

YEAR 5 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. guess at least what 2 subjects are about.
2. answer at least 3 questions based on their own experiences.

DAY	Choose an item. (Lesson 71)	YEAR	5
SUBJECT	English Language	MODULE	Listening
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Module 4: Learning World	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 1.3 Use appropriate listening strategies in a variety of contexts Complementary: 3.3 Read independently for information and enjoyment		Pre-lesson: In pairs, pupils think and count the number of subjects they have in school and how many lessons they have every day. They share their answers after the discussion. Lesson delivery: 1. Pupils refer to textbook page 42 Activity 1. Teacher asks pupils if they know what the subjects mean (what do they learn based on the subject). Pupils share their answers. 2. In pairs, pupils complete the School Questionnaire activity with the answers from the box. Teacher plays CD 1 38 for pupils to check the answers and pronunciation. 3. Teacher asks pupils if there are any differences in the subjects based on the activity and their subjects in school. Pupils share their answers. 4. Pupils are explained about Activity 2 where pupils ask the questions to their partners. Pupils write the questions in their exercise book. Pupils ask their friends, listen and write their answers in the book. Post-lesson: Based on the subjects, pupils draw three icons to illustrate them. Teacher can show an example of a flat icon. Pupils can display their icons.	
Learning Standard: Main: 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words Complementary: 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to guess what the subjects are about. Complementary: At the end of the lesson, pupils will be able to read and answer the questions.		textbook songs/audio clips	
		a) THINKING SKILLS: Applying	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.			

YEAR 5 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 72)	YEAR	5
SUBJECT	English Language	MODULE	Speaking
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Module 4: Learning World	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
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		Pre-lesson: Teacher asks pupils what day they like the most. Pupils share their answers. Lesson delivery: 1. Audio/video 1-39 is played. A few questions are written on the board (1. Who thinks she is a genius? 2. Who has a strict teacher? 3. Who enjoys French? 4. Who thinks Thursday is the worst day?) Teacher asks pupils to listen and answer the questions. 2. Pupils also decide why Georgia likes Wednesdays and what language Ben prefers. Pupils can discuss and share their answers in pairs. 3. Pupils refer to Activity 4 in textbook page 43. Teacher replays the video/audio for pupils to complete the exercise. 4. In pairs, pupils ask their friends a few questions (1. Which day do you like the best and why? 2. Do you always have homework?) Post-lesson: Pupils discuss the subjects they would like to have daily in school. Pupils in groups of 4/2 make a timetable based on the subjects they want.	
Learning Standard: Main: 2.1.1 Give detailed information about themselves Complementary: 4.2.1 Give detailed information about themselves			
OBJECTIVES		TEACHING AIDS:	
<i>Main:</i> At the end of the lesson, pupils will be able to give detailed information about the days and subjects they like. <i>Complementary:</i> At the end of the lesson, pupils will be able to give detailed information about the days and subjects they like		textbook songs/audio clips Choose an item.	
		a) THINKING SKILLS: Analysing	c) 21 ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Task	d) 21 ST 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. give at least 1 day and 1 subject they like with a reason.
2. make a timetable based on the subjects they like.

DAY	Choose an item. (Lesson 73)	YEAR	5
SUBJECT	English Language	MODULE	Reading
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Module 4: Learning World	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: 2.1 Communicate simple information intelligibly		Pre-lesson: Teacher asks pupils what they like about their school. Pupils share their answers. Lesson delivery: 1. Pupils refer to textbook page 44. Pupils read the text with guidance from the audio CD1 40. 2. Pupils refer to activity 1 and share discussions with the class. Pupils share their thoughts with the class. 3. Pupils reread the project and answer the questions in activity 2. 4. Pupils are given an information transfer graphic organizer. Based on the project reading, pupils complete the graphic organizer. Post-lesson: Pupils discuss the graphic organizer. Pupils are guided to discuss activity 4 where pupils discuss which school they think is the most interesting one and what type of school they go to.	
Learning Standard: Main: 3.2.2 Understand specific information and details of simple texts of two paragraphs or more Complementary: 2.1.2 Find out about and describe experiences up to now			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to read and transfer the information. Complementary: At the end of the lesson, pupils will be able to find out about the types of schools.		textbook songs/audio clips worksheet	
		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.			

YEAR 5 DAILY LESSON PLANS

● Success Criteria

Pupils can

1. read and transfer at least 2 correct info about the schools.
2. find out and share about the most interesting school.

YEAR 5 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 74)	YEAR	5
SUBJECT	English Language	MODULE	Writing
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Module 4: Learning World	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary: 1.3 Use appropriate listening strategies in a variety of contexts		Pre-lesson: Pupils refer to textbook page 44 and focus on the photos. Pupils answer the questions by the teacher (1. What are the people doing? 2. What are they wearing? 3. Is the boat moving?). Pupils' answers are written on the board using present continuous tense. Lesson delivery: 1. Pupils refer to textbook page 45 Activity 1. Pupils complete activity 1 based on the text in page 44 and rules below the exercise. 2. Teacher discusses the answers with the pupils. Pupils explain the spelling rules for present continuous tense. 3. Pupils refer to Activity 2 and say out the verbs in continuous tense. Pupils try to find the words in the text. 4. Pupils refer to Activity 3. Teacher explains that pupils will listen to the audio CD1 41 and match the phrases to form the sentences. Then, pupils will write the sentences using present continuous tense in their exercise books. 5. Pupils complete the two activities with teacher's guidance. Post-lesson: Teacher and pupils discuss the answers.	
Learning Standard: Main: 4.3.2 Spell a range of high frequency words accurately in independent writing Complementary: 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to spell the verbs in present continuous tense. Complementary: At the end of the lesson, pupils will be able to listen and match the phrases.		textbook Choose an item. Choose an item.	
		a) THINKING SKILLS: Evaluating	c) 21 ST CL ACTIVITIES: Pair/Group discussion
		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. spell at least 5 verbs in present continuous tense correctly.
2. listen and match phrases to form at least 4 sentences correctly.

YEAR 5 DAILY LESSON PLANS.

DAY	Choose an item. (Lesson 75)	YEAR	5
SUBJECT	English Language	MODULE	Language Art
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	And Something Weird Happened	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 5.3 Express an imaginative response to literary texts Complementary: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media		Pre-lesson: Pupils are given some time to recall a memorable event from the story. Pupils can go through the story for guidance. Pupils share their thoughts. Lesson delivery: 1. In pairs, pupils are asked to skim through pages 12, 13, 14 and 16. Pupils list out the events that happened to Joel. 2. Teacher refers to Worksheet 3 (a) page 106 in And Something Weird Happened-Contemporary Children's Literature Teaching Guidebook (BPK)– Short Stories. Teacher writes Joel's story/asks students to review. 3. Teacher explains that pupils will write their own version of the story. Teacher writes a few sentences to start based on the sample on page 106. 4. Pupils are given some time to write their own version. Pupils are guided to write the sentences. 5. Pupils are given Worksheet 3 (b) page 106 to write their own version of another event. Post-lesson: Pupils share their version with the class.	
Learning Standard: Main: 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems. Other imaginative responses as appropriate Complementary: 4.3.3 Produce a plan or draft of one or two paragraph for a familiar topic and modify this appropriately in response to feedback			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to respond by creating another version of the story. Complementary: At the end of the lesson, pupils will be able to write at least a paragraph of their version.		textbook worksheet Choose an item.	
		a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Written work	d) 21ST 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. create at least 1 paragraph of another version of the story.
2. write at least 1 paragraph of their version of the story.

YEAR 5 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 76)	YEAR	5
SUBJECT	English Language	MODULE	Writing (Consolidation)
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Module 4: Learning World	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: 2.2 Use appropriate communication strategies		Pre-lesson: Pupils are asked if they know what a blog is or they have written a blog before. Pupils share their thoughts. Lesson delivery: 1. Pupils refer to Sally's Easy Menu Blog in textbook page 59 and look at the words in blue. Pupils are asked when they use the words. Pupils share their thoughts. 2. Pupils refer to Activity 4. Based on the pictures a-d and the blue words, pupils number the pictures in order and fill in the blanks with the blue words. Pupils can share their answers orally. 3. Pupils refer to Activity 5. Pupils read through tasks A-D. Teacher explains that pupils think of food they like. Based on the example of Sally's Easy Menu Blog, pupils draft their plan in their exercise books. Pupils can be given an A4 paper to plan their blog. 4. Pupils are given some time to draft. Teacher facilitates and guides pupils. Post-lesson: Pupils display their A4 paper and share their ideas.	
Learning Standard: Main: 4.2.4 Describe people, places and objects using suitable statements Complementary: 2.2.1 Keep interaction going in short exchanges by using suitable questions			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to describe the food they like in a menu form. Complementary: At the end of the lesson, pupils will be able to keep interaction going in short exchanges by using suitable questions.		textbook Choose an item. Choose an item.	
		a) THINKING SKILLS: Creating	c) 21 ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Task	d) 21 ST CL METHOD: Higher Level Thinking
REFLECTION / REMARKS:			
1. All the pupils were able to complete the task.			
2. Lesson was carried out successfully.			

- Success Criteria

Pupils can

1. describe the food they like using at least 4 suitable sentences.
2. keep the interaction going by discussing with the class.