Daily Lesson Plan

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| **Lesson**: 15 **Week**: click here | | **Day** : click here | **Date**: Click or tap to enter a date. |
| **Time** : click here - click here | | **Class** : 5 Intan | **Subject** : English language |
| **Theme**: World of Stories | | | **Topic**: POETRY : CATS |
| **Language Focus** : | Verbs (continuous tense) | | |
| **Skills** | Main: Language Arts | | Complementary: Listening |
| **Content Standard:** | 5.2 Express personal responses to literary texts | | 1.2 Understand meaning in a variety of familiar contexts |
| **Learning standard:** | 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text | | 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics |
| **Objectives** | 1. By the end of the lesson most pupils will be able to answer questions in a hot seat activity based on the poem: Cats 2. By the end of the lesson most pupils will be able to listen to the statement given by teachers and nod or shake their head to show weather t the statement is true or false | | |
| **Success Criteria/**  **Can do statements** | 1. Pupils can answer questions in a hot seat activity based on the poem: Cats 2. Pupils can to listen to the statement given by teachers and nod or shake their head to show weather t the statement is true or false | | |
| **Teaching aids** | Poem | | |
| **CCE** : Language Creativity and Innovation | | | **HOTS**: Application |
| **Differentiation Strategies**: Time | | | **21st CL** : Hot Seat |
| **Pre Lesson** | **LEARNING OUTLINES:**   1. Teacher draws outlines of pet animals (e.g. a cat, fish, dog, etc.) and lets pupils predict the animal groups (answer: pets) [Pre-Lesson Task 8 – Predict the contents] | | |
| **Lesson Development** | 1. Teacher Introduces the poem. Pupils discuss the corresponding images on the page. 2. Pupils are divided into four big groups and each group is assigned to a stanza Each group has to read the stanza and the other three groups’ members have to individually point to the corresponding picture (read: scratching the gate others: point at the gate in the book). Teacher informs pupils that they have to think of possible suggested actions based on the cats’ actions. Pupils pair up and think of their possible actions. 3. Teacher conducts ‘Hot Seat’ activity where each pair comes in front. Others can choose the four cats’ actions (scratching the backdoor, scratching the gate, scratching the bee-hive or napping on a chair) and ask questions (e.g. Do you like it? What do you want to do?) | | |
| **Post Lesson** | 1. Pupils look at the pictures on the poem for a minute and then, teacher asks them to close it. Teacher gives a few statements and pupils have to nod or shake their head to show whether the statement is true or false (e.g The cat is eating a mouse – shake their head) [Post-lesson Task 8- Test Your Memory] | | |
| **Assessment** | Observation | | |
| **Reflection:**  **Attendance**  **/** | **Main Skill**  Choose an item.  Choose an item.  **Complementary Skill**  Choose an item.  Choose an item. | | |
| **Remarks** | Choose an item. | | |