

YEAR 6 DAILY LESSON PLANS● Success Criteria

Pupils can

1. guess the meaning of at least 4 unfamiliar words correctly.
2. use at least 1 familiar support to check meaning.

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|---|-----------------------------------|--|---|
| DAY | Choose an item. (Lesson 49) | YEAR | 6 |
| SUBJECT | English Language | MODULE | Reading |
| THEME | World of self, family and friends | DATE | Click or tap to enter a date. |
| TOPIC | Unit 4: Cool jobs | TIME | |
| SKILLS | | PEDAGOGY (STRATEGY/ACTIVITY) | |
| <p>Content Standard: Main: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> | | <p>Pre-lesson: Teacher asks pupils to think about the jobs they know. Pupils list out the jobs on the board. Teacher guides pupils to categorise the job based on a similarity (Ex: place of job).</p> <p>Lesson delivery:</p> <ol style="list-style-type: none"> 1. Pupils refer to Activity 1 in textbook page 48. Pupils look at the photos and are asked a few questions (<i>What is the woman in the first picture doing? Where is she?</i>) 2. Pupils read the questions in Activity 1 and discuss before answering the questions by reading the text. Audio 1.17 is played for support. 3. Pupils refer to Activity 2. Pupils scan the words in the vocabulary panel. Pupils refer to the words before and after the words in bold to guide them with the meanings from the context. Pupils check their answers on page 137. 4. Pupils refer to Activity 3. Pupils read the text and match the sentences in their exercise books. <p>Post-lesson: Pupils check their answers with the entire class.</p> | |
| <p>Learning Standard: Main: 3.2.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context</p> <p>Complementary: 3.2.4 Use with some support familiar print and digital resources to check meaning</p> | | TEACHING AIDS: | |
| OBJECTIVES | | textbook songs/audio clips | |
| <p>Main: At the end of the lesson, pupils will be able to guess the meaning of unfamiliar words.</p> <p>Complementary: At the end of the lesson, pupils will be able to use familiar support to check meaning</p> | | a) THINKING SKILLS: Applying | c) 21ST CL ACTIVITIES: Think-Pair-Share |
| | | b) CLASSROOM-BASED ASSESSMENT: Task | d) 21ST CL METHOD: Learning skills/process |
| REFLECTION / REMARKS: | | | |
| 1. All the pupils were able to complete the task. | | | |

2. Lesson was carried out successfully.

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|---|-----------------------------------|---|---|
| DAY | Choose an item. (Lesson 50) | YEAR | 6 |
| SUBJECT | English Language | MODULE | Writing |
| THEME | World of self, family and friends | DATE | Click or tap to enter a date. |
| TOPIC | Unit 4: Cool jobs | TIME | |
| SKILLS | | PEDAGOGY (STRATEGY/ACTIVITY) | |
| <p>Content Standard: Main: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> | | <p>Pre-lesson: Teacher asks pupils if they know of any cool jobs. Pupils share why they think the jobs are cool. Lesson delivery: 1. Pupils refer to textbook page 50. Pupils read the information in the <i>Learning to learn</i>. Teacher asks a few questions (<i>How do you find specific information in a text? Is it necessary to read every word?</i>) 2. Teacher explains the meaning of <i>scanning for specific information</i> to pupils. Teacher asks pupils to find the answer to the question in textbook page 49: Which animal did Jill Johnson help last week? Pupils are given 30 seconds to look for the answer. 3. Pupils refer to Activity 1. Pupils copy the chart into their exercise books and complete it by referring to page 48-49. 4. Pupils refer to Activity 2 and complete the activity in their exercise books. Post-lesson: Pupils check their answers with their partners.</p> | |
| <p>Learning Standard: Main: 4.2.1 Give detailed information about themselves and others</p> <p>Complementary: 3.2.2 Understand specific information and details of simple longer texts</p> | | | |
| OBJECTIVES | | TEACHING AIDS: | |
| <p>Main: At the end of the lesson, pupils will be able to complete the chart.</p> <p>Complementary: At the end of the lesson, pupils will be able to read and write the names.</p> | | textbook Choose an item. | |
| | | a) THINKING SKILLS: Understanding | c) 21ST CL ACTIVITIES: Pair/Group discussion |
| | | b) CLASSROOM-BASED ASSESSMENT: Written work | d) 21ST CL METHOD: Learning skills/process |
| REFLECTION / REMARKS: | | | |
| <p>1. All the pupils were able to complete the task.</p> <p>2. Lesson was carried out successfully.</p> | | | |

YEAR 6 DAILY LESSON PLANS

● Success Criteria

Pupils can

1. write at least 4 correct details in the chart based on the text.
2. read and write at least 4 names correctly.

YEAR 6 DAILY LESSON PLANS

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|---|-----------------------------------|--|---|
| DAY | Choose an item. (Lesson 51) | YEAR | 6 |
| SUBJECT | English Language | MODULE | Listening |
| THEME | World of self, family and friends | DATE | Click or tap to enter a date. |
| TOPIC | Unit 4: Cool jobs | TIME | |
| SKILLS | | PEDAGOGY (STRATEGY/ACTIVITY) | |
| Content Standard: Main: 1.2 Understand meaning in a variety of familiar contexts Complementary: 1.2 Understand meaning in a variety of familiar contexts | | Pre-lesson: Pupils are introduced to the words at the top of textbook page 52 using examples. Lesson delivery: 1. Pupils refer to Activity 1 and the teacher asks a few questions (<i>Who can you see? Where are they? What do you think they are talking about?</i>). Pupils answer the questions. 2. Pupils listen to audio 1.18 and check if their answers are correct. Pupils also check the structure of present perfect (<i>always</i> and <i>yet</i>). Teacher refers to the words in bold. Teacher explains that <i>yet</i> is at the of the questions and negative sentences. <i>Always</i> is usually in positive sentences. 3. Pupils refer to Activity 2. Pupils read the prompts and say if they are affirmative (ticks) or negative (crosses). 4. Pupils read and write the sentences. 5. Pupils refer to Activity 3. Pupils make a list of things they could do on the first day at a new school. Pupils share their answers. 6. Pupils refer to Activity 4. Teacher explains that pupils are going to write their own dialogues based on the answers from Activity 2 and 3. Teacher demonstrates how to write the dialogues. Pupils discuss with their group members. Post-lesson: Pupils listen to their friends' dialogues and provide feedback. | |
| 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: 1.2.5 Understand more complex supported questions | | | |
| OBJECTIVES | | TEACHING AIDS: | |
| Main: At the end of the lesson, pupils will be able to listen and create a new set of dialogues. Complementary: At the end of the lesson, pupils will be able to answer the questions. | | textbook Choose an item. | |
| | | a) THINKING SKILLS: Creating | c) 21 ST CL ACTIVITIES: Pair/Group discussion |
| | | b) CLASSROOM-BASED ASSESSMENT: Q and A | 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 create a short dialogue based on their discussions.
2. listen and answer at least 3 questions correctly.

YEAR 6 DAILY LESSON PLANS

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|---|-----------------------------------|--|--|
| DAY | Choose an item. (Lesson 52) | YEAR | 6 |
| SUBJECT | English Language | MODULE | Speaking |
| THEME | World of self, family and friends | DATE | Click or tap to enter a date. |
| TOPIC | Unit 4: Cool jobs | TIME | |
| SKILLS | | PEDAGOGY (STRATEGY/ACTIVITY) | |
| <p>Content Standard:</p> <p>Main: 2.1 Communicate simple information intelligibly</p> <p>Complementary: 1.2 Understand meaning in a variety of familiar contexts</p> | | <p>Pre-lesson: Pupils play a short BINGO game using names of jobs provided by the teacher.</p> <p>Lesson delivery:</p> <p>1. Pupils refer to the picture in Activity 1. Teacher asks a few questions (<i>Where is the young man? How do you think he feels? Who is the old man in the white coat? What is he going to do?</i>).</p> <p>2. Pupils refer to the Graphic Grammar box and read the questions. Teacher directs pupils to the blue boxes and to notice the position of the verbs.</p> <p>3. Teacher explains that we use <i>for</i> to express how long, <i>since</i> to say when something started in the past is still true now. Teacher can demonstrate with sample sentences.</p> <p>4. Pupils refer to Activity 2. Teacher explains the second prompt. Teacher guides what to sentence with (<i>How long....., Jill (the subject), past participle of the verb work (worked).</i> Pupils try to write the question. Pupils complete the exercises independently.</p> <p>5. Pupils are explained about Activity 3 where pupils must ask and answer the questions with their friends. Pupils carry out the activity.</p> <p>Post-lesson: Pupils share their thoughts.</p> | |
| <p>Learning Standard:</p> <p>Main: 2.1.1 Give detailed information about themselves and others</p> <p>Complementary: 1.2.5 Understand more complex supported questions</p> | | | |
| OBJECTIVES | | TEACHING AIDS: | |
| <p>Main: At the end of the lesson, pupils will be able to answer the questions based on their personal lives.</p> <p>Complementary: At the end of the lesson, pupils will be able to listen and answer the questions.</p> | | Choose an item. Choose an item. | |
| | | a) THINKING SKILLS: Applying | c) 21 ST CL ACTIVITIES: Games |
| | | b) CLASSROOM-BASED ASSESSMENT: Games | 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. ask and answer the question to at least 4 other pupils.
2. listen and answer at least 3 questions based on the picture.

YEAR 6 DAILY LESSON PLANS

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|--|-----------------------------|--|---|
| DAY | Choose an item. (Lesson 53) | YEAR | 6 |
| SUBJECT | English Language | MODULE | Language Art |
| THEME | World of stories | DATE | Click or tap to enter a date. |
| TOPIC | Akbar's Dream | TIME | |
| SKILLS | | PEDAGOGY (STRATEGY/ACTIVITY) | |
| <p>Content Standard: Main: 5.2 Express personal responses 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>Learning Standard: Main: 5.2.1 Describe in simple language a character's actions or feelings and explain the reasons for them</p> <p>Complementary: 4.3.2 Spell most high frequency words accurately in independent writing</p> | | <p>Pre-lesson: Pupils take turns to spell the place mentioned in Akbar's dream.</p> <p>Lesson delivery:</p> <ol style="list-style-type: none"> 1. A video https://youtu.be/44rTLjZZz4 of a virtual tour of the Taj Mahal is played. In pairs, pupils discuss and describe the scenes as the video is being played a second time. 2. Teacher asks pupils to close their eyes and imagine themselves visiting the Taj Mahal. Pupils are guided to ask questions to elicit responses from pupils on what they can see, hear, smell and feel if they are actually there. (What can you see in front of the building? What can you hear? How would you feel to be among so many people?) 3. Teacher distributes the worksheet from the guidebook (Appendix 2, page 41) to each pupil. Pupils complete the worksheet. 4. Pupils volunteer to share their answers in complete sentences (e.g. <i>I see many people. I hear cameras clicking. I feel excited.</i>) <p>Post-lesson: Pupils share the places that they dream to visit.</p> | |
| OBJECTIVES | | TEACHING AIDS: | |
| <p>Main: At the end of the lesson, pupils will be able to describe what they feel.</p> <p>Complementary: At the end of the lesson, pupils will be able to spell most words in a sentence.</p> | | textbook template | |
| | | a) THINKING SKILLS: Creating | c) 21ST CL ACTIVITIES: Presentation |
| | | 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. | | | |

● Success Criteria

Pupils can

1. describe what and how they feel based on at least 2 questions correctly.
2. spell most of the words in one sentence correctly.

