

YEAR 6 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. read and answer at least 2 questions correctly.
2. find at least 5 words correctly.

DAY	Choose an item. (Lesson 113)	YEAR	6
SUBJECT	English Language	MODULE	Reading
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Unit 8: Tell me a story	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: 3.3 Read independently for information and enjoyment</p>		<p>Pre-lesson: Teacher writes some adjectives (<i>adventurous, clever, funny, naughty</i>) on the board and pupils think of some fairy tales to match the characters to the adjectives. (<i>Hansel and Gretl, Little Red Riding Hood</i>).</p> <p>Lesson delivery:</p> <p>1. Pupils refer to Activity 1 in textbook page 96. Teacher asks pupils to look at the picture and asks if they think the story is from the past or present.</p> <p>2. Pupils write the questions into their exercise books and answer the questions.</p> <p>3. Pupils refer to Activity 2. Pupils read the story and check their answers in Activity 1.</p> <p>4. Teacher asks some questions (<i>Is it good to have a temper? What can happen if you get angry and act without thinking?</i>)</p> <p>5. Teacher asks pupils what the main message of the story is. Pupils are given some time to think-pair-share with their group members.</p> <p>6. Pupils refer to the vocabulary panel on page 96. Teacher asks pupils to scan the words and look at the context (which covers the words before and after the bolded word). Pupils share their thoughts.</p> <p>Post-lesson: Teacher asks pupils if they have read any stories with values recently. Pupils think and share their answers.</p>	
<p>Learning Standard:</p> <p>Main: 3.2.1 Understand the main idea of simple longer texts</p> <p>Complementary: 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest</p>			
OBJECTIVES		TEACHING AIDS:	
<p><i>Main:</i> At the end of the lesson, pupils will be able to read and answer the questions.</p> <p><i>Complementary:</i> At the end of the lesson, pupils will be able to find the words.</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 114)	YEAR	6
SUBJECT	English Language	MODULE	Writing
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Unit 8: Tell me a story	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 4.2 Communicate basic information intelligibly 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: Teacher says some animal names and pupils have to mime the movements of the said animals. (Ex: Bird – flap the arms) Lesson delivery: 1. Pupils refer to Activity 1 in textbook page 98. Teacher explains that pupils must circle T for correct sentences and F for wrong ones. Pupils copy the sentences into their exercise books. Pupils read the story on page 96-97 again to circle the answers. 2. Teacher asks pupils if they think Zhang Wei and Cheng Li are similar or different. Pupils share their thoughts. 3. Pupils refer to Activity 2. Teacher reads out the first sentence and asks why they think Zhang Wei said it. Pupils share their thoughts. 4. Pupils copy the sentences into their exercise books and complete the activity on their own. Pupils discuss the sentences with their groups. 5. Teacher explains that pupils are going to write a short review about the story. The review should include a short summary of the story, their thoughts on the main characters and their rating for the story. Teacher shows some examples. 6. Pupils write the review in their groups. Post-lesson: Pupils share their review with the class.	
Learning Standard: Main: 4.2.3 Narrate factual and imagined events and experiences 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 write a review based on the story. Complementary: At the end of the lesson, pupils will be to read and identify the true and false parts of the story.		textbook Choose an item.	
		a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Gallery walk
		b) CLASSROOM-BASED ASSESSMENT: Written work	d) 21ST CL METHOD: Learning skills/process
REFLECTION / REMARKS:			
<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. write at least one appropriate paragraph of review based on the story.

2. read and identify at least 3 true and false parts of the story.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 115)	YEAR	6
SUBJECT	English Language	MODULE	Listening
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 8: Tell me a story	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 1.2 Understand meaning in a variety of familiar contexts Complementary: 2.1 Communicate simple information intelligibly		Pre-lesson: Teacher writes 'In 2050....' on the board. In pairs, pupils think about the ways they can complete the sentence. Pupils share their ideas. Lesson delivery: 1. Pupils refer to Activity 1 in textbook page 99. Teacher reads the sentences in the Grammar Graphic and asks pupils who is speaking each time. 2. Teacher asks if the words in the red box are affirmative or negative and explains ('ll). Pupils refer to the story in page 96-97 and find similar sentence structures. Pupils share their findings with the class. 3. Teacher asks pupils to close their textbooks. Teacher explains that the teacher will read two sentences for each question and pupils must identify the correct ones by saying A or B. Teacher says and the pupils listen to identify. 4. Pupils refer to Activity 3 in textbook page 99. Pupils refer to phrases and with their pairs, they must come out with answers to complete the phrases. 5. In pairs, pupils come out to the front to say their completed sentences. Post-lesson: Teacher says some phrases and pupils must complete them (Ex: If I don't do my homework...., If it rains tomorrow.....I'll be happy if....).	
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			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to listen and choose the correct verbs.		textbook songs/audio clips	
Complementary: At the end of the lesson, pupils will be able to say their phrases.		a) THINKING SKILLS: Applying	c) 21 ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Task	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. listen and choose at least 5 correct verbs.
2. say at least 2 phrases to complete the sentences.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 116)	YEAR	6
SUBJECT	English Language	MODULE	Speaking
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 8: Tell me a story	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 may show a picture of people talking or show people outside the class and ask what the people might be talking about. Pupils share their ideas.</p> <p>Lesson delivery:</p> <p>1. Pupils refer to the vocabulary panel in textbook page 100. Pupils find the meanings. After sharing, pupils can check their answers on page 141.</p> <p>2. Pupils refer to Activity 1. Pupils listen to audio 2.8 and follow the dialogue.</p> <p>3. Teacher asks some questions (<i>What are they talking about? Who are the characters in the TV programme? Why is Tyler in danger?</i>).</p> <p>4. Pupils refer to Activity 2. Teacher asks pupils to predict what might have happened. Teacher reads out the first sentence and shares the example. Pupils write the sentences guided by the teacher.</p> <p>5. Pupils must act out the dialogue in Activity 1. Pupils choose the characters and practise.</p> <p>Post-lesson: Pupils come to the front to act out their dialogues.</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>Main: At the end of the lesson, pupils will be able to act out the dialogues.</p> <p>Complementary: At the end of the lesson, pupils will be able to write sentences using modal verbs to describe future events.</p>		textbook songs/audio clips	
		a) THINKING SKILLS: Evaluating	c) 21 ST CL ACTIVITIES: Presentation
		b) CLASSROOM-BASED ASSESSMENT: Presentation	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. act out at least $\frac{3}{4}$ of their dialogues with their partner.
2. write at least 5 sentences using the correct modal verbs.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 117)	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:</p> <p>Main: 5.2 Express personal responses to literary texts</p> <p>Complementary: 2.3 Communicate appropriately to a small or large group</p>		<p>Pre-lesson: Teacher asks pupils the qualities of a good friend. In groups, pupils write their answers in a circle map.</p> <p>Lesson delivery:</p> <p>1. In their groups, pupils recall the story and discuss the message or values Dorothy and her friends try to convey in the story.</p> <p>2. Teacher explains that pupils are going to create a talk show with the characters (Dorothy, Scarecrow, Tin Man, and Lion) as the guests.</p> <p>3. Pupils choose their roles and discuss their script during the show. Teacher guides pupils to write dialogues as one pupil will be the moderator and four pupils will be the characters.</p> <p>4. Pupils write their script (focusing on the message the characters are trying to convey). Pupils are given some time to practise their talk show. Teacher can demonstrate.</p> <p>5. Pupils are called by groups to perform their talk show.</p> <p>Post-lesson: Pupils share their ideas on how to improve their talk show.</p>	
<p>Learning Standard:</p> <p>Main: 5.2.1 Describe in simple language a character's actions or feelings and explain the reasons for them</p> <p>Complementary: 2.3.1 Narrate short basic stories, events and experiences</p>			
OBJECTIVES		TEACHING AIDS:	
<p>Main: At the end of the lesson, pupils will be able to describe the values and messages brought by the characters through a talk show.</p> <p>Complementary: At the end of the lesson, pupils will be able to narrate the messages through a talk show.</p>		<p>textbook Choose an item.</p>	
		a) THINKING SKILLS: Creating	c) 21 ST CL ACTIVITIES: Think-Pair-Share
		b) CLASSROOM-BASED ASSESSMENT: Performance	d) 21 ST CL METHOD: Higher Level Thinking
REFLECTION / REMARKS:			
<p>1. All the pupils were able to complete the task.</p> <p>2. Lesson was carried out successfully.</p>			

● Success Criteria

Pupils can

1. create a talk show to talk about the messages brought by at least 2 characters.
2. talk about at least 1 message that the character focuses on.

