**Sequencing Rationale**

In the new English class setup, I am going to apply the Montessori methods since they mainly focus on learning of young children who are the students of my class. According to Montessori Center, children have a great talent to learn and absorb information and knowledge from the people and environment everywhere without spending too much mental power when they are young (Northern American Montessori Center, 2014). In my project, I will start with students in the fourth grade.

The academic year in Saudi Arabia starts at the end of august and ends in April. This implies that students have nine months to study in school. My project will run concurrently with the countries academic year but the classes will be held in the evening. I will conduct this class for 3 hours per week. I will expect all the grade 4 students to remain behind after their other classes on the days we will set to have our English classes.

 At the beginning of the year, there will be various activities. First, is issuing of the syllabus and a list of course objectives of what we are going to learn and the learning outcomes expected. Secondly, I will give basic information about English to the students. Thirdly, I will request the students to write down their hobbies. Finally, we will learn the 26 letters of the alphabet through games and card that I will provide. Even though I will expect all the students to know the 26 letters, I won’t pressurize those who have not understood to memorize, instead I will let them learn the letters freely so that they can easily stick in their minds. The kids should also have fun as we study English, they should have every reason not to miss the class.

In October and November, we will first complete the study of letters and then embark on listening and answering questions. Secondly, the students will learn basic vocabulary such as different form of greetings, names of animals, names of family members and the names of different types of food. Finally, the students will be involved in picture description, conversations, and potluck activities.

In December, we will have an English club, where we will form discussion groups; each group will do an oral presentation of the book they read. Additionally, the students will learn new words pertaining to weather, time, days of the week and months.

In the following year by the end of February student should be in a position to read short sentences and also answer simple questions that will require yes and no answers. The students should also be capable of introducing themselves at least for a minute.

By the end of March, the students should first be in a position to form sentences with the use of simple verbs such as ‘is’ and ‘have.’ Secondly, they should be able to listen to a movie clip or song and understand what the actors or artists are saying. Thirdly, each student should be in a position to have a 150- 200 word conversation with me.

Finally, in April the students will be expected to visit the library every week to explore and read different English books. By the end of the year the students should be capable of communicating clearly and reading coherently.

References

North American Montessori Center. (2014). *What is Montessori: Overview.* Retrieved from http://www.montessoritraining.net/what\_is\_montessori/overview.htm