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| **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.  **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 people enlighten their houses to live in Kuwait in the past?  ***Research Question:***  How can you save the energy?  **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.  **Sharing information:**  At this stage, the students share their findings, and new information will be obtained during the inquiry.  The need to find an answer to the question encourages all students to listen actively to the presentation of others' research findings.  **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  Choosing the best work depending on the criteria based chart.  \* Do you want to know more about how other families save energy?  \* First, skim Nura's report to find the thesis(3.2)  In groups, students read the first paragraph of the report ( SB,P.69) and pick out the thesis statement.  ***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  \* 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  - Body: At least one paragraph: Topic sentence and supporting details.  - 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** | ………………………………………………………………………………………………  ………………………………………………………………………………………………  ………………………………………………………………………………………………  ………………………………………………………………………………………………  ……………………………………………………………………………………………… | | | | | | | | | |