By:MissAsh

YEAR 6 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. guess the meaning of at least 5 words based on contextual clues.
2. read and answer at least 2 questions correctly.

DAY	Choose an item. (Lesson 6)	YEAR	6
SUBJECT	English Language	MODULE	Reading
THEME	World of knowledge	DATE	Click or tap to enter a date.
TOPIC	Unit 1: It's an emergency!	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 writes electricity on the board and pupils brainstorm the uses of electricity in groups. Lesson delivery: 1. Pupils refer to page 8 Activity 1. Pupils read and discuss the questions in small groups. Pupils read the text to find out the answers. 2. Pupils refer to the map on page 8 and guess which country does the map show, guess the which area is in red based on the picture of buildings. 3. Pupils refer to Activity 2. Pupils look at the text and choose the type of text. Pupils also share how they know it is a newspaper text. 4. Teacher explains that Activity 3, pupils identify the four features in the newspaper text. Pupils share their answers orally. 5. Pupils refer to the vocabulary panel in Activity 4. Teacher explains that pupils will scan the text to find the words in the vocabulary panel. Pupils guess the meaning of the words from the words before and after the words in bold. Post-lesson: Pupils check the answers in textbook page 134.
Learning Standard: Main: 3.2.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context 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 guess the meaning of the words. *Complementary:* At the end of the lesson, pupils will be able to read and answer the questions.	textbook Choose an item.
	a) THINKING SKILLS: **Applying** / **c) 21ST CL ACTIVITIES:** Choose an item.
	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.**	

DAY	Choose an item. (Lesson 7)	YEAR	6
SUBJECT	English Language	MODULE	Writing
THEME	World of self, family and friends	DATE	Click or tap to enter a date.

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<table>
<tr><td>TOPIC</td><td>Unit 1: It's an emergency!</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: 2.3 Communicate appropriately to a small or large group</td><td colspan="2" rowspan="2">Pre-lesson: Teacher asks pupils if they still have any words that they don't understand from the newspaper text from the previous lesson.
Lesson delivery:
1. Pupil refer to textbook page 11 Activity 1. Teacher asks a few questions while pupils look at the pictures. Ex: Where is the man? What is he doing? What animal is behind him? What did the elephant do? Pupils share their thoughts.
2. Pupils read out the 2 sentences and identify the difference. Pupils refer to red and blue boxes and are asked for the tense of each verb.
3. Teacher asks pupils how to form past continuous ('to be' + -ing). Teacher explains when to form the tense to pupils.
4. Pupils refer to textbook page 9 and find the past continuous sentence forms in paragraphs 2,3 and 4.
5. Pupils refer to Activity 2 and orally say out the answers. Teacher gives an example.
6. Pupils refer to Activity 3. In groups, pupils make different sentences using the prompts. Then, pupils compile the sentences together to form a paragraph.
Post-lesson: Pupils share their story with the class.</td></tr>
<tr><td colspan="2">Learning Standard:
Main: 4.2.3 Narrate factual and imagined events and experiences

Complementary: 2.3.1 Narrate short basic stories, events and experiences</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 an imagined story using the prompts.

Complementary: At the end of the lesson, pupils will be able to narrate the sentences.</td><td colspan="2">textbook songs/audio clips</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: Storytelling</td><td>d) 21ST CL METHOD:
Group-based activities</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>

YEAR 6 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. write and narrate an appropriate imagined story using the prompts.
2. narrate at least 4 sentences correctly.

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YEAR 6 DAILY LESSON PLANS

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 8)</td><td>YEAR</td><td>6</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Listening</td></tr>
<tr><td>THEME</td><td>World of self, family and friends</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Unit 1: It's an emergency!</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: 1.2 Understand meaning in a variety of familiar contexts</td><td colspan="2" rowspan="2">Pre-lesson: Teacher asks pupils what would they do if there's an emergency at home. Pupils think and share their thoughts.
Lesson delivery:
1. Pupil refer to textbook page 13 Activity 1. Teacher asks a few questions while pupils look at the pictures. Ex: Where are they? Do they look happy? What are they doing? Pupils share their thoughts.
3. Pupils listen to audio 1.4 and check their answers. (1.b, 2.c, and 3.a)
4. Pupils listen to the audio again and answer the questions in Activity 3 in their exercise books. Teacher and pupils discuss the answers.
5. Pupils write Activity 4 in their exercise books. Pupils listen to the audio and answer the questions.
6. Pupils write the questions from Activity 5 and try to discuss the questions with their partners.
Post-lesson: Teacher and pupils discuss the questions. Pupils vote on which they think is the popular job between firefighter, astronaut and captain.</td></tr>
<tr><td colspan="2">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: 1.2.1 Understand with little or no support the main idea of longer simple texts on a range of familiar topics</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 discuss the questions.

Complementary: At the end of the lesson, pupils will be able to listen and answer the questions.</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: Observation</td><td>d) 21ST CL METHOD: Group-based activities</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. listen and discuss the questions with at least 1 suitable answer.
2. listen and answer at least 1 question for each dialogue correctly.

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YEAR 6 DAILY LESSON PLANS

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 9)</td><td>YEAR</td><td>6</td></tr>
<tr><td>SUBJECT</td><td>English Language</td><td>MODULE</td><td>Speaking</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>Starter Unit: Welcome</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: 2.3 Communicate appropriately to a small or large group

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 uses a clock or writes a particular time on the board and asks pupils to tell their partners what were they doing at the time on Saturday.
Lesson delivery:
1. Pupil refer to textbook page 12 Activity 1. Teacher asks a few questions while pupils look at the pictures. Ex: Who do you see? What are they doing? What are they wearing? Do they look happy/ worried/sad? What do you think happened? Pupils share their thoughts.
2. Pupils listen to audio 1.3 and think about their answers again. Pupils share their answers.
3. In pairs, pupils take turns to practise the dialogue.
4. Pupils refer to Activity 2 and asked to refer to the Look! box to complete the task. Pupils write the exercise in their exercise books/share orally.
5. Pupils refer to Activity 3. Teacher explains that pupils will match the actions and the activities and make dialogues using the matched phrases. Teacher demonstrates an example.
6. Pupils work in pairs and make the dialogue with teacher's guidance.
Post-lesson: Pupils are invited to perform their new dialogues.</td></tr>
<tr><td colspan="2">Learning Standard:
Main: 2.3.1 Narrate short basic stories, events and experiences

Complementary: 3.2.2 Understand specific information and details of simple longer texts</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 a short story.

Complementary: At the end of the lesson, pupils will be able to read and fill in the blanks.</td><td colspan="2">textbook songs/audio clips</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: Group-based activities</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. make and narrate at least 3 suitable sentences.

2. read and fill in at least 4 spaces correctly.

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YEAR 6 DAILY LESSON PLANS

<table>
<tr><td>DAY</td><td>Choose an item. (Lesson 10)</td><td>YEAR</td><td>6</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 self, family and friends</td><td>DATE</td><td>Click or tap to enter a date.</td></tr>
<tr><td>TOPIC</td><td>Messing About</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: 5.3 Express an imaginative response to literary texts

Complementary: 2.1 Communicate simple information intelligibly</td><td colspan="2" rowspan="2">Pre-lesson: Pupils recap what they remember from the poem.
Lesson delivery:
1. Pupil refer to the adjectives before the names of the characters in the poem and list them out.
2. Pupils brainstorm ideas for their names and ask their friends.
3. Pupils recall the chant from last week and redo the chant with their names.
4. Pupils are guided to change the verbs in the poem to other verbs that rhyme the same.
5. Pupils practise the new chant with their groups.
Post-lesson: Pupils perform the new chant.</td></tr>
<tr><td colspan="2">Learning Standard:
Main: 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems

Complementary: 2.1.5 Ask about and describe personality</td></tr>
<tr><td colspan="2">OBJECTIVES</td><td colspan="2">TEACHING AIDS:</td></tr>
<tr><td colspan="2" rowspan="2">Main: At the end of the lesson, pupils will be able to create a simple jazz chant.

Complementary: At the end of the lesson, pupils will be able to describe their personality using an adjective.</td><td colspan="2">textbook Choose an item.</td></tr>
<tr><td>a) THINKING SKILLS: Creating</td><td>c) 21ST CL ACTIVITIES: Presentation</td></tr>
<tr><td colspan="2"></td><td>b) CLASSROOM-BASED ASSESSMENT: Performance</td><td>d) 21ST CL METHOD: Group-based activities</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 simple jazz chant.

2. describe their personality using at least 1 suitable adjective.