**Lesson Plans 19-23 Aug 2024**

**Celine Kuen**

**Monday**

**AM**

English

1.3 Inspiring people.

* Class to start lesson by going over vocabulary from LB but in PPT form (match: admire, media, protest, activist, campaign, and ban- to their definitions (draw line activity on T’s board). T to correct and congratulate as needed.
* Then go over presentation project. What to research at home for tomorrow. Very important- will be posted on ClassDojo. Students must find info about person they find inspiring to add to the speech they will be writing in class tomorrow. T to have h/w questions printed to take phone but will also post pic on CD as stated above.
* Class to then review prepositions with a PPT activity that requires students to make a sentence stating WHERE everything is in the picture. T to then tell them they unintentionally used prepositions. T to tell students to look at word PREPOSITION on board and tell me what word they see in preposition. Answer should be ‘position’. T to ask, ‘what does position mean? Who can tell me?’- Ss to answer T. T to get several answers if needed to get correct guess from class. T to congratulate.
* T to then inform students they will be completing WB activity- Class to get 12 mins to complete. Class to work independently. T to assist if and when needed by giving guiding questions such as ‘What do you think?’, ‘If you don’t understand, what do you think you should do to help yourself understand the question more?’, etc…Class to mark if time allows.

Math

2.1 Counting and sequences

* T to have PPT with sequences warm up containing screenshot of sequence warm up booklet from TWINKL. Class to answer on whiteboards in table groups. Class to answer and get points based on team’s teamwork and performance. T to explain questions after each turn if and when needed.
* T to then get into lesson by explaining focus. T to have vocab on board ‘term’ and ‘position’, what do they think these mean within a math sense? Why? Can they give explain on own whiteboard with labels? T to congratulate or correct as needed.
* T to then have screenshot from starter and worked example to go through with students. PPT to also have other worded example similar to past tests, LB and WB. Students to continue answering on whiteboards as a group. Points to be awarded again for the same reason.
* LAST 20 mins…Class to then go into LB pages 23-24. T to give guidance if needed, students to continue working in their groups. T to monitor and walk around throughout.
* T to tell class we will complete 25-26 in the LB tomorrow and pages 21-25 in the WB and then mark for last 15mins.

**PM**

English

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* T to tell class we will complete 25-26 in the LB tomorrow and pages 21-25 in the WB and then mark for last 10mins.

**Tuesday**

**AM**

Math

* BINGO cards printed as warm up for students to complete in pairs. First pair to complete will get a star (must all be correct, T to check.) Bingo involves squared numbers as a review of grade 4! [..\Downloads\bingo squared numbers.pdf](../Downloads/bingo%20squared%20numbers.pdf)
* T to then get into PPT explaining difference between squared and cubed numbers. T to use visual aids such as questions involiving cubed like in LB, worded questions and questions involving referring to 9² as an example as the ‘ninth squared number. Ss to come to T’s whiteboard to answer questions and some questions to be discussed as a class. T to have THINK like a mathematician in the PPT lastly for class to discuss and figure out together. T to allow students to work in same group as warm up to figure out how to solve problem. Go over **conjecturing** meaning to help students understand means: a conclusion formed with incomplete information, spectulation, belief, educated guess using logic and information given.
* T to then ask each pair which method they should use to answer this question, T to write all ideas on board. Class to then discuss the options given…T to then highlight if any are correct. If none correct, T to go over HOW to do.
* Class to complete LB 28-29 and WB p.27-30

English

* T to go over requirements for 1.3 inspiring people speech about the person they find inspiring using their research given after yesterday’s lesson as h/w and posted on ClassDojo.
* T to then have PPT going over speech writing techniques, how to start, what the body should include, how to conclude. Advice to start: jokes, fact, stats, questions, quotes, etc. Body advice: How to use figurative language and rhetoric to engage audience throughout, hand gestures, pauses, more facts, lists, etc. Advice to end: repeat why they inspire you and mention how their life has caused change or drive within yourself.
* T to then allow students to write speeches on separate white paper, making queue cards.
* T to walk around and give advice throughout as needed. Class to present speech tomorrow.

Science

* Circulatory system: class to have review questions regarding circulatory system: ‘What is the purpose of the circulatory system?’, ‘What do we call the amount of times in a minute our heart beats and how do we measure it?’, ‘What are the 3 main things needed for the circulatory system?’, ‘What different roles do the three blood vessels play and what are they called?’, ‘draw a model of what a blood vessel looks like on the inside’?, ‘How big is the heart and where is it located in the body, why?’, ‘which side of the heart does to the lungs? Why does this side go to the lungs?’.
* T to then go over activity of the lesson- we will be doing an experiment involving pulse rate. Class to show teacher two places to find pulse and someone to explain the fingers we use to measure pulse and why.
* T to then go over experiment that will be done, measuring affects of exercise of pulse rate. Class to discuss how they think they should do the experiment and why. T to confirm or correct. T to then breakdown process of experiment: method, predication, variables, how to gather information, equipment needed, fairness, etc…
* Class to take down information in table. T to time throughout exercise (star jumps and high knees for 6mins, class to measure BPM 1 min before resting, immediately after, 2 mins after, 4 mins after, 6 min after, 8 min after, 10 min after. How long did it take to get back to resting. Students to then plot results of their results into bar graphs. Students to then compare theirs with another person and to write explanatory breakdown of findings using scientific vocabulary learned throughout writing.
* Class to discuss afterwards.

**PM**

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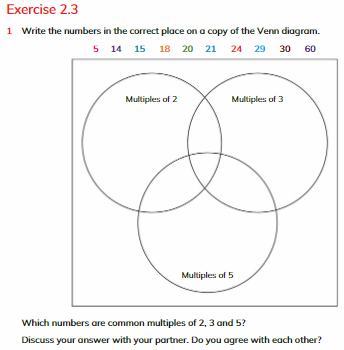
**Wednesday**

**AM**

English

* T to go over speech presentation skills for first 10 mins. T to give example speech using poor skills. Class to give advice and feedback afterwards. T to then say ‘okay’, and then re-do speech implementing suggestions. Show of hands, which do Ss think was better. Why? T to then encourage Ss to not be scared, TRY their BEST.
* Ss to then present their two min speech about someone who inspires them. T to give piece of paper back to each student with mark out of 20 (tone of voice, eye contact, projection/body language, and content [5pts per comma]).
* T to end lesson by congratulations and general advice for whole class.

Math

* 2.3 common multiples and common factors. T to start lesson by asking class if they remember what is factor and what is multiple, can they think of example. T to then have definitions in PPT, 5 definitions, ONLY 1 correct per word, so 3 are wrong. Which do students think match words ‘factor’ and ‘multiple’. T to correct or congratulate.
* T to then have examples of how to use venn diagram to calculatre COMMON multiples and COMMON factors. T to involve students involvement throughout to get which numbers should go in which list. T to have example like question 1 in LB p.31
* 
* Class to then complete Think like a mathematician together and 2 more worded questions (similar to challenge questions in WB) in T’s PPT. T to allow students to figure out first before giving advice and going through how to do to allow Ss to think mathematically.
* Class to begin LB and WB activity next lesson.

Math

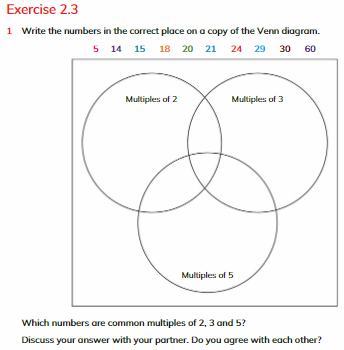
* Class to review difference to between factors and multiples. T to project worksheet <https://www.twinkl.com/resource/tp2-m-41288-identifying-common-factors-activity-sheet>
* Class to then answer on T’s whiteboard [T to write to save time]
* Class to then work in pairs completing LB 31-33 p. and WB p. 32-35. T to guide and help pairs as and when needed.
* Class to mark afterwards.

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**Thursday**

**AM**

Science

* Students to then start teaching 1.2 respiratory system: T to have PPT with getting started [students to be in groups with whiteboards]: draw a picture of the lungs and explain why you drew the lungs that why, explaining what happens in lungs with we breath in and out]. T to then get Ss to hold up whiteboards and explanations. T to correct and congratulate as needed.
* T to then discuss and go through PPT with visual aids throughout. T to then have pictures of parts of respiratory system but with arrows but without labels. T to then point at different arrows and ask Ss which part of the body they think it is, do they know its name and purpose? What about how to spell? IF class doesn’t know, T to go through parts and their purposes.
* T to then have video for kids about respiratory system: <https://www.youtube.com/watch?v=mOKmjYwfDGU>
* Class to then discuss video afterwards. T to then project questions on PPT [students to answer on grp whiteboards again: ‘The respiratory system and circulatory system are linked and rely on each other, can you explain why?, ‘What direction do you think thee diaphragm moves in when we breathe and why?’, ‘What do you think happens to the ribcage when we breathe? Why do you think this happens?’, ‘How many times do you think we breath per min? what do you think we call the amount of times we breath in a minute?’, ‘what gas do we breath in and which do we breath out?’.
* T to correct and congratulate teams throughout and award pts for best team work and most correct.
* T to then confirm and correct answers from previous group questions activtity.
* T to then show another video: <https://www.youtube.com/shorts/Gf9820ZDc1c>

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English

**Friday**

**AM**

Math

* T to project questions from throughout unit 2 in PPT [common multiples and factors, cubed and squared numbers, and sequences]. Ss to work in pairs on whiteboards to answer. T to award stars to all teams that could answer within time allocation per questions [to reward timeliness as a good skill to class]. T to correct and congratulate throughout this activity.
* T to then project check your progress LB p. 34. T to give instructions on how to answer each question in their NB. Students to continue working in previous pairs. Pairs to also complete PROJECT 1 p.35.
* Class to mark and discuss afterwards. T to congratulate and correct any answers throughout with example on how should have been answered using methods taught previously.

Assessment- unit 1 Math and peer mark. T to go over expectations when writing a test. Class to discuss and remind themselves of expectations. T to then hand out test and give time allocation for test. Students desks to be separated prior to T handing out. T to then put timer on screen and project. T to tell Ss to start and monitor throughout. After time is finished, T to give another students test and allow another student to mark. T to collect afterwards.

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