By:MissAsh

YEAR 6 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. read and answer at least 5 questions correctly.

2. use capital sentences, commas, full stops, question marks and speech marks in at least 5 sentences correctly.

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 11)</td><td>YEAR</td><td>6</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Reading</td></tr>
<tr><td>THEME</td><td>World of stories</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Unit 1: It's an emergency!</td><td>TIME</td><td></td></tr>
<tr><td colspan="2">SKILLS</td><td colspan="2">PEDAGOGY (STRATEGY/ACTIVITY)</td></tr>
<tr><td colspan="2">Content Standard:
Main: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies

Complementary: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media</td><td colspan="2" rowspan="2">Pre-lesson: Teacher writes a few questions on the board. Teacher explains that pupils will ask the questions to their friends in pairs. Ex: What were you doing at 8 o'clock yesterday evening? How did you feel? What else happened to you yesterday? Pupils make notes about their partner's answers.
Lesson delivery:
1. Pupils refer to page 14 Activity 1. Based on this, pupils refer to page 9 paragraph 4 and answer the questions. Teacher reminds pupils to write the questions and answers in their exercise books.
2. Upon completion, pupils compare with their friends.
3. Pupils refer to Activity 2. Pupils read the questions and the reporter's notes
4. Pupils copy the questions into their exercise books and find the answer from the reporter's notes.
Post-lesson: Pupils discuss the answers with the class.</td></tr>
<tr><td colspan="2">Learning Standard:
Main: 3.2.2 Understand specific information and details of simple longer texts

Complementary: 4.3.1 Use capital letters, full stops, commas in lists, question marks and speech marks appropriately at discourse level</td></tr>
<tr><td colspan="2">OBJECTIVES</td><td colspan="2">TEACHING AIDS:</td></tr>
<tr><td colspan="2" rowspan="3">Main: At the end of the lesson, pupils will be able to read and answer the questions.

Complementary: At the end of the lesson, pupils will be able to use capital sentences, commas, full stops, question marks and speech marks in sentences.</td><td colspan="2">textbook Choose an item.</td></tr>
<tr><td>a) THINKING SKILLS:
Applying</td><td>c) 21ST CL ACTIVITIES:
Choose an item.</td></tr>
<tr><td>b) CLASSROOM-BASED ASSESSMENT: Task</td><td>d) 21ST CL METHOD:
Learning skills/process</td></tr>
<tr><td colspan="4">REFLECTION / REMARKS:
1. All the pupils were able to complete the task.
2. Lesson was carried out successfully.</td></tr>
</table>

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 12)</td><td>YEAR</td><td>6</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Writing</td></tr>
<tr><td>THEME</td><td>World of self, family and friends</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Unit 1: It's an emergency!</td><td>TIME</td><td></td></tr>
<tr><td colspan="2">SKILLS</td><td colspan="2">PEDAGOGY (STRATEGY/ACTIVITY)</td></tr>
</table>

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<table>
<tr><td>Content Standard:
Main: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media

Complementary: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media</td><td rowspan="2">Pre-lesson: Teacher writes the word embarrass on the board. Teacher adds -ing and informs pupils that the word is now an adjective. Teacher asks pupils to make sentences using the two words.
Lesson delivery:
1. Pupil refer to textbook page 15 Activity Working with words. Teacher explains to pupils that they must copy their exercise books and underline the correct words.
2. Teacher asks pupils if they remember the newspaper article from textbook page 9. Pupils share the introduction, main body and conclusion from the newspaper article from the textbook.
3. Teacher can provide pupils with real newspaper articles or pupils can be asked to bring a sample each. Pupils can be divided into groups of 3 and identify label the introduction, main body and conclusion in the newspaper.
4. Pupils are introduced to newspaper article writing. Teacher introduces the topic of accident to pupils.
5. In pairs, pupils come out with a title. Then, pupils are guided to work on the introduction (Who? Where? What were they doing?). Next, pupils work on the main body (What happened?, How did they feel?). Lastly, pupils are guided to write the conclusion (How did it end? What did people say?)
Post-lesson: Pupils share their story with the class.</td></tr>
<tr><td>Learning Standard:
Main: 4.2.3 Narrate factual and imagined events and experiences

Complementary: 4.3.3 Produce a plan or draft of two paragraphs or more for a familiar topic and modify this appropriately in response to feedback</td></tr>
<tr><td>OBJECTIVES</td><td colspan="2">TEACHING AIDS:</td></tr>
<tr><td rowspan="3">Main: At the end of the lesson, pupils will be able to narrate a newspaper article using the prompts.

Complementary: At the end of the lesson, pupils will be able to produce a draft of two paragraphs.</td><td colspan="2">textbook Choose an item.</td></tr>
<tr><td>a) THINKING SKILLS: Creating</td><td>c) 21ST CL ACTIVITIES: Pair/Group discussion</td></tr>
<tr><td>b) CLASSROOM-BASED ASSESSMENT: Storytelling</td><td>d) 21ST CL METHOD: Group-based activities</td></tr>
<tr><td colspan="3">REFLECTION / REMARKS:
1. All the pupils were able to complete the task.
2. Lesson was carried out successfully.</td></tr>
</table>

YEAR 6 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. narrate a newspaper article based on the given prompts and format.

2. produce a draft of newspaper article with at least 2 suitable paragraphs.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 13)	YEAR	6
SUBJECT	English Language	MODULE	Listening
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Unit 1: It's an emergency!	TIME	
SKILLS		**PEDAGOGY (STRATEGY/ACTIVITY)**	

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<table>
<tr><td>Content Standard:
Main: 1.2 Understand meaning in a variety of familiar contexts

Complementary: 2.1 Communicate simple information intelligibly</td><td rowspan="2">Pre-lesson: Teacher and pupils review the newspaper article from the previous lesson.
Lesson delivery:
1. Teacher asks pupils how do they ask for in an emergency situation. Teacher asks a few volunteers to come to the front. They are given a few topics such accident on the road and boat sinking. Pupils act out the situations.
2. Pupils refer to textbook page 36. Pupils identify the 3 parts of the problem and share them with the class.
3. Pupils refer to the picture in Activity 2. Teacher asks questions and elicit answers from pupils. (Does it look easy to travel there? What problems can you see?)
4. Pupils listen to audio 1.7 and compare their ideas.
5. Pupils listen to audio again and make notes for the advantages and disadvantages based on Activity 3. Teacher asks volunteers to share their notes.
6. Pupils refer to Activity 4. In pairs, pupils work on a solution to rescue Mike Dobbs. Pupils use ‘should’ and ‘shouldn’t’ to suggest.
Post-lesson: Pupils share their ideas.</td></tr>
<tr><td>Learning Standard:
Main: 1.2.2 Understand with little or no support specific information and details of longer simple texts on a range of familiar topics

Complementary: 2.1.3 Explain and give reasons for simple advice</td></tr>
<tr><td>OBJECTIVES</td><td colspan="2">TEACHING AIDS:</td></tr>
<tr><td rowspan="3">Main: At the end of the lesson, pupils will be able to listen and identify the rescue plans.

Complementary: At the end of the lesson, pupils will be able to explain their rescue plan.</td><td colspan="2">textbook songs/audio clips</td></tr>
<tr><td>a) THINKING SKILLS:
Creating</td><td>c) 21ST CL ACTIVITIES:
Pair/Group discussion</td></tr>
<tr><td>b) CLASSROOM-BASED ASSESSMENT: Task</td><td>d) 21ST CL METHOD:
Group-based activities</td></tr>
<tr><td colspan="3">REFLECTION / REMARKS:
1. All the pupils were able to complete the task.
2. Lesson was carried out successfully.</td></tr>
</table>

- Success Criteria

Pupils can

1. listen and identify at least 2 advantages and disadvantages correctly.

2. explain and give at least 1 suitable reason for their rescue plan.

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YEAR 6 DAILY LESSON PLANS

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 14)</td><td>YEAR</td><td>6</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Speaking</td></tr>
<tr><td>THEME</td><td>World of stories</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Unit 1: It's an emergency!</td><td>TIME</td><td></td></tr>
<tr><td colspan="2">SKILLS</td><td colspan="2">PEDAGOGY (STRATEGY/ACTIVITY)</td></tr>
<tr><td colspan="2">Content Standard:
Main: 2.3 Communicate appropriately to a small or large group

Complementary: 1.2 Understand meaning in a variety of familiar contexts</td><td colspan="2" rowspan="2">Pre-lesson: Pupils refer to the vocabulary panel at the top of page 16 in the textbook. Pupils guess the definition and check their answers in textbook page 134.
Lesson delivery:
1. Pupil refer to the picture in Activity 1. Teacher asks pupils who are those people and what is the problem. Pupils share their thoughts.
2. Pupils match the sentences in Activity 2 to the pictures. Pupils listen to audio 1.5 and check their answers.
3. Teacher explains that pupils will listen to the audio again and match the sentences to the way of speaking in Activity 3. Pupils listen and share their answers.
4. Teacher explains the difference between screaming and shouting. Pupils practise the sentences based on the way of speaking mentioned in Activity 3.
5. Teacher explains that pupils will work in groups of 4/5 for a short role play. Pupils refer to sentences by the captain, children and the teacher.
6. Teacher demonstrates how to start. Pupils practise in groups and perform with their group members.
Post-lesson: Pupils volunteer to perform
*Teacher can remind pupils to bring some ingredients to make sandwiches.</td></tr>
<tr><td colspan="2">Learning Standard:
Main: 2.3.1 Narrate short basic stories, events and experiences

Complementary: 1.2.5 Understand more complex supported questions</td></tr>
<tr><td colspan="2">OBJECTIVES</td><td colspan="2">TEACHING AIDS:</td></tr>
<tr><td colspan="2" rowspan="3">Main: At the end of the lesson, pupils will be able to narrate a short story.

Complementary: At the end of the lesson, pupils will be able to listen and match the sentences.</td><td colspan="2">textbook songs/audio clips</td></tr>
<tr><td>a) THINKING SKILLS: Analysing</td><td>c) 21ST CL ACTIVITIES: Role play</td></tr>
<tr><td>b) CLASSROOM-BASED ASSESSMENT: Role play</td><td>d) 21ST CL METHOD: Collaborative learning</td></tr>
<tr><td colspan="4">REFLECTION / REMARKS:
1. All the pupils were able to complete the task.
2. Lesson was carried out successfully.</td></tr>
</table>

- Success Criteria

Pupils can

1. make and narrate the sentences using appropriate ways of speaking.
2. listen and match at least 2 sentences correctly.

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YEAR 6 DAILY LESSON PLANS

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 15)</td><td>YEAR</td><td>6</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Language Art</td></tr>
<tr><td>THEME</td><td>World of self, family and friends</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>The Sandwich by Tony Bradman</td><td>TIME</td><td></td></tr>
<tr><td colspan="2">SKILLS</td><td colspan="2">PEDAGOGY (STRATEGY/ACTIVITY)</td></tr>
<tr><td colspan="2">Content Standard:
Main: 5.3 Express an imaginative response to literary texts

Complementary: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media</td><td colspan="2" rowspan="2">Pre-lesson: Pupils listen to a short song about sandwich.
http://www.youtube.com/watch?v=wUDqQSwdBjM

Lesson delivery:
1. Pupil recite the poem aloud with guidance.
2. Pupils list out the ingredients found in the poem.
3. Pupils draw the ingredients to fill up their sandwich.
4. Teacher demonstrates how to prepare the materials and ingredients before preparing the sandwich.
5. Pupils write their ingredients and how to prepare the sandwich in their exercise books.
5. Pupils start preparing their sandwich in class.

Post-lesson: Pupils display their sandwich with a fancy name.</td></tr>
<tr><td colspan="2">Learning Standard:
Main: 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems

Complementary: 4.3.2 Spell most high frequency words accurately in independent writing</td></tr>
<tr><td colspan="2">OBJECTIVES</td><td colspan="2">TEACHING AIDS:</td></tr>
<tr><td colspan="2" rowspan="2">Main: At the end of the lesson, pupils will be able to make their sandwich.

Complementary: At the end of the lesson, pupils will be able to spell the ingredients.</td><td colspan="2">textbook video</td></tr>
<tr><td>a) THINKING SKILLS:
Creating</td><td>c) 21ST CL ACTIVITIES:
Gallery walk</td></tr>
<tr><td colspan="2"></td><td>b) CLASSROOM-BASED ASSESSMENT: Task</td><td>d) 21ST CL METHOD:
Group-based activities</td></tr>
<tr><td colspan="4">REFLECTION / REMARKS:
1. All the pupils were able to complete the task.
2. Lesson was carried out successfully.</td></tr>
</table>

- Success Criteria

Pupils can

1. make a sandwich.

2. spell at least 5 ingredients correctly.

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YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 16)	YEAR	6
SUBJECT	English Language	MODULE	Language Awareness
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 1: It's an emergency!	TIME	

SKILLS	**PEDAGOGY (STRATEGY/ACTIVITY)**
Content Standard: Main: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Pre-lesson: Pupils do a recap on past continuous and past simple tense. Lesson delivery: 1. Pupils recap some points on writing a newspaper article. 2. Pupils discuss the answers with the teacher. 3. Pupils are given a quiz set to complete individually (M). Pupils are guided to complete the quiz set (L). Post-lesson: Pupils discuss the answers with the teacher.
Learning Standard: Main: 4.3.1 Use capital letters, full stops, commas in lists, question marks and speech marks appropriately at discourse level Complementary: 3.2.2 Understand specific information and details of simple longer texts	

OBJECTIVES	**TEACHING AIDS:**	
Main: At the end of the lesson, pupils will be able to use capital letters, full stops and commas appropriately in independent writing. *Complementary:* At the end of the lesson, pupils will be able to read and circle the correct answers.	task sheet Choose an item.	
	a) THINKING SKILLS: Analysing	**c) 21ST CL ACTIVITIES: Pair/Group discussion**
	b) CLASSROOM-BASED ASSESSMENT: Task	**d) 21ST CL METHOD: Formative Assessment**

REFLECTION / REMARKS:
1. All the pupils were able to complete the task.
2. Lesson was carried out successfully.

- Success Criteria

Pupils can

1. capital letters, full stops and commas appropriately in at least one paragraph.

2. read and circle at least 5 correct answers.