

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 139)	YEAR	6
SUBJECT	English Language	MODULE	Reading
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Unit 9: What's your opinion?	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: 3.3 Read independently for information and enjoyment		Pre-lesson: Teacher can show two random photos or write two phrases on the board. Teacher asks pupils to make up a few sentences of a story based on the clues. Pupils think and share their ideas. Lesson delivery: 1. Teacher writes <i>Power of Stories</i> on the board and asks pupils to share what they think about what they are going to focus on today. 2. Pupils refer to the pictures in Activity 1 in textbook page 118. Teacher asks pupils a few questions. (<i>What can they see in the first picture? Where are they? Are these people from the present time? How do they know?</i>) 3. Teacher writes a few questions on the board while the pupils read the text. (<i>What country do you think it's from? Have you seen this kind of writing before? Where is it from? What do they have in their hands? Where do you think these people are from?</i>). Pupils answer the questions in their exercise books. 3. Teacher explains about finding the main points from the story and transferring them into a graphic organizer. Teacher shows an example and pupils continue the task. 4. Teacher explains that pupils are going to conduct a discussion session. Pupils will discuss ways of storytelling and how they think storytelling has changed. Post-lesson: Pupils share their thoughts from the discussion.	
Learning Standard: Main: 3.2.2 Understand specific information and details of simple longer texts 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 read and answer the questions. Complementary: At the end of the lesson, pupils will be able to read and discuss the ways storytelling works and how it has changed.		textbook Choose an item.	
		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.			

Success Criteria

Pupils can

1. read and answer at least 6 questions correctly.
2. read and discuss how storytelling has changed.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 140)	YEAR	6
SUBJECT	English Language	MODULE	Writing
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 9: What's your opinion?	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: 2.1 Communicate simple information intelligibly		Pre-lesson: Teacher asks pupils how would they like money around RM100000 be spent for school. Pupils share their ideas. Lesson delivery: 1. Pupils refer to Activity 1 in textbook page 117. Pupils match the arguments and compare their answers. 2. Teacher asks pupils if they are happy to wear the school uniforms. 3. Pupils refer to Activity 2. Pupils think of the best ways to spend the money by ranking the arguments. Pupils discuss in pairs and write in their exercise books. 4. Teacher introduces to pupils how they can write supporting arguments. Examples from Activity 3 can be read. Teacher gives examples based on the teacher's number one point from Activity 2 by discussing with pupils. 5. Pupils write three supporting arguments for their point number one. Teacher guides pupils with points. 6. Pupils refer to Activity 4. Pupils are divided into groups based on their ranking of Activity 2. Then, the teacher explains that pupils are going to persuade each other in choosing the best way to improve the school. 7. Teacher demonstrates how pupils can present their points whether by presenting or debating in the classroom. Post-lesson: Teacher gives feedback to the class about their writing and arguments. *Pupils are reminded to bring materials to put up a display and other stationeries.	
Learning Standard: Main: 4.2.1 Give detailed information about themselves and others 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 write detailed arguments. Complementary: At the end of the lesson, pupils will be to describe future plans.		textbook Choose an item.	
		a) THINKING SKILLS: Creating	c) 21 ST CL ACTIVITIES: Gallery walk
		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. write at least 3 detailed arguments to persuade the other teams.
2. describe at least 3 detailed points to improve the school.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 141)	YEAR	6
SUBJECT	English Language	MODULE	Listening
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Unit 9: What's your opinion?	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 1.2 Understand meaning in a variety of familiar contexts Complementary: 2.2 Use appropriate communication strategies		Pre-lesson: Teacher asks pupils if they know of other cultures, something not from their own. Pupils share their ideas. Lesson delivery: 1. In groups, pupils are given some time to choose one culture to focus on. They can choose based on states in Malaysia. Ex: Sabah, Penang, Sarawak, Melaka. 2. Teacher explains that pupils are going to work in a gallery to present about the culture that they have chosen. Pupils use the internet to find notes and resources about the culture. 3. Pupils take time to discuss and look for information. Pupils divide themselves to look for information, design the gallery, and what to display. 4. Pupils follow their steps and listen to each other to plan their gallery. Post-lesson: Pupils go through the final stages of their gallery with the teacher. Teacher reminds pupils to get ready for the next lesson.	
Learning Standard: Main: 1.2.3 Understand with little or no support longer simple narratives on a range of familiar topics Complementary: 2.2.2 Agree a set of basic steps needed to complete extended classroom tasks			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to listen and discuss a plan for their gallery. Complementary: At the end of the lesson, pupils will be able to agree on steps to plan their cultural gallery.		textbook songs/audio clips	
		a) THINKING SKILLS: Creating	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 discuss an appropriate a plan for their gallery.
2. agree on most of the steps to plan for their cultural gallery.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 142)	YEAR	6
SUBJECT	English Language	MODULE	Speaking
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 9: What's your opinion?	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 2.1 Communicate simple information intelligibly Complementary: 1.2 Understand meaning in a variety of familiar contexts		Pre-lesson: Teacher shows some examples of cultural gallery by other pupils. Lesson delivery: 1. Teacher explains that pupils are going to take turns to present their cultural gallery and the important elements that will be focused during their display. 2. Pupils get ready with their set up. 3. Pupils draw lots for their turns. 4. Pupils start their gallery display and presentation while the teacher and other pupils go around. Post-lesson: Teacher asks pupils how they feel about their gallery.	
Learning Standard: Main: 2.1.1 Give detailed information about themselves and others Complementary: 1.2.2 Understand with little or no support specific information and details of longer simple texts on a range of familiar topics			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to give detailed information about the chosen culture. Complementary: At the end of the lesson, pupils will be able to listen and answer questions by others.		textbook Choose an item.	
		a) THINKING SKILLS: Creating	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. give at least 5 detailed information about the chosen culture.
2. listen and answer at least 5 questions asked by others.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 143)	YEAR	6
SUBJECT	English Language	MODULE	Language Art
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Tadpoles	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 5.2 Express personal responses to literary texts Complementary: 2.1 Communicate simple information intelligibly		Pre-lesson: Teacher asks pupils if they know the stages in a frog's life cycle. Pupils share their thoughts. Lesson delivery: 1. Pupils refer to Anthology of Poems textbook page 38. Teacher and pupils go through the illustrations. 2. Teacher asks pupils what the tadpoles were doing in the poem. Pupils are given some time to think and share their thoughts. 3. Teacher asks pupils to draw a quadrant on a page in their exercise books. 4. Then, the teacher writes the events below in each quadrant (<i>Event 1: playing in the pool, Event 2: going to school, Event 3: swimming in and out, and Event 4: having dinner</i>). 5. Pupils draw their feelings towards each of the events. Pupils can use emojis to describe their feelings. 6. Pupils explain their emotions based on their drawing to the class. Post-lesson: Pupils display their emojis to the class.	
Learning Standard: Main: 5.2.1 Describe in simple language a character's actions or feelings and explain the reasons for them Complementary: 2.1.1 Give detailed information about themselves and others			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to describe their feelings towards the events. Complementary: At the end of the lesson, pupils will be able to give detailed information about their feelings.		textbook Choose an item.	
		a) THINKING SKILLS: Creating	c) 21 ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Written work	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 their feelings towards the events using at least 3 suitable emojis.
2. give detailed information about at least 3 emojis.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 144)	YEAR	6
SUBJECT	English Language	MODULE	Language Awareness (Speaking)
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	Unit 9: What's your opinion?	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 2.1 Communicate simple information intelligibly Complementary: 1.2 Understand meaning in a variety of familiar contexts		Pre-lesson: Teacher says some sentences about rules at school. Pupils share their thoughts on whether they agree or not to the rules. <i>Ex: There should be recycling bins in school</i> Lesson delivery: 1. Teacher recalls how to do a debate with the pupils. Pupils refer to textbook page 116 Activity 1. Pupils prepare for a classroom debate where the motion is 'We should have one afternoon of sport at school every week'. Pupils decide whether the statements are For or Against the motion. Teacher asks pupils why the first statement is against the motion. 2. In pairs, pupils read and identify the statements in Activity 1. 3. In pairs, pupils decide whether they are for or against the motion. Pupils recap ways to debate and start to prepare a one-minute speech to start their debate. 4. Pupils start their one-minute debate with their partners. 5. Pupils practise the activity with their partner. 6. In groups of four and against, the class prepares for a bigger round of debate by choosing one topic in Activity 3. Pupils get ready with their points and discuss with their group members. 7. Pupils start the debate. Post-lesson: Pupils share their feelings and thoughts during the debate.	
Learning Standard: Main: 2.1.1 Give detailed information about themselves and others Complementary: 1.2.2 Understand with little or no support specific information and details of longer simple texts on a range of familiar topics			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to give detailed information about their motion. Complementary: At the end of the lesson, pupils will be able to listen and respond.		textbook Choose an item.	
		a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Think-Pair-Share
		b) CLASSROOM-BASED ASSESSMENT: Performance	d) 21ST 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. give at least 3 detailed information to support their motion.

2. listen and respond to at least 3 points.