By:MissAsh

YEAR 5 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. listen and answer at least 4 questions correctly.
2. listen and identify at least 4 sounds correctly.

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 89)</td><td>YEAR</td><td>5</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Listening</td></tr>
<tr><td>THEME</td><td>World of knowledge</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Module 5: Food and health</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: 1.2 Understand meaning in a variety of familiar contexts

Complementary: 1.1 Recognise and reproduce target language sounds</td><td colspan="2" rowspan="2">Pre-lesson: Pupils refer to the question in Think! at the top part of textbook page 52. Pupils look at the photos in School food and write down as many words for food as they can. Teacher shares pupils' ideas on the board.
Lesson delivery:
1. Teacher asks if pupils understand the terms (EX: vegetarian, fizzy drinks, vending machines, etc.). Teacher asks pupils which lunch they like the best, do they eat outside at school? Do they have vending machines like that?
2. Audio 2-02 is played. Pupils refer to the Study Strategy on the textbook page and copy the word web. Pupils complete the word web. Pupils practise pronouncing the words.
3. Pupils refer to Activity 3 and copy the table into their exercise books. The first 4 words from audio 2-03 are played. Teacher checks if pupils can identify the words.
4. The entire audio is played. Pupils listen and add the words to the table.
5. The class is divided into 2 groups. One pupil from each group is called to the front and stands with their back to the board. Teacher writes two words on the board. The team members must use clues to get their friend to say the word.
Post-lesson: Pupils share their thoughts about the different school foods around the world.</td></tr>
<tr><td colspan="2">Learning Standard:
Main: 1.2.1 Understand with support the main idea of longer simple texts on range of familiar topics

Complementary: 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes</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 listen and answer the questions.

Complementary: At the end of the lesson, pupils will be able to listen and identify the sounds.</td><td colspan="2">textbook songs/audio clips</td></tr>
<tr><td>a) THINKING SKILLS: Applying</td><td>c) 21ST CL ACTIVITIES: Pair/Group discussion</td></tr>
<tr><td>b) CLASSROOM-BASED ASSESSMENT: Q and A</td><td>d) 21ST CL METHOD: Learning skills/process</td></tr>
</table>

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

YEAR 5 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 90)	YEAR	5
SUBJECT	English Language	MODULE	Speaking
THEME	World of knowledge	DATE	Click or tap to enter a date.
TOPIC	Module 5: Food and health	TIME	

SKILLS

Content Standard:
Main: 2.2 Use appropriate communication strategies

Complementary: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media

Learning Standard:
Main: 2.2.1 Keep interaction going in short exchanges by using suitable questions

Complementary: 4.3.1 Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level

PEDAGOGY (STRATEGY/ACTIVITY)

Pre-lesson: Pupils recap some school food from the previous lessons.
Lesson delivery:
1. Pupils refer to Activity 4 in textbook page 53. Pupils draw a table in their exercise books. Pupils listen to audio 2-04 and complete the table.

Pupils	**Food they like**
Lydia and Sophie	
Ben	
Georgia	

2. Pupils refer to Activity 5. Pupils read through the Key Phrases. Pupils listen to the audio again and discuss with their friends to complete the Key Phrases.
3. Pupils are guided to describe the food with some adjectives.
4. Pupils refer to Activity 6. Pupils must use the given key words to ask questions to their partner. Pupils must write down their partner's answers.
5. Teacher demonstrates the activity. Pupils are given some time to prepare the questions.
6. Pupils conduct the activity.
Post-lesson: Pupils share their partner's food choice.

OBJECTIVES

Main: At the end of the lesson, pupils will be able to keep the interaction going by using suitable questions.

Complementary: At the end of the lesson, pupils will be able to use capital letters, full stops and commas in writing.

TEACHING AIDS:

textbook songs/audio clips Choose an item.

a) THINKING SKILLS: Applying	**c) 21ST CL ACTIVITIES: Pair/Group discussion**
b) CLASSROOM-BASED ASSESSMENT: Q and A	**d) 21ST CL METHOD: Pupil-centred**

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

Success Criteria

Pupils can

By:MissAsh

1. keep the interaction going by asking and answering at least 3 suitable questions.

2. use capital letters, full stops and commas in writing at least 4 sentences.

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DAY	Choose an item. (Lesson 91)	YEAR	5
SUBJECT	English Language	MODULE	Reading
THEME	World of knowledge	DATE	Click or tap to enter a date.
TOPIC	Module 5: Food and health	TIME	

SKILLS	**PEDAGOGY (STRATEGY/ACTIVITY)**
Content Standard: Main: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Pre-lesson: Teacher asks pupils if they know sumo wrestlers. Pupils can refer to textbook page 54 as a hint. Lesson delivery: 1. Pupils refer to Activity 1. Teacher explains that the text is an interview about sumo wrestling. Pupils read the text and complete the interview with questions a-d. 2. Pupils refer to Activity 2. Pupils copy the summary. Pupils read and complete the summary using the words in the box. Pupils can check their answers by comparing. 3. Teacher asks pupils if they know the different types of vitamins. 4. Teacher writes the blue words from the text on the board. Pupils use a dictionary to check the meanings of the words. 5. Teacher writes some sentences (teacher's book, pg68: Optional activity reading). Pupils work in pairs to decide if the sentences are true or false. Post-lesson: Pupils discuss the answers with the teacher.
Learning Standard: Main: 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words Complementary: 3.2.4 Use with support familiar print and digital resources to check meaning	

OBJECTIVES	**TEACHING AIDS:**	
Main: At the end of the lesson, pupils will be able to guess the meanings of unfamiliar words. *Complementary:* At the end of the lesson, pupils will be able to use a dictionary to check meaning.	textbook songs/audio clips Choose an item.	
	a) THINKING SKILLS: Applying	**c) 21ST CL ACTIVITIES: Pair/Group discussion**
	b) CLASSROOM-BASED ASSESSMENT: Task	**d) 21ST CL METHOD: Pupil-centred**

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

YEAR 5 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. guess the meanings of at least 3 words correctly.
2. use a dictionary to check the meanings.

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YEAR 5 DAILY LESSON PLANS

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 92)</td><td>YEAR</td><td>5</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Writing</td></tr>
<tr><td>THEME</td><td>World of knowledge</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Module 5: Food and health</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: 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</td><td colspan="2" rowspan="2">Pre-lesson: Teacher write some gapped sentences (Textbook page 68: Vocabulary plus) on the board for pupils to copy and complete. 1. ____are good for you. 2. Sports people usually ____every day. 3. Spaghetti Bolognese is a popular ____in Italy. 4. You have _____at the end of a meal. 5. You put rice or soup in a ____.
Pupils complete the sentences.
Lesson delivery:
1. Pupils refer to textbook page 54 Activity 4. Pupils are given some time to prepare their answers based on the questions. Pupils discuss the questions with their partners.
2. Teacher asks a few questions (What is your favourite dish?, What's your favourite dessert?).
3. In pairs, pupils draft a paragraph on whether a wrestler's life is interesting or not with three reasons.
4. Teacher asks pupils what makes someone's life interesting. Pupils share their thoughts.
5. Pupils refer to textbook page 55 Activity 1. Pupils refer to the rules and find the examples of words in the boxes in plural forms to add on to the rules box.
Post-lesson: Teacher and pupils discuss the answers.</td></tr>
<tr><td colspan="2">Learning Standard:

Main: 4.3.1 Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level

Complementary: 3.2.4 Use with support familiar print and digital resources to check meaning</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 use capital letters, full stops, and commas in independent writing.

Complementary: At the end of the lesson, pupils will be able to use support to check meaning.</td><td colspan="2">textbook Choose an item. 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: Written work</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>

- Success Criteria

Pupils can

1. use capital letters, full stops, and commas in at least 4 sentences correctly.

2. use support to check meaning.

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YEAR 5 DAILY LESSON PLANS.

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 93)</td><td>YEAR</td><td>5</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 stories</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>The Meal</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: 5.2 Express personal responses to literary texts

Complementary: 2.1 Communicate simple information intelligibly</td><td colspan="2" rowspan="2">Pre-lesson: Pupils are divided into groups and each group is given a set of puzzle pieces. Pupils arrange the puzzle and identify the pictures. (Y5 Poem Guidebook page 113)
Lesson delivery:
1. Pupils reread the poem individually and list down the food items in the poem.
2. Teacher asks pupils to think about what they are going to have for breakfast tomorrow.
3. Teacher explains that pupils will go around the class to ask the breakfast question to their friends and list their answers down.
4. Pupils start their survey.
5. By using the information, pupils create a breakfast menu for their class. Teacher can show a sample.
6. Pupils start their menu planning and designing.
Post-lesson: Pupils display their menu.</td></tr>
<tr><td colspan="2">Learning Standard:

Main: 5.2.1 Explain in simple language why the like or dislike an event, description or character in a text

Complementary: 2.1.4 Ask about and describe future plans</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 create a breakfast menu.

Complementary: At the end of the lesson, pupils will be able to ask about breakfast choices.</td><td colspan="2">textbook Choose an item. 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: Task</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. create a suitable breakfast menu.
2. ask at least 8 friends about their breakfast choices.

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YEAR 5 DAILY LESSON PLANS

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 94)</td><td>YEAR</td><td>5</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Reading (Consolidation)</td></tr>
<tr><td>THEME</td><td>World of knowledge</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Module 5: Food and health</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: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media

Complementary: 2.2 Use appropriate communication strategies</td><td colspan="2" rowspan="2">Pre-lesson: Pupils refer to textbook page 55 Activity 2. Pupils look at the pictures and complete the sentences orally.
Lesson delivery:
1. Pupils refer to Activity 3. Pupils copy the rules into their exercise book and underline the correct words. Pupils share their answers.
2. Pupils refer to Activity 4 and copy the sentences into their exercise books. Pupils choose the correct answers.
3. Teacher asks pupils why it is important to not waste food. Pupils share their thoughts.
4. Pupils refer to Activity 5. Teacher reads a few sentences and shares some examples. Pupils complete the sentences in their exercise books.
5. In pairs, pupils practise the dialogues using their own answers.
Post-lesson: Pupils try the Finished activity and write a shopping list. Pupils share their shopping lists.</td></tr>
<tr><td colspan="2">Learning Standard:

Main: 4.2.3 Narrate factual events and experiences of interest

Complementary: 2.2.2 Agree a set of basic steps needed to complete short classroom tasks</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 how not to waste food.

Complementary: At the end of the lesson, pupils will be able to discuss and complete the tasks</td><td colspan="2">textbook Choose an item. Choose an item.</td></tr>
<tr><td>a) THINKING SKILLS: Analysing</td><td>c) 21ST CL ACTIVITIES: Pair/Group discussion</td></tr>
<tr><td>b) CLASSROOM-BASED ASSESSMENT: Task</td><td>d) 21ST CL METHOD: Formative Assessment</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. narrate how not to waste food using at least 4 sentences.
2. discuss and complete most of the tasks.