

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of We Can (3)

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 3	Notes
	From	To		
1	21/1/1443	25/1/1443	Intro	بداية الدراسة للطلاب للفصل الدراسي الأول إجازة اليوم الوطني إجازة نهاية أسبوع مطولة إجازة نهاية أسبوع مطولة بداية اختبار الفصل الدراسي الأول بداية إجازة الفصل الدراسي الأول 2021/08/29 - 1443/01/21 م 2021/09/23-22 هـ - 1443/02/16-15 م 2021/10/18-17 هـ - 1443/03/12-11 م 2021/11/04 هـ - 1443/03/29 م 2021/12/30 هـ - 1443/04/16 م 2021/12/30 هـ - 1443/04/20 م
2	28/1/1443	2/2/1443	Unit 1 Feelings: lessons1 (Talk Time) – lesson2 (Rhythms and Listening)	
3	5/2/1443	9/2/1443	Unit 1 Feelings: lesson3 (Words in Action) - 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 Things We Wear: lessons1 (Talk Time)	
6	26/2/1443	1/3/1443	Unit 2 Things We Wear: lesson2 (Rhythms and Listening)	
7	4/3/1443	8/3/1443	Unit 2 Things We Wear: lesson3 (Words in Action)	
8	13/3/1443	15/3/1443	Unit 2 Things We Wear: Lesson4 (Phonics) – lesson5 (Phonics Practice)	
			الأحد والاثنين إجازة نهاية أسبوع مطولة	
9	18/3/1443	22/3/1443	Unit 3 Things We Do: lessons1 (Talk Time) – lesson2 (Rhythms and Listening)	
10	25/3/1443	28/3/1443	Unit 3 Things We Do: lesson3 (Words in Action)	
			الخميس إجازة نهاية أسبوع مطولة	
11	2/4/1443	6/4/1443	Unit 3 Things We Do: Lesson4 (Phonics) – lesson5 (Phonics Practice)	
12	9/4/1443	13/4/1443	Evaluation	
13	16/4/1443	20/4/1443	the exams	

Unit 1- Feelings	Subject: English (We Can3)
Lessons (1:5)	
Time Frame: 5 lessons	
Unit Summary	
<p>This unit focuses on asking "How are you?", "What's the matter?", answering some question by using "This is....." and greeting their teacher. Also it present acting out three feelings, practicing saying "I'm first, second, eighth, and writing the sounds for a, I by themselves.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of this unit, students will be able:</p> <ul style="list-style-type: none"> ▪ To ask;"How are you?" ▪ To greet their teacher. ▪ To say, "I'm first, second ... ▪ To chant an educational chant with a partner. ▪ To play the confusion game with a partner. ▪ To say "sixth, seventh, eighth..." ▪ To ask: "What's the matter?" ▪ To act out three feelings. ▪ To answer some question by using "This is.....". ▪ To listen and point to the right pictures and words. ▪ To say, read, and write the sounds for a, I by themselves. 	
Enduring Understandings:	Essential Questions:
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Asking ;"How are you?" ▪ Greeting their teacher. ▪ Saying "I'm first, second ... ▪ Asking: "What's the matter?" ▪ Answering some question by using "This is.....". ▪ Saying, reading, and writing the sounds for a, I by themselves. 	<ul style="list-style-type: none"> ▪ How are you?" ▪ Greet your teacher. ▪ Complete: "I'm" ▪ Chant the [if you're happy and you know it] chant on P.6 in pairs. ▪ Play the confusion game in pairs. ▪ Is H the sixth letter of the alphabet? ▪ "What's the matter?" ▪ Act out that you are hungry. ▪ Practice the sounds /a/ and /I/.

Knowledge and Skills

Students will know:

- Playing the confusion game with a partner.
- acting out three feelings.
- Greeting their teacher.

Students will be able to ...

- Ask ;"How are you?"
- Greet their teacher.
- Say, "I'm first, second ...
- Chant an educational chant with a partner.
- Say "sixth, seventh, eighth..."
- Ask: "What's the matter?"
- Answer some question by using "This is.....".
- Listen and point to the right pictures and words.
- Say, read, and write the sounds for a, I by themselves.

Stage 2: Assessment Evidence

Performing Tasks:

- ✓ Use vocabulary in a variety of sentences.
- ✓ Listening tests.
- ✓ Oral tests.
- ✓ Dialogues.
- ✓ Written tests.

Performance Standards:

- Achieve advanced degrees in tests and quizzes.
- Show the ability to answer the exercise of Student's book and Workbook.
- They are done through the follow up table (expectation 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 (activity book) which to ensure of 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 of learners of the skills of grammar, spelling and structures of language through class room activities and homework.
- ✓ Training of learners of the rules for writing.
- ✓ Engage the pupils with self-evaluation of the students to achieve the stated results.
- ✓ We have to focus on basic questions:
 - How are you?"
 - Greet your teacher.
 - Complete: "I'm"
 - Chant the if you're happy and you know it chant on P.6 in pairs.
 - Play the confusion game in pairs.
 - Is H the sixth letter of the alphabet?
 - "What's the matter?"
 - Act out that you are hungry.
 - Practice the sounds /a/ and /I/.
- ✓ 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)

Warm-up questions	Work individually	Work in pairs	Work in groups
<ul style="list-style-type: none">✓ How are you?" ✓ Greet your teacher.	<ul style="list-style-type: none">✓ Is H the sixth letter of the alphabet? ✓ "What's the matter?"	<ul style="list-style-type: none">✓ Chant the if you're happy and you know it chant on P.6 in pairs. ✓ Play the confusion game in pairs.	<ul style="list-style-type: none">✓ Act out that you are hungry. ✓ Practice the sounds /a/ and /I/.

(Performance Tasks)

A. Students' performance task:

- Listen and repeat.
- Read a story.
- Role-play the conversation.
- Listen to a chant.
- Act out a conversation.
- Point to the pictures.
- Act out three feelings.
- Write short sentences.
- Write the new words.

Objective:

- Achieve the general objective of the Unit.

The problem and the challenge:

- Help students to know / understand their learning goals and evaluate their own progress.

B. Students' role-play:

- Listen and repeat.
- Read the texts.
- Asking and answering questions.
- Match sentences.
- Implementation of the activities related to the unit.
- Answer worksheets.
- Complete the sentences.
- Write a newspaper article.

The way to carry out the task:

- Discussion.
- Making presentations and introductions.
- Identify the suitable strategy (cooperative, role play, linguistic communication, detective, and brainstorming).
- Motivate students to think and answer.
- Ask questions.
- Use posters, flashcards and board.
- Divide students to work in pairs.

	<ul style="list-style-type: none"> ▪ 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. ▪ Work in pairs. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> ▪ To discuss the topic (Feelings) 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>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 Unit	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/ cooperative method/ role play.	Linguistic Communication method/ cooperative method/ role play.	Linguistic Communication method/ cooperative method/ role play.	Linguistic Communication method/ cooperative 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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