

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:	<p>At the end of the lesson(s), the pupils will be able to:</p> <ol style="list-style-type: none"> 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:	<ol style="list-style-type: none"> 1) Vocabulary – identifying content words 2) Grammar - <ul style="list-style-type: none"> • 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:	<ol style="list-style-type: none"> 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
<p>Tuning in (Introduction) <i>Determine prior knowledge and prepare pupils</i></p>	<ul style="list-style-type: none"> • 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? • 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? • Teacher then tells the pupils that they are going to about ‘occupations’ or ‘jobs’. • Teacher writes the keyword OCCUPATIONS or JOB on the whiteboard. 	<p>Pictures (in slides)/picture cards</p>	

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	<p>Activity 2 (While Reading)</p> <p>i) In groups, pupils read the text.</p> <p>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.</p> <p>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?</p>	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>Making Consolidation <i>Consolidate understanding</i></p>	<p>Activity 3 (Post-Reading)</p> <ul style="list-style-type: none"> • Model a mind map: <p>i) Based on pupils’ responses, teacher continues constructing the second mind map by writing only a few keywords based on pupils’ responses.</p> • Group Work: <p>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.</p> <p>ii) When they have completed the activity and produced a mind map, pupils in each group check if : <ul style="list-style-type: none"> • all the words in it support their answers to teacher’s questions, and • there is a need for any corrections to be done. </p> <p>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?</p> <p>iv) Each group shows their mind map and presents their findings.</p> <p>v) After all groups have presented, teacher gives feedback.</p> 	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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<p style="text-align: center;">Go further (Enrichment) <i>Apply knowledge to develop further understanding</i></p>	<p>Activity 4 (Individual Work)</p> <ul style="list-style-type: none">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.	<p style="text-align: center;">Reading text/passage</p>	
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Evaluation <i>(with respect to the Content Learning Objectives)</i>	
<p>What worked well?</p>	<p>What would make it even better next time?</p>