

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to identify the main events in a story. Speaking: To develop learners' ability to recount main events of a story. Reading: To develop learners' ability to understand the structure of a story. Writing: To develop learners' cohesion in writing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to identify the problem and solution in a story • recount the main events of a story about a treasure • identify the main theme of a story about a treasure • complete sentences using appropriate conjunctions.
Link to prior learning: <ul style="list-style-type: none"> • Linkers 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>treasure, dig, character, setting, problem, resolution, ending</i> Key expressions/structures: Conjunctions: <i>if, and, but, so, when</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There might be some new vocabulary items in the text. Encourage learners to deduce the meaning of the words by looking at the context; for example: <i>What does a farmer do on his land? (dig)</i> 		
Resources/equipment needed: Learner's Book page 177 Activity Book page 136 Audio Track LB67		

UNIT 12 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they have a farm or have been on a farm. What can you find there? (<i>animals, trees</i>) 2. Ask them if they would like to work on a farm. Why? Why not? Focus on the idea of hard work.
Resources	Main activity
Learner's Book page 177 Audio Track LB67	<p>Listen and read: Activity 1 (Part 1)</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen and read about a treasure. Show a picture of a treasure or explain that a treasure is something that is hidden and has great value. Concept check by asking learners if they know any stories with treasures (for example, Ali Baba). 2. Focus the learners' attention on the sentences in the Story notes. Explain that most stories can be broken down into the components. 3. Ask learners to read the first sentence only and say how many people are in the story (<i>three</i>). Elicit/explain that these are the <i>characters</i> of the story. Ask learners to tell you where the story happens (a farm). Elicit/explain that this is the <i>setting</i>. Tell learners the first sentence is the <i>beginning</i> of the story and elicit/explain what we say when the story finishes (<i>ending</i>). Write the words <i>characters, setting</i> and <i>ending</i> on the board. 4. Say you will play the first part of the audio only so learners should complete the notes for sentences 1–3. Play Part 1 once. Encourage learners to cover the text and not to read if they can understand by just following the audio. 5. Ask learners to check their answer to questions 1–3 in pairs. Then play Part 1 again. 6. Ask learners about the meaning of the words in blue. <p>Feedback</p> <p>Whole class feedback. Write the answer on the board. Mime or explain any unknown words. Ask learners what they think the answer to question 4 is.</p> <p>Answers</p> <p>1 the man and his two sons; 2 the farm; 3 the man is old/the trees are dying</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the story while they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say what else they remember from Part 1.
Learner's Book page 177 Audio Track LB67	<p>Listen and read: Activity 1 (Part 2)</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to and read Part 2. 2. Focus the learners' attention on question 4. 3. Play Part 2 once. Encourage learners to cover the text and not to read if they can follow the audio. 4. Ask learners to check their answer to question 4 in pairs. Then play Part 2 again.

	<p>Feedback</p> <p>Whole class feedback. Write the answer on the board. Mime or explain any unknown words. Ask learners if their predictions were right.</p> <p>Answers</p> <p>4 the sons worked hard (together) on the land; that the trees are beautiful again</p> <p>Differentiation activities (Support):</p> <p>1. Learners say which was their favourite part of the story.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners retell the main events of the story.</p>
Learner's Book page 177	<p>Talk: Activity 2</p> <p>1. Write on the board: <i>The man worked all day but ...</i> Ask the learners to finish the sentence: <i>his sons were lazy</i>. If learners don't know the answer, refer them to the text.</p> <p>2. Refer learners to the Use of English box and draw learners' attention to the conjunctions in blue in the text.</p> <p>3. In pairs, learners use the cues to talk about the events of the story.</p> <p>Feedback</p> <p>Monitor, listening to learners' interactions and noting strong points and mistakes for remedial work. Nominate learners to say their answers to the class.</p> <p>Answers</p> <p>1 a farm 2 he saw the trees dying 3 they looked for it 4 they didn't find anything 5 they went to their father</p>
Activity Book page 136	<p>Crossword: Activity 1</p> <p>1. Learners complete the crossword in pairs or small groups.</p> <p>Feedback</p> <p>Allow learners to share answers and work together. Display the crossword and answers on the board.</p> <p>Answers</p> <p>Down: 1 characters; 3 farm; 6 ending Across: 2 treasure; 4 setting; 5 problem; 7 dig</p>
Activity Book page 136	<p>Use of English: Activity 2</p> <p>1. Learners complete the task in pairs.</p> <p>Feedback</p> <p>Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 but; 2 and; 3 if; 4 so; 5 when</p>
Resources	<p>Plenary</p> <p>1. Do the learners think the man was clever? Do they agree the farm was the treasure?</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally, or through other media. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme. (G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text. (G5.3.2.1.2) Identify and describe the purpose and organisational structure of stories and personal recounts; describe the differences between them. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about the moral of a story. To roleplay a story. Reading: To develop learners' ability to predict information, understand the main theme of a text as well as details.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • predict the content of a story based on images • identify the main theme of a story with a moral • read and find specific information to demonstrate comprehension of a story • talk about a story with morals • roleplay a story they have read.
Link to prior learning: <ul style="list-style-type: none"> • Storytelling 21st Century Skills: <ul style="list-style-type: none"> • Introduce the concept of how to be a critical thinker. 		
Key vocabulary: <i>moral, sensible</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not know what to say in the role-play. Be prepared with prompts and/or allow the learners to refer to the story in their Learner's Book. 		
Resources/equipment needed: Learner's Book page 178 Activity Book page 137 Dictionaries		

UNIT 12 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play 'Truth or lie'. Tell the learners that you will tell the story of the farmer and his sons. If what you say is false, the learners must jump up and correct you. 2. Start by saying: <i>Once there was a man with a big farm and two daughters. (False – he had two sons.)</i> 3. Nominate learners to continue the game.
Resources	Main activity
Learner's Book page 178	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Write the word <i>moral</i> on the board. Ask learners if they know what it means. If they don't, refer them to the <i>Vocabulary box</i> in their Learner's Book. 2. Discuss the questions as a group.
Learner's Book page 178	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and write three things they think they will find in the story. 2. Refer learners to the <i>Reading strategy</i> box. Explain that predicting will help them understand the story better. 3. Learners read the story in silence. <p>Feedback Ensure learners have written their predictions before they read.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners write only one prediction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners justify their predictions.
Learner's Book page 178	<p>Activity 3</p> <ol style="list-style-type: none"> 1. After learners have read the text, they try to find their predictions in the text. 2. They discuss with a partner if their predictions were right. 3. Ask learners to re-read the text and identify any new words. Ask them to work out the meaning of any new words from the context. <p>Feedback Nominate one speaker from each pair to report back to the class on whether their predictions were right.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to look up the new words in the dictionary. Then, they copy three words that they find most difficult in their <i>Vocabulary journal</i> along with the definitions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of an alternative ending.

Learner's Book page 178	<p>Activity 4</p> <ol style="list-style-type: none"> Learners complete the task in pairs. Check the answers as a class. <p>Feedback</p> <p>In order to do this activity, learners have to read, analyse and find the key ideas. Ask them to explain what they did. This helps them to become aware of the strategies they use.</p> <p>Answers</p> <p>1 c; 2 b</p>
Learner's Book page 178	<p>Role-play: Activity 5</p> <ol style="list-style-type: none"> Put learners in groups of two or three. Assign roles: if groups of three, one learner is the narrator. Allow learners some time to think about what they're going to say. They can make notes if they wish. Learners roleplay the story in pairs/groups. <p>Feedback</p> <p>Monitor, listening to learners' interactions, noting strong points and mistakes for remedial work. Nominate learners to perform in front of the class at the end.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can be the narrator and read the text from their Learner's Book. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners close their books and act out the dialogue from memory.
Activity Book page 137	<p>Read: Activity 1</p> <ol style="list-style-type: none"> As a group, decide and tick the strategies which will help them find specific information in a story. Learners complete the reading task alone. They can then compare answers. <p>Feedback</p> <p>Nominate learners for answers.</p> <p>Answers</p> <p>Reading strategy: a & b Activity 1: Picture b</p>
Activity Book page 137	<p>Activities 2–3</p> <ol style="list-style-type: none"> Learners complete the reading tasks alone. They can then compare answers. <p>Feedback</p> <p>Nominate learners for answers.</p>

	Answers		
	Activity 2 1 To have a snack. 2 How much money Ahmed had./If they had found the money. 3 He lost it. 4 He shared his money. Activity 3: being kind		
	Differentiation activities (Support):		
	1. Learners underline the answers to Activity 2 in the text.		
	Differentiation activities (Stretch):		
	1. Learners retell the story to a partner.		
Resources	Plenary		
	1. Discuss Saif and Ali's actions. Who was right? Do they think Ali helped Saif? Why? Why not?		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give learners practice in discussing morals and characters. Reading: To develop learners' ability to understand the main theme of a text and describe characters. Writing: To give learners practice in using negative adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • analyse the moral of a story and the main characters • discuss stories with morals and how they can help us in life • write descriptions of their peers' characters using positive and negative adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Morals of stories, describing characters 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>disrespectful, unkind, unfriendly, dishonest, unhappy</i> Key expressions/structures: Prefixes: <i>un-</i> , <i>dis-</i> to make negative adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might be challenged by the prefix task. Encourage them to look for the answers in the text and also use their dictionaries. 		
Resources/equipment needed: Learner's Book page 179 Activity Book page 138 PCM 6 Dictionaries		

UNIT 12 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a trick by handing a book to one of the learners then quickly pulling your hand and the book away just as the learner is about to take the book from you. Make sure this is done in a playful way. 2. Ask the learners what they think you did. (<i>You played a trick on [name].</i>)
Resources	Main activity
Learner's Book page 179	<p>Talk about it: Activity 1</p> <p>Discuss with a partner whether you like playing tricks on people and what tricks you play.</p>
Learner's Book page 179	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the story alone and match one of the morals with the story. 2. They discuss their choices with a partner. <p>Feedback</p> <p>Nominate one speaker from each pair to report back to the class on whether their choices were the same. Then give the answers.</p> <p>Answers</p> <p>b Be honest.</p>
Learner's Book page 179	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Read the statements and ensure the learners understand the words. 2. Learners complete the task alone, then compare with a partner. <p>Feedback</p> <p>In order to do this activity, learners have to read, analyse and find the key ideas. Ask them to explain what they did. This helps them to become aware of the strategies they use. Ask learners to correct false statements.</p> <p>Answers</p> <p>1 T; 2 F; 3 T; 4 F</p>
Learner's Book page 179	<p>Word study: Activity 4</p> <ol style="list-style-type: none"> 1. Write on the board <i>un</i> and <i>dis</i>. Tell learners to look at the words in blue and write them under the appropriate heading. 2. Circle the <i>un</i> in <i>unkind</i> and <i>dis</i> in <i>dishonest</i>. Ask learners how the prefixes change the meaning of the adjectives (<i>they make the meanings negative/the opposite</i>). 3. Learners complete the task in pairs. <p>Feedback</p> <p>Check the answers as a class. Write the answers under the appropriate prefix. Ask learners to answer the question in the <i>Language detective</i> box (<i>the prefixes make an adjective negative</i>).</p> <p>Answers</p> <p>1 unhappy; 2 unkind; 3 dishonest</p>

Learner's Book page 179	<p>Activity 5</p> <p>1. Learners complete the task in pairs using their dictionaries as needed.</p> <p>2. Check the answers as a class.</p> <p>Feedback</p> <p>Write the answers under the appropriate prefix heading on the board.</p> <p>Answers</p> <p>1 disrespectful; 2 unfriendly; 3 unkind; 4 unhappy; 5 dishonest</p> <p>Differentiation activities (Support):</p> <p>Ask learners to look up the new words in the dictionary. They then copy three words that they find most difficult in their Vocabulary journal along with the definitions.</p> <p>Differentiation activities (Stretch):</p> <p>Learners think of other negative adjectives using these prefixes.</p>
Activity Book page 138	<p>Word study: Activity 1</p> <p>1. Learners complete the task in pairs or groups. Set this activity as a competition with a time limit.</p> <p>Feedback</p> <p>Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 unfriendly; 2 unkind; 3 unhappy; 4 dishonest; 5 disrespectful</p>
Activity Book page 138 PCM 6	<p>Write and talk: Activities 2 and 3</p> <p>1. Learners complete Activity 2 alone. Monitor and help as needed. Encourage learners to tick off the negative adjectives as they use them in sentences.</p> <p>2. Have early finishers write their sentences on the board.</p> <p>3. After learners have finished writing, have them tell their partners their sentences. This can be extended to partners joining another pair to compare sentences.</p> <p>Feedback</p> <p>If time, conduct the 'Find someone who' (PCM 6) photocopiable activity.</p>
Resources	<p>Plenary</p> <p>1. Discuss the morals of the stories as a whole class. Can learners think of other situations in life where these morals are good?</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.</p> <p>(G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G5.3.4.2.3) Apply knowledge of prefixes (for example, <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>), suffixes (for example, <i>-er</i>, <i>-est</i>, <i>-ful</i>), roots, word patterns and known words to determine word meanings.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To provide learners with practice in listening for gist. Speaking: To give learners practice in discussing stories. Writing: To give learners practice in writing in the past.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to an anecdote and understand the sequence of events • compare and contrast a story with a moral and a personal anecdote • discuss stories with morals and how they can help us in life • complete sentences about past events to tell a personal story.
Link to prior learning: <ul style="list-style-type: none"> • Describing past events 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>camping, scorpion, desert, noise, scared, sand</i> Key expressions/structure: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners must use the past simple to recount a personal story. Although learners have already covered this language point, be prepared to do a quick review of the past simple as needed. However, this should not become the focus of the lesson. 		
Resources/equipment needed: Learner's Book page 180 Activity Book page 139 Audio Track LB68		

UNIT 12 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).


Resources	Starter
	<ol style="list-style-type: none"> 1. Play a miming game. Mime an action from one of the previous lessons and have learners guess who you are and what you're doing. For example, mime 'dig' (<i>the farmer's sons</i>). 2. Nominate learners to continue the game. If they can't remember an action, have some ready; for example, 'read' (<i>Saif</i>); 'play' (<i>Ali</i>).
Resources	Main activity
Learner's Book page 180	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they go camping in the desert. 2. Elicit animals you can find in the desert (snakes, scorpions) and which ones they have seen.
Learner's Book page 180	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a story. Focus on the <i>Listening strategy</i> box and ask learners how the advice might help them in this case, (anticipate what the story is about, the vocabulary they will hear). Predicting content from questions and pictures helps learners to anticipate the kind of information and vocabulary they will find in a reading or listening text. This knowledge helps learners approach the text in a more relaxed way. 2. Ask them to look at the pictures and say what they think the story might be about. Encourage them to explain their answers. Use the pictures to clarify any target vocabulary; for example, <i>sand, noise, scared</i>. 3. In pairs, ask learners to try to work out what the story is about. <p>Feedback</p> <p>Elicit some possible orders from the pairs and write these on the board.</p>
Learner's Book page 180 Audio Track LB68	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Play the audio once and check who had the correct order. <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>e; b; d; c; a</p>
Learner's Book page 180	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Have the learners look at the sentences first and guess which words complete the gaps. They discuss their choices with a partner. 2. Play the audio once. <p>Feedback</p> <p>Nominate learners for answers. If time, have a running dictation with Amal's story.</p> <p>Answers</p> <p>1 camping; 2 desert; 3 noise; 4 scared; 5 scorpion</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create different gapped sentences for their peers.

Learner's Book page 180	<p>Talk: Activity 5</p> <p>1. Ask learners if they remember Hamad's story. Ask them to remember the trick he played.</p> <p>2. Discuss the question as a whole class.</p> <p>Feedback</p> <p>In order to do this activity, learners have to think about the difference between a story with a moral and a personal story.</p> <p>Answers</p> <p>Hamad's story had a moral, Amal's story tells us about what happened to her.</p>		
Activity Book page 139	<p>Write: Activity 1</p> <p>1. Learners complete the task in pairs or groups.</p> <p>Feedback</p> <p>Have one person from each pair/group read out their sentence so the story is told in sequence. If time, have the learners act out the story.</p> <p>Answers</p> <p>1 The family drove to their farm.; 2 They had a picnic.; 3 The boys played football.; 4 The heard something in the trees.; 5 They saw their sisters laughing and making the noise.</p>		
	<p>Differentiation activities (Support):</p> <p>1. Learners refer to a verb chart for irregular past tenses.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Learners write their own personal story.</p>		
Resources	<p>Plenary</p> <p>1. Have learners ever had a similar experience? Encourage learners to share their personal story with the class.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally, or through other media.</p> <p>(G5.3.2.1.2) Identify and describe the purpose and organisational structure of stories and personal recounts; describe the differences between them.</p> <p>(G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give learners practice in talking about personal experiences. Writing: To give learners practice in writing descriptions of incidents and recounts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • interact and tell each other about past experiences using the past continuous tense • write about a personal experience using past simple, past continuous and sequencers.
Link to prior learning: <ul style="list-style-type: none"> • Describing past events 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>first, next, after, finally</i> Key expressions/structures: Past simple and past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might confuse past simple with past continuous. Use graphic representations to contrast the tenses, such as the time line suggested below. You can also have the learners act out a situation: some learners do the action in progress and others do the action that interrupts. 		
Resources/equipment needed: Learner's Book page 181 Activity Book page 140		

UNIT 12 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Ask learners to think about Amal's story. They don't need to tell you the story yet, just focus on whether it was funny and why.
Resources	Main activity
Learner's Book page 181	<p>Use of English: Activity 1</p> <p>1. Write the sentences from the <i>Use of English</i> box on the board.</p> <p>2. Go through the questions with the learners and underline the answers in the sentences on the board using coloured pens.</p> <p>Feedback</p> <p>Use a time line if needed to clarify the concept of both actions in the past, one action was in progress and the second action interrupted the first.</p>  <p>PAST was talking heard NOW</p> <p>Answers</p> <p>Action in progress: was walking, were talking; Action that interrupts: heard, saw</p>
Learner's Book page 181	<p>Talk: Activity 2</p> <p>1. Tell learners they are going to retell Amal's story.</p> <p>2. Before they start, ask learners make some notes using the pictures from Lesson 4 as a guide.</p> <p>3. In pairs, learners retell Amal's story.</p> <p>4. Remind learners to use the past simple and the past continuous, referring them back to the <i>Use of English</i> box.</p> <p>Feedback</p> <p>Monitor, listening to learners' interaction. Take notes of common mistakes for remedial work. Have one person from each pair say one line of the story so the story is told sequentially.</p> <p>Differentiation activities (Support):</p> <p>1. Prompt learners as needed by asking <i>Wh-</i> questions. For example, <i>Where was she? Who was she with? What happened first?</i></p> <p>Differentiation activities (Stretch):</p> <p>1. Learners retell the story of the boys playing football from Activity Book Lesson 4 without your prompting them.</p>
Learner's Book page 181	<p>Write: to Activity 3</p> <p>1. Refer learners to the <i>Speaking tip</i> box and ask them to come up with some examples of their own.</p> <p>2. Ask learners to choose a situation then write short answers to the questions.</p> <p>Feedback</p> <p>Monitor and help as needed.</p>

Learner's Book page 181	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Have the learners tell each other their stories in pairs or small groups. Encourage them to tick off the answers to the questions as they include them in their story as well as the sequencers <i>first, next, after, finally</i>. 2. Monitor, listening to learners' interaction. Take notes of common mistakes for remedial work. <p>Feedback</p> <p>Go through any of the common mistakes you heard with the class.</p>		
Activity Book page 140	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the task alone. <p>Feedback</p> <p>Nominate learners to write the answers on the board.</p> <p>Answers</p> <p>1 were running, called; 2 were playing, heard</p>		
Activity Book page 140	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the task alone. 2. Have learners exchange stories in small groups. <p>Feedback</p> <p>Have learners use the checklist to assess each other's work.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners highlight examples of the target language in each other's work. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners correct/suggest ways of improving each other's work. 		
Resources	<p>Plenary</p> <p>When learners have finished, ask each group to vote for the most interesting anecdote.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.2.1.1.3) Talk, interact, or ask about past experiences using the past continuous tense.</p> <p>(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.</p> <p>(G5.4.2.1.2) Use language structures of: time phrases, <i>will</i> for future time and promises, past continuous, past continuous interrupted by past simple, verbs with gerund/verbs with infinitive; suggestions: <i>Let's ... , why don't ... , should we ...</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i>.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To give learners practice in writing stories with a lesson. Reading: To give learners practice in reading and completing a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a story with a lesson using an appropriate organisational structure • read and complete a story with accurate punctuation.
Link to prior learning: <ul style="list-style-type: none"> • Stories that teach a lesson 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills. 		
Key vocabulary: Not applicable Key expressions/structures: Direct and indirect speech punctuation, for example, speech marks, question and exclamation marks, commas		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The rules of punctuation for indirect speech might be challenging. Scaffold acquisition of this learning point by raising learners' awareness to the existence of punctuation, then have them identify punctuation and finally have them produce correct punctuation. 		
Resources/equipment needed: Learner's Book page 182 Activity Book page 141		

UNIT 12 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Elicit from learners the different stories and characters they have read so far. Accept only one or two answers. Divide the class into two teams. Give each team a blank piece of paper. Have them write the names of as many stories and characters as they can remember. Have the teams swap papers and check each other's answers. The team with the most correct answers wins.
Resources	Main activity
Learner's Book page 182	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Run this as a kinaesthetic activity and say: <i>Stand up if your favourite character was Amal. Stand up if your favourite character was Saif. Stand up if your favourite character was Ali,</i> and so on. When learners stand up, ask them to say why this was their favourite character.
Learner's Book page 182	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Write '<i>Saif! Please help me!</i>' cried Ali. on the board and highlight the punctuation in the sentences using coloured pens. Ask one learner to underline on the board what Ali actually said. Then refer to the example cartoon and draw attention to the fact that just the words the person said are in the bubble. Learners complete the task alone then compare answers with a partner. <p>Feedback</p> <p>Assign roles to learners and have them say the words they have written in the speech bubble.</p> <p>Answers</p> <p>You didn't listen to me.</p>
Learner's Book page 182	<p>Read and write: Activity 3</p> <ol style="list-style-type: none"> Ask learners to look at the explanation and examples in the <i>Writing tip</i> box. Ask learners to look at the punctuation marks in the sentences and how they are used. Learners punctuate sentences a–d alone, then check with a partner. After checking their punctuation, learners use the sentences to complete the story. <p>Feedback</p> <p>Display the correct answers on the board to avoid misunderstandings.</p> <p>Answers</p> <p>a 'You must stay there until you get thin again.' b 'Where can I find something to eat?' he cried to himself. c 'Marvellous!' he said. d 'Tee-hee-hee!' 1 b; 2 c; 3 d; 4 a</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners look for more examples of punctuation by looking back at the stories in previous lessons. Learners circle the punctuation marks they find.

	Differentiation activities (Stretch): 1. Learners write indirect speech sentences for the personal story they wrote in Lesson 5.		
Learner's Book page 182	Talk: Activity 4 1. Learners discuss possible answers in small groups and then as a whole class. Feedback One spokesperson for each group shares the group's conclusion with the class and justifies their answer. If learners are having trouble expressing their ideas, write three possible lessons you can learn on the board and have them choose the correct one. Answers Think before you act.		
Activity Book page 141	Write: Activity 1 1. Tell learners that they are going to write a short story that teaches a lesson. 2. Learners work in pairs or small groups and follow the steps outlined to organise their work. 3. Refer learners to the <i>Writing tip</i> box to remind them how to use direct speech in their story. Feedback Monitor and support as needed. When learners have finished writing the story, they read it to the class and/or display it on the walls. The class guesses what lesson the story teaches.		
	Differentiation activities (Support): 1. Learners illustrate the pair's/group's story.		
	Differentiation activities (Stretch): 1. Learners correct/suggest ways of improving each other's work.		
Resources	Plenary 1. Ask learners which story they preferred. Why?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.3.3.1.3) Connect the information and events in a text or a story to life experiences. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending. (G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read sentences and fill in missing words to demonstrate an understanding of cohesion. Writing: To write about actions in progress in the past. Speaking: To provide learners with an opportunity to participate in discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 12, Lessons 1–6 • revise vocabulary related to storytelling, morals and personal anecdotes • discuss morals and lessons in life • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 12, Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities to learn to share and respect all ideas. 		
Key vocabulary: Vocabulary from Unit 12, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 12, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–6 		
Resources/equipment needed: Learner’s Book page 183 Activity Book page 142		

UNIT 12 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a miming game about 'What I was doing at 8 pm last night'. Demonstrate the task by miming 'reading'; learners must say: <i>You were reading</i>. 2. Nominate learners to come to the front of the class and mime an action. If learners do not know what to mime, have some easy actions ready; for example, <i>eat, sleep, drink, watch TV, dig, swim</i>.
Resources	Main activity
Learner's Book page 183	<p>Storytelling: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the picture and describe the people in it. Refer learners to the clock and point out that the scene was at 8 pm last night. 2. Look at each person and discuss with the class what they were doing. 3. Do a quick revision of past continuous and ask a stronger learner to peer teach the class. Learners can use the <i>Use of English</i> box to help them. 4. Ask learners to complete Activity 1 alone. Monitor for accuracy. <p>Feedback</p> <p>Early finishers write their sentences on the board then read them out in whole class feedback. Ask if anyone has written anything different.</p>
	<p>Answers</p> <p>1 The boy was reading a book; 2 The mother was talking on the phone; 3 The father was watching TV; 4 The girls were playing</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to underline the past continuous verbs in their sentences.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add a past simple sentence to indicate what action interrupted the family.
Learner's Book page 183	<p>Linking words: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners which linking words they remember. Write them on the board. 2. Model the task by writing a gapped sentence of your own on the board. For example: <i>I like swimming _____ I don't like tennis very much.</i> 3. Learners complete the task alone. <p>Feedback</p> <p>Learners check answers with a partner before whole class feedback. Nominate learners for answers.</p>
	<p>Answers</p> <p>1 but; 2 if; 3 so; 4 and; 5 when</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing linker.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write more gapped sentences for their peers.

Learner's Book page 183	Talk: Activity 3 1. Learners work in small groups. Allow enough time for them to discuss the questions. Feedback Ask one spokesperson from each group to report the group's answers back to the class. If time, allow groups to debate the answers.
Activity Book page 142	Write: Activity 1 1. Learners complete the task alone. Feedback Learners compare answers with a partner. They then feed back to the class if their families were doing the same things last night. Decide on what most families were doing at 8 pm last night.
Activity Book page 142	Activity 2 1. Learners complete the task with a partner. Feedback Nominate learners for answers. Write them on the board. Answers dishonest; unkind; unhappy; unfriendly
Activity Book page 142	Activity 3 1. Learners complete the task with a partner. 2. Remind learners there is one extra adjective they will not need. Feedback Nominate learners for answers. Answers 1 dishonest; 2 unhappy; 3 unkind; 4 unfriendly
Resources	Plenary
Activity Book page 142	1 Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G5.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To give learners practice in reading short texts and analysing the language and structure. Writing: To give learners practice in writing short texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a postcard and understand the language and structure used • write a postcard using the appropriate language and organisational structure.
Link to prior learning: <ul style="list-style-type: none"> • Writing short anecdotes. Punctuation. 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>greeting, message, address, sign off, signature</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Postcard messages must be short and learners might be tempted to write full sentences. Draw their attention to the <i>Writing tip</i> box and set a word limit when they write their postcard. 		
Resources/equipment needed: Learner's Book page 184 Activity Book page 143 Realia: Postcards For running dictation: text of postcard in Learner's Book x 5 posted on walls around the classroom		

UNIT 12 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 184	<ol style="list-style-type: none"> Show examples of postcards to learners. Ask: <i>What are these? Why do people write postcards? (To show your friends and family a picture of the place you are in; to describe the place you are in; to let your friends and family know that you are thinking of them.)</i> Do a running dictation with the postcard text. Remind learners that they must use correct punctuation. When learners have finished dictating and writing the text, they compare their text with the text on page 184. <p>Feedback Ask learners if they wrote everything correctly. Which words were difficult?</p>
Resources	Main activity
Learner's Book page 184	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Discuss the questions as a whole class. Point out that postcards can tell a story, but it must be very short. Ask learners if they know where postcards come from. Refer learners to the <i>Amazing fact</i> box. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to choose the role they are more comfortable in during the running dictation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Pair stronger learners with weaker peers so they can support their partner as needed.
Learner's Book page 184	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Ask learners to skim read the postcard text and match it to one of the pictures. Ask learners where the other two pictures are. <p>Feedback Nominate learners for answers and ask why.</p> <p>Answers</p> <p>Picture B</p>

<p>Learner's Book page 184</p>	<p>Activity 3</p> <p>1. Ask learners to read more carefully and answer the questions. Allow learners to work in pairs.</p> <p>Feedback</p> <p>Go through the parts of the postcard. Brainstorm other greetings or sign offs with learners. For example, <i>Hello, Hi, Hugs, Bye for now</i>. Write these on the board. Ask learners where the address goes (<i>on the right</i>) and ask what they notice about the text (<i>the sentences are very short, no articles</i>). Refer learners to the <i>Writing tip</i> box. Ask learners what they notice about the signature (<i>no surname</i>).</p> <p>Answers</p> <p>1 Amal; 2 The Kelly Family; 3 Oman; 4 Hot and sunny; 5 Hotel is lovely, food is delicious</p> <p>Differentiation activities (Support):</p> <p>1. Learners underline the answers in the postcard.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners re-write the postcard with alternative greetings and sign offs.</p>						
<p>Activity Book page 143</p>	<p>Useful language: Activity 1</p> <p>1. Refer learners to the phrases they brainstormed from Activity 3 in the Learner's Book. Do any of the phrases match the phrases in their Activity Book Activity 1?</p> <p>2. Learners work in pairs to categorise the phrases.</p> <p>Feedback</p> <p>Display the table on the board and have early finishers write their answers in the correct box.</p> <p>Answers</p> <table border="1" data-bbox="432 1225 1484 1430"> <thead> <tr> <th data-bbox="432 1225 628 1272">Greeting</th> <th data-bbox="628 1225 970 1272">Message</th> <th data-bbox="970 1225 1484 1272">Sign off</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1272 628 1430">Hi everyone, Greetings from sunny Oman</td> <td data-bbox="628 1272 970 1430">Weather lovely, Having a great time, Hotel is fantastic!</td> <td data-bbox="970 1272 1484 1430">Best wishes, Wish you were here Lots of love, Love, See you soon</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <p>1. Learners categorise the phrases brainstormed from Activity 3 in the Learner's Book.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners suggest alternative greetings and sign offs.</p>	Greeting	Message	Sign off	Hi everyone, Greetings from sunny Oman	Weather lovely, Having a great time, Hotel is fantastic!	Best wishes, Wish you were here Lots of love, Love, See you soon
Greeting	Message	Sign off					
Hi everyone, Greetings from sunny Oman	Weather lovely, Having a great time, Hotel is fantastic!	Best wishes, Wish you were here Lots of love, Love, See you soon					
<p>Activity Book page 143</p>	<p>Write: Activity 2</p> <p>1. Refer learners to the questions to help them prepare their postcards.</p> <p>2. Learners complete the task alone.</p> <p>Feedback</p> <p>Ask learners to exchange postcards and peer correct. If possible, have learners write their postcards on a piece of paper and display these in class.</p>						

Learner's Book page 184	<p>Talk: Activity 4</p> <p>1. Encourage learners to share their experience of sending/receiving postcards. If they don't send or receive postcards, ask them to imagine they did.</p> <p>2. Elicit the types of postcards you can receive, for example postcards showing famous sights, postcards of scenery, postcards of animals. They discuss in small groups which ones they like best.</p> <p>Feedback</p> <p>Discuss the questions as a class.</p>		
Resources	<p>Plenary</p> <p>Discuss which postcard they preferred from the ones they read in class.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G5.3.1.1.7) Read and respond to letters, postcards and emails setting out plans and making predictions for the future.</p> <p>(G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To provide learners with practice in developing oral fluency. Reading: To develop learners' ability to understand details and characters. Writing: To give learners practice in guided writing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recount a time when they had to complete a big task confirm or correct facts about a story and compare and contrast the characters write a story using picture prompts.
Link to prior learning: <ul style="list-style-type: none"> Stories with a lesson. Past simple for narration. 21st Century Skills: <ul style="list-style-type: none"> Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: <i>messy, untidy, to tidy, to clean up, T-shirt</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The reading questions require learners to go beyond the text and use critical thinking skills to comprehend the underlying lesson. Guide learners through the process by personalising the situation and asking learners to refer to their own experience. 		
Resources/equipment needed: Learner's Book page 185 Activity Book page 144		

UNIT 12 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter 1. Ask the learners if they have big jobs to do. For example: <i>help with the housework, look after their brother or sister.</i> 2. Discuss with learners if they enjoy doing big jobs. Why? Why not? Elicit different attitudes to doing big jobs. Some learners might say they get the job done straight away, others might say they look for help, others might admit they just don't do it.
Resources Learner's Book page 185	Main activity Talk about it: Activity 1 1. Ask learners to discuss the questions in small groups. Feedback Ask learners how they feel when they have a lot of homework. As in the starter, elicit different attitudes to homework.
Learner's Book page 185	Read: Activity 2 1. Tell learners they are going to read about two sisters and their homework. Refer learners to the title and the picture of the cake. What do they think the story is about? 2. Learners read the story and answer the true or false questions. Feedback Nominate learners for the answer. Focus in particular on question d and ask learners if this is a good lesson. Why? Answers a T; b F; c F; d T
Learner's Book page 185	Activity 3 1. Have the learners discuss the questions in small groups. Feedback Nominate one spokesperson from each group to report back to the class. Encourage critical thinking by focusing in particular on the difference between the two characters and why learners think this is a good lesson. Answers a Yes – she did her homework slowly, one lesson after another, and finished it; b No – she thought there was too much homework so she didn't start it Differentiation activities (Support): 1. Allow learners to underline the answers in the text. Differentiation activities (Stretch): 1. Learners role play the story.

Learner's Book page 185	Talk: Activity 4		
	1. Give learners time to make some notes before they speak. 2. Have learners share their stories in small groups. Monitor and support as needed. Make a note of any areas requiring remedial work.		
	Feedback In whole group feedback, ask the groups which was the most interesting story.		
Activity Book page 144	Write: Activity 1		
	1. Discuss the pictures with the learners and elicit/brainstorm target vocabulary (<i>messy, untidy, to tidy, to clean up, T-shirt</i>). 2. Have learners complete the story in pairs. Monitor and support as needed.		
	Feedback Nominate learners for answers and allow different answers provided they are a logical way to complete the sentence.		
Resources	Answers		
	Possible answers 1 untidy/messy; 2 clean/tidy up; 3 'Little by little'; 4 gave him a T-shirt (that said 'Little by Little')		
	Differentiation activities (Support): 1. Provide learners with key words to complete the gaps.		
Differentiation activities (Stretch): 1. Learners expand the story and write additional lines.			
Plenary			
1. Ask the learners if they would like to receive a gift that said 'Little by little'. What gift would that be?			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the present simple to talk about habits and routines, and the past simple to talk about past events or experiences; ask <i>wh-</i> questions about past events.			
(G5.3.1.1.5) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot.			
(G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience.			
(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Listening: To develop learners' ability to distinguish sounds.</p> <p>Reading: To develop learners' ability to predict missing words based on context.</p> <p>Writing: To give learners practice in spelling words accurately.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen for rhyming words • think about possible rhyming words based on context • write rhyming words which do not look the same.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Poems and rhyming words <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>rhyme, nose, toes, rose, tree, bee, chair, hair, bear</i></p> <p>Key expressions/structures: Rhyming words: <i>you, two, zoo.</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might try to focus on the spelling of words to determine whether they rhyme. Remind learners that rhyming words may not always look the same and draw their attention to examples in the poem and <i>Language tip</i> box. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 186</p> <p>Activity Book page 145</p> <p>Audio Track LB69</p> <p>Flashcards (optional)</p>		

UNIT 12 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know any poems. Elicit the fact that poems rhyme. 2. Allow learners to say a poem if they know one, even a nursery rhyme.
Resources	Main activity
Learner's Book page 186 Audio Track LB69	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to listen to a poem about stars. Ask learners to look at the words in bold. Write these on the board. Clarify any unknown words. 2. Refer learners to the <i>Listening strategy</i> box and brainstorm words learners know which rhyme with the words in bold. Write these on the board under the corresponding word in bold. 3. Play the audio once. Learners write the missing words alone. Have learners compare their answers in pairs. 4. Play the audio again before feedback. <p>Feedback</p> <p>If the answer is one of the words already brainstormed in step 2, nominate a learner to circle the correct rhyming word. Otherwise, write the rhyming word under the matching word in bold.</p> <p>Answers</p> <p>1 bright; 2 day; 3 of; 4 why; 5 you</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of alternative rhyming words that could fill the gap.
Learner's Book page 186	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Have the learners discuss question 1 in small groups. Encourage creative answers. 2. Learners read one line of the poem each then alternate roles. <p>Feedback</p> <p>Encourage learners to stand up and recite the poem using facial expressions and gestures.</p>
Activity Book page 145	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. (OPTIONAL) Cut out the pictures in Activity 1. You may want to enlarge the pictures on a copier to make them easier to see. Glue each picture to an index card or copy the pictures onto card stock. Present learners with two pictures and say their names aloud. If the pictures rhyme, learners give a thumbs up, if they don't, learners give a thumbs down. 2. Learners complete Activity 1 in pairs. Encourage learners to say the words out loud as they do the activity. <p>Feedback</p> <p>Nominate learners for answers and ask them to say the three words that rhyme, then to say the word that doesn't rhyme. Ensure the pronunciation is correct.</p> <p>Answers</p> <p>1 zoo-two; 2 nose-toes-rose; 3 tree-bee; 4 chair-hair-bear</p>

	Differentiation activities (Support): 1. Say the words for the learners to help them identify rhyming words.		
	Differentiation activities (Stretch): 1. Create pairs of index cards with rhyming pictures and distribute them randomly to learners. Have learners stand up one at a time with their cards and say, <i>Who rhymes with _____</i> . The learner who has the rhyming picture should stand up and say, <i>I have _____</i> . <i>I rhyme with _____</i> .		
Activity Book page 145	Activity 2 1. Learners complete Activity 2 alone. You can run this as a competition. Feedback Ensure the learners understand they must start with the word NEW. Nominate learners to say the next rhyming word in the chain. Answers NEW - BLUE - YOU - TWO - ZOO		
Resources	Plenary 1. Divide the class into two teams. You say a word. Give the teams ten seconds to write as many rhyming words they can think of. The team with the most rhyming words wins. 2. You can also run this as a 'Hot seat' game, with one learner in the hot seat, saying the words for which peers have to find rhymes.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1) Listen to multi-step instructions, monologues and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to complete missing words based on context. Writing: To give learners practice in writing poems.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • think about possible rhyming words based on context • complete a poem using suggested rhyming words.
Link to prior learning: <ul style="list-style-type: none"> • Poems and rhyming words 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>grass, cup, sad, laugh, go</i> Key expressions/structures: Rhyming words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might try to focus on the spelling of words to determine whether they rhyme. Remind learners that rhyming words may not always look the same and draw their attention to examples in the poem and <i>Language tip</i> box. 		
Resources/equipment needed: Learner's Book page 187 Activity Book page 146		

UNIT 12 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they remember the poem (<i>Stars</i>) they read in Lesson 10. 2. Prompt them with the first line of the poem.
Resources	Main activity
Learner's Book page 187	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss the question with the whole class. Elicit possible answers and encourage learners to focus on word games.
Learner's Book page 187	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to read about a new game. 2. Learners read and answer the questions alone. Have learners compare their answers in pairs. <p>Feedback</p> <p>Nominate learners for answers. Ask them to justify their choices.</p> <p>Answers</p> <p>1 b; 2 d</p>
Learner's Book page 187	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the task alone, then compare with a partner. <p>Feedback</p> <p>Nominate learners for answers.</p> <p>Answers</p> <p>1 d; 2 a; 3 b; 4 e; 5 c</p>
Learner's Book page 187	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Have the learners read the lines and think of possible rhyming pairs. 2. Learners practise reading one line of the poem each, then do this again reading different lines of the poem. <p>Feedback</p> <p>Nominate learners for answers. Encourage learners to stand up and recite the poem using facial expressions and gestures.</p> <p>Answers</p> <p>1 day; 2 play; 3 sad; 4 glad</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write rhyming lines for the other days of the week.
Learner's Book page 187	<p>Rhyming game: Activity 5</p> <ol style="list-style-type: none"> 1. Learners play the game in pairs or small groups. 2. Monitor and make sure that learners take turns to say the word first. <p>Feedback</p> <p>Choose a few pairs or groups to play their game to the class.</p>

Activity Book page 146	<p>Word study: Activity 1</p> <p>1. Learners complete Activity 1 in pairs. Encourage learners to say the words out loud as they do the activity.</p> <p>Feedback</p> <p>Nominate learners for answers and ask them to say the three words that rhyme, then to say the word that doesn't rhyme. Ensure the pronunciation is correct.</p> <p>Answers</p> <p>1 eight; 2 flash; 3 bag; 4 spook; 5 crowd; 6 spoke; 7 home</p> <p>Differentiation activities (Support):</p> <p>1. Say the words for the learners to help them identify rhyming words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners say a word, their partner says a rhyming word without looking at their Activity Book.</p>		
Activity Book page 146	<p>Write: Activity 2</p> <p>1. Learners complete Activity 2 in pairs. Monitor and support as needed.</p> <p>Feedback</p> <p>Learners read their poems out loud or display them in class. Vote for the best one.</p>		
Resources	<p>Plenary</p>		
<p>1. Ask learners if they enjoyed the rhyming game. Was it easy or difficult to play a game in English?</p>			
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p> <p>(G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To give learners practice in identifying rhyming sounds. Reading: To demonstrate an understanding of rhyming structures. Writing: To demonstrate the ability to use rhyming words in sentences. Speaking: To provide learners with practice in developing oral fluency.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 12, Lessons 8–11 • revise vocabulary and structures related to poems and personal anecdotes • discuss difficult tasks to complete • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 12, Lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities to learn to share and respect all ideas. 		
Key vocabulary: Lexis from Unit 12, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 12, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 8–11 		
Resources/equipment needed: Learner’s Book page 188 Activity Book page 147 Audio Track LB70		

UNIT 12 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they remember any rhyming words. 2. Ask learners to say the rhyming words, then write them on the board. Remind them that words can rhyme even if they don't look the same.
Resources	Main activity
Learner's Book page 188 Audio Track LB 70	Word study: Activity 1 <ol style="list-style-type: none"> 1. Learners look at the words and say them out loud. 2. Elicit possible rhyming words. 3. Play the audio once. Learners compare answers with a partner. 4. Play the audio once more and encourage learners to repeat the words. Feedback Nominate learners for answers and write these on the board. Point out that some rhyming words can have two different spellings!
	Answers a write (right); b school; c eight (ate); d see (sea); e two (too)
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Accept just one possible answer.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners think of more rhyming words.
Learner's Book page 188	Activity 2 <ol style="list-style-type: none"> 1. Go through the pictures vertically and clarify any unknown words. 2. Model the task by saying the words in the example row. 3. Learners complete the task alone. Feedback Learners check answers with a partner before whole class feedback. Nominate learners for answers.
	Answers a gate: plate, skate; b car: jar, star; c key: bee, tree; d ring: king, swing
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Say the words in each row.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners write the words for each picture.
Learner's Book page 188	Read: Activity 3 <ol style="list-style-type: none"> 1. Set this as a race. Learners complete the task alone. Feedback Choose learners to read one line at a time. The whole class says if the order is right.
	Answers b, c, d, a

Learner's Book page 188	<p>Talk: Activity 4</p> <p>1. Set learners in small groups and allow enough time for them to discuss the questions.</p> <p>Feedback</p> <p>Ask one spokesperson from each group to report the group's answers back to the class.</p>
Activity Book page 147	<p>Write: Activity 1</p> <p>1. Learners complete the task alone or in pairs. Monitor and help as needed.</p> <p>Feedback</p> <p>Learners compare answers with a partner/groups. They then read their sentences out to the class. Learners decide on the best sentences.</p>
Activity Book page 147	<p>Activity 2</p> <p>1. Learners complete the task with a partner.</p> <p>Feedback</p> <p>Allow the activity to continue as long as the learners show interest. Nominate pairs to share their answers with the rest of the class.</p> <p>Answers</p> <p>1 They had a lot of homework. 2 He tidied his room. 3 You can finish a big job little by little.</p>
Resources	Plenary
Activity Book page 147	1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).

(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.

(G5.4.2.1.1) Build on and continue applying concepts learned previously.

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify main ideas. Use of English: To consolidate use of previously-learned structures. Speaking: To express views on a short story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 12 • link ideas with appropriate connectors • use appropriate punctuation conventions for direct speech • reorder the lines of a story and discuss the moral.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and language covered in Unit 12 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies with the concepts associated with learning a language – speaking, listening, reading and writing. 		
Key vocabulary: Vocabulary covered in Unit 12 Key expressions/structures: Structures covered in Unit 12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Unit 12, Lessons 1–12 		
Resources/equipment needed: Learner's Book page 189		

UNIT 12 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that during this lesson they will review the skills and content they have learned throughout Unit 12. 2. Ask learners to recall themes and vocabulary learned in Unit 12, and brainstorm them on the board.
Resources	Main activity
Learner's Book page 189	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete Activity 1 alone. <p>Feedback</p> <p>Allow learners to consult their Learner's Book as needed. Learners compare their answers with a partner, then check with whole class.</p>
	Answers
	<p>1 went; 2 When; 3 arrived; 4 First; 5 was walking; 6 so; 7 Then; 8 stopped; 9 so; 10 patient</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners justify their choices.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners monitor and help weaker peers.
Learner's Book page 189	<p>Punctuation: Activity 2</p> <ol style="list-style-type: none"> 1. Review the rules of punctuation learned in Unit 12 by writing a sentence without punctuation on the board. Ask a learner to punctuate the sentence and peer teach. 2. Learners complete the task in pairs. <p>Feedback</p> <p>Display the unpunctuated sentences on the board and have early finishers punctuate them with coloured pens.</p>
	Answers
	<p>1 'I'd love to be a writer,' he said. 2 'I passed my Maths exam!' she said happily. 3 'For your homework, please write a short story,' the teacher said. 4 'What do you think about our new teacher?' my friend asked. 'He's a great teacher and very friendly,' I answered. 5 'Listen!' said the boy. 'I can hear a noise.'</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Indicate to the learners where the punctuation is missing.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write more unpunctuated sentences for their peers.

Learner's Book page 189	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the picture to elicit/pre-teach the words <i>milk maid</i> and <i>pail</i>. 2. Read the first line with the learners and ask them what they think the story is about. 3. Point out that the sentences are not in the correct order. Learners complete the task in pairs. <p>Feedback</p> <p>Select learners to read out the sentences one at a time so the story is told in sequence.</p> <p>Answers</p> <p>1 a; 2 d; 3 b; 4 e; 5 c</p>		
Learner's Book page 189	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete this in small groups. <p>Feedback</p> <p>Early finishers write the answers on the board as they complete the task.</p> <p>Answers</p> <p>Don't count your chickens before they hatch.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners in which situations in life this lesson is important. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Evaluate learners' feelings about the unit by asking: <i>What did you enjoy most about this unit? Was there anything you disliked or found particularly challenging? Which learning achievement are you most proud of from this unit?</i> 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information.</p> <p>(G5.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G5.4.3.1.1) Apply the rules of capitalisation.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share information and opinions about story characters. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Reading: To read instructions. Writing: To write about a story character.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • exchange ideas and information about a story character of their choice • read and follow instructions to prepare a presentation • write about a story character • rehearse their presentation about a story character.
Link to prior learning: <ul style="list-style-type: none"> • Storytelling 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals manage time, and work independently. 		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required. 		
Resources/equipment needed: Learner's Book page 190 Coloured pens/pencils A3 paper (Project 1)		

UNIT 12 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<p>1. Start with a kinaesthetic ‘Stand up if’ activity based on the stories they have read. For example:</p> <p style="padding-left: 40px;"><i>Stand up if your favourite story was about Hungry Tom.</i> <i>Stand up if your favourite story was about the farmer and his sons.</i> <i>Stand up if your favourite story was about the milk maid.</i> <i>Stand up if your favourite story was about Ali and Saif.</i></p>
Resources	Main activity
Learner's Book page 190	<p>Choose a project: Stage 1</p> <ol style="list-style-type: none"> Learners choose an end-of-unit project to work on. Help them choose. Ideally, there should be an even number of learners on each project, so consider drawing numbers (1 or 2) to distribute learners evenly, but do not force a learner to work on a project if they are reluctant to do so. Project 1 is more suited to learners who like to work in groups, while Project 2 is more suited to challenge stronger learners and/or learners who prefer to work alone.
Learner's Book page 190	<p>Project preparation: Stage 2</p> <p>Project 1: My story character</p> <ol style="list-style-type: none"> Learners can work alone or in pairs/small groups. Give learners the necessary materials for the project. Tell learners to read and follow the steps of the project. Encourage them to use colours for the drawing section. <p>Project 2: A short story</p> <ol style="list-style-type: none"> In order to warm up the learners for the writing stage, direct learners to work with a partner and exchange ideas and information about the hobby or sport they will write about. Tell learners to follow the steps outlined in the Learner's Book. This will help them organise their project. Learners work individually to write their story. They can also illustrate it with pictures of the sport or hobby they are writing about. <p>Feedback</p> <p>No open class feedback at this stage. Monitor and provide support as necessary. As each learner or group finishes, ask them to go back and check their work for spelling and punctuation. Another possibility is to ask learners to check each other's work, especially in Project 2.</p> <p>Differentiation activities (Support):</p> <p>When setting the task, allow these learners to look at the stories they have read as a model.</p> <p>Differentiation activities (Stretch):</p> <p>Ask learners to enhance their presentation with visuals, sound effects and/or technological aids.</p>
Learner's Book page 190	<p>Project preparation: Stage 3</p> <ol style="list-style-type: none"> Provide guidelines so that learners know how much they need to say and how long the presentation should be. The time allowed for each presentation depends on the number of learners in your class.

	<p>2. Remind learners of the language used to describe characters (Project 1) or the language used to tell a story (Project 2).</p> <p>3. Put learners into pairs/groups and ask them to rehearse their presentations.</p> <p>4. Monitor and listen for any issues with pronunciation.</p> <p>Feedback</p> <p>Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage.</p>		
Resources	Plenary		
	1. Praise the learners for what they have achieved in the lesson. Discuss what they still need to do to be ready for their presentation.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.</p> <p>(G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context and culture.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project orally to their peers. Reading: To read their peers' work. Writing: To take notes and write reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a character/personal story to their classmates • ask and answer questions about a presentation • read a selection of their classmates' character descriptions and stories.
Link to prior learning: <ul style="list-style-type: none"> • Storytelling • Making presentations 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills. 		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Not applicable 		
Resources/equipment needed: A bag/envelope containing pieces of paper with the learners' names on A large piece of flipchart paper with a drawing of a tree but no leaves Tape or sticky tack to stick the biographies to the branches of the tree		