

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about science, scientific inventions and discoveries. Listening: To listen to a scientist describing his work. Reading: To read and understand new vocabulary. Writing: To use new vocabulary to complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use new vocabulary when talking about science • talk about scientific inventions and compare the importance of two ideas • understand others talking about preferences.
Link to prior learning: <ul style="list-style-type: none"> • Expressing opinions • Making comparisons • General knowledge of scientific inventions 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into Mathematics, Science, health, national education and social sciences. 		
Key vocabulary: <i>experiment, invention, new, scientist, technology, discover, medicine, laboratory</i> Key expressions/structures: Expressing opinion: <i>I think that ... is important because ... ;</i> comparison: <i>... is more important than ... because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There are some important new words we will need to use when talking about science. Learners may be overwhelmed, so ask them to make flashcards with the vocabulary from this lesson and add picture cues. These can be displayed in the classroom while you are doing this unit. 		
Resources/equipment needed: Learner's Book page 145 Activity Book page 112 Audio Track LB56		

Resources	Plenary		
	1. Take a whole class vote on which is the most important scientific invention/discovery out of the items in Activity 4. 2. Ask learners to use a full sentence to say whether they agree with the outcome of the vote and 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:			
<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>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.</p> <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>(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings words and phrases; use dictionaries or other online or print references to find other features of unknown of words.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about how science works. Reading: To read about a scientist in the past. To read about a scientific experiment. Listening: To listen to a scientist talking about times and procedures in an experiment. Writing: To write and match times.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak about how science works • understand and speak about an aspect of scientific history • understand and convey information about time.
Link to prior learning: <ul style="list-style-type: none"> • Scientific experiments • Time 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into Mathematics, Science, health, national education and social sciences. 		
Key vocabulary: <i>scientist, experiment, discovery, laboratory</i> Key expressions/structures: <i>... is important because ... ; It's/at ... o'clock.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can become frustrated with the different ways of relating the time. They have to learn that 7.45 cannot just be said as <i>seven forty-five</i>, but can also be <i>quarter to eight</i>. Remind learners that, although it is fine for them to use only <i>seven forty-five</i> in speech themselves, they will certainly find that native English speakers use a mixture of the two, so it is important that they are able to recognise both. Practise using analogue clocks as well as digital clocks, and make it a game to see how many different ways learners can write down the same time. 		
Resources/equipment needed: Learner's Book page 146 Activity Book page 113 Audio Track LB57		

UNIT 10 LESSON 2 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 146	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they know about what scientists do. What do learners know about experiments? 2. Ask learners if they have any ideas about how science can be dangerous – start off discussions with a few ideas if necessary, for example, powerful things like electricity or explosives, things that explode if you mix them. How can you make it less dangerous? (for example, <i>Know what you are doing, have the right clothes, equipment</i>). 3. Encourage learners to discuss the questions in pairs and to share their ideas.
Resources	Main activity
Learner's Book page 146	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Read the passage out loud, modelling pronunciation for the class. Put learners into pairs and ask them to read the passage aloud to each other, alternating sentences. 2. Monitor and correct pronunciation as necessary. 3. Check for any unknown vocabulary. Prompt learners to work out unknown words from context, including the picture, and then appoint a learner to look up any words still unknown and report back to the class. 4. In pairs, ask learners to find the answers to the questions and then report back to the class. <p>Feedback</p> <p>Ask pairs to share their answers with the class. Use this as an opportunity to check their answers from Activity 1 as well. Ask learners to find the place in the text where the answers can be found.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Benjamin Franklin was from America. 2 He was interested in electricity. 3 It was dangerous because he might have been hit by lightning. Lightning is very strong and can make a fire when it hits things. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus learners on questions 1 and 2. For question 1, learners are looking for a place name. For question 2, learners can use the key word <i>interested</i>. 2. For question 3, use a class discussion, rather than expecting a complete written answer. Follow up Activity 1 and talk about how this was dangerous. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners answer the questions using full sentences. 2. Ask learners to write some complete sentences about other things that are both useful and dangerous (using ideas from activity 1). Write up a sample sentence on the board: <i>Electricity is useful but it is dangerous because it can start a fire or hurt people.</i>

<p>Learner's Book page 146 Audio Track 57</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners are going to listen to a scientist describe his work. 2. If necessary, explain what a <i>sleep laboratory</i> is, but first see if learners can work it out. 3. Ask learners to look at the questions and think about what key words they need to listen out for (<i>work, a number, an adjective like 'easy' or 'hard', help</i>). 4. Play the audio once. Pause and play again. Ask learners if there is any vocabulary they don't understand. Play for a third time and ask learners if they can answer the questions. <p>Feedback</p> <p>Ask learners to volunteer answers and write them up on the board. Play the audio for a final time, pausing after each answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 sleep laboratory 2 six 3 hard 4 make sure people have enough sleep to work safely.
<p>Activity Book page 113</p>	<p>Time: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember the times they heard in the audio for the previous activity. 2. Write up the sample from the Activity Book. If learners are confident, ask a volunteer to come up and draw in the hands on the clock face for 9.30. Remind learners about 'quarter past' and 'quarter to', and show the hand position on the analogue clock. 3. If everyone needs a refresher, do the Support activity below with the whole class. 4. Ask learners to write the times in words, following the example. <p>Feedback</p> <p>Ask learners to check each other's answers in pairs. Ask them to share any disagreements with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 It's half past seven. 2 It's quarter to nine. 3 It's eight o'clock. 4 It's four o'clock. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work through some extra examples with the class. Draw a clock face on the board and ask learners to come up and draw in a time you suggest. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember any of the times between the quarter hours. Prompt with five past, ten past, twenty past, twenty-five past, twenty-five to, twenty to, ten to, five to. 2. Ask learners to work in their pairs with one learner writing out a time, either on the clock, in numbers or words, and the partner supplying the missing time. Swap and repeat.

Activity Book page 113	Read: Activity 2 1. Ask learners to read through the text (based on the audio) and put the sentences in the correct order. <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">Answers</div> a, e, g, f, b, d, c		
Resources	Plenary 1. As a class, discuss what time things happen in the school day. Add in some prompts to make the discussion more interesting (<i>What happens two hours later? What time is that?</i>). 2. Ask learners to stand up and use their arms to represent a time on the clock. Other learners have to guess the correct time.		
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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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. (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (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 ...</i> , <i>why don't ...</i> , <i>should we ...</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and interpret instructions for a scientific experiment. Speaking: To use <i>can</i> to ask permission and to make offers and requests. Reading: To read and follow instructions for conducting a science experiment. Writing: To accurately record findings of a science experiment.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • follow a set of written instructions • use <i>can</i> to ask permission and make offers and requests • make predictions and summarise results of a science experiment.
Link to prior learning: <ul style="list-style-type: none"> • Science experiments • Following instructions 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems. 		
Key vocabulary: <i>equipment, straw, scissors, squash, cut, push, blow</i> Key expressions/structures: <i>Can I/you ... ?</i> (requests, offers, permission)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it confusing that <i>Can I ... ?</i> has meanings of <i>allowed to, able to</i> and <i>wish to</i>. At this stage in their learning, focus on <i>can</i> being used for permission, requests and offers. If necessary, tell learners that they will go on to look at other forms of verbs (<i>may, might, could, would</i>), to give nuance to their requests/offers/permission, but that <i>can</i> is legitimately used for all three. 		
Resources/equipment needed: Learner's Book pages 147–148 Activity Book page 114 One set of the following for teacher and one for each group of two to three learners: four standard drinking straws, one pair of scissors		

UNIT 10 LESSON 3 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 147	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to do an experiment today. Ask what experiments they have done at school in the past. What did they find out? 2. Prompt for experiences in science classes.
Resources	Main activity
Learner's Book page 147	<p>Listen and watch: Activity 2</p> <p>The purpose of this experiment is to test the effect of different length straws when making bird callers. In addition to giving learners the opportunity to follow instructions and practise asking permission, making requests and offers, this experiment will offer the opportunity to practise the use of the comparative and superlative in discussing the outcome.</p> <ol style="list-style-type: none"> 1. Tell learners that you are going to demonstrate part of the experiment that they will be doing. They need to listen as you read out the instructions and then watch as you follow them. (You could write these on the board or copy them and distribute if necessary.) 2. Start by listing all of the equipment needed on the board and check that learners understand all of the vocabulary. (Equipment: drinking straws, scissors.) 3. Learners can then point and match the pictures in their Learner's Book with the vocabulary in the box on page 147. 4. Work through the procedure below, demonstrating the steps and ensuring the learners understand what you are doing and why. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ol style="list-style-type: none"> 1 Squash the first straw flat. Cut the end into a V shape. 2 Put the pointed end into your mouth. Blow as hard as you can. 3 Ask learners what kind of a noise it makes (like a bird call). </div> <p>Feedback</p> <p>Ask learners to comment spontaneously on the type of noise made by the straw. Prompt with questions, it is high or low (if necessary demonstrate the difference between high and low noises with your voice). Is it loud or quiet?</p>
Learner's Book page 147	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they will need to work as a team to complete the experiment. One person will need to be in charge of reading the instructions. Other team members should check that they are doing the right thing. 2. Read the <i>Use of English</i> box. 3. Within their teams for the experiment, ask the learners to take turns to ask permission and make offers and requests. Suggest that they use objects on the desk in front of them. (<i>Can I open the pencil case?/Can I pass you the pen?/Can I have the rubber?</i>) 4. Explain that they must use this vocabulary throughout the experiment to check the actions as they work through.

<p>Learner's Book page 147</p> <p>Activity Book page 114</p>	<p>Making predictions: Activity 4 (Activity Book: Activity 1)</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for this activity. 2. Write up on the board: <i>shorter straw = lower noise; longer straw = lower noise; different straw = no difference</i> 3. Ask learners to think about what might happen if the straw length changes. Can they justify an answer? (For example, a bigger musical instrument makes a lower noise than a small one, so a longer straw might make a lower noise.) 4. Ask learners to complete the sentence with their prediction for the experiment and then to write their predictions down in their Activity Book. 5. Take a vote about everyone's predictions and write the numbers of votes up on the board. <p>Feedback</p> <p>Whole class discussion. Ask prompting questions: <i>What do you think will happen? Why do you think that will happen?</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may need help to formulate their ideas into a written form. Explain how they will only be changing one thing compared to the demonstration and that this may change the results they saw before. 2. Ask learners to verbalise their predictions and then help them to write them down in a coherent way. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners for reasons to back up their predictions. 2. Encourage them to extend their predictions by adding the word <i>because</i> and then completing the sentence.
<p>Learner's Book page 148</p>	<p>Let's do it! Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to conduct the experiment in groups of four. 2. Give each group a set of equipment and a table to work on. 3. Encourage them to work as a team and to refer to the <i>Use of English</i> box if they need to be reminded of how to ask permission or to make offers and requests. 4. Tell each group to read through the instructions before starting and ensure that they understand what they need to do. 5. Check that there is no unknown vocabulary before groups start on the practical work. <p>Feedback</p> <p>Monitor learners' progress with the experiment and check that they are working well as a team. Offer feedback to each team individually, unless a common issue arises, in which case you can call the class back together. If any group is struggling to make a noise through their straws, make sure they are really flat. You can also cut them in half and do the experiment with shorter straws. It can be harder for people with small lungs to make the longer straws make the bird call sounds.</p>

Activity Book page 114	<p>Let's do it!: Activities 2 and Write: 3</p> <p>1. Ask learners to record their results in their Activity Books.</p> <p>2. Tell learners to make sure that their group agrees on the result of the experiment.</p> <p>Feedback</p> <p>Monitor, checking that learners record their results correctly. Ask questions, for example: <i>Which noise was the highest?</i> Encourage learners to speak in full sentences when comparing the noises made by the straws.</p>		
Resources	<p>Plenary</p> <p>1. Bring the class back together and ask for each group to share their results. Are they the same? If not, why not? (Human error? Instructions not clear?) Remind the class that a good experiment is repeatable (it should get the same result every time). Is this repeatable? Check the result against the class prediction vote.</p> <p>2. Ask learners to look at the <i>Amazing fact</i> box at the end of Learner's Book page 148. Ask them to answer the question and reflect on what they have learned from the experiment.</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>(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes.</p> <p>(G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</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>(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss how to change an experiment to test a different variable. Reading: To read questions linked to an experiment. Writing: To write a set of instructions for an experiment. Listening: To listen to a set of instructions and check for sense and accuracy.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss and agree how to change an experiment to test a different variable • write a set of instructions using imperatives.
Link to prior learning: <ul style="list-style-type: none"> • Scientific experiments and processes • Imperatives • Writing instructions 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems. 		
Key vocabulary: <i>bottle, balloon, funnel, string, measuring jug, vinegar, baking soda</i> Key expressions/structures: <i>Can I/you ... ?</i> (requests, offers, permission)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can find it difficult to gauge how much information to put in each stage of the instructions. A good rule of thumb is to include only what can be depicted in a single illustration. This can help learners to see that the illustration of their instructions is an important part of the writing process, not just a 'nice to have'. 		
Resources/equipment needed: Learner's Book page 149 Activity Book page 115 One set of straws in three different widths: standard drinking straws, narrower straws (for example, from juice cartons), wider straws (for example, from fast food outlets). You will need at least one set of three straws of different widths for you to demonstrate the experiment. If possible, supply one set of straws for each team of learners.		

UNIT 10 LESSON 4 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 149	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think back to the last lesson. 2. Remind them that they looked at whether the length of the straw changed the pitch of the noise. 3. Recap the results and the conclusions drawn. 4. Work through the questions as a class. 5. Ask what other variables they could change in the experiment? (For example, the width of the straw.)
Resources	Main activity
Learner's Book page 149	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners into teams. (If working well, use the same teams as for previous lesson.) 2. Ask the groups to discuss the questions and how they would change the experiment to make it one where they look at what difference it makes to change the width of the straw. 3. Encourage learners to handle the different sized straws while they think about what they will do differently from the previous experiment. <p>Feedback</p> <p>Monitor the groups, ensuring that they are making progress. Discuss how to talk about the different width of the straws. Introduce vocabulary of 'narrow', 'medium' and 'wide', using the straws to demonstrate the difference.</p> <p>Answers</p> <p>The length of each straw must be the same. The width of the straw must change. You will be measuring whether the noise is higher or lower depending on the width of the straw.</p>
Learner's Book page 149 Activity Book page 115	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the <i>Writing tip</i> and remind learners to use the imperative when giving an instruction. 2. Remind learners that their instructions should be illustrated to help the reader understand the experiment. 3. Tell each group to fill in the gaps to make a complete set of instructions for their experiment. 4. Learners may prefer to set their instructions out on pieces of paper if they feel they are likely to need more space, but they can use the Activity Book as a model. 5. Learners can work in pairs across the ability range. When they have agreed the content of each instruction, one person can write it up carefully while the other illustrates. They will need to regularly cross-check their work. <p>Feedback</p> <p>Monitor the learners, checking that each group is making progress with their version of the experiment, and that no-one is left out. Check that learners are using the imperative. Remind them that the illustration and the words must match each instruction. Collect the set of instructions from each group after around ten minutes and then ask learners to make predictions about the experiment they are about to do.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. The learner needing support can take the lead on the drawing, asking <i>Is this right?</i> 2. Encourage learners to look back at the instructions for the experiment in Lesson 3 and use it as a checklist.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. The learner needing to be stretched can take the lead on writing up the correct instruction. He/She will need to work closely with the learner doing the drawing, explaining what is correct/incorrect about the drawing or agreeing to rewrite the instruction to clarify.
Learner's Book page 149	<p>Listen and check: Activity 4</p> <ol style="list-style-type: none"> 1. Choose a set of instructions from one of the groups. It is not necessary for them to be the best set, as it is more interesting if sometimes the instructions are wrong or unclear. 2. Choose a learner from a different group to read out each instruction. 3. Ask <i>Can I ... ?</i> questions about what you should do. Ask the class to agree whether or not you do each action. 4. Ensure you follow the instructions exactly – it is much more important to do this than it is to get the experiment right. <p>Feedback</p> <p>At the end, ask the class to reflect on what works and doesn't work in the instructions. If corrections are needed, write the correct instructions on the board. Ask learners to reflect on the differences between their group's instructions and the ones you chose. Go around the class asking for comments from each group.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Address individual learners with <i>Can I ... ?</i> questions about what you can do to check that they have understood each instruction. If learners struggle with this, ask them to read out the full instruction again, then check for understanding.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If, by monitoring the learners as they write, you find you have a high-ability class who are producing excellent instructions, you might want to ask groups to swap their instructions with each other and try out their experiments, feeding back at the end.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to reflect on the task of writing instructions. What was easy, what was difficult? 2. What conclusions can they draw from the experiment? Were their predictions correct?

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>(G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.</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>(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.</p> <p>(G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to children talking about the importance of scientific discoveries and inventions. Speaking: To take part in a persuasive presentation about a scientific discovery. Writing: To write down ideas for a persuasive presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak persuasively to an audience • compare and contrast the importance of two or more ideas.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English. Introduce creative thinking activities such as brainstorming, to learn how to share and respect all ideas. Introduce learning to articulate thoughts and ideas in English, using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>invention, discovery, medicine, engine, fridge</i> Key expressions/structures: Persuasive speaking: <i>My item is more important because ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may lack confidence in how to make their presentations persuasive. Remind them of what they have learned during this unit: <ol style="list-style-type: none"> 1 Refer to evidence – what facts can they provide? 2 Description – remind learners of the positive adjectives they used last lesson to describe a good idea. How many positive adjectives can they use? 		
Resources/equipment needed: Learner's Book page 150 Activity Book page 116 Audio Track LB58		

UNIT 10 LESSON 5 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 150	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners how they think science and scientific inventions have impacted their lives. 2. Encourage them to name as many as they can and list these on the board. 3. See if learners can order the items in terms of importance. Do they all agree? 4. Explain that people will differ in their opinions of what is the most important and that often scientists have to persuade other people how important their project is. 																		
Resources	Main activity																		
Learner's Book page 150 Audio Track 58	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will hear four children talking about the impact of science on their lives. Each child will talk about what difference science has made to them. Ask learners to look at the table. Share an example: <i>A child might say that the car is the most important invention for them. Their reason might be because they live far away from a city, and the car allows them to reach shops, schools and hospitals.</i> Ask learners to copy the table into their notebooks to complete as they listen. Remind them to leave plenty of space for the reasons. 2. Play the Audio Track once all the way through. Play again, pausing after each speaker. Pause and ask if there is any unknown vocabulary. If so, ask the class to work out meanings from context and share ideas. If necessary, nominate a learner to look up the word in a dictionary. 3. Play the audio at least once more and ask the learners to complete the table. <p>Feedback</p> <p>Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="3">Answers</th> </tr> <tr> <th style="width: 25%;">Name</th> <th style="width: 45%;">Most important scientific discovery/invention</th> <th style="width: 30%;">Reason</th> </tr> </thead> <tbody> <tr> <td>Meera</td> <td>tablet computer</td> <td>So she can contact her dad when he is away.</td> </tr> <tr> <td>Abeer</td> <td>new medicine</td> <td>A new medicine made her mum better when she was very ill.</td> </tr> <tr> <td>Muna</td> <td>solar panel</td> <td>Makes electricity for her house out in the desert.</td> </tr> <tr> <td>Ahmed</td> <td>glasses</td> <td>He couldn't do many things without them.</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to focus on filling in the invention column. When all learners have completed this, play the individual speakers back again to a group or the whole class and discuss as a group what the reason is. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to focus on the reasons. How much detail can they write down? 	Answers			Name	Most important scientific discovery/invention	Reason	Meera	tablet computer	So she can contact her dad when he is away.	Abeer	new medicine	A new medicine made her mum better when she was very ill.	Muna	solar panel	Makes electricity for her house out in the desert.	Ahmed	glasses	He couldn't do many things without them.
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<p>Learner's Book page 150</p> <p>Activity Book page 116</p>	<p>Present: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to try being persuasive. 2. Divide the learners up into three teams. If you have a large class, split in half and then have two sets of teams. Teams should be a maximum of five learners. 3. Assign each team one of the inventions pictured in the Learner's Book. 4. Tell the learners that they need to do a group presentation to persuade the rest of the class that their own invention/discovery is the most important. 5. Ask them to look through the list of questions. Check for understanding of vocabulary. 6. Explain that each presentation should last two minutes and that there is more information in the Activity Book to help them with their presentations. 7. Remind learners of what they need to do: <ul style="list-style-type: none"> • Answer the questions about their invention using words and pictures. • Write up sentences that give reasons why their invention is the most important. • Decide how to use the words and pictures in a presentation: who will speak and what will they say? • Make sure the whole group is involved. <p>Feedback</p> <p>Monitor, checking that group members are working well together. If they get stuck, encourage them to move on to the next question or task. Ensure that everyone has a role and encourage the learners to be inclusive of everyone.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide sentence starters on the board to aid the learners with the structure. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to use a wide range of vocabulary and adjectives to enhance their persuasive presentation.
<p>Activity Book page 116</p>	<p>Present: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to use the grid to help them prepare their presentations. (This presentation does not require research, learners should use their own ideas and opinions.) 2. When learners have written up their sentences, start the presentations. If you have two sets of teams, have each team present to half of the class and appoint someone to report back to the teacher at the end. 3. Give each team two minutes to tell the class why their invention is the most important. Take a vote after all three teams have presented. Tell the learners that they are not allowed to vote for their own team. <p>Feedback</p> <p>Add up the votes and write up the result on the board. Give verbal feedback to each group. Did they use images? How persuasive were their sentences? Did they include everyone in the group?</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Now that learners have practised their persuasive skills, ask them to say who they will persuade next and about what. Example: <i>I will persuade the Maths teacher to give us no homework. I will persuade my sister that my favourite television programme is better than hers.</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>(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.</p> <p>(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.</p> <p>(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p> <p>(G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read through questions and choose correct answers. Writing: To write their own sentences using science vocabulary. Listening: To identify science words when spoken in context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use science vocabulary confidently in written and spoken work • write and speak about the time • understand science vocabulary when spoken in context.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 10, Lessons 1–5 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from Unit 10, Lessons 1–5 Key expressions/structures: Expressions and structures from Unit 10, Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Writing a sentence with only a word as a trigger (Activity Book, Activity 1) can be daunting for learners. Encourage learners to think about what part of speech each word is. If it is a verb, ask <i>Who could do this?</i>; If it is a noun, ask <i>What can this thing or person do?</i>; If it is an adjective, ask <i>What could this describe?</i> Encourage learners to talk to a partner about the subject for a few moments so that the vocabulary and its context become familiar to the learners before they try to compose sentences alone. 		
Resources/equipment needed: Learner's Book page 151 Activity Book 117		

UNIT 10 LESSON 6 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 151	<ol style="list-style-type: none"> Do a vocabulary reading race. Print or write out copies of the definitions below, enough for a set for each team. Put learners into mixed-ability teams of up to four learners. Tell learners that they must send a team member up to you. The team member must read and remember the definition of a word from the unit. They then return to their team. The team member shares the definition with their team mates and they work out what the word is. Once they have written the word down, the next team member takes it up to the teacher. If it is correct, the teacher will give another definition to read and round 2 begins. The first team to have a correct list of six words wins the game. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Words</th> <th>Definitions</th> </tr> </thead> <tbody> <tr> <td>Experiment</td> <td>What scientists do to test out an idea</td> </tr> <tr> <td>Laboratory</td> <td>Where many scientists work</td> </tr> <tr> <td>Discover</td> <td>A doing word that means 'find'</td> </tr> <tr> <td>Medicine</td> <td>What a doctor gives you to make you better</td> </tr> <tr> <td>Scientist</td> <td>Someone who works in science</td> </tr> <tr> <td>Invention</td> <td>When something is made for the first time</td> </tr> </tbody> </table>	Words	Definitions	Experiment	What scientists do to test out an idea	Laboratory	Where many scientists work	Discover	A doing word that means 'find'	Medicine	What a doctor gives you to make you better	Scientist	Someone who works in science	Invention	When something is made for the first time
Words	Definitions														
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Medicine	What a doctor gives you to make you better														
Scientist	Someone who works in science														
Invention	When something is made for the first time														
Resources	Main activity														
Learner's Book page 151	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> Advise learners that this is a quiet time for them to reflect on their learning. Ask learners to put their pens down. Ask learners to turn to page 151 and to read through the questions quietly. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. <p>Feedback</p> <p>Learners compare answers in pairs, then small groups and finally as a whole class.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #d3d3d3;">Answers</th> </tr> </thead> <tbody> <tr> <td>1 a favourite; 2 b fire; 3 a than; 4 b because; 5 a Can you; 6 b Can I; 7 a Can I; 8 c Hold; 9 a cut; 10 c open</td> </tr> </tbody> </table>	Answers	1 a favourite; 2 b fire; 3 a than; 4 b because; 5 a Can you; 6 b Can I; 7 a Can I; 8 c Hold; 9 a cut; 10 c open												
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<p>Activity Book page 117</p>	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will need to write five sentences using the science words provided. 2. They can use more than one word in each sentence, but must use at least one. <p>Feedback</p> <p>Ask for volunteers to read out their sentences or, if time allows, to come and write one up on the board.</p> <p>Working as a class, see how many of the words you can get into a single sentence.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to choose a subject for a sentence (for example, <i>scientists</i>), then choose a verb (for example, <i>discover</i>), then think of an object for the sentence. 2. Encourage learners to add detail to their sentences with adjectives and adverbs. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners to see how many of the words they can manage to get into a sentence.
<p>Activity Book page 117</p>	<p>Time: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write the time in the space under each clock. <p>Feedback</p> <p>Ask learners to volunteer answers.</p> <hr/> <p>Answers</p> <ol style="list-style-type: none"> 1 quarter past seven 2 quarter to twelve 3 four o'clock 4 half past seven
<p>Activity Book page 117</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they will need to reorder the words to make instructions. 2. Explain that to complete the task they must also add full stops and capital letters in the correct places. <p>Feedback</p> <p>Ask for volunteers to read out their sentences or, if time allows, to come and write one up on the board.</p> <hr/> <p>Answers</p> <ol style="list-style-type: none"> 1 Draw a circle on the paper. 2 Carefully pour the oil into the jug. 3 Use the scissors to cut the straw. 4 Open the door for the visitor. <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find this easier if they have the sentence parts on separate pieces of paper so that they can move them around to experiment with the word order. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could write instructions for an activity they do on a regular basis. For example, making a sandwich.

Activity Book page 117	Look what I can do!		
	<ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do the statement. 		
	Feedback Self-reflection.		
	Differentiation activities (Support):		
	<ol style="list-style-type: none"> 1. Help learners to look back through their books to identify areas of strength and weakness. 		
	Differentiation activities (Stretch):		
	<ol style="list-style-type: none"> 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Lessons 1–5. 		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners if they were surprised by how much they had learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 10. 4. Accept open class feedback. 		
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:			
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.			
(G5.4.2.1.1) Build on and continue applying concepts learned previously.			
(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 ...</i> , <i>why don't ...</i> , <i>should we ...</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> .			
(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas with peers and talk about famous scientists. Reading: To read a fact file about a historical scientific figure. Writing: To form sentences using defining relative clauses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a text about an important historical figure • use defining relative clauses in speech and writing.
Link to prior learning: <ul style="list-style-type: none"> • Historical figures • Defining relative clauses 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>scientist, experiment</i> Key expressions/structures: Relative clauses: <i>which/who/that</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with differentiating between <i>who</i> and <i>which</i> when the related noun or noun phrase is not a proper name, or is plural, for example <i>the doctors, the children from Dubai</i>. Phrases that include a thing, but are ultimately about a person are particularly confusing. Before they progress with adding a defining relative clause, ask learners to picture the subject of the clause in their minds. Ask them to add detail to the picture, so they are quite clear (for example, <i>the children from Dubai</i> might be a group of children wearing badges saying 'Dubai'). This will help them to decide whether they have an object or a thing, and therefore whether to use <i>which</i> or <i>who</i>. 		
Resources/equipment needed: Learner's Book page 152 Activity Book page 118		

UNIT 10 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. Ask learners what they know about science and Islamic history. (<i>The period from 800 to 1400 CE was a very rich time for Islamic thinkers, scientists and doctors who were discovering new information about the world around us.</i>) 2. Remind learners about other historical figures studied so far and what they were famous for (Ibn Battuta and Prince Sultan bin Salman bin Abdullah). 3. Explain that in this lesson, learners will learn about another historical person.
Resources	Main activity
Learner's Book page 152	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and answer the questions. 2. Ask learners to discuss their answers to the questions in pairs or small groups and then bring the class back together to share the results. <p>Feedback</p> <p>Whole class discussion based on learners' prior knowledge. Explain that they will find out if their ideas are correct once they have done Activity 2. Call on individuals to start off and then ask learners to join the discussion. Other famous scientists that you could discuss are: Al-Khwarizmi, Ibn Battuta, Al-Kindi, Marie Curie, Einstein, Newton.</p>
Learner's Book page 152	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Read the first sentence out loud, modelling pronunciation for the class. Put learners into pairs and ask them to read the passage aloud to each other, alternating sentences. Circulate in the class correcting pronunciation as necessary. 2. Check for any unknown vocabulary. Prompt learners to work out unknown words from context and then appoint a learner to look up any words still unknown and report back to the class. 3. In pairs, ask learners to find the answers to the questions from Activity 1 and 2 and then report back to the class. <p>Feedback</p> <p>Ask the pairs to share their answers with the class.</p> <p>Answers</p> <p>(Activity 1)</p> <ol style="list-style-type: none"> 1 Ibn Nafis. 2 He was a doctor. 3 Learners' own answers (could include Al-Khwarizmi, Ibn Battuta, Al-Kindi, Marie Curie, Einstein, Newton) . <p>(Activity 2)</p> <ol style="list-style-type: none"> 1 1210. 2 How the heart pumped blood to the lungs and then around the body. 3 No, it was a new idea. 4 They used it to treat their patients better. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair these learners up with more confident learners who will be able to decode the text more easily and assist with understanding.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to assist those that find reading difficult. 2. Explain that they should explain the meanings of more tricky words and assist other learners with their understanding of the text. 3. These learners could write their answers to the questions as full sentences.
<p>Learner's Book page 152</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the <i>Use of English</i> box carefully, explaining the points by providing further examples on the board. 2. Ask learners to work in pairs, reading out the sentences and trying to match the two parts. Circulate around the class checking for correct pronunciation. <p>Feedback</p> <p>Ask for volunteers from the class to suggest answers, reading out the completed sentences. If the correct answer is given, model pronunciation back to the class. If an incorrect answer is given, ask: <i>Is this sentence about a person or a thing? Could we use any of the other answers?</i></p> <p>Answers</p> <p>1 b; 2 a; 3 d; 4 c</p>
<p>Activity Book page 118</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and complete them with the correct relative pronoun (<i>who</i> or <i>that</i>). 2. Draw attention to the <i>Language tip</i> box if learners need reminding about the rules. <p>Feedback</p> <p>Ask learners to call out whether each sentence is about people or things. Write up the sentence on the board with the gap. Nominate a learner to come and write the correct answer.</p> <p>Answers</p> <p>1 who; 2 which; 3 which; 4 which; 5 who</p>
<p>Activity Book page 118</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about their senses. Working in pairs, ask them to link the sense to the body part used. 2. Tell learners they are going to use their senses and think about what kind of information they can gather. As an example, start with the eyes. Encourage learners to volunteer ideas about information gathered through seeing (for example, light, dark, colour, speed). Ask the learners to work with their partners to talk about what information their different senses are gathering. <p>Feedback</p> <p>Circulate in the classroom encouraging learners to use their senses then think about the words they need to describe the information they are getting. Give ideas for vocabulary and write up commonly requested words on the board.</p> <p>Answers</p> <p>touch; see; hear; taste; smell</p>

Resources	Plenary		
	1. Ask learners to stand up and share with the class one bit of information they can gather with their senses. Encourage all the other learners to try to experience the information gathering described.		
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:			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.			
(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			
(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings words and phrases; use dictionaries or other online or print references to find other features of unknown of words.			
(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To gain understanding of a text through visualisation. Listening: To listen and understand the content of a letter. Writing: To write a letter of reply.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use visualisation to aid understanding of a letter • write a letter.
Link to prior learning: <ul style="list-style-type: none"> • Letter writing vocabulary 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: <i>discover, picture, greeting, invitation, offer</i> Key expressions/structures: Features used in letter writing: <i>Dear ... ; Yours sincerely; I hope ... ; I have ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Visualisation can be tricky for learners at this stage, as there is no right answer for the way to approach it. If learners struggle with the exercise, remind them that the purpose is to help them to check the sense of a piece of text. If necessary, write up two sentences on the board: <i>The cat sat on the mat. The cat sat under the mat.</i> Ask a learner to come up and draw a picture representing each sentence. Confirm that all the words in the sentence are spelled correctly, and that the grammar is correct. To confirm that something is wrong with the second sentence, it is helpful to visualise the meaning (cats are unlikely to sit under mats). This technique is helpful when approaching harder texts. If learners can picture what is happening, they can check whether it makes sense and more easily guess at unknown vocabulary. 		
Resources/equipment needed: Learner's Book page 153 Activity Book page 119 PCM 4a and PCM 4b Audio Track AB15		

UNIT 10 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 153	<ol style="list-style-type: none"> 1. Ask learners if they remember who they read about last lesson. What important facts can they remember? 2. Call on a learner to mime or draw details from the text about Ibn Nafis, other learners to call out guesses.
Resources	Main activity
Learner's Book page 153	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions. Then read the text in pairs, alternating reading sentences out loud. When each pair has read the text twice, pause and check for unknown vocabulary. <p>Feedback</p> <p>Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 He liked writing about his discoveries. 2 He wrote about how the heart and lungs worked together to send blood and oxygen around the body.
Learner's Book page 153	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they know what visualising is (<i>making a picture in your mind</i>). Tell learners that making a picture in their minds of what they read in English can help them to understand, and also to realise where they have misunderstood something. 2. Put the learners into pairs or small groups. Ask them to re-read the short paragraph about Ibn Nafis, then to close their eyes and imagine pictures of what they have read about. Ask the pairs to take turns asking the questions in the Learner's Book and talking about their visualisation. <p>Feedback</p> <p>Ask the pairs to share their experience of visualisation with the class. What was helpful and what was hard?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read the sentences to this group of learners slowly. Pause after each to ask the relevant questions from the Learner's Book and if necessary ask further questions to help them visualise. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to ask and answer the questions. 2. Encourage these learners to describe what they visualise in more detail.

<p>Learner's Book page 153 PCM 4a PCM 4b</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Divide the class into two teams, preferably with the teams sitting on opposite sides of the room. 2. Give out copies of PCM 4a to Team 1, and PCM 4b to Team 2. 3. Tell learners that they will have a few minutes (give four to six depending on the ability level in your class) to write about the picture they have been given. They need to make their writing easy to visualise. 4. After the writing period is over, collect up the texts and distribute them to members of the other team. Tell learners they will have a few minutes to read through the writing and draw a very quick picture (using stick figures) of what is described. Ask them to write down a few key words to help them to describe elements of their pictures. 5. After the drawing period is over, call on two learners from each team to stand up, hold up their pictures and describe what they have drawn. After the two Team 1 learners have finished, reveal the original image. Repeat for Team 2. 6. Ask learners to put their pictures on their desks and circulate around the room looking at the variation in the pictures produced by each team. <p>Feedback</p> <p>Call learners together and ask for their impressions on the differences between the pictures within each team. Was it an easy exercise, or was it difficult? Ensure all learners have understood that writing clearly and using words to draw a clear picture is the best way to convey information to the reader.</p>
<p>Activity Book page 119 Audio Track 15</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Play the audio for the class twice. After the first time, ask learners if there were any words that they didn't understand and ask them what type of text they are listening to (<i>a letter</i>). 2. Ask learners to read through the letter in pairs to find the answers to the question. <p>Feedback</p> <p>Ask learners to share their answers to the question with the class. Write them up on the board and discuss the answers.</p> <p>Answers</p> <p>change medicine forever, great</p>
<p>Activity Book page 119</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write their own letter in reply to the one in the Activity Book. Point out common features of letters: <i>Greeting, enquiry about health, body of letter (including questions to the reader), farewell, signature.</i> 2. Direct learners' attention to the bulleted prompts which will help them to start each sentence or phrase in their own letter. <p>Feedback</p> <p>If not running the Support activities, below, circulate around the class checking that all learners are making progress with their letters. Encourage learners to swap their letters with a peer to evaluate. How are they different? How are they the same? Ask for possible ways to complete each sentence and call on volunteers from the class.</p>

	<p>Answers</p> <p>Learners' own answers.</p> <p>Example: Dear Dr al Harthi, My family are all well, thank you. I hope you and your family are also well. Ibn Nafis's book sounds very interesting. Thank you for offering to send me a copy of the book. I would be very happy to read it. I would like to invite you to visit my home as soon as you can come. We could spend many days talking about the book and its discoveries. Yours sincerely, Dr [name]</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, lead a group of learners through this activity, sentence by sentence. Write up the first prompt on the board and ask what comes next (<i>Who is the letter to?</i>). 2. Write the next prompt up and instruct learners to write in their notebooks. Ask: <i>What should you say about your family if someone asks: Are they well or not?</i> 3. Write up the next prompt. Ask learners what goes next: <i>Did Dr al Harthi like the book? Does it sound good? What word can you use to describe it?</i> 4. Write up the next prompt. Ask learners how they want to respond: <i>Would you like the book? Have you already got one?</i> 5. Write up the next prompt. Check if learners can remember how to invite someone and finish the sentence: <i>When is the invitation for? What are you inviting Dr al Harthi to come and do? (Eat, stay, talk about the book.)</i> 6. Write up the next prompt. Ask learners how they want to end the letter. They can use the same farewell as in Dr al Harthi's letter, or they can choose another. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what extra information they can add to their letters. What else can they say about Dr al Harthi's description of the book? What can they say about receiving a copy? Can they add more detail to the invitation (Where and when? What could they do?)
<p>Resources</p>	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Ask learners to take turns inviting each other to do something good together. Model the first attempt, for example: <i>Yussuf, would you like to read this wonderful book with me?</i> Remind learners that the answer is 'Yes, please', or 'No, thank you'.

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>(G5.1.1.1.1) 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>(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(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.</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>(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.</p> <p>(G5.3.4.2.7) Identify the figurative language (for example, similes and metaphors); determine how figurative language provide meaning to works of literature.</p> <p>(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read about different types of scientists.</p> <p>Writing: To use linking words to add additional information.</p> <p>Speaking: To formulate interview questions using the relevant question words.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • find information in a text • talk about different types of scientists • use linking words in a sentence • formulate questions to ask in an interview with a scientist.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Sentence linkers • Interview questions <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems. 		
<p>Key vocabulary: <i>engineer, plant scientist, earth scientist, microscope</i></p> <p>Key expressions/structures: Linking words: <i>and, as well, too, also, both, but</i>; question words: <i>Who? What? Why? When? Where?</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 can be unsure how to distinguish between the linking words used in this lesson. If this is the case, provide more examples on the board, highlighting the following: <ul style="list-style-type: none"> Also goes between the subject and the verb. You can also use it to add emphasis to the item that comes after it in a list: <i>I have worked in Dubai, Abu Dhabi and <u>also</u> in the USA.</i> And links two clauses or words of equal weight. It is used at the end of a list: <i>We bought apples, bananas <u>and</u> dates.</i> Both is used just before two pieces of information of equal weight: <i>She studies <u>both</u> Maths and Science.</i> Too goes at the end of a sentence to add emphasis: <i>She brought sandwiches, fruit and drinks <u>too</u>.</i> As well is used in the same way as too. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 154–155</p> <p>Activity Book page 120</p>		

UNIT 10 LESSON 9 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 what kinds of science are being done in the UAE. 2. Prompt for robotics (Arab Robotics Association), environmental (Masdar City), medical.
Resources	Main activity
Learner's Book page 154	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners will look at different types of science in this lesson and will then move on to look at scientists studying different fields of science in the UAE. For the Earth scientists paragraph, check vocabulary such as 'volcano' and 'earthquake'. Prompt learners by asking what the earth does that scientists might want to study. What sort of earth problems or disasters are there? 2. Ask learners to read the text in pairs and discuss which type of scientist they would find most interesting. 3. Ask them to give reasons for their answers. <p>Feedback</p> <p>Call out the different headings from the text and ask learners to give you examples of the kinds of things that are studied in each field.</p>
Learner's Book page 155	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text again and explain that each of the pictures matches one of the paragraphs in the text. 2. Learners should decide which field of science is represented by each picture and then write the type of scientist in the relevant place. <p>Feedback</p> <p>Call out the different types of scientist and ask learners which picture it is.</p> <p>Answers</p> <p>a plant scientist; b earth scientist; c engineer</p>
Learner's Book page 155	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the green words in the text, and write them up on the board. 2. Explain that these words are used to link sentences and to add information. 3. Explain that adding information makes a sentence more interesting for the reader. 4. Read the examples in the <i>Use of English</i> box and see if learners can provide other examples. 5. Learners then look at the sentences and complete them by circling the correct word. <p>Feedback</p> <p>Ask learners to check their answers in pairs before feeding back to the whole class by reading out the complete sentences. If necessary, discuss what would happen if you put one of the other words in the gap – why would it be wrong?</p>

	<p>Answers</p> <p>1 too; 2 both; 3 also; 4 as well; 5 and; 6 but, too</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners by reading each sentence twice, once with each word. 2. See if learners can identify which sentence makes sense and therefore which word to choose. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional sentences for each of the sentence linkers.
<p>Activity Book page 120</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three profiles of UAE scientists. 2. Put learners in pairs and ask them to decide what type of science is practised by each of the scientists. 3. Have they heard of any of the scientists before? Do they know anything about any of the subjects they study? 4. Encourage learners to look up any unknown words and to discuss any prior knowledge that they have in any of the science fields that are mentioned. (You may wish to make the link between Masdar city and the information learners can recall from Unit 1.) <p>Feedback</p> <p>Class discussion.</p>
<p>Activity Book page 120</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners can use the information in the profiles to write three sentences. 2. Encourage them to refer back to the <i>Use of English</i> box in the Learner's Book if necessary. <p>Feedback</p> <p>Ask learners to read out their sentences to a partner. The partner should try to listen for the linking word that has been used and then check the profiles to see if the information is accurate.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 120</p>	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask each pair to think of three questions they could ask one of the scientists in an interview for the school magazine (or a science newsletter if there is no magazine). 2. Ask learners to think about what they think other children in the school would find interesting. What sort of questions might help inspire the children to study science? 3. Learners can practise asking the questions. Encourage them to focus on intonation and expression as well. <p>Feedback</p> <p>Ask which learners have chosen which scientist. Write up the questions for each scientist on the board. Learners compare their sentences with the ones on the board. Are they the same or not?</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners to say something about the classroom that includes a linking word (for example: <i>The classroom has <u>both</u> tables and chairs.</i>). 2. Other learners listen for the linking word. 3. See if they can come up with sentences for all of the linking words covered in this lesson. 		
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>(G5.1.1.1.1) 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>(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand information about a scientist. Speaking: To describe a scientist to other learners. Listening: To listen to other learners describing a scientist. Writing: To make notes about a scientist based on information in a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read information and relay it back to others • discuss information with others and make comparisons • match information to the correct scientist based on a previously-studied text.
Link to prior learning: <ul style="list-style-type: none"> • Reading for information • Making comparisons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>scientist</i> Key expressions/structures: ... <i>is more important than ... because ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with articulating why one scientist is more important than another. These are issues to which there is no right answer and learners may feel frustrated that they do not have the vocabulary to discuss issues in enough depth. Encourage them to use vocabulary from their own fact file and that used by other learners when describing their scientists. Remind them that it is better to say something simple, which they will learn to build on over time. • Learners may question the difference between doctor and professor. The title <i>doctor</i> does not necessarily mean that they work in medical science and can actually apply to anyone with a higher-level degree (PhD or similar) in their field. <i>Professor</i> is a title that indicates academic research leadership and this title is awarded by universities. A professor can also be a doctor. 		
Resources/equipment needed: Learner's Book pages 156–157 Activity Book page 121		

UNIT 10 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 to think about famous scientists. Which famous scientists can they think of who are alive today? (For example, <i>Stephen Hawking</i>.)2. Explain that they will be looking at current famous scientists and the work that they do in this lesson.
Resources	Main activity
Learner's Book page 156–157	<p>Read, write and talk: Activity 1</p> <ol style="list-style-type: none">1. Explain that the class will be divided into groups of four and that each person in the group will be assigned a different fact file from the Learner's Book and will learn about a different scientist.2. Learners will then share the information with their group so that they learn about all the scientists.3. Write the following questions on the board and discuss any unknown words.<ul style="list-style-type: none">• <i>What is the name of the scientist?</i>• <i>Where is the scientist from?</i>• <i>What type of scientist are they?</i>• <i>What kind of work do they do?</i>• <i>Has the scientist won any prizes?</i>• <i>What difference will their work make to the world?</i>4. Explain that the learners must read through their fact file individually, but encourage them to ask about unknown vocabulary. Discuss any unknown words as a class and write up the word and the meaning on the board. If the class cannot guess the meaning, ask one learner to look up the word in the dictionary and report back to the class.5. Once all the vocabulary is known, ask learners to spend another minute reading through the fact file to check that they understand and remember the information.6. Learners can make notes for each of the questions if they wish.7. Once learners have had time to go through the questions, call out the questions one at a time and give each group time to share the information they found out about each of the scientists. You may wish to check answers as a whole class after each question or wait until the end and then compare their answers to the questions in order to find out information about all five scientists.8. Ask the groups to discuss who they think is the most important scientist and why. They will need to agree or to vote and supply a reason for their decision.9. Bring the class back together. Ask a member from each group to report back on their decision and reason. Record the decision on the board. Ask if there was disagreement in the group and why.10. If all the groups do not agree, take a whole class vote and discuss, choosing learners to give reasons for their votes. <p>Feedback</p> <p>Monitor the groups, ensuring that they are making progress and helping with any difficulties. When getting feedback, use a mixture of volunteers as well as selecting more reluctant learners to join the discussion.</p>

	<p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs when reading the fact file and when writing the answers to the questions. When asking learners to justify a decision about who is most important, ask leading questions to give the vocabulary they might need. (For example, <i>Do you think it is more important to work on space travel or people's health? Will it help people now or in the future?</i>)</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Ensure that learners have the opportunity to justify their reasoning and compare the scientists. <i>I think that ... is most important because ...</i></p>		
Activity Book page 121	<p>Read and write: Activity 1</p> <p>1. Ask learners to match the sentences to the correct scientists.</p> <p>2. Tell learners that there may be some tricky words, but they need to focus on key words in the sentences and ignore the tricky words they don't need.</p> <p>3. Explain that they can refer back to the fact files in the Learner's Book to check information.</p> <p>Feedback</p> <p>Learners can compare answers in pairs, and discuss any differences. Bring the class back together and ask for learners to volunteer their answers.</p> <p>Answers</p> <p>1 Professor Gebisa Ejeta; 2 Professor Omar Yaghi; 3 Dr Shinya Yamanaka; 4 Dr Anita Sengupta; 5 Professor Gebisa Ejeta; 6 Dr Shinya Yamanaka; 7 Dr Anita Sengupta; 8 Professor Omar Yaghi</p>		
Resources	<p>Plenary</p> <p>1. Ask learners what kind of scientist they would like to be. Prompt with animals, plants, space, medicine, chemicals, earth and rocks, how people think and behave, buildings.</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>(G5.1.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(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.</p> <p>(G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.</p> <p>(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to scientists describe themselves and pick out relevant information. Reading: To match adjectives with definitions. To identify facts and opinions. Writing: To match antonyms for adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use adjectives and their antonyms confidently • differentiate between facts and opinions in a text.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives • Antonyms 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>clever, grumpy, jolly, tough, lazy, anxious, weepy, rude, strong, intelligent, polite, bad-tempered, good-humoured, hard-working, worried, nervous, weak, cheerful, calm, stupid, tough, miserable</i> Key expressions/structures: Antonyms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the number of adjectives presented in this lesson but they will have met some of these words in previous units. Spend some time revising adjectives from previous units to make the vocabulary less daunting. 		
Resources/equipment needed: Learner's Book page 158 Activity Book page 122 Audio Track LB59		

UNIT 10 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 to suggest possible adjectives for scientists. How many can they think of? Prompt with <i>clever, hard-working, interesting, calm</i>. 2. Write a list of all the words on the board.
Resources	Main activity
Learner's Book page 158	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three pictures in the Learner's Book. 2. Ask learners to use any clues in the pictures for the kind of science practised by the people in the picture (they will find out if they are correct in the next activity). 3. Refer back to the adjectives used in previous units to describe appearance and personality and see how many they can recall.
Learner's Book page 158 Audio Track 59	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will listen to each scientist describe themselves. 2. Explain that they must listen to hear what each scientist studies. 3. Before playing the audio, ask the learners to look at the pictures and read the questions. Can they guess the answer to the question? Ask them to write down their guesses. 4. Play the Audio Track once all the way through for learners to write down the subject areas. Then play it again, pausing after each of the three sections for learners to write down any adjectives they hear. 5. Check if there is any unknown vocabulary. Ask the class if they know or can guess meanings. If not, move on, as this will be addressed in the next activity. 6. Play the audio one last time and ask learners to write down/check their answers. 7. Check whether anyone guessed correctly from the pictures. <p>Feedback</p> <p>Ask learners to volunteer any similarities or differences between their guesses and their answers from the Audio Track. If necessary, start the discussion by selecting two or three learners to share their results with the class. Remind learners that there are often clues in images and headlines that will help them to understand English texts, even if they do not understand all the words.</p> <p>Answers</p> <p>Professor Walid: space; clever, rude, grumpy (not polite) Professor Yasser: insects; happy, anxious, weepy, worried Professor Zainab: medicines; jolly, hard-working, tough</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look very carefully at the pictures. What do the people look like? Offer some options: <i>happy/sad, confident/worried, nasty/nice</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. How many adjectives can learners write down? 2. See if they can add any extra adjectives to do with appearance.

<p>Learner's Book page 158</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to match the words with the definitions. 2. You may wish to guide learners to the Activity Book for the text of the audio. Ask them to find the words in the text and read the sentence they are in. The context will help them understand the meaning. 3. If learners still have difficulties, they may use their dictionaries. 4. Check the answers as a class. <p>Feedback Whole class discussion.</p> <p>Answers</p> <p>1 c; 2 e; 3 f; 4 a; 5 g; 6 h; 7 b; 8 d</p>
<p>Activity Book page 122</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will now read the descriptions of the scientists, looking for facts and opinions. 2. Read out the <i>Language tip</i> box. 3. Ask learners to work in pairs deciding whether each statement in each description is a fact or an opinion. Ask learners to underline facts and circle opinions. <p>Feedback Bring the class back together and work through each sentence. Read it aloud (or ask a learner to do so) and then ask: <i>fact or opinion?</i> Encourage learners to join the discussion spontaneously and to give a reason. Ask the others in the class to show whether they agree or disagree by a show of hands.</p> <p>Answers</p> <p>Facts are <u>underlined</u>. Opinions are bold.</p> <p>1 <u>I am Professor Walid. I study space. I am very clever and I have discovered three new stars.</u> My students are sometimes lazy so I shout at them. They think I am rude and grumpy because I don't speak politely, but they just don't work enough!</p> <p>2 <u>I am Professor Yasser. I study insects. I want to stop insects from eating our crops.</u> When the work is going well, I am the happiest man in the world. When things go wrong in the laboratory, though, it is terrible and I can be anxious and weepy. Solving scientific problems is the most important thing, so I worry a lot.</p> <p>3 <u>I am Professor Zainab. I study new medicines. I am a jolly person, but hard-working too. I am very tough</u> and like to make my students work hard too. <u>I have already thought of many new medicines to help others, which have been bought by medicine companies.</u></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners that a fact can be measured or checked. Ask learners to focus on just finding the facts. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think about opinions. The way that people feel about things is often an opinion.

Activity Book page 122	Antonyms: Activity 2		
	1. Tell learners to read the words and match the opposites. 2. Tell them to use their dictionaries if they have difficulties with the meanings of words.		
	Feedback Check the answers as a class. Call on learners to join the discussion.		
	Answers rude – polite; weak – tough; dry-eyed – weepy; clever – stupid; anxious – calm; jolly – miserable; lazy – hard-working		
Resources	Differentiation activities (Support):		
	1. Reduce the number of words that learners have to match. 2. Learners may find this easier if the words are written out on pieces of paper to enable them to move the words around.		
	Differentiation activities (Stretch):		
	1. Ask learners to put each of the sets of words into a sentence.		
Plenary			
	1. Ask learners to use a positive adjective to describe someone in the room and then confirm it with the negative and the antonym. For example: <i>Amir is hard-working. He is not lazy.</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
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.			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas.			
(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.			
(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.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read through questions and choose correct answers. Writing: To reorder sentences to show understanding of imperatives. To write facts and opinions. Speaking: To discuss what makes a scientist important.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the imperative in instructions • use linking words to add information to sentences • distinguish between fact and opinion.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 10, Lessons 7–11 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from Unit 10, Lessons 7–11 Key expressions/structures: Expressions and structures from Unit 10, Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–5 and 7–11 for guidance. 		
Resources/equipment needed: Learner’s Book page 159 Activity Book page 123 Blank paper		

UNIT 10 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"> Write up a list of 15 words from the unit on the board: <i>experiment, new, invention, scientist, science, discover, medicine, laboratory, team, microscope, engineer, plant, earth, space, rocket.</i> Draw a 3 x 4 grid on the board. Tell learners to draw their own grids on the paper provided and choose 12 of the words to put in it. (N.B. if you are short of time, or if your learners are lower ability, you may prefer to make up some grids pre-populated with the words, so you can focus on the listening part of the activity, but remember that each grid needs to be different.) Explain that you will read out a passage about what they have studied so far in this unit. They will need to put an X across the words in their grid when they hear them. The first person to make a straight line between left and right (can be diagonal) wins and must shout 'Bingo'! Read out the passage: <i>This unit is about science. You did your own experiment to learn about sound. You read about scientists from history and around the world. You heard about scientists who work in a laboratory and in many other places. Scientists sometimes use a microscope to help them discover new information. They often work in a team with other types of scientist. For example, a space scientist and an engineer work together to make a new kind of rocket. Some scientists come up with inventions like new machines or medicines. Other scientists work outside, growing new kinds of plant, or finding out more about the earth.</i>
Resources	Main activity
<p>Learner's Book page 159</p>	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> Advise learners that this is a quiet time for them to reflect on their learning. Ask learners to put their pens down. Ask learners to turn to page 159 and to read through the questions quietly. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. <p>Feedback Learners compare answers in pairs, then small groups and finally as a whole class.</p> <p>Answers</p> <p>1 a who; 2 b which; 3 a picture; 4 b Dear; 5 b Yours; 6 c both; 7 c also; 8 b hard-working; 9 b tough; 10 a cheerful</p>
<p>Activity Book page 123</p>	<p>Adding information: Activity 1</p> <ol style="list-style-type: none"> Tell learners they will need to choose the correct options for relative clauses (<i>who/which</i>). <p>Feedback Ask for volunteers to read out their answers or, if time allows, to come and write the completed paragraph on the board.</p> <p>Answers</p> <p>1 who; 2 who; 3 who; 4 which; 5 which</p>

Activity Book page 123	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write three facts and three opinions on any subject of their choice. 2. Remind learners that facts can be proven or measured, but opinions are based on ideas and people may have different interpretations. 3. Ask learners to discuss their answers in pairs. Do they agree that their partner's sentences are facts and opinions? <p>Feedback</p> <p>Ask learners to volunteer answers and write up some samples on the board.</p>
Activity Book page 123	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and talk about what makes a scientist important. 2. Brainstorm some vocabulary as a class first and write on the board (Example answers: <i>saves lives, makes things easier, prevents climate change.</i>) 3. Ask each pair to come up with three things that make a scientist important. <p>Feedback</p> <p>Monitor, checking that learners are involved in the discussion. After a few minutes, call on each pair to share their best ideas with the class.</p>
Activity Book page 123	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do the statement. <p>Feedback</p> <p>Self-reflection.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to look back through their books to identify areas of strength and weakness. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Unit 10.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a game where learners have to provide the longest list of adjectives they can. 2. See if learners can spell the adjectives and then produce another adjective starting with the same letter that the previous word ended in.

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>(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.</p> <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>(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas.</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>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to people making offers and requests and asking permission.</p> <p>Speaking: To make offers and requests and ask permission. To use adjectives and antonyms.</p> <p>Reading: To read and complete sentences containing linking words.</p> <p>Writing: To write a short letter of invitation to a scientist.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • recognise and make offers, requests and ask permission • use linking words to add information to sentences • write a simple letter • identify and use antonyms for adjectives.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Vocabulary and structures from Unit 10 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Vocabulary from Unit 10</p> <p>Key expressions/structures: Expressions and structures from Unit 10</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Thinking of opposites for adjectives without the scaffolding of flashcards is a challenge for many learners, but it can be helpful to encourage good use of dictionaries and to identify relationships between words. Encourage learners to break down words (removing prefixes) and think of synonyms to find clues to help lead them to antonyms. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 160</p> <p>Audio Track LB60</p>		

UNIT 10 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. Ask learners to think about what they have learned over this unit. What have they enjoyed the most? What was most difficult? 2. List all the things they have learned on the board.
Resources	Main activity
Learner's Book page 160 Audio Track 60	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will hear a dialogue which includes expressions asking for permission, making requests and offers. 2. Ask them to look carefully at the table as they will need to tick the relevant boxes. 3. Ask volunteers to give an example of a permission, request and offer. 4. Play the audio twice through. Check for any problems. 5. Play once again. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>Mr Alhamli: Request; Hassan: Offer; Faisal: Permission</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to pick out the relevant sentences and write the words on the board. 2. Learners will then have more time to decide whether they have heard an offer, request or permission statement. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Copy the audioscript for learners and ask them to act out the dialogue. 2. They could change the answers slightly if they feel confident with the vocabulary.
Learner's Book page 160	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to refer to items on their desk or in the classroom and make requests, offers and ask permission. Remind them to give an appropriate answer. 2. Write up possible answers on the board: Requests: <i>Yes, I can./No, I can't.</i>; Offers: <i>Yes, please./No, thank you.</i>; Permission: <i>Yes, you can./No, you can't.</i> <p>Feedback</p> <p>Monitor, checking that each pair is working well and correcting pronunciation as necessary.</p>
Learner's Book page 160	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sentences and choose the appropriate linking word. <p>Feedback</p> <p>Tell learners to check their answers with a partner and discuss any differences. Ask for volunteers to share their answers with the whole class.</p> <p>Answers</p> <p>1 and; 2 too; 3 also; 4 and; 5 but</p>

Learner's Book page 160	Write: Activity 4		
	<p>1. Tell learners they are going to write a letter to a famous scientist, asking them to visit the school and speak about their work.</p> <p>2. Brainstorm phrases with the class to use in the letter and write them on the board under these headings (examples included):</p> <p><u>Greeting:</u> <i>Dear ...</i></p> <p><u>Introduction:</u> <i>I am a ten-year-old student at _____ school.</i></p> <p><u>Purpose:</u> <i>I would like to invite you to ...</i></p> <p><u>Reason:</u> <i>I think you would be a great speaker because ...</i></p> <p><u>Farewell:</u> <i>Yours sincerely</i></p> <p>Feedback</p> <p>Monitor, checking that learners are making progress with their letters. Ask for volunteers to read out their letters to the class. If time allows, collect the letters in, mark them and provide written feedback.</p>		
	Differentiation activities (Support):		
	<p>1. Encourage learners to work in pairs to make notes about their reason for inviting the guest. They can then use these notes in their own sentences.</p>		
	Differentiation activities (Stretch):		
	<p>1. Encourage learners to add more detail about why science is important to them and the school. Encourage use of adjectives and linking words to add detail.</p>		
Resources	Plenary		
	<p>1. Ask learners to reflect on what they have done this lesson. Is there anything they have done this unit that they need more practice on?</p> <p>2. If time allows, you could play a game of 'Opposites'. Learners could be put into teams and need to write down or call out an adjective that is the opposite of the one you call out. For each correct answer they score a point and the team with the most points is the winner.</p> <p>3. Possible adjectives could include: <i>happy/sad; rude/polite; jolly/moody; cheerful/miserable; dry-eyed/weepy; rich/poor; lazy/hard-working; anxious/calm; weak/tough.</i></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>(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate; prohibit or warn; express likes and dislikes.</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>(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g. <i>see/sea, ate/eight</i>), homographs (e.g. <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G5.3.4.2.3) Apply knowledge of prefixes (e.g. <i>un-, re-, pre-, bi-</i>), suffixes (e.g. <i>-er, -est, -ful</i>), roots, word patterns and known words to determine word meanings.</p> <p>(G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to other learners when working as part of a group. Speaking: To share ideas and express opinions through creating a project. Reading: To read instructions for an experiment or information about a scientist. Writing: To write up the results/research into a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together in a group to complete a project • organise and manage their time • create a project based on their learning in Unit 10.
Link to prior learning: <ul style="list-style-type: none"> • Unit 10 (all lessons) 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems. 		
Key vocabulary: Vocabulary from Unit 10 Key expressions/structure: Expressions and structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When preparing presentations, encourage learners to plan for questions they may get from the teacher or audience. For each section of the presentation, encourage each group to think of a possible question and an answer, so they are not overwhelmed when they come to questions in the next lesson. 		
Resources/equipment needed: Learner's Book page 161 Project 1: Access to reference materials about scientists; access to the Internet Project 2: PCM 5 (instructions for an experiment) Four balloons per group		

UNIT 10 LESSON 14 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 161	<ol style="list-style-type: none"> 1. Ask the learners to read through the descriptions of both projects. 2. Give learners time to explore both options and to decide (with teacher guidance) which project they are going to do. 3. Put learners into groups of four to five.
Resources	Main activity
Learner's Book page 161	<p>Project 1</p> <ol style="list-style-type: none"> 1. Encourage learners to read through the instructions carefully and use the prompts to create each section of their presentation. 2. You may need to provide access to a library or the Internet for the group to do their research. 3. Ensure that the group divides up the work so that each person has a task involving research, writing and/or reading. Encourage the group to appoint a leader who is responsible for making sure that each element of the instructions is covered. <p>Feedback</p> <p>Monitor the discussions and check that all sections are being covered in the written work.</p> <p>Answers</p> <p>Learners' own answers, but ensure that the following sections are covered:</p> <ol style="list-style-type: none"> 1 Who is the scientist? 2 What did he or she discover? 3 Why is the discovery important? 4 When and where was he or she born? 5 Did anything interesting happen to him or her during his or her life?
Learner's Book page 161 PCM 5	<p>Project 2</p> <ol style="list-style-type: none"> 1. Decide whether to offer a choice of experiment to learners or just a single option. One experiment is suggested in PCM 5, although you may also wish to look at alternative experiments of your own choice. 2. Encourage the group to choose a leader and create an action plan from the instructions in the Learner's Book. 3. Learners will need to leave at least 15 minutes for writing up their findings from the experiment and their reflections on how it went. 4. Ensure that everyone has a role, including drawing illustrations of each stage of the experiment. 5. Ask learners to read through the instructions of the experiment carefully before they start and make a list of any unknown vocabulary to check in the dictionary. <p>Feedback</p> <p>Monitor the groups as they conduct the experiments. Ensure that each group has understood the experiment and the wider task of recording pictures of their activities, the results of the experiment and reflections on the experience.</p>

	Answers		
	Learners' own answers, but ensure that the following sections are covered:		
	1 Name of experiment		
	2 Prediction of outcome		
	3 Illustration of each step of experiment		
	4 Notes about any difficulties following instructions (what went well and what went badly)		
	5 Results of experiment (Did it match the prediction?)		
	Differentiation activities (Support):		
	1. Ensure that learners work in mixed-ability groups and that these learners are supported and given roles that are suitable for their abilities.		
	Differentiation activities (Stretch):		
	1. These learners could take on more of a project management role to ensure that all the objectives for their chosen project are covered.		
Resources	Plenary		
	1. Ask each group to feed back to the class what they have done and how much more there is to do before the presentations in the next lesson.		
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:			
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.			
(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.			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(G5.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject.			
(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.			
(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			
(G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project to their peers and ask questions about the presentations from other groups. Writing: To take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together in a group to present a project about a scientist or an experiment • ask and answer questions about the presentations • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: <ul style="list-style-type: none"> • Unit 10 21st Century Skills: Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Vocabulary from Unit 10 Key expressions/structures: Expressions and structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When preparing presentations, encourage learners to plan for questions they may get from the teacher or audience. For each section, encourage each group to think of a possible question and an answer so they are not overwhelmed when they come to the questions asked about their presentation. 		
Resources/equipment needed: Learner's Book page 161 Any resources required for the presentations from Lesson 14		

UNIT 10 LESSON 15 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. Introduce the lesson by telling learners that today they will take turns to present their project to the class. 2. Remind the learners of the work they did last lesson and ask them to return to their groups. Check if there are any questions about what to do next.
Resources	Main activity
Learner's Book page 161	<p>Presentation preparations</p> <ol style="list-style-type: none"> 1. Give learners ten minutes to finish any outstanding pieces of work from the previous lesson. 2. Tell learners that each group will have five minutes for a presentation and then questions from the audience. Remind learners to think about any possible questions they may be asked so they are prepared.
Learner's Book page 161	<p>Presentation</p> <ol style="list-style-type: none"> 1. Depending on the number of groups within your class, give each group five minutes to present their work. If you have five or more groups, the five minutes should include time for questions. Ensure that each presentation receives at least three questions from either yourself or the other learners. <p>Feedback</p> <p>Give direct feedback to each group after the presentations, as well as making notes for more detailed-written feedback to be given later. Check that the presentations cover all the required areas.</p> <p>Project 1:</p> <ol style="list-style-type: none"> 1 Who is the scientist? 2 What did he or she discover/invent? 3 Why is the discovery/invention important? 4 When and where was he or she born? 5 Did anything interesting happen to him or her during his or her life? <p>Project 2:</p> <ol style="list-style-type: none"> 1 Name of experiment 2 Prediction for outcome 3 Illustration of each step of experiment 4 Notes about any difficulties following instructions (what went well and what went badly) 5 Results of experiment.(did it match the prediction?) <p>You may also wish to feed back to the learners on the following points:</p> <ul style="list-style-type: none"> • Did all learners take a turn in the presentation? • Did they speak clearly using good pronunciation, vocabulary and grammar? • Is the content good (P1: does it include research from more than one source? P2: did the learners complete the experiment?) • Could the learners answer the questions they were asked? • Assess the audience: Do they listen attentively? Can they think of relevant questions?

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support with lexis and pronunciation if learners struggle when speaking and turn to you. 2. If they make errors but are able to continue, then let them. This builds confidence in speaking with a focus on fluency in the moment.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may assist other group members if needed but encourage them not to step in too soon.
	<p>Self-reflection</p> <ol style="list-style-type: none"> 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: <ul style="list-style-type: none"> <i>What went well?</i> <i>What would you change?</i> <i>What did you like that you have seen in other presentations that you could build into yours?</i> 3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the questions on the board so that the learners have a reference point when writing their personal notes. 2. Learners can write single words to jog their memories later.
	<p>Differentiation activities (Stretch):</p> <p>Learners can take expansive notes or use mind maps to note their thoughts.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners if they have enjoyed learning about English and about science during this unit. What is the best thing they have learned about science?

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>(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</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> <p>(G5.4.4.1.3) Summarise and organise the information in their own words giving credit to the source.</p> <p>(G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.</p>			