

LEARNING DESIGN  
COMPREHENSION: FINDING INFORMATION

Topic & Subtopics :	Topic: Unit 2 – Occupations Subtopic: Job Descriptions	Class:	Year 5	Duration:	6 periods
Skills and Language Learning Objectives:	At the end of the lesson(s), the pupils will be able to: 1) learn to locate the information by finding the content words in the text that can be used to answer questions; 2) find the keywords in the text as answers to support at least eight(8) questions asked by the teacher, and 3) use a mind-map to gather the information (keywords) found in the text to support their answers to teacher's questions and to show that they know the content of the text/passage.	Target Language:	1) Vocabulary – identifying content words 2) Grammar - • The use of present tense verbs (Is he a doctor?, A doctor works ....., He is a .....) • The use of pronouns in pupils' sentences (He, She, I, ... ) to replace nouns. • Adjectives - words that describe personality.		
		Skills:	1) Finding Information from the text by listening to teacher's questions and prompts. 2) Speaking: Asking 'Wh' questions and answering 'Wh' questions in complete sentences 3) Reading and writing		

Teaching & Learning Activities		Resources	Summary
<b>Tuning in (Introduction)</b> <i>Determine prior knowledge and prepare pupils</i>	<ul style="list-style-type: none"> <li>Teacher then shows some pictures (on slides)/picture cards of people with their occupations and ask a few questions: Examples: Who is this lady? Where can you see her? Why is this fire fighter wearing a helmet? What is this man's job? Where does a doctor work?</li> <li>Teacher asks more questions about jobs to stimulate pupils' responses. Examples: What am I doing now? What is my job? What kinds of jobs do you know? What is your father's/mother's job? Where does your father/mother work?, What does a doctor/nurse/dentist do? What kind of person should a nurse be?</li> <li>Teacher then tells the pupils that they are going to about 'occupations' or 'jobs'.</li> <li>Teacher writes the keyword OCCUPATIONS or JOB on the whiteboard.</li> </ul>	Pictures (in slides)/picture cards	

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<p><b>Finding out &amp; Sorting out</b>  <b>(Lesson Development)</b>  <i>Time to locate, gather information, organise and process ideas.</i></p>	<p><b>Activity 1 (Pre Reading)</b></p> <ul style="list-style-type: none"> <li>Pupils are grouped. Teacher display a picture of a man. It is used to begin the ‘information finding’ activity and ask the pupils to look at it very carefully.</li> <li>Pupils are allowed to ask questions or give statements about the picture that they want to know such as the man’s name, his job, etc.</li> <li>Teacher also responds back with questions such as; Yes, he is a man. His name is Fadillah. What makes you say he is a doctor?</li> <li>Then teacher jot down pupils’ responses and reasonable guesses on the whiteboard in a ‘mind-map’ form as a model to the pupils.</li> <li>Teacher tells the pupils that they are going to find out more about Fadillah, his job, where he works and so on.</li> <li>A descriptive text with the title “DOCTOR FADILLAH” is given to each group:</li> <li>Skimming and Scanning:             <ol style="list-style-type: none"> <li>Pupils quickly ‘Skim’ and the above text right from the title to the bottom line.</li> <li>Teacher writes the text title on the board as the first keyword to another modelled a second mind map. Teacher asks them about the main idea and then writes the information from the pupils as next keywords.</li> <li>Next, teacher asks pupils to scan the text from one paragraph to another, aiming towards finding information about the text.</li> <li>Pupils quickly read scan the text to find, identify and underline/highlight content words that can support their answers to teacher’s questions. Examples of questions:                  How old is Doctor Fadillah?                  As a doctor, where does Doctor Fadillah work?</li> </ol> </li> </ul>	<p>Picture of a doctor and the text/passage</p>	<p>Expected outcomes:</p> <p>Expected questions from the pupils:</p> <p>Is this a man?                  What is man’s name?                  Oh, his name is Fadillah.                  He is a doctor, right?</p>
		<p>text/passage</p>	<p>Examples of expected response from the pupils while skimming and scanning:</p> <p>Doctor Fadillah is 35 years old.                  He <b>work</b> in RIPAS hospital.                  (Teacher reminds them about the present verb by saying;                  He <b>works</b> in RIPAS hospital.)</p> <p>Examples of expected Keywords found:                  Doctor, RIPAS hospital, etc</p>

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	<p><b>Activity 2 (While Reading)</b></p> <ul style="list-style-type: none"> <li>i) In groups, pupils read the text.</li> <li>ii) At the end of every paragraph read, teacher asks ‘short and simple’ questions that require pupils to find other important points in the text.</li> <li>iii) Identifying more content words that can provide additional information about the main idea of the text may help them answer the questions. Examples of teacher’s questions: As a doctor, what does Doctor Fadillah do? Who are his patients? What kind of person is Doctor Fadillah? There is one special word that describes ‘kind’, ‘helpful’ and ‘friendly’; it starts with ‘p’, and what is it?</li> </ul>	text/passage	<p>Examples of expected answers from the pupils:</p> <p>He treats people who suffer from heart problems.</p> <p>Doctor Fadillah kind, helpful ..... (Teacher emphasizes the verb ‘is’ and arby saying: Doctor Fadillah is a kind, helpful and friendly doctor.</p>
<p><b>Making Consolidation</b> <i>Consolidate understanding</i></p>	<p><b>Activity 3 (Post-Reading)</b></p> <ul style="list-style-type: none"> <li>• <b>Model a mind map:</b> <ul style="list-style-type: none"> <li>i) Based on pupils’ responses, teacher continues constructing the second mind map by writing only a few keywords based on pupils’ responses.</li> </ul> </li> <li>• <b>Group Work:</b> <ul style="list-style-type: none"> <li>i) As teacher has modelled the mind maps, pupils gather and transfer all the underlined information in the text into a mind map with teacher’s guidance.</li> <li>ii) When they have completed the activity and produced a mind map, pupils in each group check if : <ul style="list-style-type: none"> <li>• all the words in it support their answers to teacher’s questions, and</li> <li>• there is a need for any corrections to be done.</li> </ul> </li> <li>iii) Before group presentations begin, teacher begins by asking the following questions: Can you tell us about what you have read? Can you tell us about the man’s job?</li> <li>iv) Each group shows their mind map and presents their findings.</li> <li>v) After all groups have presented, teacher gives feedback.</li> </ul> </li> </ul>	Text/passage	<p>Expected Outcomes:</p> <p>Each group produces an informative mind map based on the text they have read.</p> <p>Each pupil in a group talks about the keywords in the mind map.</p>

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<b>Go further (Enrichment)</b> <i>Apply knowledge to develop further understanding</i>	<b>Activity 4 (Individual Work)</b>  i) Each pupil is provided with a new text. ii) Pupils and teacher repeat the process of finding information from the text. iii) Then, each pupil constructs a mind map with the important words in it that support their answers.	Reading text/passage	
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<b>Evaluation</b> <i>(with respect to the Content Learning Objectives)</i>	
<b>What worked well?</b>	<b>What would make it even better next time?</b>