

Kingdom Of Saudi Arabia
Ministry of Education
Public Administration Of Education
School:

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



وزارة التعليم
Ministry of Education



Preparation Of Get Ready

Teacher

Session 1439 - 1440

General Goals

Students should be able to . . .

- **Learn the basics of the English language that would form the foundation for its mastery in the future.**
- **Use the basic structures of English sentences.**
- **Learn the core vocabulary assigned for this stage.**
- **Listen to and understand simple English.**
- **Express themselves orally using simple English.**
- **Read and understand simple written English materials.**
- **Write simple guided sentences in English.**
- **Develop an awareness of the importance of the English language as an international mean of communication in order to be able to introduce Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- **Develop an awareness of the importance of the English language as an international mean of communication in order to benefit from the achievements of other cultures in accordance to the precepts of Islam....**

Special Goals

Students should be able to:

- Develop their intellectual, personal and professional abilities.
- Acquire basic language skills (listening, speaking, reading and writing) in order to
- Communicate with speakers of English language.
- Acquire the linguistic competence necessarily required in various life situations.
- Acquire the linguistic competence required in different professions.
- Develop their awareness of the importance of English as a means of international communication.
- Develop positive attitudes towards learning English.
- Develop the linguistic competence that enables them to be aware of the cultural, economical and social issues of their society in order to contribute in giving solutions.
- Develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues, and participate in spreading Islam.
- Develop the linguistic competence that enables them, in the future, to present the cultural and civilization of their nation.
- Benefit from English – speaking nations, in order to enhance the concepts of international cooperation of their nation.
- Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of their nations to their nation.
- Acquire their linguistic bases that enable them to present and explain Islamic concepts and issues, and participate in the programme of Islam.

معلومات عن المعلمة

المؤهل: 

التخصص: 

الصفوف التي تدرسها: 

مواد التدريس: 

أسم المدرسة: 

المسرد

م	اسم الدرس	التاريخ	توقيع المعلمة	توقيع المديرية
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WE EKS	DATES		Distribution of the syllabus Get Ready 2
	FROM	TO	
1	30/4/1440	4/5/1440	Unit 1
2	7/5/1440	11/5/1440	Unit 1
3	14/5/1440	18/5/1440	Unit 2
4	21/5/1440	25/5/1440	Unit 2
5	28/5/1440	2/6/1440	Unit 3
6	5/6/1440	9/6/1440	Unit 3
7	12/6/1440	16/6/1440	Unit 4
8	19/6/1440	23/6/1440	Unit 4
9	26/6/1440	30/6/1440	Unit 5
10	3/7/1440	7/7/1440	Unit 5
11	10/7/1440	14/7/1440	Unit 6
12	17/7/1440	21/7/1440	Unit 6
13	24/7/1440	28/7/1440	Unit 7
14	2/8/1440	6/8/1440	Unit 7
15	9/8/1440	13/8/1440	Unit 8 Unit 8
16+ 17	16/8/1440	27/8/1440	The Exams

Welcome & Unit 1: The body	Subject: English (Get Ready 2)
Lessons: (1 : 2)	4th year elementary
Time Frame: 2 lessons	
Unit Summary	
This unit presents the body parts and some new words. It focuses on saying and writing the first letters of the new words and comparing the opposite adjectives (big and small).	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> ▪ To say and write the alphabets, numbers, letters and colours. ▪ To say and write the names of the animals, objects, food, and actions ▪ To read the numbers from "1 to 10". ▪ To identify some body parts. ▪ To read and write the letters (b, h, p) and examples. ▪ To compare some new adjectives:" big head, small head". ▪ To identify words and respond with action. ▪ To describe personal appearance using (small – big) ▪ To match words (pen, head, boy) with the pictures. ▪ To trace and copy the letters (p, h, b) ▪ To listen and repeat the body parts and match.touch your.... 	
Enduring Understandings	Essential Questions:
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ The body parts. ▪ The letters (b, h, p) and examples. ▪ The opposite adjectives (big and small). ▪ Words and respond with action. 	<ul style="list-style-type: none"> ▪ Write the parts of your body that you learnt in the unit. ▪ Write three words begin with the letters (b, h, p). ▪ Write two words from the unit and mention the first letter. ▪ Write three parts and compare them in your body and your father's.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ New vocabulary. ▪ The body parts. ▪ The right first letter of the words. ▪ The opposite adjectives (big and small). 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Write simple sentences. ▪ Say the body parts. ▪ Read and write the letters (p, h, b). ▪ Use the adjectives (big and small).
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. 	

- Oral tests.
- Written tests.
- Express themselves orally.
- Ask and answer questions.

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.

- We have to focus on basic questions:

- What are the body's parts?
- Say words from the unit begin with (p, h, and b)?
- Compare the opposite adjectives (big and small)?
- Read, pronounce and write the new vocabulary.
- Ask each other to touch a body part.
- Listen and circle the words for the sounds.
- Implementation of activities in the form of individual, in pairs and groups.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">• Can you say the alphabets?• Can you say your body parts?• Count numbers from [1 to 10]	<ul style="list-style-type: none">• Read, pronounce and write the new vocabulary.• Trace and copy the new letters.• Listen and circle the words for the sounds.	<ul style="list-style-type: none">• Ask the students to role play the body parts game.• Ask each other to touch a body part.	<ul style="list-style-type: none">• Compare the opposite adjectives (big and small).• Listen and repeat the body parts

Title of unit: The body

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">• Listen to the CD and say the body parts with its number.• Listen to the CD and say the word of the picture and its initial letter.• Listen to the CD and find the small and big parts.• Read then match the words with the picture, then cover and say• Ask and answer to touch the body parts.• Read and match the new word with its picture.• Trace and copy the new letters.• Revise by listening to the CD and saying the body parts with its number. <p><u>Objective:</u></p> <ul style="list-style-type: none">• Achieve the general objectives of the unit. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none">• Help students to know / understand their learning goals and evaluate their own progress.
B.	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none">• Implementation of the activities related to the lessons.• Participate in an educational game.• Write simple sentences.• Answer worksheets.• Echo an educational chant.• Match words with pictures.• Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none">• Use posters, flashcards and board.• Motivate the students to listen and answer.• Ask questions.• Motivate the students to make simple conversation.• Check the students answer and correct their mistakes.
C.	<p><u>Audience:</u></p> <p><input checked="" type="checkbox"/> Pupils of the class, school or community.</p> <p><u>Need to present:</u></p> <p><input checked="" type="checkbox"/> Unit vision.</p>
D.	<p><u>The situation:</u></p> <ul style="list-style-type: none">• The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none">• To discuss the topic of (The body) and do the tasks related to the unit.
E.	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none">• Learn, know and be familiar with everything in the unit.• Carry out the activities related to the unit.
F.	<p><u>Standards and criteria of success:</u></p> <p><input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</p>

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method role play	Linguistic Communication method role play	Linguistic Communication method role play	Linguistic Communication method role play	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

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