• Success Criteria

- 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 a	nd friends	DATE	Click or tap to	enter a date.
TOPIC	Unit 7: Music and son	g	TIME		
SKILLS			PEDAGOGY	(STRATEGY/ACTI	VITY)
Content Standard: Main: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary: 1.2 Understand meaning in a variety of familiar contexts Learning Standard: Main: 3.2.1 Understand the main idea of simple longer texts Complementary: 1.2.1 Understand with little or no support the main idea of longer simple texts on a range of familiar topics		PEDAGOGY (STRATEGY/ACTIVITY) Pre-lesson: Teacher plays different kinds of music and asks pupils how the music makes them feel. Lesson delivery: 1. Teacher writes the questions from Activity 1 in textbook page 82 on the board (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?) Pupils discuss the questions with their group members. 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. 3. Pupils read the article. Teacher plays audio 2.1 for support. 4. Teacher asks a few questions (What's the name of the person on page 82? What's his job? What instrument is he playing?). Pupils refer to the second part of the article. Teacher asks a few questions (What type of text is the article? Who is the man in the picture? What do they think about the man?). 5. Pupils refer to Activity 3 and find the meanings of the words. Post-lesson: Teacher asks pupils like the song (2.1)			
OBJECTIVES		TEACHING AIDS:			
Main: At the end of the lesson, pupils will be able to read and answer the questions.		textbook songs/audio clips			
·	Complementary: At the end of the lesson, pupils		a) THINKING Applying		c) 21 st CL ACTIVITIES: Think-Pair-Share
will be able to listen and answer the questions.		b) CLASSRO ASSESSMENT		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 sor	ng	TIME		
SKILLS			PEDAGOGY	(STRATEGY/ACT	IVITY)
Content Standard: Main: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary: 2.1 Communicate simple information intelligibly Learning Standard: Main: 4.2.1 Give detailed information about themselves and others Complementary: 2.1.5 Ask about and describe personality			Pre-lesson: Teacher asks pupils to think of a famous singer and think of a question that they would like to ask the person. Lesson delivery: 1. Pupils reread the text in textbook page 82-83. Pupils refer to Activity 1 in textbook page 84. 2. Pupils copy the questions into their exercise books and answer the questions. 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>I</i> or <i>S</i> . 4. Pupils refer to Working with words. Teacher explains prefixes (im- and dis-). 5. Pupils add the prefixes and find out from the dictionary if it's correct. Post-lesson: Pupils describe the personality of Robin Hood.		
OBJECTIVES			TEACHING A	IDS:	
Main: At the end of the lesson, pupils will be able to give detailed information by answering the			textbook Choose an item.		
questions.			a) THINKING Applying	SKILLS:	c) 21 st CL ACTIVITIES: Gallery walk
	ary: At the end of the cribe personality.	lesson, pupils	b) CLASSROO ASSESSMENT	OM-BASED : Written work	d) 21 st CL METHOD: Learning skills/process
REFLECTION / 1. All the pup			ASSESSMENT	: Written work	Learning skills/process

• Success Criteria

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

SUBJECT English Language THEME World of self, family and friends TOPIC Unit 7: Music and song SKILLS PEDAGOGY (STRATEGY/ACTIVITY) Pre-lesson: Teacher asks pupils if they know any Malaysian folktales. Pupils share their answers. Lesson delivery: 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 2. Pupils refer to page 86 to look at the picture about music lessons. Pupils close the textbook. 3. Pupils listen to audio 2.2. Teacher asks questions (What time does the concert start? What time is the rehearsali what time do they get back to school?) 4. In pairs, pupils take turns to practise the dialogue as Pupil A and Pupil B. 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. Teachers says that the bus leaves at 6.30. It takes 30 minutes to arrive. What time do they arrive? 6. Pupils work with their partners to discuss their answers Post-lesson: Pupils share their itinerary with the class OBJECTIVES TEACHING AIDS: Complementary: At the end of the lesson, pupils will be able to share the itinerary. MODULE Click or tap to enter a date. They are their ander.	DAY	Choose an item.	(Lesson 99)	YEAR	6	
TOPIC Unit 7: Music and song SKILLS Content Starust: Main: 1.2 Understand meaning in a variety of familiar contexts Complementary: 2.1 Communicate simple information intelligibly Complementary: 2.1 Communicate simple information intelligibly Learning Starust: 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: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events Complementary: 4 the end of the lesson, pupils will be able to share the itinerary. Complementary: At the end of the lesson, pupils will be able to share the itinerary. Complementary: At the end of the lesson, pupils about the feature asks pupils for the vocabulary panel at the top of the extraord handlers. Pre-lesson: Pupils read through the words and find the meanings from textbook page 140, if they do not kno	SUBJECT	English Language		MODULE	Listening	
SKILLS Content Standard: Main: 1.2 Understand meaning in a variety of familiar contexts Complementary: 2.1 Communicate simple information intelligibly 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: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4. Ask about and describe future plans or events DBJECTIVES Main: At the end of the lesson, pupils will be able to share the itinerary. PFE-lesson: Teacher asks pupils if they know any Malaysian folktales. Pupils share their answers. Lesson delivery: 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 2. Pupils refer to page 86 to look at the picture about music lessons. Pupils close the textbook. 3. Pupils listen to audio 2.2. Teacher asks questions (What time do they get back to school?) 4. In pairs, pupils take turns to practise the dialogue as Pupil A and Pupil B. 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? 6. Pupils work with their partners to discuss their answers Post-lesson: Pupils share their itinerary with the class TEACHING AIDS: a) THINKING SKILLS: Applying A) THINKING SKILLS: Applying A) THINKING SKILLS: Applying A) THINKING SKILLS: Applying A) THINKIND SKILLS: APPLIA ACTIVITIES: Applying	THEME	World of self, family of	and friends	DATE	Click or tap to	enter a date.
Content Standard: Main: 1.2 Understand meaning in a variety of familliar contexts Complementary: 2.1 Communicate simple information intelligibly 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: 2.1.4 Ask about and describe future plans or events Complementary: 2.1.4 Ask about and describe future plans or events DBJECTIVES Main: At the end of the lesson, pupils will be able to listen and answer the questions. Pre-lesson: Teacher asks pupils if they know any Malaysian folktales. Pupils share their answers. Lesson delivery: 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 2. Pupils refer to page 86 to look at the picture about music lessons. Pupils close the textbook. 3. Pupils listen to audio 2.2. Teacher asks questions (What time does the concert start? What time is the rehearsal? What time does the concert start? What time is the rehearsal? What time do they get back to school?) 4. In pairs, pupils take turns to practise the dialogue as Pupil A and Pupil B. 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? 6. Pupils work with their partners to discuss their answers Post-lesson: Pupils share their itinerary with the class TEACHING AIDS: TEACHING AIDS: TEACHING SKILLS: (a) THINKING SKILLS: Applying Di CLASSROOM-BASED d) 21 st CL ACTIVITIES: Applying Di CLASSROOM-BASED d) 21 st CL METHOD:	TOPIC	Unit 7: Music and sor	ng	TIME		
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Main: At the end of the lesson, pupils will be able to listen and answer the questions. Complementary: At the end of the lesson, pupils will be able to share the itinerary. textbook songs/audio clips a) THINKING SKILLS: Applying Pair/Group discussion b) CLASSROOM-BASED d) 21 ST CL METHOD:	Main: 1.2 Unc familiar conte Complement information in Learning Stan Main: 1.2.2 U specific information texts on a ran Complement	erstand meaning in a exts ary: 2.1 Communica telligibly dard: Inderstand with little conation and details of I ge of familiar topics ary: 2.1.4 Ask about 6	te simple or no support onger simple	Malaysian for Lesson deliver 1. Pupils reference page 86. Pur meanings from 2. Pupils reference music lesson 3. Pupils lister time does the What time does the Unit of the What time does not be upils to impure the What to impure the What time does not be upils to impure the whot time the whole the whot time the	olktales. Pupils shery: or to the Vocabupils read throughom textbook part to page 86 to law. Pupils close that they get backupils take turns to Pupil B. explains the futural Pupils refer to pagine that they go plan. Teacher 30 minutes to a k with their partr	are their answers. Alary panel at the top of a the words and find the ge 140, if they do not know. Hook at the picture about the textbook. Beacher asks questions (What it what time is the rehearsal? A to school?) To practise the dialogue as the meaning in the use of the Activity 2. Teacher asks are going somewhere and says that the bus leaves at the control of
to listen and answer the questions. a) THINKING SKILLS: Complementary: At the end of the lesson, pupils will be able to share the itinerary. a) THINKING SKILLS: Applying Pair/Group discussion b) CLASSROOM-BASED d) 21 ST CL METHOD:						
Complementary: At the end of the lesson, pupils will be able to share the itinerary. Applying Pair/Group discussion b) CLASSROOM-BASED d) 21 st CL METHOD:			textbook songs/audio clips			
b) CLASSROOM-BASED d) 21 CE MEITIOD.			lesson, pupils	Applying		Pair/Group discussion
ASSESSMENT: Task Learning skills/process	will be able to	share the itinerary.				d) 21 st CL METHOD: Learning skills/process

Success Criteria

Pupils can

1. listen and answer at least 2 questions correctly.

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

5.47			VE 4 D	 , 	
DAY	Choose an item.	(Lesson 100)	YEAR	6	
SUBJECT	English Language		MODULE	Speaking	
THEME	World of self, family of		DATE	Click or tap to	enter a date.
TOPIC	Unit 7: Music and sor	ng	TIME		
SKILLS			PEDAGOGY	(STRATEGY/ACT	IVITY)
Content Standard: Main: 2.1 Communicate simple information intelligibly Complementary: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Learning Standard: Main: 2.1.4 Ask about and describe future plans or events Complementary: 4.2.2 Describe future plans or events		PEDAGOGY (STRATEGY/ACTIVITY) Pre-lesson: Teacher writes a few sentences on the board (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.). Pupils identify the verbs in the sentences. Lesson delivery: 1. Pupils refer to Activity 1 in textbook page 85. Teacher explains will and going to. 2. Pupils refer to Activity 2. Pupils fill in the information with the correct form Teacher shows some examples. 3. Teacher asks pupils if they think music has changed. How do they think it will change in the future? 4. Pupils refer to Activity 3. Pupils discuss the questions in groups and write their points 5. Pupils are called to share their feedback after the discussion.			
			bottom of the page. Pupils share the advantages of playing a musical instrument.		
OBJECTIVES			TEACHING AIDS:		
Main: At the end of the lesson, pupils will be able to describe the advantages of playing musical		textbook Choose an item.			
instruments.			a) THINKING Analysing	SKILLS:	c) 21 st CL ACTIVITIES: Think-Pair-Share
'	tary: At the end of the odescribe the future purents.		b) CLASSRO ASSESSMENT	OM-BASED : Observation	d) 21 st CL METHOD: Collaborative learning
	REMARKS: pils were able to comp s carried out successfu				

• Success Criteria

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

1. All the pupils were able to complete the task. 2. Lesson was carried out successfully.					
commas in s	entences.		-	T: Performance	Level Thinking
•	ntary: At the end of the to use capital letters, fu		a) THINKING Creating b) CLASSRO		c) 21 ST CL ACTIVITIES: Think-Pair-Share d) 21 ST CL METHOD: Higher
Main: At the end of the lesson, pupils will be able to respond by telling their story.			textbook Choose an item.		
OBJECTIVES			TEACHING A	AIDS:	
			Based on the circle maps, pupils create a story. Post-lesson: Pupils share their stories.		
			exercise books like a circle map (Guidebook page 100-104). Pupils write their answers in the map.		
•	ks appropriately at disc		· ·	· ·	in the middle of their
	ntary: 4.3.1 Use capital nas in lists, question mar		at the new place? What kind of characters will you meet?		
simple poems			away by a cyclone like what happened to Dorothy, where do you think you will end up? What will you see		
	rough creating simple s		4. Teacher asks a few questions (If you were carried		
Learning Sta	ndard: Respond imaginatively	and	· ·	tch the short vide	eo. watch?v=RQWSh7Db- E
	in print and digital med	lia		,	anded in the Land of Oz.
appropriate	language form and sty	le for a range	2. Teacher o	asks pupils to disc	cuss the setting, characters,
•	ntary: 4.3 Communica	te with	Lesson deliv	ery:	r 1 and 2 in their groups.
Main: 5.3 Express an imaginative response to literary texts			cover?' page from the guidebook on the board (CCL Guidebook, page 32). Pupils share their answers.		
Content Star	ndard:				an enlarged 'What is on the
SKILLS			1	(STRATEGY/ACT	IVITY)
TOPIC	The Wizard of Oz		TIME	Click of tap to	enter a date.
SUBJECT THEME	English Language World of stories		MODULE DATE	Language Art Click or tap to	antar a data
DAY	Choose an item.	(Lesson 101)	YEAR	6	

• Success Criteria

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