

YEAR 6 DAILY LESSON PLANS● Success Criteria

Pupils can

1. read and answer at least 2 questions correctly.
2. read and match at least 3 purposes correctly.

DAY	Choose an item. (Lesson 134)	YEAR	6
SUBJECT	English Language	MODULE	Reading
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: 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: In small groups, pupils are given a set of topic cards (Ex: vegetable, tv, internet). Pupils pick each card and share their opinion about the topic. Lesson delivery: 1. Pupils refer to Activity 1 in textbook page 114. Pupils read the opinion essay and share if there are any words that they do not understand. Then, pupils choose the best title. 2. Pupils refer to Activity 2 and answer the questions. Teacher and pupils check the answers. 3. Teacher explains about opinion sentences. Sentences may start with <i>in my opinion...</i> Pupils refer to Activity 3 and write down phrases that are used to give opinions in the essay. Pupils share their answers. 4. Teacher recaps the structure of an essay (<i>introduction, main body, and conclusion</i>). Pupils refer to Activity 4. Pupils match the paragraph to the purpose in their exercise books. Post-lesson: Teacher asks pupils how they would plan their eating routine if they have the chance and share their plan with the class.		
Learning Standard: Main: 3.2.2 Understand specific information and details of simple longer texts Complementary: 3.2.1 Understand the main idea of simple longer texts			
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 match the purpose.	textbook Choose an item.		
	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.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 135)	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: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Pre-lesson: Teacher writes the word 'uniform' on the board and asks pupils to share their thoughts. Lesson delivery: 1. Teacher shows pictures of students around the world with uniform to the pupils and asks pupils to share their thoughts. While discussing, pupils can compare the students to each other and themselves. 2. Teacher asks pupils if they are happy to wear the school uniforms. 3. Pupils brainstorm the positive and negative points of wearing school uniforms in their groups. Pupils write their points in their exercise books. Then, pupils conduct a short think-pair-share with the class. 4. Pupils refer to Activity 5 in textbook page 115. Teacher explains that they are going to share the points they have discussed with the class and write them on the board. Group by group everyone writes their points and compares similar ones. 5. In groups, pupils plan their drafts based on the template in Activity 5 guided by the teacher. 6. Pupils refer to Activity 6. Teacher explains that pupils are going to write an essay based on the draft they have prepared. 7. Pupils can discuss with their friends but they must individually write their essays. Post-lesson: Teacher gives feedback to the class about their writing.		
Learning Standard: Main: 4.3.3 Produce a plan or draft of two paragraphs or more for a familiar topic and modify this appropriately in response to feedback Complementary: 4.2.5 Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns			
OBJECTIVES	TEACHING AIDS:		
Main: At the end of the lesson, pupils will be able to produce an opinion essay. Complementary: At the end of the lesson, pupils will be to connect sentences using coordinating conjunctions and reference pronouns.	textbook Choose an item.		
	a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Gallery walk	
	b) CLASSROOM-BASED ASSESSMENT: Written work	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.			

● **Success Criteria**

Pupils can

1. produce an opinion essay with at least 2 positive and negative points.
2. connect at least 8 sentences using suitable coordinating conjunctions and suitable reference pronouns.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 136)	YEAR	6
SUBJECT	English Language	MODULE	Listening
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: 1.2 Understand meaning in a variety of familiar contexts Complementary: 1.2 Understand meaning in a variety of familiar contexts	Pre-lesson: Teacher gives a few situations to pupils and conducts a poll to see pupils' opinions. To share their opinions, pupils show <i>I totally agree</i> / <i>I don't agree</i> / <i>I'm not sure</i> with different coloured papers or written on paper. Lesson delivery: 1. Pupils refer to the vocabulary panel in textbook page 113. Pupils share the meanings of the words if they know with their friends. 2. Pupils refer to the picture in Activity 1. Teacher asks the questions and pupils answer based on the picture. 3. Pupils refer to Activity 3 first. Pupils copy the sentences into their exercise books. Pupils listen to audio 2.15 and write T/F based on the audio. 4. Pupils refer to Activity 4 and answer the questions. Pupils listen to the audio again to check their answers. 5. Pupils refer back to Activity 2 and discuss whether they agree on whether multi-tasking is the best way to work. Teacher guides pupils by asking pupils to think of advantages and disadvantages. Post-lesson: Pupils volunteer to share their points.		
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			
OBJECTIVES	TEACHING AIDS:		
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 choose the correct answers.	textbook songs/audio clips		
	a) THINKING SKILLS: Evaluating	c) 21ST CL ACTIVITIES: Pair/Group discussion	
	b) CLASSROOM-BASED ASSESSMENT: Task	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. listen and answer at least 4 questions correctly.
2. listen and choose at least 4 correct sentences from the debate.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 137)	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: 2.2 Use appropriate communication strategies Complementary: 1.2 Understand meaning in a variety of familiar contexts	Pre-lesson: Teacher asks pupils if they have participated in a debate or watched one. Pupils share what they think a debate is. Lesson delivery: 1. Teacher explains that in a debate there is a <i>motion</i> , the statement which gives an opinion. There is a side that agrees to the motion and another that doesn't 2. Teacher introduces a few <i>motions</i> to pupils and in groups they can choose their motion to debate. A: <i>Multi-tasking is the best way to work.</i> B: <i>Children are happier at school when they wear a uniform.</i> C: <i>Advertising helps people make the best choices for healthy eating.</i> D: <i>Children need sugar to give them energy.</i> 3. Teacher explains that there will be <i>For</i> and <i>Against</i> in each group. They must prepare their points. 3 stages are involved: <i>Stage 1: the For side gives their opinion while the Against side listens and takes notes.</i> <i>Stage 2: The Against side gives their opinion while the For side listens and takes notes.</i> <i>Stage 3: there is an open discussion, where pupils use their notes to check understanding and expand their opinions (Ex: You said.....but we disagree. We believe)</i> 4. In groups of 4 pupils prepare their points as <i>For</i> and <i>Against</i> . Pupils are reminded to remain calm and talk politely to each other. Teacher demonstrates how to start. 5. Pupils carry out the task. Post-lesson: Teacher asks pupils how they feel about the debate.		
Learning Standard: Main: 2.2.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying 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 keep interaction going during the debate. Complementary: At the end of the lesson, pupils will be able to listen and give arguments.	textbook Choose an item.		
	a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Presentation	
	b) CLASSROOM-BASED ASSESSMENT: Presentation	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.		

Success Criteria

Pupils can

1. keep the interaction going during the debate using at least 2 suitable points.
2. listen and state at least 1 argument politely.

By:MissAsh

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 138)	YEAR	6
SUBJECT	English Language	MODULE	Language Art
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	A Garden by Leila Berg	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 5.3 Express an imaginative response to literary texts Complementary: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media		Pre-lesson: Pupils watch an example of a short fable. http://www.youtube.com/watch?v=pR9N1200Bhg Lesson delivery: 1. Pupils refer to Anthology of Poems textbook page 36. Teacher and pupils go through the illustrations. 2. Based on the video, the teacher asks pupils how they can write a short fable. Pupils share their ideas. Teacher also gives a few examples. 3. Based on the illustrations, the teacher asks pupils to write a short fable as examples earlier. Teacher and pupils discuss the settings, characters and events. 4. Teacher monitors pupils' progress as they write. 5. Pupils write their paragraphs with teacher's guidance. Post-lesson: Pupils share their writing with the class for feedback.	
Learning Standard: Main: 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems Complementary: 4.2.5 Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to write a short fable based on the illustrations. Complementary: At the end of the lesson, pupils will be able to connect sentences into a paragraph.		textbook Choose an item.	
		a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Written work	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. write at least a paragraph of a short fable.
2. connect at least 5 sentences into a paragraph.