



ENGLISH YEAR 5 DAILY LESSON PLAN



ENGLISH LANGUAGE YEAR 5					
DAY				CLASS	
TIME				DATE	
TOPIC	Wild Life (Lesson 53)				
THEME	World of Knowledge				
FOCUS	Listening				
CONTENT STANDARD	1.2 Understand meaning in a variety of familiar contexts 2.2 Use appropriate communication strategies				
LEARNING STANDARD	1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics 2.2.1 Keep interaction going in short exchanges by asking suitable questions				
OBJECTIVE	By the end of the lesson, most pupils will be able to: - Understand with support specific information and details of longer simple texts on a range of familiar topics . - Keep interaction going in short exchanges by asking suitable questions .				
SUCCESS CRITERIA	Pupils can understand with support specific information and details of longer simple texts on a range of familiar topics and keep interaction going in short exchanges by asking suitable questions				
ACTIVITY	<p>Pre-lesson Write 'Wild life' on board. Explain pupils are going to learn about wild animals from around the world.</p> <p>Lesson delivery</p> <p>2. Pupils do Activity 1, CD1.28. Follow instructions Teacher's Book p.46 Exercise 1. Ask: What do you think ID means?</p> <p>3. Explain that pupils are going to read Key Phrases used when guessing or identifying something. Say: looks like, sounds like. Pupils repeat. They do Activity 2. Follow instructions for Exercise 2 on p.46 of Teacher's Book. Play CD1.28 again. In pairs (A and B), pupils choose elephant, frog or dog (not identified from CD). They take turns to make its sound or draw a picture. Pairs use Key Phrases to identify partner's animal. A says Key Phrase 1. B says 2, 3 or 4, and 5. Then they swap.</p> <p>4. Pupils do Activity 3, CD1.29. Follow instructions in Teacher's Book p.46, Ex. 3.</p> <p>5. Show photos of ostrich, bat, eagle, scorpion, rat and octopus to check meaning of vocabulary in Activity 4 box. Pupils should know: bat, bear, crocodile, rabbit, snake, spider, whale from previous levels. Pupils in four teams do Activity 4, CD1.30. Follow instructions for Exercise 4 on p.46 of Teacher's Book. If time is limited, teams choose two or three photos to identify. Post-lesson</p> <p>6. Play a science sorting game. Write 'fish', 'bird', 'mammal', 'reptile', 'insect' on board. Give example of each. Ask: Which words are similar? (mamalia, reptilia). Pupils in small groups classify animals from Activity 4 according to category</p>				
TEACHING AIDS/ RESOURCES					
/	Textbook		Storybook		Chart/ Graph
	Reference book		Flashcards		LCD/ Projector
	Module	/	Pictures		Radio/ Television
					MS Powerpoint
					Internet
					Magazine/ Brochure
CROSS CURRICULAR ELEMENTS (CCE)					
/	Creativity and Innovation		Language		Environmental Studies
	Science & Technology		Entrepreneurship		Thinking Skills
				/	ICT
					Learning to Learn
MORAL VALUES					
/	Generous		Forgiving		Responsible
	Polite		Honest	/	Thankful
	Helpful		Justice		Kind-hearted
/	Diligent		Unity		Friendly
				/	Respect
					Cooperation
				/	Loving
					Cleanliness
I-THINK MAPS					
/	Circle map		Bubble map		Double bubble map
	Bridge map		Tree map		Brace map
					Multi flow map
					Flow map
21 st CENTURY LEARNING					
	4 C's		Critical thinking		Round table
	Communication		Think pair share		Hot seat
	Collaboration	/	Gallery Walk		Role play
	Creativity				Three stray, one stay
					Simulation
					Field experiment
THINKING SKILLS					
/	Remembering		Applying		Creating
	Undersatnding		Analyzing		Evaluating
TEACHING AND LEARNING EVALUATION					
/	Exercise book	/	Textbook		Activity book
	Observation		Oral		Presentation
	Quiz		Task		Project/ Assignment
					Worksheet
					Group work
					Acting
REFLECTION					
___/___ pupils were able to achieve the learning objectives					
___/___ pupils were able to answer the questions correctly					
___/___ pupils need extra guidance					
___/___ pupils were able to master today's lesson					