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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 1: It's an emergency!  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 3.2 | | | | | Main: 3.2.3  Complementary: 3.2.2 | | | | Friendship | | | | Global Sustainability, Science and Technology | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Guess the meaning of unfamiliar words from clues provided by other known words and by context. 2. Understand specific information and details of simple longer texts. | | | | | | | | | Pupils can:   1. Match the definitions to the corresponding words based on the text. 2. Answer the questions based on the article read. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Introduction to past simple & past continuous. | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 8–10  Exercise(s): 1–4; 1, WB: Page 8-9. | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students if they have ever witnessed or heard about any emergency situations. 2. Engage the students in a brief discussion about what comes to mind when they hear the word "emergency" and why it is important to learn about them. 3. Show a few images related to different types of emergencies and ask the students to share their thoughts and observations. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Gallery Walk - Vocabulary Exploration:**   1. Display selected vocabulary words from the text on large posters or charts around the classroom. 2. Divide the class into small groups and assign each group a starting point. 3. Instruct the students to move around the classroom in a "Gallery Walk" style, visiting each vocabulary poster. 4. At each poster, they should read the word, discuss its possible meaning, and try to match it to the corresponding definition provided on the poster. 5. Encourage students to use context clues and their prior knowledge to make educated guesses. 6. After sufficient time, gather the students back together and discuss their findings, providing feedback and clarifications as needed.   **Reading Comprehension - Understanding the Text:**   1. Instruct the students to open their Academy Stars Year 6 Pupil’s Book to pages 8-10. 2. Direct their attention to Exercise 1, where they need to read the article about an emergency and answer the accompanying questions. 3. Before they start reading, explain the importance of understanding specific information and details from the text. 4. Encourage the students to underline or highlight key information as they read to help them answer the questions. 5. Provide support and guidance as the students work individually or in pairs to complete the exercise. 6. Once they have finished, facilitate a class discussion to review the answers and check their comprehension of the text. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Lead a reflective discussion about the reading experience, asking the students to share any new vocabulary words they encountered and their understanding of the text. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Gallery Walk | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT** 1. It's an emergency!  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 2.3 | | | | | Main: 4.2.3  Complementary: 2.3.1 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Narrate factual and imagined events and experiences. 2. Narrate short stories, events and experiences. | | | | | | | | | Pupils can:  1. Write at least three sentences in their notebooks.  2. Tell the class any funny sentences they made. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Past simple & continuous for interrupted actions with *when.* | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 10–11  Exercise(s): 3; 1–3, Plain paper for each pupil, Scissors | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students to think about a funny or interesting event or experience they have had recently. 2. Share your own funny story to model the activity and engage the students. 3. Encourage the students to discuss their stories with their classmates, focusing on the key details and sequencing of events. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Rally Robin - Generating Ideas:**   1. Provide each student with a plain piece of paper and scissors. 2. Explain that they will be using the Rally Robin technique to generate ideas for their writing. 3. Instruct the students to write down three funny or interesting sentences related to their chosen event or experience, each on a separate strip of paper. 4. Model the process by writing your own sentences on the board or chart paper. 5. Once they have written their sentences, have them cut out each sentence to create individual strips.   **Writing Narratives:**   1. Direct the students' attention to Exercise 3 in their Academy Stars Year 6 Pupil’s Book. 2. Explain that they will be using the sentences they generated to write a short narrative. 3. Instruct them to arrange their sentence strips in the order they want to present their story. 4. Encourage the students to use appropriate past tense verbs and include details to make their narratives engaging. 5. Provide guidance and support as needed, monitoring their progress and offering assistance. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| As an extension, you can encourage the students to illustrate their narratives or create a comic strip based on their stories. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Notebook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT** 1. It's an emergency!  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 1.2 | | | | | Main: 1.2.2  Complementary: 1.2.2 | | | | Friendship | | | | Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Understand with little or no support, specific information and   details of longer simple texts on a range of familiar topics.   1. Understand with little or no support, the main idea of longer simple texts on a range of familiar topics. | | | | | | | | | Pupils can:  1. Understand content from audio clues.  2. Ask and answer questions about interrupted past activities. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple past & continuous tense for interrupted actions with *when/while.* | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 13  Exercise(s): 1–5, Audio 1.4. | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students if they have ever been interrupted while doing something. Encourage them to share their experiences. 2. Share a personal story of an interrupted activity to engage the students and introduce the concept of past interruptions. 3. Ask the students to reflect on how interruptions can affect the flow of activities and how they can be described in the past tense. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Think-Pair-Share - Predicting and Discussing:**   1. Display the title of the text from Exercise 1 in the Academy Stars Year 6 Pupil’s Book. 2. Instruct the students to think about what the text might be about based on the title and any prior knowledge they have on the topic. 3. Have them pair up with a classmate to share their predictions and discuss their reasoning. 4. After a few minutes, facilitate a whole-class discussion, allowing pairs to share their predictions and supporting reasons.   **Listening Comprehension:**   1. Distribute the necessary materials, including the Academy Stars Year 6 Pupil’s Book and audio recording (Audio 1.4). 2. Explain that the students will listen to a longer simple text related to emergencies and interruptions. 3. Instruct them to listen carefully and answer the questions in Exercise 1 based on the information they hear. 4. Play the audio recording, pausing at appropriate intervals to allow students to answer the questions and check for understanding. 5. After listening, review the answers together as a class, discussing the specific information and details from the text. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Engage the students in a reflection on the lesson by asking them to share one new thing they learned about interrupted past activities. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Think-Pair-Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Observation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Stories  **UNIT** 1. It's an emergency!  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.3  Complementary: 3.2 | | | | | Main: 2.3.1  Complementary: 3.2.2 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Narrate short stories, events and experiences. 2. Understand specific information and details of simple longer texts. | | | | | | | | | Pupils can:  1. Create and tell a short story to the class.  2. Match the actions to the correct activities. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple past & continuous tense for interrupted actions with *when/while.* | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 12  Exercise(s): 1–3 | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students if they have ever experienced or witnessed an emergency situation. Encourage them to share their experiences briefly. 2. Discuss the concept of storytelling and its importance in conveying events and experiences. 3. Show a short video clip or read a brief story related to an emergency situation to capture the students' attention and engage them in the topic. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Role Play - Creating Short Stories:**   1. Distribute the Academy Stars Year 6 Pupil’s Book and turn to Page 12, Exercise 1. 2. Explain that the students will work in pairs to create and tell a short story related to an emergency situation. 3. Provide a few examples of story prompts, such as a car accident, a fire in a building, or a medical emergency. 4. Instruct the students to take turns narrating their stories to each other, incorporating past simple and past continuous tenses to describe interrupted actions. 5. Encourage them to include specific information and details to make their stories engaging and descriptive. 6. Monitor their progress and provide support as needed.   **Action Matching Activity:**   1. Direct the students' attention to Exercise 2 in the Academy Stars Year 6 Pupil’s Book. 2. Explain that they will now work individually to match the actions to the correct emergency activities described in the past tense. 3. Instruct them to read the sentences carefully and match the correct actions by drawing lines or using the given numbers. 4. Allow sufficient time for the students to complete the task. 5. Review the answers together as a class, discussing the actions and their corresponding activities. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Facilitate a brief discussion on the importance of clear communication during emergencies and the significance of using appropriate verb tenses. | | | | | | | | | | | |
| **HOTS** | | | | Creation | | | | | **21st CA** | | | Roll Play | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Tell Stories | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |