## • Success Criteria

- 1. read and complete at least 3 parts of the first graphic organisers.
- 2. write at least a few sentences based on Emma's blog.

DAY	Choose an item.	(Lesson 38)	YEAR	6	
SUBJECT	English Language		MODULE	Reading	
THEME	World of self, family o	and friends	DATE	Click or tap to	enter a date.
TOPIC	Unit 3: Adventure tim	ie	TIME		
SKILLS			PEDAGOGY	(STRATEGY/ACT	IVITY)
non-linear prappropriate  Complement appropriate of purposes in the complement of the complement of two parages.	derstand a variety of lir int and digital texts by reading strategies tary: 4.3 Communicat language form and sty n print and digital med	te with vle for a range lia ormation and plan or draft miliar topic	Pre-lesson: P Emma's blog their though Lesson deliv 1. Teacher e to draw gra 2. Pupils are did?, Group opinions). 3. Teacher of and pupils of 4. Pupils refe Pupils are in 5. Based on draw a grap questions to example.	rupils share what g entry from text ts. ery: explains that pupphic organizer b divided into 3 g 2: Where Emmodraws the graphic re called to fill into the total total total erroduced to grae Emma's blog errohic organizer. P guide in making	t they remember from thook page 34. Pupils share bils are going to sit in groups based on the blog reading. Troups (Group 1: What Emma a was? Group 3: Emma's ic organizer on the board in the bubbles.
OBJECTIVES		TEACHING AIDS:			
	end of the lesson, pup complete the graphic		textbook Choose an item.		
	tary: At the end of the		a) THINKING Creating	SKILLS:	c) 21 <sup>st</sup> CL ACTIVITIES: Think-Pair-Share
will be able t graphic orgo	o produce a draft info unizer.	rmation in the	b) CLASSRO ASSESSMENT		d) 21 <sup>st</sup> CL METHOD: Learning skills/process
	REMARKS:  pils were able to comp  s carried out successfu				

By:MissAsh

				By:MissAsh	
DAY	Choose an item. (Lesson 39)	YEAR	6		
SUBJECT	English Language	MODULE	Writing		
THEME	World of self, family and friends	DATE	Click or tap to	enter a date.	
TOPIC	Unit 3: Adventure time	TIME			
SKILLS		PEDAGOGY	(STRATEGY/ACT	IVITY)	
Content Standard: Main: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media  Complementary: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media  Learning Standard: Main: 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  Complementary: 4.2.3 Narrate factual and imagined events and experiences		Pre-lesson: Teacher asks if anyone celebrated their birthday over the weekend. Pupils share what they did for their birthday (If no one celebrated their birthday, the teacher can ask about their weekend.) Lesson delivery:  1. Teacher draws a mind map with a few headings (where? Why? What? Opinion?) relating the content to the birthday sharing.  2. Pupils copy the mind map and fill in with their own birthday content. Pupils compare this mind map with their previous one.  3. Pupils refer to Activity 2 in textbook page 41. Teacher asks pupils what they can see from the picture.  4. Pupils copy the mind map into their exercise book and complete it based on the pictures.  5. Teacher explains that pupils are going to write a blog entry based on the mind map. Pupils refer to Activity 3 writing guide.  6. In pairs, pupils write their blog entry and teacher checks their work.			
OBJECTIVES		TEACHING AIDS:			
Main: At the end of the lesson, pupils will be able to produce a blog entry.		textbook	textbook Choose an item.		
	ntary: At the end of the lesson, pupils	a) THINKING Creating	S SKILLS:	c) 21 <sup>st</sup> CL ACTIVITIES: Pair/Group discussion	
will be able mind map.	to narrate the blog based on the	b) CLASSRC ASSESSMEN	OM-BASED T: Written work	d) 21 <sup>st</sup> CL METHOD: Higher Level Thinking	
REFLECTION	/ REMARKS:	1		<u> </u>	

- 1. All the pupils were able to complete the task.
- 2. Lesson was carried out successfully.

# YEAR 6 DAILY LESSON PLANS

## • Success Criteria

- 1. produce a suitable blog entry with at least 4 sentences per paragraph.
- 2. narrate the blog based using at least 3 points in the mind map.

Choose an item.	(Lesson 40)	YEAR	6	
English Language		MODULE	Listening	
World of self, family	and friends	DATE	Click or tap to	o enter a date.
Unit 3: Adventure tim	ne	TIME		
		PEDAGOGY	(STRATEGY/AC	TIVITY)
Content Standard:  Main: 1.2 Understand meaning in a variety of familiar contexts  Complementary: 1.3 Use appropriate listening strategies in a variety of contexts		Pre-lesson: Teacher asks pupils what kind of questions they would ask if they were to interview a famous singer. Pupils are given some time to prepare the questions and share them with the class.  Lesson delivery:  1. Teacher plays an audio 1.14 for pupils to listen to.		
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: 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics		do not understand.  2. Pupils copy the fact file in Activity 2 into their exercise books.  3. The audio is replayed and pupils complete the fact files. Upon completion, pupils compare their answers.  4. Pupils refer to Activity 3. Pupils listen and identify the statements.  Post-lesson: Pupils check the answers.  *Teacher asks pupils to bring a picture of a place they like for the next lesson.		
OBJECTIVES		TEACHING AIDS:		
Main: At the end of the lesson, pupils will be able to listen and complete the fact files.		textbook Choose an item.		
tary: At the end of the	lesson, pupils	a) THINKING Evaluating b) CLASSRO ASSESSMENT	OM-BASED	c) 21 <sup>ST</sup> CL ACTIVITIES: Pair/Group discussion d) 21 <sup>ST</sup> CL METHOD: Learning skills/process
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	English Language World of self, family of Unit 3: Adventure time  dard: derstand meaning in a exts  tary: 1.3 Use appropriate variety of contexts  understand with little of mation and details of Inge of familiar topics  tary: 1.3.1 Guess the rords from clues provides and by context on familiar topics  end of the lesson, purpose tary: At the end of the lesson, purpose tary: At the end of the lesson ta	English Language World of self, family and friends Unit 3: Adventure time  dard: derstand meaning in a variety of exts  tary: 1.3 Use appropriate listening a variety of contexts  understand with little or no support mation and details of longer simple nage of familiar topics  tary: 1.3.1 Guess the meaning of ords from clues provided by other and by context on familiar topics  end of the lesson, pupils will be able	English Language World of self, family and friends Unit 3: Adventure time  TIME  PEDAGOGY  Pre-lesson: To they would dearts  derstand meaning in a variety of exts  tary: 1.3 Use appropriate listening a variety of contexts  Inderstand with little or no support mation and details of longer simple ange of familiar topics  tary: 1.3.1 Guess the meaning of ords from clues provided by other and by context on familiar topics  TEACHING A text on familiar topics  tary: At the end of the lesson, pupils  tary: At the end of the lesson, pupils  tary: At the end of the lesson, pupils  TEACHING A text on familiar topics  Tary: At the end of the lesson, pupils  Tary: At the end of the lesson, pupils  TIME  PEDAGOGY  The PeDAGOGY  They would a pupils are given and they would a pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would a pupils  Teacher pupils are given and they would and they wou	English Language World of self, family and friends Unit 3: Adventure time  PEDAGOGY (STRATEGY/AC  dard: derstand meaning in a variety of exts  Pre-lesson: Teacher asks put they would ask if they were pupils check for clarification do not understand.  2. Pupils copy the fact file in books.  3. The audio is replayed an files. Upon completion, pup 4. Pupils refer to Activity 3. If statements.  Post-lesson: Pupils check the *Teacher asks pupils to brin like for the next lesson.  TEACHING AIDS:  textbook Choose an it extra the extra total transfer.  a) THINKING SKILLS:  Evaluating

# Success Criteria

2. Lesson was carried out successfully.

- 1. listen and complete at least 1 fact file correctly.
- 2. guess the meaning of most of the unfamiliar words.

DAY	Choose an item.	(Lesson 41)	YEAR	6	
SUBJECT	English Language		MODULE	Speaking	
THEME	World of stories		DATE	Click or tap to	enter a date.
TOPIC	Unit 3: Adventure tim	ne	TIME		
SKILLS			PEDAGOGY (STRATEGY/ACTIVITY)		
Content Standard:  Main: 2.3 Communicate appropriately to a small or large group  Complementary: 1.2 Understand meaning in a variety of familiar contexts  Learning Standard:  Main: 2.3.1 Narrate short basic stories, events and experiences  Complementary: 1.2.3 Understand with little or no support longer simple narratives on a range of familiar topics		Pre-lesson: Teacher asks pupils to get ready with the picture they have brought for today's lesson. Teacher gives out pictures to those who don't have them. Lesson delivery:  1. Teacher explains that pupils are going to conduct a speaking challenge using the picture they brought. Pupils must draft a mind map to guide them with their speaking challenge (introduce the place, special memories at the place and opinion). Then, pupils will share with their group members.  2. Pupils work on their mind map individually guided by the teacher.  3. Pupils are some time to practise.  4. Pupils start their speaking challenge in their groups facilitated by the teacher.  Post-lesson: Pupils share their experience with the			
			speaking challenge.		
OBJECTIVES		TEACHING AIDS:			
Main: At the end of the lesson, pupils will be able to narrate experiences.		Choose an item. Choose an item.			
	ary: At the end of the		a) THINKING Creating	S SKILLS:	c) 21 <sup>ST</sup> CL ACTIVITIES: Presentation
will be able to	o listen and share who eaking challenge.	ıt they like	b) CLASSRO ASSESSMEN	OM-BASED T: Presentation	d) 21 <sup>ST</sup> CL METHOD: Pupil-centred

# • Success Criteria

- 1. narrate an experience based on the picture.
- 2. listen and share at least 1 thing that they like about the challenge.

DAY	Choose an item.	(Lesson 42)	YEAR	6	
SUBJECT	English Language		MODULE	Language Art	
THEME	World of stories		DATE	Click or tap to e	enter a date.
TOPIC	Akbar's Dream		TIME		
SKILLS			PEDAGOGY (STRATEGY/ACTIVITY)		
Content Standard: Main: 5.2 Express personal responses to literary texts		Pre-lesson: Pupils share what they remember from the previous lesson.  Lesson delivery:			
Complementary: 3.3 Read independently for information and enjoyment  Learning Standard:  Main: 5.2.1 Describe in simple language a character's actions or feelings and explain the reasons for them  Complementary: 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of		<ol> <li>Pupils are divided into groups. Pupils read the first chapter together.</li> <li>Upon completion, pupils share about the character and sequence of events in Chapter 1.</li> <li>Pupils watch a video clip of the song.         http://www.youtube.com/watch?v=Nb3B5NZ6c-c     </li> <li>Teacher can share the lyrics of the song from the guidebook page 38.</li> <li>Pupils practise the song by reading the lyrics.</li> <li>Pupils practise the song with their group members.</li> </ol>			
					interest
OBJECTIVES			TEACHING A	AIDS:	
Main: At the end of the lesson, pupils will be able to describe the characters and sequence of		textbook Choose an item.			
events.			a) THINKING Creating	S SKILLS:	c) 21 <sup>ST</sup> CL ACTIVITIES: Performing
Complementary: At the end of the will be able to read the story and sthe chapter.			b) CLASSRO ASSESSMENT		d) 21 <sup>st</sup> CL METHOD: Pupil-centred

## • Success Criteria

2. Lesson was carried out successfully.

- 1. describe at least 1 character and the sequence of events correctly.
- 2. read and share at least 1 event in the chapter.