

Weekly planner

Week- 14

Name of the faculty: Afroza Akter Labonno

Subject: English Language

Grade: 6

<p>Day: 1-4 Date: 28.4.24-2.5.24</p>	<p>Learning objective & outcome: By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> ● explain a difficult concept using appropriate vocabulary and clear explanations ● understand the present continuous tense for discussing future arrangements. ● effectively express their ideas and opinions in English, utilizing appropriate vocabulary and communication strategies. ● write a thank-you letter expressing gratitude using appropriate language and structure 	
<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>
<p>Unit: 8 Lesson: 2-5 Communication</p>	<p>Day 1-4</p> <p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> ● Introducing the topic of the lesson: explaining something difficult. Explain to students that being able to explain complex ideas clearly is an important skill. Briefly discuss why it's important to be able to explain difficult 	<ul style="list-style-type: none"> ● Cambridge Global English Learner's and Activity Book Unit 8 Lesson 3 materials ● Whiteboard and markers ● Visual aids or props related to difficult concepts (optional) ● Timer ● Audio player for listening activities

concepts.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to explaining difficult concepts. Write down and explain any new or unfamiliar words that students might encounter during the lesson.

Guided Practice (10 minutes):

- Use the materials from Unit 8 Lesson 3 of the Cambridge Global English Learner's and Activity Book.
- Guide students through the speaking activity provided in the book. You can pair students up or divide them into small groups. Encourage them to choose a difficult concept from the lesson and take turns explaining it to their partner/group.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their explanations.

Activity (10 minutes):

- Divide the class into pairs or small groups.
- Provide each group with a different difficult concept related to the lesson (or let them choose their own).
- Instruct students to create a short presentation or explanation of the concept using the vocabulary and structures they've learned.

- Flashcards with polite request phrases
- Worksheets or exercises related to present continuous tense for future arrangements

- Encourage creativity and the use of visual aids or props if available.

Wrap-up (3 minutes):

- Bring the class back together and allow each group to present their explanation to the rest of the class.
- Encourage questions and discussion after each presentation.
- Summarize the key points covered in the lesson and emphasize the importance of being able to explain difficult concepts clearly.

3 Ice-breaking:

a game called "Just a Minute" where students have to speak on a given topic for one minute without hesitation, repetition, or deviation. This activity helps students practice speaking spontaneously and getting their point across clearly.

Introduction (5 minutes):

- Introduce the topic of the lesson: getting your point across. Explain to students the importance of effective communication skills in expressing ideas and opinions.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to expressing ideas and opinions. Write down and explain any new or unfamiliar words that students might encounter during the lesson.

Guided Practice (10 minutes):

- Use the materials from Unit 8 Lesson 4 of the Cambridge Global English Learner's and Activity Book.
- Guide students through the speaking activity provided in the book. You can pair students up or divide them into small groups. Encourage them to discuss and practice expressing their opinions on the given topics.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their communication skills.

Activity (8 minutes):

- Divide the class into small groups.
- Provide each group with a different scenario or topic related to getting your point across. For example, they could be given a debate topic or a problem-solving situation.
- Instruct students to work together to come up with a plan on how they would effectively get their point across in that scenario.
- Encourage students to consider different communication strategies such as using persuasive language, providing evidence to support their arguments, and actively listening to others.

Wrap-up (2 minutes):

- Bring the class back together and allow each group to share their plan with the rest of the class.
- Encourage questions and discussion after each presentation.
- Summarize the key points covered in the lesson and emphasize the importance of effective communication skills in getting your point across.

Ice-breaker (10 minutes):

- Begin the class with an ice-breaking activity related to gratitude. For example, you can ask students to share one thing they are grateful for today or one person they would like to thank and why. This activity helps create a positive atmosphere and sets the tone for the lesson on writing thank-you letters.

Introduction (5 minutes):

- Introduce the topic of the lesson: writing a thank-you letter. Explain to students the importance of expressing gratitude and how thank-you letters can strengthen relationships and show appreciation.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to expressing gratitude and writing letters. Write down and explain any new or unfamiliar words that

students might encounter during the lesson.

Guided Practice (10 minutes):

- Use the materials from Unit 8 Lesson 5 of the Cambridge Global English Learner's and Activity Book.
- Guide students through the writing activity provided in the book. You can model the process of writing a thank-you letter on the whiteboard or overhead projector, highlighting the structure and language used.
- Encourage students to think of someone they would like to thank and draft their own thank-you letters using the provided prompts.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their writing.

Activity (8 minutes):

- In pairs or small groups, students will exchange their draft thank-you letters with a peer.
- Each student will provide feedback on their partner's letter, focusing on strengths and areas for improvement.
- Encourage constructive criticism and suggestions for enhancing the clarity and sincerity of the thank-you letter.

Wrap-up (2 minutes):

- Bring the class back together and share some

	<p>of the feedback received during the peer review activity.</p> <ul style="list-style-type: none"> ● Emphasize the importance of expressing gratitude and how writing thank-you letters can strengthen relationships. ● Summarize the key points covered in the lesson and encourage students to continue practicing their writing skills by expressing gratitude in their daily lives. 	
<p>Differentiation: By <u>content/ process/ product</u></p>	<p>Homework:</p> <ul style="list-style-type: none"> ● Assign a task related to expressing ideas and opinions for homework. This could be a written reflection on a recent discussion topic or a short presentation on a topic of their choice. ● Assign students to revise their thank-you letters based on the feedback received and submit the final version in the next class. 	<p>Assessment:</p> <p>Anecdotal record</p> <ul style="list-style-type: none"> ● Informally assess students' speaking skills during the guided practice and activity. ● Evaluate their ability to explain difficult concepts clearly, their use of vocabulary and structures, and their overall communication skills. ● Informally assess students' writing skills during the guided practice and activity. ● Evaluate their ability to express gratitude effectively, their use of appropriate language and structure in writing thank-you letters, and their engagement in the peer review process.