|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Daily Lesson Plan** | | | | | | | | | | |
| **Day:** | | | | **Class:6** | | **Module: 3** | **Unit:8** | | | **Period No.:5** |
| **Date:** | | | | **Period:** | | **Topic: Science and Scientists** | | | | |
| **Specific Competences** | | ***(3.2), (4.2), (4.4)*** | | | | | | | | |
| **Language**  **in context** | | ***Vocabulary:*…**  ***Grammar:*……………….**  ***Speech Acts:*Sharing information.** | | | | | | | | |
| **Learning &Teaching Strategies** | | ***√*** | **Demonstration** | | ***√*** | **Discussion** | |  | **Role Play** | |
| ***√*** | **Brainstorming** | |  | **Collaborative Learning** | | ***√*** | **Cooperative Learning** | |
|  | **Other: ……………….** | | | | | | | |
| **Thinking Skills** | | ***√*** | **Logical Thinking** | | ***√*** | **Critical Thinking** | | ***√*** | **Creative Thinking** | |
| **Resources** | | **SB:P:69, Data Show , video** | | | | | | | | |
| **Assessment**  **Tools** | | ***√*** | **Observation** | | ***√*** | **Oral response** | | ***√*** | **Oral presentation** | |
| ***√*** | **Questions** | | ***√*** | **Games** | |  | **Projects** | |
|  | **Written Tasks** | |  | **Self assessment** | | ***√*** | **Peer assessment** | |
|  | **Quizzes** | |  | **Portfolio** | |  |  | |
| **Other: ………………….** | | | | | | | | |
| **Opener: ( 3 minutes )**  \*Playing a guessing game.  *Is this related to the energy stuff? How? Find something here to get them thinking about why they need to save energy, maybe something around pollution etc.*  **Sequence of activities: (3.2) / ( 4.2) ( 4.4 )**  ***Pre-writing activities*: (3.2)/(4.2)/(4.4)( 18 minutes )**  **Motivation stage : stimulation question ( logical thinking ) ( KLW )**  **Brainstorming:**  \*Showing students a picture about ways people used to enlighten their houses.  How did peopleenlighten their houses to live in Kuwait in the past?  **Where is this picture? Why is it exciting? Interesting?**  **Is this your only question? I would start more generally, “what do you see?” Do a little that way, then maybe move them to the more specific, with some focused in group questioning, they can do with some written prompts.**  ***Research Question:***  How can ~~you~~we or I save the energy?  The research question needs to be a little more focused, use some open questions to establish some background information and to focus the topic a little.  “How do you use energy”  Maybe do a few of these in groups with some structures you want to work on. Maybe use these to come up with some categories. Maybe something like “In my home” “In school” etc.Some sort of visual organizer would be useful here.  **Carrying out the research question:Assignment** : ( Critical thinking) ( 4.2 ) ( 4.4)  \*Group work: Asking students to design a leaflet where they write four points about how to save the energy at home.  You need a lot more detail. What do they have to work from? Is there an organizer? Writing structure? Five paragraph essay? Mind map? Etc.  This pre-writing is something you will do a dozen times this year. Really build it out. These students need a lot of support. Help them organize their thoughts and engage in the writing process.  Preview a leaflet here if you have it. Maybe build in something fun like, “I will do the best plan” and encourage them to get a little silly. “I can save energy by not turning on my lights on Thursday.”  **Sharing information:**  At this stage, the students share their findings, and new information will be obtained during the inquiry.  How will they share, group roles? Who is doing what? What do they use to collect and categorize information?  The need to find an answer to the question encourages all students to listen actively to the presentation of others' research findings.That would be nice, but I would build in more structure. Maybe some organizing questions or possibly a speaking control.  **Discussion:**  **\* Think Pair and Share**: Class discussion: Students have to think individually, discuss the information in pairs, share it within the group, and then with the whole class. The spokesman of each group has to present the work of the group  While they are presenting, who else is working? How?  Here is where I might do the writing, possibly in pairs.  When it comes time to present, think about having students present to other groups who can assess based on criteria you give.  Choosing the best work depending on the criteria based chart.  \* Do you want to know more about how other families save energy?  A better question here is  “what would you like to know about how other families save energy?”  \* First, skimNura's report to find the thesis(3.2)  Is this our first work with thesis? If not, how do we refer back to the idea, if it is, we need more to introduce it.  In groups, students read the first paragraph of the report ( SB,P.69) and pick out the thesis statement. Worksheet! Organizer  All of this in 18 minutes?????  ***While-writing activities: (4.2)*** (15 minutes )  \*Group work: Reading the second paragraph and picking out the details about how to save energy. The reporter of each group talks about how the family saves energy. ( SB,P.69)  \* Highlighting the three parts of a report  **How????????????**  \* Asking students how many paragraphs the report contains.( SB,P.69)  \* Highlighting the three parts of a report:  - Introduction: It contains the thesis of the report  Is this paragraph a good example?????? This feels like a separate activity? Have they had it before?  - Body: At least one paragraph: Topic sentence and supporting details.  **Good incorporation of book material, but use your own organizer here**  - Conclusion: Giving opinion and summarizing the main points of the report.  Does this report contain a conclusion?  \* In groups: Reading paragraph 4 and trying to finish Noura's report Ex. 15 p. 69 SB  \* Sticking the work of each group on the board and correcting the mistakes  **Conclusion:**Summary of results and answer to the research question:  \* Sticking the flip charts for discussions and corrections. Writing the final draft.  \* HW: Asking each student to write his own report about the topic discussed on the while activity. They should add a conclusion to the report. The work should be sent to the teacher's email.  ***Post-writing activities( Creative thinking ): (2.2) (2.4) ( 8 minutes)***  **Creative application:**  \* Asking students to think about other sources of energy rather than fossil energy (oil and natural gas) to generate electricity.  ( solar energy, wind energy, nuclear energy etc…)  \* Group work: Asking students to write a paragraph about the importance of using one of the suggested alternative energies.  **Closure: ( 2 minutes)**  **Evaluation:**  Asking students to remind me of five points about saving electric energy. | | | | | | | | | | |
| **Reflection Challenges & Suggestions** | ………………………………………………………………………………………………  ………………………………………………………………………………………………  ………………………………………………………………………………………………  ………………………………………………………………………………………………  ……………………………………………………………………………………………… | | | | | | | | | |