

YEAR 6 DAILY LESSON PLANS

- Success Criteria

Pupils can

1. create a suitable code.
2. spell most of the words correctly.

DAY	Choose an item. (Lesson 59)	YEAR	6
SUBJECT	English Language	MODULE	Reading
THEME	World of knowledge	DATE	Click or tap to enter a date.
TOPIC	Unit 4: Cool jobs	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: 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media		Pre-lesson: Teacher introduces the game 'Fizz-Bump'. In groups of 6, pupils stand in a circle. In turns, going around the circle, pupils begin counting from 1. When the number can be divided by 3, pupils say fizz instead of the number. <i>one-two-fizz-four-five-fizz</i>. Lesson delivery: 1. Pupils refer to Activity 1 in textbook page 57. Pupils read the text. Pupils answer teacher's questions orally (<i>What can you see? What do you think he's doing? What's a code?</i>) 2. Pupils refer to Activity 2. In pairs, pupils are given some time to work out the secret message. Pupils start decoding and share their answers. 3. Pupils refer to Activity 3. Pupils are given some time in groups to create their own Caesar's code by starting with different letters. 4. Based on Activity 4, pupils write a secret message using the codes created in Activity 3. Pupils share the code with another pair. Post-lesson: Pupils are given time to decode other secret messages.	
Learning Standard: Main: 3.2.2 Understand specific information and details of simple longer texts Complementary: 4.3.2 Spell most high frequency words accurately in independent writing			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to create a code. Complementary: At the end of the lesson, pupils will be able to spell based on the codes.		textbook Choose an item.	
		a) THINKING SKILLS: Creating	c) 21ST CL ACTIVITIES: Games
		b) CLASSROOM-BASED ASSESSMENT: Task	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.

DAY	Choose an item. (Lesson 60)	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)	
Content Standard: Main: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies		Pre-lesson: Pupils share about the previous lesson's secret code messages. Lesson delivery: 1. Teacher asks pupils about what they would like to be when they grow up and what they need to do to prepare for that lane. Teacher explains that sometimes we can't do a job that we like when we're young. 2. In their exercise books, pupils write three sentences about what they think they want to be, what they will and won't be when they grow up. Teacher writes sample sentences. 3. Pupils brainstorm their ideas with their friends and write the sentences. 4. Pupils refer to the job adverts in textbook page 43. Based on the table and their previous work with the table, pupils create their own job advert using the points in the table in Activity 3 page 43. 5. Pupils are given an A4 paper to do their own advert. Post-lesson: Pupils put up their advert and conduct a gallery walk in the class.	
Learning Standard: Main: 4.2.2 Describe future plans or events 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 write a short advert describing future plans. Complementary: At the end of the lesson, pupils will be to read and create a short advert.		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.			

YEAR 6 DAILY LESSON PLANS● **Success Criteria**

Pupils can

1. write a short advert describing their future plans.
2. read the table and create a short advert.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 61)	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: 1.3 Use appropriate listening strategies in a variety of contexts		Pre-lesson: Pupils review past participles with a few exercises. Lesson delivery: 1. Pupils refer to Activity 1 textbook page 56. Pupils read the text and identify what the robot can do. Pupils share their answers. 2. Pupils guess the meanings of the words at the top of the page using clues. 3. Pupils refer to Activity 2. Teacher explains that pupils are going to act in dialogue with Robert the robot. In pairs, pupils act out the dialogue. 4. Teacher asks pupils to identify the list of chores and notice the ticks and crosses. 5. Audio 1.20 is played and pupils identify how it is different from their acting. 6. Pupils can ask another question from the list. Post-lesson: Pupils try making their own questions using the listed chores.	
Learning Standard: Main: 1.2.5 Understand more complex supported questions Complementary: 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics			
OBJECTIVES		TEACHING AIDS:	
<i>Main:</i> At the end of the lesson, pupils will be able to listen and act out. <i>Complementary:</i> At the end of the lesson, pupils will be able to guess the meaning of unfamiliar words.		textbook Choose an item.	
		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.			

Success Criteria

Pupils can

1. listen and act out most of the lines correctly.

2. listen and guess the meanings of at least 2 words correctly.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 62)	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)	
Content Standard: Main: 2.2 Use appropriate communication strategies Complementary: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies		Pre-lesson: Pupils refer to the dialogues in the previous lesson. Lesson delivery: 1. Pupils are encouraged to act the part. Pupils use the sentences and questions to practise with the intended tone. Teacher explains how to put meaning to their intonation. Teacher demonstrates the sentences. 2. Pupils refer to Activity 4 in textbook page 56. Teacher clarifies the meanings of the different headings. 3. Pupils are given some time to prepare for the interview using the phrases in the box. 4. Pupils act in their interviews. Pupils volunteer to act out in front of the class. 5. In groups, pupils draw a picture of a robot doing something helpful. 6. Pupils use their robots to create and practise a similar dialogue. Post-lesson: Pupils present their dialogue..	
Learning Standard: Main: 2.2.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying 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 keep the interaction going in short exchanges. Complementary: At the end of the lesson, pupils will be able to read and act out with proper details.		textbook 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: 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. keep the interaction going using the dialogue.
2. read and act out using the correct intonation.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 63)	YEAR	6
SUBJECT	English Language	MODULE	Language Art
THEME	World of self, family and friends	DATE	Click or tap to enter a date.
TOPIC	My Sister's Eating Porridge	TIME	
SKILLS		PEDAGOGY (STRATEGY/ACTIVITY)	
Content Standard: Main: 5.2 Express personal responses 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 look at the picture in the poem and describe what they can see. Lesson delivery: 1. Pupils recite the poem aloud. 2. Teacher asks pupils a few questions (How would you feel if the girl in the poem were your sister?, How would you react if food were to be thrown all over the place? Would you dislike your sister? Why/Why not?) 3. Pupils fill in a bubble map based on the poem guidebook. Pupils describe how their younger brother/sister eats. Post-lesson: Pupils present their bubble map 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: 4.3.2 Spell most high frequency words accurately in independent writing			
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to describe siblings. Complementary: At the end of the lesson, pupils will be able to spell most of the words.		textbook template	
		a) THINKING SKILLS: Understanding	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.			

- Success Criteria

Pupils can

1. describe their siblings using at least 2 adjectives correctly.
2. spell most of the words in the bubble map correctly.

YEAR 6 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 64)	YEAR	6
SUBJECT	English Language	MODULE	Language Awareness
THEME	World of stories	DATE	Click or tap to enter a date.
TOPIC	Unit 4: Cool jobs	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: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Learning Standard: Main: 4.3.1 Use capital letters, full stops, commas in lists, question marks and speech marks appropriately at discourse level Complementary: 3.2.2 Understand specific information and details of simple longer texts		Pre-lesson: Pupils do a recap on jobs they can remember and why they think the jobs are cool Lesson delivery: 1. Pupils recap some interesting situations with certain jobs. 2. Pupils discuss the answers with the teacher. 3. Pupils are given a quiz set to complete individually (M). Pupils are guided to complete the quiz set (L). Post-lesson: Pupils discuss the answers with the teacher.	
OBJECTIVES		TEACHING AIDS:	
Main: At the end of the lesson, pupils will be able to use capital letters, full stops and commas appropriately in independent writing. Complementary: At the end of the lesson, pupils will be able to read and circle the correct answers.		textbook Choose an item.	
		a) THINKING SKILLS: Evaluating	c) 21ST CL ACTIVITIES: Pair/Group discussion
		b) CLASSROOM-BASED ASSESSMENT: Task	d) 21ST CL METHOD: Formative Assessment
REFLECTION / REMARKS: 1. All the pupils were able to complete the task. 2. Lesson was carried out successfully.			

- Success Criteria

Pupils can

1. capital letters, full stops and commas appropriately in at least one paragraph.
2. read and circle at least 5 correct answers.