

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of We Can (1)

TEACHER'S NAME

General Objective of Teaching English in Primary Stage

- 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.**

Week	DATES		Distribution of the syllabus We can 1	Notes
	From	To		
1	21/1/1443	25/1/1443	Intro	بداية الدراسة للطلاب للفصل الدراسي الأول 2021/08/29م إجازة اليوم الوطني 1443/02/16-15م إجازة نهاية أسبوع مطولة 1443/03/12-11م إجازة نهاية أسبوع مطولة 1443/03/29م بداية اختبار الفصل الدراسي الأول 1443/04/16م بداية إجازة الفصل الدراسي الأول 1443/04/20م
2	28/1/1443	2/2/1443	Unit 1 My Friends: lessons1 (Talk Time) – lesson2 (Rhythms and Sounds)	
3	5/2/1443	9/2/1443	Unit 1 My Friends: lesson3 (Words) - Lesson4 (Phonics) – lesson5 (Phonics Practice)	
4	12/2/1443	14/2/1443	Evaluation	
			الأربعاء والخميس إجازة اليوم الوطني	
5	19/2/1443	23/2/1443	Unit 2 My body: lessons1 (Talk Time)	
6	26/2/1443	1/3/1443	Unit 2 My body: lesson2 (Rhythms and Sounds)	
7	4/3/1443	8/3/1443	Unit 2 My body: lesson3 (Words)	
8	13/3/1443	15/3/1443	Unit 2 My body: Lesson4 (Phonics) – lesson5 (Phonics Practice)	
			الاحد والاثنين إجازة نهاية أسبوع مطولة	
9	18/3/1443	22/3/1443	Unit 3 My Family: lessons1 (Talk Time) – lesson2 (Rhythms and Sounds)	
10	25/3/1443	28/3/1443	Unit 3 My Family: lesson3 (Words)	
			الخميس إجازة نهاية أسبوع مطولة	
11	2/4/1443	6/4/1443	Unit 3 My Family: Lesson4 (Phonics) – lesson5 (Phonics Practice)	
12	9/4/1443	13/4/1443	Evaluation	
13	16/4/1443	20/4/1443	the exams	

Unit 1 - My friends	Subject: English (We Can1)
Lessons (1: 5)	
Time Frame: 5 lessons	
Unit Summary	
<p>This unit presents the greeting [Hello/ Goodbye], asking about one’s name, asking about the color, some colors, the alphabets, making name cards and pronouncing “I’m fine, thank you”.</p>	
Stage 1: Identify Desired Results	
<ul style="list-style-type: none"> ▪ The General Objectives: ▪ To ask about one's name. ▪ To say their names. ▪ To say [Hello]. ▪ To say the chant. ▪ To pronounce “I’m fine, thank you”. ▪ To say [Goodbye]. ▪ To ask "What’s this color?" ▪ To say the colors. ▪ To say the alphabet. ▪ To make a name card. 	
Enduring Understandings:	Essential Questions:
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Asking about one's name. ▪ Saying names. ▪ [Hello]. ▪ Pronouncing “I’m fine, thank you”. ▪ [Goodbye]. ▪ Asking "What’s this color?" ▪ The colors. ▪ The alphabet. ▪ The name card. 	<ul style="list-style-type: none"> ▪ Ask about one's name. ▪ Say your name. ▪ Greet someone using Hello. ▪ Ask "How are you?" ▪ Greet your friend while he is going home. ▪ Ask about the color of your friend’s pencil. ▪ Say three colors. ▪ Say the song of the alphabet. ▪ Make a name card.

Knowledge and Skills

Students will know...

- New vocabulary.
- [Hello].
- [Goodbye].
- The colors.
- The alphabet.
- The name card.

Students will be able to...

- Say and write new words and verbs.
- Ask about one's name.
- Greet someone using Hello.
- Ask "How are you?"
- Greet your friend while he is going home.
- Ask about the color of your friend's pencil.
- Say the song of the alphabet.
- Make a name card.

Stage 2: Assessment Evidence

Performing Tasks:

- ✓ 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:

- ✓ Put the letters [A/a - B/b - C/c] in your own words.
- ✓ Ask about one's name.
- ✓ Say your name.
- ✓ Greet someone using Hello.
- ✓ Ask "How are you?"
- ✓ Greet your friend while he is going home.
- ✓ Ask about the color of your friend's pencil.
- ✓ Say three colors.
- ✓ Say the song of the alphabet.
- ✓ Make a name card.
- ✓ 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)

<p>Warm-up questions:</p> <ul style="list-style-type: none">✓ Say Hello.✓ Ask "What's your name?"	<p>Work individually:</p> <ul style="list-style-type: none">✓ Make a name card.✓ Say the colors.✓ Say the alphabets.✓ Say Good-bye.	<p>Work in pairs:</p> <ul style="list-style-type: none">✓ Role play the greeting game.✓ Role play the yellow game.	<p>Work in groups:</p> <ul style="list-style-type: none">✓ Sing the hello chant.✓ Sing the Good-bye chant.✓ Sing the rainbow chant.✓ Sing the alphabet chant.
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(Performance Tasks)
Title of unit: My friends

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">▪ Introduce myself to the class and encourage them to do the same.▪ Explain the question [What's your name?].▪ Practice the commands with each other.▪ Ask them to make dialogues and ask each other about the name.▪ Ask the students to make the dialogue with actions.▪ Ask the students to greet five students quickly.▪ Ask them to say the song.▪ Explain [I'm, fine, thank you].▪ Define the greeting [How are you?] and it's answer.▪ Ask the students to pass the greeting down the line.▪ Define the question [What's this color?].▪ Ask and encourage them to respond.▪ Read the rainbow chant and ask them to chant.▪ Ask them to touch the color as fast as possible.▪ Ask the students to color the letters in activity 1.▪ Ask them to draw some pictures beside the name. <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">▪ Discussion.▪ Participate in an educational game.▪ Answer worksheets.▪ Echo an educational chant.▪ Role-play a story.▪ Match sentences.▪ Implementation of the activities related to the module.

	<p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> ▪ Discussion. ▪ Making presentations and introductions. ▪ Motivate students to think and answer. ▪ Ask questions. ▪ Use posters, flashcards and board. ▪ Divide students to work in pairs or groups. ▪ Critical thinking. ▪ Check students' answers and correct their mistakes.
C.	<p><u>Audience:</u></p> <ul style="list-style-type: none"> ❖ Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> ❖ Unit vision.
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 (My friends) 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> <ul style="list-style-type: none"> ❖ Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

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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