family with all brothers, or all sisters, or a mix of sisters and brothers) →KGI students will be able to identify the structure of a home. → KGI students will be able to list the different rooms inside the house. →KGI students will be able to identify the furniture items of each room. → KGI students will be able to name the different items	→Students are familiar with several family members →Students are familiar with several rooms of the house and furniture → Students are familiar with several rooms of the house and their functionality	-The interactive board - flashcards - cutouts	Classroom activities	At the end of this theme students should know the following vocabulary words: Family, mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin. bedroom, bed, closet, living room, sofa, TV, dining room, table, chairs, kitchen, oven, fridge, bathroom, bathtub, shower, toilet, sink, Sleep, cook, watch, eat, shower	1. family finger song https://www.youtube.com/watch?v=gzfZ_2eOqdQ 2. my family https://www.youtube.com/watch?v=fhgQupKiM3c 3. family vocabulary part 1 https://www.youtube.com/watch?v=FHaObkHEkHQ 4. family vocabulary part 2 https://www.youtube.com/watch?v=FHaObkHEkHQ 5. My house- Pinkfong https://www.youtube.com/watch?v=qZyJPZxsmZk 6. rooms in the home https://www.youtube.com/w

inside the room. →KGI students will be able to identify the utility of each room depending on the furniture inside it.					atch?v=hZ6jP4RndkU 7. rooms of the house https://www.youtube.com/watch?v=IjnlkdZvYTE 8. My House- animated story https://www.youtube.com/watch?v=pzuEBzGoEXk

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Appendix F

Teacher's performance checklist

Teacher's Performance applying the new developed curriculum

Overall Observation Checklist

A. Lesson Content	✓	**Comments**
1. Shows Mastery of the lesson	✓	Teacher was knowledgeable about the material
2. Provides clear operational objectives to students: "Today you will learn and/or be able to do…"	✓	
3. Develops coherent and diverse learning situations (multiple intelligences)	✓	Teacher applied the new activities
4. Applies various instructional techniques.	✓	
5. Uses Student centered approach	✓	
6. Applies active, hands-on student learning	✓	
7. Organizes information to be understood by students and accomplished in the class period.	✓	
8. Ensures that all students are participating and involved in the activities.	✓	She made sure that all students were willingly participating and engaged
B. Classroom Management		
1. Uses relevant and diverse pedagogical situations	✓	She used the prepared flipcharts
2. Practices effective classroom management. (Moves around the classroom, maintains eye contact, circulates efficiently, manage students behavior)	✓	She was circulating between the students to make sure that they were paying attention and participating. She was managing students' behavior specially during the physical activities
3. Creates a class environment which is comfortable for students allowing them to speak freely.	✓	She was ready to listen to the students comments or questions and gave them time to express themselves
4. Uses transition time to shift from an activity to another	✓	She used active songs to shift from an activity to another (specially songs related to the theme being

		taught)
5. Manages her time	✓	She gave each activity its timing
6. Stimulates, directs, and paces interaction with the class	✓	
7. Asks questions, and calls non-volunteers to answer.	✓	She questioned students about the given material
C. Methodology		
1. Provides precise and clear instructions	✓	
2. Guides students to paraphrase instructions	✓	She used the pictograms to reformulate the task being asked
3. Provides clear explanation	✓	
4. Presents multiple examples of each new concept (concrete, real-life, practical examples)	✓	
5. Varies cooperative learning situations (pair work, group work, class activities)	✓	The session was full of individual or group and collective activities where students were engaged and on -task
6. Uses errors as a learning tool	✓	She asked the students collectively if the task done was correct. If wrong she asked them to correct it
7. Checks student understanding and engagement.	✓	
9. Relates new information is to what was previously learned	✓	She started each session by reminding the students about pervious information and then linked them to the new content of the following session
10. Plays the role of facilitator and guide	✓	

Teacher's Performance applying the school-based curriculum

Overall Observation Checklist

A. Lesson Content	✓	**Comments**
1. Shows Mastery of the lesson	✓	Teacher was knowledgeable about the material of all given lessons
2. Provides clear operational objectives to students: "Today you will learn and/or be able to do…"	✓	
3. Develops coherent and diverse learning situations (multiple intelligences)		Teacher applied the activities found in the guide
4. Applies various instructional techniques.		
5. Uses Student centered approach	+/-	Most of the time it was teacher centered
6. Applies active, hands-on activities	+/-	Only active videos and audios
7. Organizes information to be understood by students and accomplished in the class period.	✓	
8. Ensures that all students are participating and involved in the activities.	+/-	She made sure that all students were willingly participating
B. Classroom Management		
1. Practices effective classroom management. (Moves around the classroom, maintains eye contact, circulates efficiently, manage students behavior)	✓	She was circulating between the students to make sure that they were paying attention and participating
2. Creates a comfortable class environment allowing students to speak freely.	+/-	She was ready to listen to the students comments but more concerned with finishing the lesson
3. Uses transition time to shift from an activity to another	✓	She used active songs to shift from an activity to another
4. Manages her time	✓	She gave each activity its timing
5. Stimulates, directs, and paces interaction with the class	✓	
6. Asks questions, and calls non-volunteers to answer.	+/-	She mainly questioned engaged students about the given material

C. Methodology		
1. Provides precise and clear instructions	✓	
2. Guides students to paraphrase instructions	✓	She used the pictograms to reformulate the task being asked
3. Provides clear explanation	✓	
4. Presents multiple examples of each new concept (concrete, real-life, practical examples)	-	By the book
5. Varies cooperative learning situations (pair work, group work, class activities)	-	The activities were mainly individual or collective. Few students were not interested.
6. Uses errors as a learning tool	-	She immediately corrects the error
7. Checks student understanding and engagement.	+/-	
8. Relates new information to what was previously learned	+/-	rarely
9. Plays the role of facilitator and guide	✓	

Appendix F

Students' engagement checklist:

Student's Engagement following the new developed curriculum

Overall Observation Checklist

Participation in classroom activities		
Students answer questions, express ideas, communicate with teacher and peers		Comment
Extreme participation	7	They were answering the teacher's questions and discussing with their friends when engaged in group activities. They were telling about their personal experiences
Participation	17	
Shy participation	3	

Exploring the new class environment			
	Yes	No	Comment
Students explore the new class environment	x		All students had the opportunity to use and interact with the technology set up in the classroom properly.

Students' engagement		
Students show enthusiasm and interest in the lesson, perform the activities, and use the materials.		Comment
Extremely engaged	8	Students were curious about the new material taught. They were enthusiastic about sharing their knowledge about the themes taught. They were on-task the whole session: doing the required activity independently, following instructions and listening attentively.
Engaged	19	
Not engaged at all	2	

Students' motivation		
Students show interest in accomplishing a task correctly and learning new notions and information. (intrinsic motivation)		Comment
Extremely motivated	7	Students were intrinsically motivated to learn. They were listening attentively to the instruction in order to perform the task They were completing individual work by themselves and engaging in group work with the peers. They did the evaluation sheet properly.
Motivated	21	
Not motivated at all	1	

Student's Engagement following the school-based curriculum

Overall Observation Checklist

Participation in classroom activities		
Students answer questions, express ideas, communicate with teacher and peers		Comment
Extreme participation	4	Most of the students were answering the teacher's questions.
Participation	21	
Shy participation	7	

Exploring the new class environment			
	Yes	No	Comment
Students explore the new class environment	22	10	Students freely raised hands to take turn to use and interact with the technology set up in the classroom.

Students' engagement		
Students show enthusiasm and interest in the lesson, perform the activities, and use the materials.		Comment
Extremely engaged	5	Students were curious about the new material taught. Most of them were on-task the doing the required activity independently but they were easily distracted and lost interest.
Engaged	17	
Not engaged at all	10	

Students' motivation		
Students show interest in accomplishing a task correctly and learning new notions and information. (intrinsic motivation)		Comment
Extremely motivated	5	Students were motivated. They were listening but easily distracted.
Motivated	19	
Not motivated at all	8	