

YEAR 5 –ENGLISH LANGUAGE

Subject	English Language
Class/ Division	Year A-F
Week	8 (18th to 22nd October 2020)
Work send to students via	Google Classroom
Total number of lessons per week	5
Unit	NON-FICTION: WHY DOES LIGHTNING FLASH?
Learning Outcomes	<p>By the end of the week , the students can:</p> <ul style="list-style-type: none"> • <i>scan for specific information</i> • <i>skim-read using headings as clues</i> • <i>identify features of report text</i> • <i>write a descriptive essay</i> • <i>describe pictures orally</i> • <i>identify relative pronouns/relative clauses and other grammatical vocabulary</i>
<p>Lesson 1 (ZOOM SESSION1)</p> <p>Tasks</p> <p>Resources</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Read aloud an unfamiliar text, observing full stops, question marks and speech marks. • Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. <ul style="list-style-type: none"> • Finding specific information in report texts • Analyzing Features of report texts <p>*Resource Text: WHY DOES LIGHTNING FLASH? (Allocated in the Active learn)</p> <p>*Reading Worksheet</p>
Lesson 2 (ZOOM SESSION2)	<p>Learning Objectives :</p> <ul style="list-style-type: none"> • Identify grammatical vocabulary • Develop range of ideas and descriptive details • Choose interesting title and organize ideas into appropriate

<p>Task</p> <p>Resource</p>	<p>sentences and paragraph</p> <ul style="list-style-type: none"> • Use relevant punctuations and observe correct grammar and spelling <p>*ASSESSMENT 2(Google Form)</p> <p>* Google Form Doc</p> <p>*English Language Notebook/Refill Pad paper</p>
<p>Lesson 3 (ZOOM SESSION3)</p> <p>Task</p> <p>Resource</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify the main points of a 3-5 minute, well-structured talk on a familiar topic. • Listening for specific information <p>* Speaking-Listening Activity</p> <p>*Resource Text: WHY DOES LIGHTNING FLASH? (Allocated in the Active learn)</p>
<p>Lesson 4 (ZOOM SESSION4)</p> <p>Task</p> <p>Resources</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Recognise the suffix ‘-ing’ as the progressive form of verb, and look for the auxiliary verb ‘to be’ to indicate the tense • Identify relative pronouns and know that they introduce relative clauses • Identifying progressive verbs • Recognizing relative pronouns/relative clauses <p>*Resource Text: WHY DOES LIGHTNING FLASH? (Allocated in the Active learn)</p> <p>*PCM 5.3.3/ Worksheets</p>
<p>Lesson 5 (GC SESSION/ Asynchronous)</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. • Show grammatical agreement of irregular verbs (including the verb, <i>to be</i>) with singular and plural nouns/pronouns with some accuracy across a piece of writing

Task	*Identifying appropriate use of Grammatical Vocabulary
Resource	Grammar Worksheets

It is not necessary to take printouts of the worksheets posted on GC. Students can refer to the question and write their answer on a paper or in a notebook. All papers must be kept carefully in a file.

CLASSWORK/TASKS will be assigned in GC and has to be completed in Google docs and turned in for teacher's feedback.