

Year 5		Week x	Theme Sports	Cross-Curricular Link: Social Studies C5.3 Nilaghu	
Skill	Learning Outcome	Assessment	Activity/Procedure	Resources	Language
LITERATURE	5.1.3 Demonstrate ability to recite poems with correct intonation and pronunciation	questions asked orally (examples in Activity/Procedure) exercise on worksheet	<p>Pre-task (Pre-Reading/Warmer/Lead in/Introduction):</p> <ul style="list-style-type: none"> Show pupils a PPT with pictures of sports mentioned in the poem. Ask if they know the name of the sports. Elicit answers. Explain to pupils that they will be reading a text which is going to be in the present tense and have within it several adjectives. Explain meaning of present tense and use of adjectives. Pre-teach vocabulary found in the text by means of an online dictionary. (Tip: Assign two/three words per pupil/pair and then have them share the meaning of the words.) <p>Main-task (Body):</p> <ul style="list-style-type: none"> Share handout with text. Ask pupils to look at text clues (the title, pictures and text). Ask ‘What kind of text is this? What do you think the text is about?’ (prediction). Beam up the question ‘What is this poem about?’ and explain that after reading the text, pupils need to be able to answer the question. First reading (for gist (skimming) and familiarisation). Elicit answers. Explain some features of a poem (shape/form, lines, rhythm, rhyme, stanzas ...) On Teams beam up further questions about the text. Pupils are to read the text again and then orally answer questions e.g. What is the title of the poem? What is the name of the poet? Why is grandma taking part in the Olympic Games? How old is she? What sport is she an ace at? What sport is she remarkable at? What shocks and astonishes her nephew the most? Find at least four adjectives in this poem. Find two pairs of rhyming words. Pupils read the text for the second time (for specific details (for scanning)). Elicit the answers. Read the poem aloud (to model). Individual pupils start reading the text aloud. (Possible strategies: Teacher assigns parts of the poem to each pupil.) Individually pupils work out the worksheet. Show pupils list of success criteria. Go through the success criteria that make a good literature lesson and have pupils tick the success criteria they met during the lesson. <p>Post-task (Conclusion):</p> <p>Ask pupils to think of different sports to complete an alphabet game e.g. A- archery, B – basketball. (Set a timer to make it more challenging.)</p>	<p>PPT with pictures of sports</p> <p>online dictionary https://www.collinsdictionary.com/</p> <p>handout with poem</p> <p>worksheet with questions.</p> <p>success criteria</p>	<p>Language Structure: present tense/adjectives</p> <p>Vocabulary: Olympic Games, competitors, quake, ace, archery, taekwondo, dominates, tromps, slake, magnificent, remarkable, peerless, context</p> <p>Language Function: describing a person</p>

<p style="text-align: center;">READING</p>	<p>5.2.9 With support use a wide range of monitoring and adjusting strategies to aid comprehension</p>	<p>questions asked orally (examples in Activity/Procedure) by the teacher throughout the lesson</p> <p>exercises on <i>Macmillan Language Book 5</i> p. 128</p>	<p>Pre-task (Pre-Reading/Warmer/Lead in/Introduction):</p> <ul style="list-style-type: none"> • Show pictures of Olympic symbols. Ask pupils to tell you what thoughts and ideas these pictures bring to them and what they think the lesson is going to be about. • Pre-teach the vocabulary within the text by using an online dictionary. <p>Main-task (Body):</p> <ul style="list-style-type: none"> • Ask pupils to find pages 126-127 on <i>Macmillan Language Book 4</i>. Ask ‘What kind of text is this? What do you think the text is about?’ (prediction). • After you elicit answers, explain that the pupils will read an information text about the Olympic games. Elicit from pupils the features of the text e.g. title, sub-titles, pictures ... • Beam up the questions, ‘What is the main topic of the text? What is the purpose of this text?’ Explain that after reading the text pupils need to be able to answer the questions. • First reading (for gist (skimming) and familiarisation). • Elicit answers. • On Teams beam up further questions about the text. Pupils are to read the text again and then orally answer questions e.g. Can you watch the Olympic Games on TV? Who could compete in the ancient Olympic Games? What did Baron de Coubertin believe? How many countries participated in the 1896 Olympic Games? When do the Olympic Games take place? What do the rings on the flag represent? What happens during the opening ceremony? Where were the Olympic Games held in 1912? In which year were there the fewest women athletes? In which year did the fewest nations take place? In which year were there the fewest events? • Pupils read the text for the second time (for specific details (for scanning)). • Elicit the answers. • Read aloud the text (to model). • Individual pupils start reading aloud the text. (Possible strategy: Teacher assigns parts of the text to each pupil.) • Pupils work out p. 128 in <i>MLB 4</i>. • Show pupils list of success criteria. Go through the success criteria that make a good reading lesson and have pupils tick the success criteria they met during the lesson. <p>Post-task (Conclusion):</p> <p>Ask pupils to say which part of the text they found the most important/interesting and which part interested them the least.</p>	<p>pictures of Olympic symbols</p> <p>online dictionary https://www.collinsdictionary.com/</p> <p><i>Macmillan Language Book 4</i> p.126-128</p> <p>success criteria</p>	<p>Language Structure: present tense/past tense</p> <p>Vocabulary: athletic, billion, ancient, athlete, represent, stadium ...</p> <p>Language Function: giving facts</p>
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<p style="text-align: center;">LISTENING</p>	<p>5.1.2 Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form</p>	<p>questions asked orally (examples in Activity/Procedure) by the teacher</p> <p>exercise on worksheet</p>	<p>Pre-task (Pre-Listening/Warmer/Lead in/Introduction):</p> <ul style="list-style-type: none"> • Write Olympic Games in the middle of the screen. Then draw lines from the word and write keywords e.g. history, symbols, modern Olympics... Explain to pupils that together you will build a concept map about the Olympic Games based on what you learned in the reading lesson. (The concept map can be similar to the one on the handout.) • Explain that they will listen to a story based on true events that happened in the past and therefore the past tense will be used. Revise briefly what the past tense is and when and how to use it. • Pre-teach vocabulary from listening text using an online dictionary. <p>Main-task (Body):</p> <ul style="list-style-type: none"> • On Teams beam up questions about the text. Pupils are to listen to the text and then orally answer the question ‘What is the text about?’ • First listening (for gist (skimming) and familiarisation). • Elicit answers. Give background information about Persia, Sparta and Greece. • On Teams beam up further questions about the text. Pupils are to listen to the text again and then orally answer questions e.g. <p style="text-align: center;">What were the Persians and the Greeks fighting for? Who had the most soldiers; the Persians or the Greeks? Why did the messenger go to Sparta? Were the Spartans helpful? How many Greeks died during the fight? Why did the messenger go to Athens? Why do you think the messenger died? Who won the first marathon in 1896? What did he have in common with Pheidippides?</p> • Second listening (for specific details (for scanning)). • Elicit answers. • Pupils work out the worksheet. <p>Post-Task (Conclusion):</p> <p>Pupils are to research one of the following topics at home:</p> <ul style="list-style-type: none"> - The Olympic Games (Remind pupils to read the text on <i>MLB4</i> p. 126-127.) <li style="text-align: center;">OR - An Olympic Sport (Remind pupils that during the literature lesson they learned about a variety of sports.) 	<p>concept map handout (for teacher’s reference)</p> <p>online dictionary https://www.collinsdictionary.com/</p> <p>helpful links for background information about Persia Persia - Kids Britannica Kids Homework Help Sparta Ancient Sparta: Facts & Information for Kids - History for Kids Greece Ancient Greece: Facts & Information for Kids - History for Kids</p> <p>link to video with text (PUPILS ARE TO HEAR THE STORY AND NOT VIEW IT BECAUSE VIDEO CONTAINS SUBTITLES) The first marathon LearnEnglish Kids British Council</p> <p>worksheet with questions</p>	<p>Language Structure: past tense</p> <p>Vocabulary: war, Persians, plain, capture, rejoice, conquer,</p> <p>Language Function: narrating a story</p>
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<p style="text-align: center;">WRITING</p>	<p>5.3.9 With support write for an audience and with a purpose</p>	<p>report</p>	<p>Pre-task (Pre-Writing/Warmer/Lead in/Introduction):</p> <ul style="list-style-type: none"> • Pupils watch a video clip about the ancient and modern Olympic games. Ask them to pay attention and to list two new facts they learned from the video clip. • After viewing the video clip, ask individual pupils to share the new learnt facts. • Tell pupils that they have to write a report for the school magazine about: The Olympic Games or An Olympic Sport <p>Main-task (Body)</p> <ul style="list-style-type: none"> • Explain to pupils that the research they had to carry out after the listening lesson will help them write the report. They can also use the subtitles and information found in <i>MLB4</i> p.126-127 or in case they are going to write about the marathon, they can use the information they listened to in the listening lesson. • Explain what is the function of a non-chronological report. Elicit from pupils what features a report should have e.g. main title, brief introduction to the topic, sub-titles, information organised into paragraphs, conclusion and pictures. • Share and explain the non-chronological report writing frame. • Have the pupils come up with other possible sub-titles for their report. • Elicit from pupils the success criteria that makes a good non-chronological report. Write these down and beam them up on Teams. • Share the pupils' success criteria table and compare their responses. • Finally beam up the writing process diagram. Explain to pupils the stages of the writing lesson by referring to the diagram. Pupils must follow these stages when writing their report. <p>Post-task (Conclusion):</p> <p>Pupils write their own non-chronological report.</p>	<p>link to Olympic games video clip Overview of the Olympics for Kids Learn all about the history of the olympic games - YouTube</p> <p><i>Macmillan Language Book</i> 4 p.126-127</p> <p>non-chronological report writing frame</p> <p>pupils' non-chronological report</p> <p>success criteria table</p> <p>writing process diagram</p> <p>long writing task rubric</p>	<p>Language Structure: present/past tense</p> <p>Vocabulary: report, sub-titles, as in previous lessons</p> <p>Language Function: giving information</p>
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<p style="text-align: center;">SPEAKING</p>	<p>5.1.7 Demonstrate competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience</p>	<p style="text-align: center;">quiz presentation</p>	<p>Pre-task (Pre-Speaking/Warmer/Lead in/Introduction):</p> <ul style="list-style-type: none"> • Tell pupils that they will participate in a quiz about the Olympic Games to revise the facts learned during the week. • Read out each question and allow pupils ten seconds to write down the answer on Word Document. • When the quiz is over, beam up (or give out) the correct answers. • Pupils share (or check) their answers. Remind them that winning is not importance. Participation counts! <p>Main-task (Body):</p> <ul style="list-style-type: none"> • Explain that during the speaking lesson they are going to create a PowerPoint Presentation or chart about: The Olympic Games or An Olympic Sport. • Remind pupils what the reading, literature and listening lessons were about. Remind pupils of the report they wrote during the writing lesson. Explain that they can use this information to create their own presentation. • Elicit from pupils the success criteria needed to develop and deliver a good presentation. (research the topic, organise the information, find interesting video clips or pictures, rehearse the presentation, speak confidently and clearly, speak with enthusiasm and expression, keep a good pace, look at audience, use suitable gestures and expression ...). • Share the success criteria table and compare their responses. • Pupils create presentation. <p>Post-task (Conclusion):</p> <ul style="list-style-type: none"> • Individually pupils present their presentation. 	<p>quiz questions and answers</p> <p><i>Macmillan Language Book 5</i> p.126-128</p> <p>pupils' writing report</p> <p>success criteria</p> <p>speaking rubric (for teacher)</p>	<p>Language Structure: present/past tense</p> <p>Vocabulary: as in previous lessons</p> <p>Language Function: giving information</p>
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