

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Preparation Of We Can (5)

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 <b>We can 5</b>	Notes
	From	To		
1	21/1/1443	25/1/1443	<b>Unit 1 It's Nice to Meet You!: lessons1 (Finding Out Time) – lesson2 (Grammar in Action)</b>	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 2021/08/29م - 1443/01/21م 2021/09/23-22م - 1443/02/16-15م 2021/10/18-17م - 1443/03/12-11م 2021/11/04م - 1443/03/29م 2021/12/30م - 1443/04/16م 2021/12/30م - 1443/04/20م
2	28/1/1443	2/2/1443	<b>Unit 1 It's Nice to Meet You!: lesson3 (Rhythms and Reading) - Lesson4 (Phonics) – lesson5 (Phonics Practice)</b>	
3	5/2/1443	9/2/1443	<b>Unit 2 Sea Animals: lessons1 (Finding Out Time) – lesson2 (Grammar in Action)</b>	
4	12/2/1443	14/2/1443	<b>Unit 2 Sea Animals: lesson3 (Rhythms and Reading) - Lesson4 (Phonics) – lesson5 (Phonics Practice)</b>	
			الأربعاء والخميس إجازة اليوم الوطني	
5	19/2/1443	23/2/1443	<b>Evaluation (Unit 1+Unit2)</b>	
6	26/2/1443	1/3/1443	<b>Unit 3 Sports and Activities: lessons1 (Finding Out Time) – lesson2 (Grammar in Action)</b>	
7	4/3/1443	8/3/1443	<b>Unit 3 Sports and Activities: lesson3 (Rhythms and Reading)</b>	
8	13/3/1443	15/3/1443	<b>Unit 3 Sports and Activities: Lesson4 (Phonics) – lesson5 (Phonics Practice)</b>	
			الاحد والاثنين إجازة نهاية أسبوع مطولة	
9	18/3/1443	22/3/1443	<b>Unit 4 Chores: lessons1 (Finding Out Time) – lesson2 (Grammar in Action)</b>	
10	25/3/1443	28/3/1443	<b>Unit 4 Chores: lesson3 (Rhythms and Reading)</b>	
			الخميس إجازة نهاية أسبوع مطولة	
11	2/4/1443	6/4/1443	<b>Unit 4 Chores: Lesson4 (Phonics) – lesson5 (Phonics Practice)</b>	
12	9/4/1443	13/4/1443	<b>Evaluation (Unit 3+Unit4)</b>	
13	16/4/1443	20/4/1443	<b>the exams</b>	

<b>It's nice to meet you!</b>	<b>Subject: English (We Can5)</b>
<b>Lessons (1: 5)</b>	
<b>Time Frame: 5 lessons</b>	
<b>Unit Summary</b>	
This unit focuses on asking and answering about someone's age, name and where he lives, besides using "Whose" as a possessive pronoun, and chants about letters	
<b>Stage 1: Identify Desired Results</b>	
<p><b>The General Objectives:</b>  <b>By the end of "unit", students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Act out the talks about meeting someone</li> <li>• Ask and answer questions about name and age</li> <li>• Ask and answer where someone lives</li> <li>• Talk about people and things using my, your, his</li> <li>• Ask and using "Whose....?"</li> <li>• Answer using mine, yours, his, hers, ours, theirs</li> <li>• Chant the I have, you have chant</li> <li>• Choose letters and say which words they can or can't write</li> <li>• Listen and choose answers, and ask partner</li> <li>• Say, read, and write the words with ee, ea, ie, ai and ay</li> </ul>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>▪ Asking and answering about someone's age, name and where he lives</li> <li>▪ Using "Whose" as a possessive pronoun</li> <li>▪ Chants about letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Act out the talks about meeting someone in pairs.</li> <li>▪ Answer, "What's your name?", "How old are you?"</li> <li>▪ Answer, "Where do you live?"</li> <li>▪ Talk in pairs about your father's objects.</li> <li>▪ Answer, "Whose car is this?"</li> <li>▪ Answer, "Whose t-shirts are they?"</li> <li>▪ Chant the I have, you have chant chorally.</li> <li>▪ Play the letter Sharing Game with your partner.</li> <li>▪ Look at P.9 , ask and answer with your partner.</li> <li>▪ Practice the sounds /ee/, /ie/, /ai/, /ea/, /ay/.</li> </ul>

## Knowledge and Skills

### Students will know...

- New vocabulary
- Strategy-depth understanding of different texts
- Ask and answer about someone's age, name and where he lives
- Chants about letters
- Using "Whose" as a possessive pronoun

### Students will be able to...

- Train their ears to understand English uttered by speakers.
- Practice extensive readings for information, pleasure and enlightenment.
- Reinforce grammatical points already taught.
- Listen to the conversation.
- Read short dialogues.
- Point to the pictures
- Saying the chants chorally
- Write new words

## Stage 2: Assessment Evidence

### Performing Tasks:

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

- Act out the talks about meeting someone in pairs.
- Answer, "What's your name?", "How old are you?"
- Answer, "Where do you live?"
- Talk in pairs about your father's objects.
- Answer, "Whose car is this?"
- Answer, "Whose t-shirts are they?"
- Chant the I have, you have chant chorally.
- Play the letter Sharing Game with your partner.
- Look at P.9 , ask and answer with your partner.
- Practice the sounds /ee/, /ie/, /ai/, /ea/, /ay/.

**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><b>Warm-up questions:</b></p> <ul style="list-style-type: none"><li>▪ Answer, "What's your name?", "How old are you?"</li><li>▪ Answer, "Where do you live?"</li><li>▪ Answer, "Whose t-shirts are they?"</li></ul>	<p><b>Work individually:</b></p> <ul style="list-style-type: none"><li>▪ Answer, "What's your name?", "How old are you?"</li><li>▪ Answer, "Where do you live?"</li><li>▪ Answer, "Whose car is this?"</li></ul>	<p><b>Work in pairs:</b></p> <ul style="list-style-type: none"><li>▪ Act out the talks about meeting someone in pairs.</li><li>▪ Talk in pairs about your father's objects.</li><li>▪ Play the letter Sharing Game with your partner.</li><li>▪ Look at P.9 , ask and answer with your partner.</li></ul>	<p><b>Work in groups:</b></p> <ul style="list-style-type: none"><li>▪ Chant the I have, you have chant chorally.</li><li>▪ Practice the sounds /ee/, /ie/, /ai/, /ea/, /ay/.</li></ul>
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## (Performance Tasks)

Title of unit: It's nice to meet you!

A.	<p><b><u>Performance tasks:</u></b></p> <ul style="list-style-type: none"><li>▪ Role-play the conversations.</li><li>▪ Draw some paintings.</li><li>▪ Matching pictures</li><li>▪ Saying the chants</li><li>▪ Listen to short dialogues.</li></ul> <p><b><u>Objective:</u></b></p> <ul style="list-style-type: none"><li>▪ Achieve the general objectives of the unit.</li></ul> <p><b><u>The problem and the challenge:</u></b></p> <ul style="list-style-type: none"><li>▪ Help students to know and understand their learning goals and evaluate their own progress.</li></ul>
B.	<p><b><u>Students' role-play:</u></b></p> <ul style="list-style-type: none"><li>▪ Discussion</li><li>▪ Give examples.</li><li>▪ Read and role-play the conversations.</li><li>▪ Use the new vocabulary to complete sentences.</li><li>▪ Read the words' meanings.</li><li>▪ Answer the questions and do the tasks related to the unit.</li></ul> <p><b><u>The way to carry out the task:</u></b></p> <ul style="list-style-type: none"><li>▪ Make presentations and introductions.</li><li>▪ Identify the suitable strategy of each lesson.</li><li>▪ Discussion</li><li>▪ Critical thinking</li><li>▪ Use posters, flashcards, podcasts and boards.</li><li>▪ Motivate the students to think and answer.</li><li>▪ Divide the students into pairs or groups.</li><li>▪ Identify the required activities.</li><li>▪ Ask questions.</li><li>▪ Check the student's answers and correct their mistakes.</li></ul>
C.	<p><b><u>Audience:</u></b></p> <ul style="list-style-type: none"><li>▪ Pupils of the class, school or community</li></ul> <p><b><u>Need to present:</u></b></p> <ul style="list-style-type: none"><li>▪ Unit vision</li></ul>



<b>D.</b>	<p><b><u>The situation:</u></b></p> <ul style="list-style-type: none"><li>▪ The context of the educational curriculum</li></ul> <p><b><u>The challenge:</u></b></p> <ul style="list-style-type: none"><li>▪ To discuss the topic (It's nice to meet you!) and do the tasks related to the unit.</li></ul>
<b>E.</b>	<p><b><u>Output, performance and purpose:</u></b></p> <ul style="list-style-type: none"><li>▪ Learn, know and be familiar with everything in the unit.</li><li>▪ Carry out the activities related to the unit.</li></ul>
<b>F.</b>	<p><b><u>Standards and criteria of success:</u></b></p> <ul style="list-style-type: none"><li>❖ Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</li></ul>

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
<b>Language notes</b>	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
<b>acting of the unit</b>	Confused in giving examples and answering the questions	Fairly good examples and answers.	Very good examples and answers	Excellent examples and answers	
<b>approach</b>	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
<b>Content</b>	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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المرفقات

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+

أوراق عمل خاصة بالمادة لجميع الدروس

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حل أسئلة الكتاب

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الكتاب الإلكتروني

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## الأسعار للثانوي المقررات والفصلي

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[0558396006](tel:0558396006)

[0558396119](tel:0558396119)

[0551092444](tel:0551092444)

حسابات بنوك باسم "مؤسسة التحضير الحديثة"

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مصرف الراجحي

233608010954856

(اي بان)

SA5780000233608010954856

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حسابات بنوك باسم "سعد عبدالرحمن العتيبي"

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البنك الأهلي

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بنك الرياض

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البنك السعودي الفرنسي

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بنك البلاد

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بنك الانماء

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