



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

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| Subject | English Language |
| Class/ Section | Y6 A-F |
| Week | 5 (26th to 30th September 2021) |
| Work sent to students by | Google classroom |
| Total number of lessons per week | 5 |
| Unit/Topic | Non-Fiction-Globe Challenge: Creatures in Danger |
| Key Vocabulary | non-chronological report, features, heading, sub-heading, bullet point, photograph, caption, present tense, third person, main point, skimming, scanning |
| Lesson 1 & 2- Live Zoom lesson along with face-to-face instruction for students present on a particular day | Non-Fiction-Globe Challenge: Creatures in Danger <u>Specific Learning objectives</u> Discuss the features of a non-chronological report -Collect ideas for a report on a creature in danger, using skimming and scanning skills. <u>Specific Intended Learning Outcomes</u> -Ask questions, make suggestions and make |

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| <p>Tasks</p> <p>Assessment Criteria/Essential Questions</p> <p>Resources</p> | <p>predictions during structured discussions. -Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points.</p> <p>- Use skimming and scanning skills to identify relevant information, and use note-making skills to record their findings.</p> <p>- Locate relevant information using skimming for gist, scanning for specific information to make research fast and efficient. - Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.</p> <p>Text- Globe Challenge: Creatures in Danger -Research using books, websites and other resources</p> |
| <p>Lesson 3- Live Zoom lesson along with face-to-face instruction for students present on a particular day.</p> <p>Tasks</p> <p>Assessment Criteria/Essential Questions</p> | <p><u>Specific Learning objectives</u> Plan and write a non-chronological report about a creature in danger</p> <p><u>Specific Intended Learning Outcomes</u> -Understand the difference between formal and informal language, and maintain formal language where necessary.</p> <p>Use the information found through research to write a non-chronological report according to the given success criteria.</p> <p>- In non narrative, the layout/ presentational features are attempted to organize key</p> |

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| <p>Resources</p> | <p>elements. - Carefully selected detail is included in writing to support purpose and engage</p> <p>Research notes Text- Globe Challenge: Creatures in Danger Checklist</p> |
| <p>Lessons 4&5- Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Tasks</p> <p>Assessment Criteria/Essential Questions</p> <p>Resources</p> | <p>Non-Fiction-Globe Challenge: Creatures in Danger</p> <p><u>Specific Learning objectives</u> Participate actively in presentations, performances, improvisations and debates. -Speak audibly and fluently using Standard English; -Gain the interest of the listener -Evaluate own and others’ presentations.</p> <p><u>Specific Intended Learning Outcomes</u> -Rehearse and give a presentation to an audience on how to save a creature in danger.</p> <p>Presentation of group report on how to save a creature in danger.</p> <p>- Begin to use techniques to support planned speech e.g. cue cards. - Be able to evaluate the qualities of a speaker’s presentation devices.</p> <p>Students’ group report on a creature in danger Self-Evaluation Sheet</p> |