

YEAR 6 DAILY LESSON PLANS

● Success Criteria

Pupils can

1. read and answer at least 4 questions correctly.
2. listen and answer at least 4 questions correctly.

DAY	Choose an item. (Lesson 97)	YEAR	6
SUBJECT	English Language	MODULE	Reading
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 7: Music and song	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
<p>Content Standard:</p> <p>Main: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary: 1.2 Understand meaning in a variety of familiar contexts</p>		<p>Pre-lesson: Teacher plays different kinds of music and asks pupils how the music makes them feel.</p> <p>Lesson delivery:</p> <p>1. Teacher writes the questions from Activity 1 in textbook page 82 on the board (<i>1. How many different types of music can you think of? Make a list. 2. What's your favourite type of music? Why? 3. When do you usually listen to music? 4. How do you listen to music?</i>) Pupils discuss the questions with their group members.</p> <p>2. Pupils refer to Activity 2 in textbook page 82. Teacher asks if it's a newspaper article. Pupils share their thoughts why they think it is or why it isn't.</p> <p>3. Pupils read the article. Teacher plays audio 2.1 for support.</p> <p>4. Teacher asks a few questions (<i>What's the name of the person on page 82? What's his job? What instrument is he playing?</i>). Pupils refer to the second part of the article. Teacher asks a few questions (<i>What type of text is the article? Who is the man in the picture? What do they think about the man?</i>).</p> <p>5. Pupils refer to Activity 3 and find the meanings of the words.</p> <p>Post-lesson: Teacher asks pupils like the song (2.1)</p>	
<p>Learning Standard:</p> <p>Main: 3.2.1 Understand the main idea of simple longer texts</p> <p>Complementary: 1.2.1 Understand with little or no support the main idea of longer simple texts on a range of familiar topics</p>			
OBJECTIVES		TEACHING AIDS:	
<p>Main: At the end of the lesson, pupils will be able to read and answer the questions.</p> <p>Complementary: At the end of the lesson, pupils will be able to listen and answer the questions.</p>		textbook songs/audio clips	
		a) THINKING SKILLS: Applying	c) 21 ST CL ACTIVITIES: Think-Pair-Share
		b) CLASSROOM-BASED ASSESSMENT: Task	d) 21 ST CL METHOD: Learning skills/process

REFLECTION / REMARKS:

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

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 98)	YEAR	6
SUBJECT	English Language	MODULE	Writing
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Unit 7: Music and song	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
<p>Content Standard:</p> <p>Main: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary: 2.1 Communicate simple information intelligibly</p>		<p>Pre-lesson: Teacher asks pupils to think of a famous singer and think of a question that they would like to ask the person.</p> <p>Lesson delivery:</p> <p>1. Pupils reread the text in textbook page 82-83. Pupils refer to Activity 1 in textbook page 84.</p> <p>2. Pupils copy the questions into their exercise books and answer the questions.</p> <p>3. Pupils refer to Activity 2. Teacher shares the difference between a song and an interview. Pupils read the questions and identify whether it's I or S.</p> <p>4. Pupils refer to Working with words. Teacher explains prefixes (im- and dis-).</p> <p>5. Pupils add the prefixes and find out from the dictionary if it's correct.</p> <p>Post-lesson: Pupils describe the personality of Robin Hood.</p>	
<p>Learning Standard:</p> <p>Main: 4.2.1 Give detailed information about themselves and others</p> <p>Complementary: 2.1.5 Ask about and describe personality</p>			
OBJECTIVES		TEACHING AIDS:	
<p>Main: At the end of the lesson, pupils will be able to give detailed information by answering the questions.</p> <p>Complementary: At the end of the lesson, pupils will be to describe personality.</p>		textbook Choose an item.	
		a) THINKING SKILLS: Applying	c) 21 ST CL ACTIVITIES: Gallery walk
		b) CLASSROOM-BASED ASSESSMENT: Written work	d) 21 ST CL METHOD: Learning skills/process
REFLECTION / REMARKS:			
1. All the pupils were able to complete the task.			
2. Lesson was carried out successfully.			

- Success Criteria

Pupils can

1. give detailed information by answering at least 4 questions correctly.
2. describe Robin Hood's personality by using at least 4 suitable adjectives.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 99)	YEAR	6
SUBJECT	English Language	MODULE	Listening
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 7: Music and song	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
<p>Content Standard:</p> <p>Main: 1.2 Understand meaning in a variety of familiar contexts</p> <p>Complementary: 2.1 Communicate simple information intelligibly</p>		<p>Pre-lesson: Teacher asks pupils if they know any Malaysian folktales. Pupils share their answers.</p> <p>Lesson delivery:</p> <p>1. Pupils refer to the Vocabulary panel at the top of page 86. Pupils read through the words and find the meanings from textbook page 140, if they do not know.</p> <p>2. Pupils refer to page 86 to look at the picture about music lessons. Pupils close the textbook.</p> <p>3. Pupils listen to audio 2.2. Teacher asks questions (What time does the concert start? What time is the rehearsal? What time do they get back to school?)</p> <p>4. In pairs, pupils take turns to practise the dialogue as Pupil A and Pupil B.</p> <p>5. Teacher explains the future meaning in the use of present form. Pupils refer to Activity 2. Teacher asks pupils to imagine that they are going somewhere and they need to plan. Teacher says that the bus leaves at 6.30. It takes 30 minutes to arrive. What time do they arrive?</p> <p>6. Pupils work with their partners to discuss their answers.</p> <p>Post-lesson: Pupils share their itinerary with the class</p>	
<p>Learning Standard:</p> <p>Main: 1.2.2 Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p>Complementary: 2.1.4 Ask about and describe future plans or events</p>			
OBJECTIVES		TEACHING AIDS:	
<p>Main: At the end of the lesson, pupils will be able to listen and answer the questions.</p> <p>Complementary: At the end of the lesson, pupils will be able to share the itinerary.</p>		textbook songs/audio clips	
		a) THINKING SKILLS: Applying	c) 21 ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Task	d) 21 ST CL METHOD: Learning skills/process
REFLECTION / REMARKS:			
1. All the pupils were able to complete the task.			
2. Lesson was carried out successfully.			

Success Criteria

Pupils can

1. listen and answer at least 2 questions correctly.

2. share at least 2 suitable parts of the itinerary.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 100)	YEAR	6
SUBJECT	English Language	MODULE	Speaking
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 7: Music and song	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
<p>Content Standard:</p> <p>Main: 2.1 Communicate simple information intelligibly</p> <p>Complementary: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media</p>		<p>Pre-lesson: Teacher writes a few sentences on the board (<i>I've lived here for two years., He went to the cinema last Saturday., They didn't go to the beach., He's playing basketball at the moment., and She's never been to Italy.</i>).</p> <p>Pupils identify the verbs in the sentences.</p> <p>Lesson delivery:</p> <p>1. Pupils refer to Activity 1 in textbook page 85. Teacher explains <i>will</i> and <i>going to</i>.</p> <p>2. Pupils refer to Activity 2. Pupils fill in the information with the correct form Teacher shows some examples.</p> <p>3. Teacher asks pupils if they think music has changed. How do they think it will change in the future?</p> <p>4. Pupils refer to Activity 3. Pupils discuss the questions in groups and write their points</p> <p>5. Pupils are called to share their feedback after the discussion.</p> <p>Post-lesson: Pupils refer to the Values section at the bottom of the page. Pupils share the advantages of playing a musical instrument.</p>	
<p>Learning Standard:</p> <p>Main: 2.1.4 Ask about and describe future plans or events</p> <p>Complementary: 4.2.2 Describe future plans or events</p>			
OBJECTIVES		TEACHING AIDS:	
<p><i>Main:</i> At the end of the lesson, pupils will be able to describe the advantages of playing musical instruments.</p> <p><i>Complementary:</i> At the end of the lesson, pupils will be able to describe the future plans in musical instruments.</p>		textbook Choose an item.	
		a) THINKING SKILLS: Analysing	c) 21 ST CL ACTIVITIES: Think-Pair-Share
		b) CLASSROOM-BASED ASSESSMENT: Observation	d) 21 ST CL METHOD: Collaborative learning
REFLECTION / REMARKS:			
1. All the pupils were able to complete the task.			
2. Lesson was carried out successfully.			

● Success Criteria

Pupils can

1. describe at least 2 advantages of playing musical instruments.
2. describe future plans in musical instruments using at least 2 appropriate sentences.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 101)	YEAR	6
SUBJECT	English Language	MODULE	Language Art
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	The Wizard of Oz	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
<p>Content Standard: Main: 5.3 Express an imaginative response to literary texts</p> <p>Complementary: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media</p>		<p>Pre-lesson: Teacher puts up an enlarged 'What is on the cover?' page from the guidebook on the board (CCL Guidebook, page 32). Pupils share their answers.</p> <p>Lesson delivery:</p> <ol style="list-style-type: none"> 1. Pupils go through chapter 1 and 2 in their groups. 2. Teacher asks pupils to discuss the setting, characters, and how Dorothy's house landed in the Land of Oz. 3. Pupils watch the short video. https://www.youtube.com/watch?v=RQWSh7Db-E 4. Teacher asks a few questions (If you were carried away by a cyclone like what happened to Dorothy, where do you think you will end up? What will you see at the new place? What kind of characters will you meet? 5. Pupils write the questions in the middle of their exercise books like a circle map (Guidebook page 100-104). Pupils write their answers in the map. 6. Based on the circle maps, pupils create a story. <p>Post-lesson: Pupils share their stories.</p>	
<p>Learning Standard: Main: 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Complementary: 4.3.1 Use capital letters, full stops, commas in lists, question marks and speech marks appropriately at discourse level</p>			
OBJECTIVES		TEACHING AIDS:	
<p>Main: At the end of the lesson, pupils will be able to respond by telling their story.</p> <p>Complementary: At the end of the lesson, pupils will be able to use capital letters, full stops and commas in sentences.</p>		<p>textbook Choose an item.</p>	
		a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Think-Pair-Share
		b) CLASSROOM-BASED ASSESSMENT: Performance	d) 21ST CL METHOD: Higher Level Thinking
<p>REFLECTION / REMARKS:</p> <ol style="list-style-type: none"> 1. All the pupils were able to complete the task. 2. Lesson was carried out successfully. 			

- Success Criteria

Pupils can

1. respond by appropriately telling a story.
2. use capital letters, full stops and commas in at least one paragraph.

