

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of Get Ready (6)

TEACHER'S NAME

.....



General Objective Of Teaching English

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen and understand simple English language.
5. Express themselves orally using simple English language.
6. Read and understand simple written English language materials.
7. Write simple guided sentences in English language.
8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.
9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.

General Objective Of Teaching English In Primery Stage

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- 9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.**

WEEK S	DATES		Distribution of the syllabus Get Ready 6
	FROM	TO	
1	4/6/1442	8/6/1442	Unit 1
2	11/6/1442	15/6/1442	Workbook Unit 1
3	18/6/1442	22/6/1442	Unit 2
4	25/6/1442	29/6/1442	Workbook Unit 2+ Revision 1
5	2/7/1442	6/7/1442	Unit 3
6	9/7/1442	13/7/1442	Workbook Unit 3
7	16/7/1442	20/7/1442	Workbook Unit 4+ Revision 2
8	23/7/1442	27/7/1442	Unit 5
9	1/8/1442	5/8/1442	Workbook Unit 5
10	8/8/1442	12/8/1442	Unit 6
11	15/8/1442	19/8/1442	Workbook Unit 6+ Revision 3
12	22/8/1442	26/8/1442	Unit 7
13	29/8/1442	3/9/1442	Workbook Unit 7
14	6/9/1442	10/9/1442	Unit 8
15	13/9/1442	17/9/1442	Workbook Unit 8
16	6/10/1442	8/10/1442	Revision 4
17-18	11/10/1442	22/10/1442	the exams

Title Of Unit	1 Family and work	Class	6th Grade
Subject	English	Time Frame Lessons

Unit Summary

This unit helps students to give details about families and people, to produce simple questions about routines, to introduce specific information about rooms, to talk about jobs, to ask and answer questions about familiar topics, to fill in a form with basic information and to recognize and produce the sound /3:/

Stage (1) identify Desired Results

Enduring Understanding	Essential questions
<p>Students will understand....</p> <ul style="list-style-type: none"> ● How to give details about families and people. ● How to produce simple questions about routines. ● How to introduce specific information about rooms . ● How to write short simple phrases to complete a written text. ● How to talk about jobs. ● How to write short simple sentences with personal information about other people. ● How to interact in a simple way by asking and answering. ● How to fill in a form with basic information. ● How to ask and answer questions about familiar topics. ● How to recognize and produce the sound /3:/. 	<ul style="list-style-type: none"> ● Who lives in Dammam ? ● Where does Ali live ? ● How many bedrooms are there in your house ? ● What does your dad do ? ● What's your father's job ? ● Where is your house ?
Knowledge	Skills
<p>Students will know :</p> <ul style="list-style-type: none"> ● How to give details about families and people. ● How to write short simple phrases to complete a written text. ● How to interact in a simple way by asking and answering. ● How to talk about jobs. ● How to produce simple questions about routines. ● How to ask and answer questions about familiar topics. ● How to introduce information about rooms . ● How to write short simple sentences with personal information about other people. ● How to fill in a form with basic information. ● How to recognize and produce the sound /3:/. 	<p>Students will be able to :</p> <ul style="list-style-type: none"> ● give details about families and people. ● produce simple questions about routines. ● introduce specific information about rooms . ● write short simple phrases to complete a written text. ● talk about jobs. ● write short simple sentences with personal information about other people. ● interact in a simple way by asking and answering. ● fill in a form with basic information. ● How to ask and answer questions about familiar topics. ● recognize and produce the sound /3:/ correctly.

Stage (2) Assessment Evidence

Performing Tasks:

Ask students to write a text about their families, where they live, how many brothers and sisters they have and their parents' jobs.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)

Performance Standards:

Answer about yourself :

- 1- Where do you live?
- 2- How many rooms are there in your house?
- 3- What does your father do ?

Circle the correct sound :

curly shirt burger purple
ur ir ur ir ur ir ur ir

Other Evidence

Through other evidence (eg: short tests, academic reminders, long tests, notebooks ...) will introduce students attainment of the desired results. In the absence of some skills, you will be following procedure assign a distinctive student in the computer and turn around the rest of the watch and participate opinion.

Assigning students to read quick lesson in the classroom.

Worksheets - Portfolio - Brochures

- ✓ Flash cards designed by the students .
- ✓ Quizzes .
- ✓ Self-evaluations .
- ✓ Activities (Activity Book) .

Stage (3) Learning Plan

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

1. Learn the basics of the English language that would form the foundation for its mastery in the future
2. Learn the core vocabulary assigned for this stage .
3. Listen and understand simple English language .
4. Express themselves orally using simple English language .
5. Read and understand simple written English language materials .
6. Pupils should read the lesson.
7. They should be able to discuss the topic.
8. They should be able to listen and practice a conversation .
9. They should be able to discuss the topic.
10. They should be able to listen to people inviting each other.
11. Pupils should be active at the class.
12. They should be study the new vocabulary.

الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
LESSON	DATE	HEADMASTER SIGN.	NOTE
1			
2			
3			
4			
5			

الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
LESSON	DATE	HEADMASTER SIGN.	NOTE
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LESSON	DATE	HEADMASTER SIGN.	NOTE
.....			
.....			
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=====

مصرف الراجحي

233608010954856

(اي بان)

SA5780000233608010954856

حسابات بنوك باسم "سعد عبدالرحمن العتيبي"

=====

البنك الأهلي

21065828000106

(اي بان)

SA0610000021065828000106

بنك سامبا

8001852539

اي بان بنك سامبا

SA2740000000008001852539

بنك الرياض

2052558759940

(اي بان)

SA3520000002052558759940

البنك السعودي الفرنسي

K2213000185

(اي بان)

SA8255000000K2213000185

بنك البلاد

900127883010006

(اي بان)

SA4715000900127883010006

البنك السعودي للإستثمار

0101001926001

(اي بان)

SA6065000000101001926001

بنك الجزيرة

030680161166001

(اي بان)

SA6760100030680161166001

بنك الانماء

68202882885000

(اي بان)

SA2805000068202882885000

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للتواصل عبر الواتس أو الاتصال تليفونيا على احدي الارقام التالية:

[0555107025](tel:0555107025)

[0557977722](tel:0557977722)

[0551092444](tel:0551092444)

[0558396006](tel:0558396006)

[0558396004](tel:0558396004)

[0558396119](tel:0558396119)

الفصل الدراسي / الثاني

المادة / Get Ready 6

الصف / السادس الابتدائي

0505107025