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King Dom Of Saudi Arabia Ministry Of Education

School ………..

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| **Seventh** | **Sixth** | **Fifth** | **Fourth** | **Third** | **Second** | **First** | **Shares**  **Days** |
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**General Objective Of Teaching English In Elementary 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**

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 1 The body | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about body parts, recognize, to produce and write the letters ( b, h, p ), to respond with action and to read phrases and match. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand….*   * How to talk about body parts. * How to recognize and produce the letters ( b, h, p ). * How to write the letters ( b, h, p ). * How to respond with action. * How to read phrases and match. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Write body parts : | *Students will know :*   * How to talk about body parts. * How to respond with action. * How to read phrases and match. * How to recognize and produce the letters ( b, h, p ). * How to write the letters ( b, h, p ). | *Students will be able to :*   * talk about body parts. * recognize and produce the letters  ( b, h, p ). * write the letters ( b, h, p ). * respond with action. * read phrases and match. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw some items that begin with *b, h* and *p,* colour them and write the words under them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :  b b b b b b b b  h h h h h h h h  p p p p p p p p  Write *b, h* or *p* :    \_ag \_and \_en |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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|  | CLASS |  | STAGE |
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|  | CLASS |  | STAGE |
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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 2 My Face | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about parts of the face, to recognize, produce and write the letters ( m, n, r ), to respond with action and to read phrases and match. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand ….*   * How to talk about parts of the face. * How to recognize and produce the letters ( m, n, r ). * How to write the letters ( m, n, r ). * How to respond with action. * How to read phrases and match. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Write parts of the face : | *Students will know :*   * How to talk about parts of the face. * How to respond with action. * How to read phrases and match. * How to recognize and produce the letters ( m, n, r ). * How to write the letters ( m, n, r ). | *Students will be able to :*   * How to talk about parts of the face. * How to recognize and produce the letters ( m, n, r ). * How to write the letters ( m, n, r ). * How to respond with action. * How to read phrases and match. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw some items that begin with *m, n* and *r,* colour them and write the words under them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :  m m m m m m m  n n n n n n n  r r r r r r r  Write *m,n* or *r* :  mouth nose an orange  \_outh \_ose o\_ange |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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|  | CLASS |  | STAGE |
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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Revision 1 | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| In this unit students review how to talk about body parts, parts of the face and rooms of a house, how to recognize ,produce and write the letters (b, h, p, m, n, r ). | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will review ….*   * How to talk about body parts, parts of the face and rooms of a house. * How to recognize and produce the letters (b, h, p, m, n, r ). * How to write the letters (b, h, p, m, n, r). | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Write body parts : | *Students will know :*   * How to talk about body parts, parts of the face and rooms of a house. * How to recognize and produce the letters (b, h, p, m, n, r). * How to write the letters (b, h, p, m, n, r). | *Students will be able to :*   * talk about body parts, parts of the face and rooms of a house. * recognize and produce the letters (b, h, p, m, n, r). * write the letters (b, h, p, m, n, r). |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to write letters( b, h, p, m, n, r ) on a poster and colour them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | b | b | b | b | b | b | | m | m | m | m | m | m | | u | u | u | u | u | u | | v | v | v | v | v | V |   Read, draw and colour :  a blue bag a red car  a yellow yo-yo orange juice |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 3 My house | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about rooms of a house, to recognize, produce and write the letters ( j, u, y ), to ask and answer *Where's the ….?* and to read sentences, match and write. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand ….*   * How to talk about rooms of a house. * How to recognize and produce the letters ( j, u, y ). * How to write the letters ( j, u, y ). * How to ask and answer *Where's the ….?* * How to read sentences, match and write. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Look at the pictures, then write the rooms :    ……………… …………… ………………    ……………………… ……………………… | *Students will know :*   * How to talk about rooms of a house. * How to ask and answer *Where's the ….?* * How to read sentences, match and write. * How to recognize and produce the letters ( j, u, y ). * How to write the letters ( j, u, y ). | *Students will be able to :*   * talk about rooms of a house. * recognize and produce the letters   ( j, u, y ).   * write the letters ( j, u, y ). * ask and answer *Where's the ….?* * read sentences, match and write. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw some items that begin with *j, u* and *y,* colour them and write the words under them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | j | j | j | j | j | j | | u | u | u | u | u | u | | y | y | y | y | y | y |   robotTrace and copy :  horse1- There's a horse.  bed2- There's a bed.  3- There's a robot. |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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|  | CLASS |  | STAGE |
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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 4 Food | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about food, to recognize, produce and write the letters ( v, w, x ), to write the letters ( v, w, x ), to ask and answer *How many ….?* And to read sentences, match and write. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand ….*   * How to talk about food. * How to recognize and produce the letters ( v, w, x ). * How to write the letters ( v, w, x ). * How to ask and answer *How many ….?* * How to read sentences, match and write. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Look, read and number :   1. an apple 2. an egg 3. an orange 4. juice 5. eat 6. drink | *Students will know :*   * How to talk about food. * How to ask and answer *How many ….?* * How to read sentences, match and write. * How to recognize and produce the letters ( v, w, x ). * How to write the letters ( v, w, x ). | *Students will be able to :*   * talk about food. * recognize and produce the letters ( v, w, x ). * write the letters ( v, w, x ). * ask and answer *How many ….?* * read sentences, match and write. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw some items that begin with *v, w* and *x,* colour them and write the words under them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | v | v | v | v | v | v | | w | w | w | w | w | w | | x | x | x | x | x | x |   Write *v, w* or *x* :  *x-ray villa window*  \_ - ray \_illa \_indow |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Revision 2 | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| In this unit students review how to talk about food and rooms of a house, how to recognize ,produce and write the letters (b, h, p, m, n, r, j, u, y, v, w, x). | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will review ….*   * How to talk about food and rooms of a house. * How to recognize and produce the letters (b, h, p, m, n, r, j, u, y, v, w, x). * How to write the letters (b, h, p, m, n, r, j, u, y, v, w, x). | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Trace and copy :   |  |  | | --- | --- | | leg | leg | | mouth | mouth | | garden | garden | | bathroom | bathroom | | juice | juice | | *Students will know :*   * How to talk about food and rooms of a house. * How to recognize and produce the letters (b, h, p, m, n, r, j, u, y, v, w, x). * How to write the letters (b, h, p, m, n, r, j, u, y, v, w, x). | *Students will be able to :*   * talk about food and rooms of a house. * recognize and produce the letters (b, h, p, m, n, r, j, u, y, v, w, x). * write the letters (b, h, p, m, n, r, j, u, y, v, w, x). |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to write letters( b, h, p, m, n, r, j, u, y, v, w, x ) on a poster and colour them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | b | b | b | b | b | b | | m | m | m | m | m | m | | u | u | u | u | u | u | | v | v | v | v | v | V |   Read, draw and colour :  a blue bag a red car  a yellow yo-yo orange juice |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 5 In the street | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about streets, to recognize, produce and write the letters ( f, k, s, z ), to ask for and give directions: *Where's the …..? Turn …..*, to identify locations: *Where's the …..? It's on ………..* to respond with action and to read sentences, match and write. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand ….*  How to talk about streets.  How to recognize and produce the letters ( f, k, s, z ).  How to write the letters ( f, k, s, z ).  How to respond with action.  How to ask for and give directions: *Where's the …..? Turn …..*  How to identify locations: *Where's the …..? It's on ………..*  How to read sentences, match and write. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Look, read and number :  1- traffic lights  2- street  3- taxi  4- shop  5- bus  6- mosque | *Students will know :*  How to talk about streets.  How to ask for and give directions: *Where's the …..? Turn …..*  How to identify locations: *Where's the …..? It's on ………..*  How to read sentences, match and write.  How to recognize and produce the letters ( f, k, s, z ).  How to write the letters ( f, k, s, z ).  How to respond with action. | *Students will be able to :*  talk about streets.  recognize and produce the letters  ( f, k, s, z ).  write the letters ( f, k, s, z ).  respond with action.  ask for and give directions: *Where's the …..? Turn …..*  identify locations: *Where's the …..? It's on ………..*  read sentences, match and write. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw a map of their street*,* colour it and write names of some of its buildings.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | f | f | f | f | f | f | | k | k | k | k | k | k | | s | s | s | s | s | s | | z | z | z | z | z | z |   Write f, k, s and z:  فهرس  \_ey \_oot \_ish \_oo |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 6 Day and weather | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about day and weather, to recognize, produce and write the blends ( th, ch, wh ), to listen to sentences and match and to complete sentences. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand ….*   * How to talk about day and weather. * How to recognize and produce the blends ( th, ch, wh ). * How to write the blends ( th, ch, wh ). * How to listen to sentences and match . * How to complete sentences. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Look and match :  1- sunny  2- cloudy  3- cold  4- hot  5- rainy | *Students will know :*   * How to talk about day and weather. * How to listen to sentences and match . * How to complete sentences. * How to recognize and produce the blends ( th, ch, wh ). * How to write the blends ( th, ch, wh ). | *Students will be able to :*   * How to talk about day and weather. * How to recognize, produce and write the blends ( th, ch, wh ). * How to listen to sentences and match . * How to complete sentences. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw pictures about the weather*,* colour them and write the weather next to them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | th | th | th | th | th | th | | ch | ch | ch | ch | ch | ch | | wh | wh | wh | wh | wh | wh |   Write *th, ch* or *wh* :  \_ \_obe  \_ \_air \_ \_ite |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Revision 3 | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| In this unit students review how to talk about street and weather, how to recognize, produce and write the letters ( f, k, s, z, th, ch, sh ) and how to ask and answer questions. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will review ….*   * How to talk about street and weather. * How to recognize and produce the letters ( f, k, s, z, th, ch, sh ). * How to write the letters ( f, k, s, z, th, ch, sh ). * How to ask and answer questions. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Trace :  mosque  traffic lights  umbrella  yellow  train | *Students will know :*   * How to talk about street and weather. * How to ask and answer questions. * How to recognize and produce the letters ( f, k, s, z, th, ch, sh ). * How to write the letters ( f, k, s, z, th, ch, sh ). | *Students will be able to :*   * talk about street and weather. * recognize and produce the letters ( f, k, s, z, th, ch, sh ). * write the letters ( f, k, s, z, th, ch, sh ). * ask and answer questions. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to write the letters on a poster and colour them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace, write and order:  7 10 5 1 3 9 2 8 4 6  Look and circle :  train taxi plane    sunny rainy cloudy |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 7 My school | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about school items, to change to and write upper case letters A-M, to ask and answer *How many….?*, to read / listen to sentences and match and to respond with speech and action. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand ….*   * How to talk about school items. * How to change to upper case letters A-M. * How to write upper case letters A-M. * How to ask and answer *How many….?* * How to respond with speech and action. * How to read / listen to sentences and match. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Look and write : | *Students will know :*   * How to talk about school items. * How to ask and answer *How many ..?* * How to respond with speech and action. * How to read / listen to sentences and match. * How to change to upper case letters  A-M. * How to write upper case letters A-M. | *Students will be able to :*   * talk about school items. * How to change to upper case letters   A-M.   * How to write upper case letters A-M.ask and answer *How many….?* * respond with speech and action. * read / listen to sentences and match. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw a picture of their school*,* colour it and write the rooms on it.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | A a | A a | A a | A a | A a | A a | | L l | L l | L l | L l | L l | L l |   فهرسComplete :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | |  |  |  |  |  |  |   \_ \_oes \_ \_one \_ \_ irt \_ \_ ish |

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| 8 My country | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| This unit helps students to talk about Saudi Arabia, to ask about and identify places,  to read / listen to sentences, match and write, to write sentences and to talk about colours. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will understand….*  How to talk about Saudi Arabia.  How to ask about and identify places.  How to read / listen to sentences, match and write.  How to write sentences.  How to talk about colours.  How to change to upper case letters N-Z.  How to write upper case letters N-Z. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Look , read and match :   1. map 2. city 3. Holy Qur'an 4. town | *Students will know :*   * How to talk about Saudi Arabia. * How to talk about colours. * How to ask about and identify places. * How to read / listen to sentences, match and write. * How to write sentences. | *Students will be able to :*   * talk about Saudi Arabia. * ask about and identify places. * read / listen to sentences, match and write. * write sentences. * talk about colours. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to draw Saudi Arabia flag, colour it and write the word " flag " under it.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace and copy :   |  |  |  |  | | --- | --- | --- | --- | | phone | phone | phone | phone | | shop | shop | shop | shop | | white | white | white | white |   Complete :    ele\_ \_ant \_ \_oe \_ \_icken |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **4th Primary** | **CLASS** | **Get ready 2** | **BOOK** | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Revision 4 | | | **Title Of Unit** |  |  |  |  |  | **Date** |
| In this unit students review how to talk about colours and clothes, how to recognize, produce and write the letters ( f, k, s, z, th, ch, wh, ph, sh ) and how to ask and answer questions. | | | Unit Summery |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | |
| *Students will review ….*   * How to talk about colours and clothes. * How to recognize and produce the letters ( f, k, s, z, th, ch, wh, ph, sh ). * How to write the letters ( f, k, s, z, th, ch, wh, ph, sh ). * How to ask and answer questions. | | | | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| Trace and complete :  a \_ c \_ e f \_  \_ i \_k \_ m \_  \_ p q \_ s \_ u  \_ w \_ \_ z | *Students will know :*   * How to talk about colours and clothes. * How to ask and answer questions. * How to recognize and produce the letters ( f, k, s, z, th, ch, wh, ph, sh ). * How to write the letters ( f, k, s, z, th, ch, wh, ph, sh ). | *Students will be able to :*   * talk about colours and clothes. * recognize and produce the letters ( f, k, s, z, th, ch, wh, ph, sh ). * write the letters ( f, k, s, z, th, ch, wh, ph, sh ). * ask and answer questions. |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| 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. | 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 ) . | Ask students to write the numbers on a poster and colour them.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | Trace, write and order:  7 10 5 1 3 9 2 8 4 6  Look and circle :  train taxi plane    sunny rainy cloudy |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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|  | CLASS |  | STAGE |
| **LESSON** | **DATE** | **HEADMASTER SIGN.** | **NOTE** |
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|  | CLASS |  | STAGE |
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| 2 ………………………………………. |  |  |  |
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