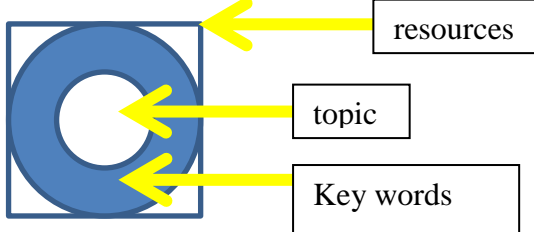
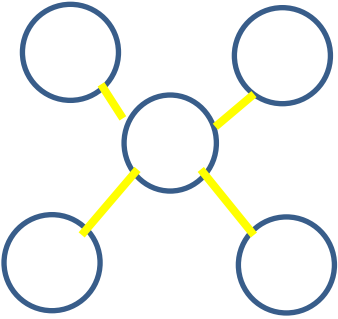


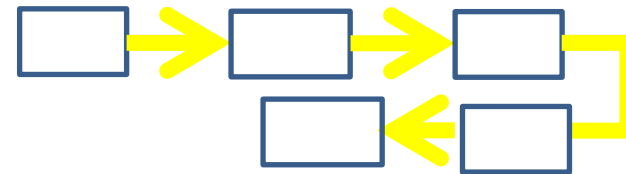
LISTENING & SPEAKING

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.</p>	<p>1.1.1 Able to speak with correct word stress.</p> <p>1.1.2 Able to listen to and recite poems, tongue twisters, and sing songs paying attention to pronunciation, rhythm and intonation.</p> <p>1.1.3 Able to talk about related topics with guidance.</p>	<p>1.1.1- Homophone: Identifying and distinguishing between the spelling : e.g; sore (saw) right (write) sea (see)</p> <p>1.1.2- Recite and act out the poem by mimicking e.g;(any suitable poem) Itsy Bitsy Spider.</p> <p>1.1.3- Impromptu speech; Talk about hobby/ambition/favourite/food/drink/movie</p>

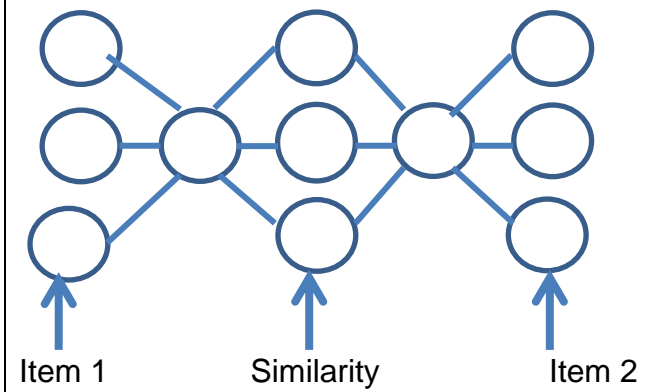
CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes.</p>	<p>1.2.1 Able to participate in daily conversations: (a) make suggestions (b) respond to suggestions (c) volunteer to complete a task (d) show appreciation</p> <p>1.2.2 Able to listen, follow, and give instructions.</p> <p>1.2.3 Able to listen to, follow and give directions to places around their town and state .</p> <p>1.2.4 Able to participate in conversations with peers.</p> <p>1.2.5 Able to talk on topics of interest in formal situations with guidance.</p>	<p>1.2.1- a) How to cross the road? How to keep your school clean?</p> <p>b) Q&A sessions .Give responses to suggestion in verbal manner or draw circle.</p>  <p>C) Pair works with related topic. Example; pupils are to prepare display sheet with bubble map.</p> 

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>1.3 By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of contexts.</p>	<p>1.3.1 Able to listen to and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> (a) asking and answering questions (b) giving main ideas (c) giving supporting details (d) sequencing (e) predicting 	<p>d) Do a role play of a dialogue in pairs or groups to show appreciation after asking for help/direction. Eg: saying thank you for the help, giving compliment for their achievement.</p> <p>1.2.2- Blind Leading The Blind. A group of pupils give instructions to a blindfolded friend to walk through hurdles safety.</p> <p>1.2.3- Role play: A tourist asking for directions from a local.</p> <p>1.2.4- Good manners: Pupils act out a scene on social manners.</p> <p>1.2.5- Public Speaking/ Speech Giving/ A Retiring Teacher/ Recycling /Blogging.</p> <p>1.3.1-a) Telephone conversations on :</p> <ul style="list-style-type: none"> i. safety tips ii. taking messages iii. leave messages iv. ask for directions <p>b) Writing down main ideas in tree maps about a topic and talk about it.</p>

d) Flow chart



e) Double Bubble Map



READING

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.</p>	<p>2.2.1 Able to apply word attack skills by:</p> <p>(a) using contextual clues to get meaning of words :</p> <p>(i) before the word (anaphoric)</p> <p>(ii) after the word (cataphoric)</p> <p>(b) identifying idioms</p>	<p>2.2.1 (a) Pupils read the text and identify the pronouns Example : I saw Susan yesterday. She looked sad. (anaphoric)</p> <p>She looked sad when I saw Susan yesterday. (cataphoric)</p> <p>(b) Read the text and identify the idioms. Match idioms to their meanings.</p>
	<p>2.2.2 Able to read and understand phrases and sentences from:</p> <p>(a) linear texts</p> <p>(b) non-linear texts</p>	<p>2.2.2 (a) Read the text and answer wh-questions (b) Complete the table based on the information</p>
	<p>2.2.3 Able to read and demonstrate understanding of texts by:</p> <p>(a) giving main ideas and supporting details</p> <p>(b) sequencing</p> <p>(c) predicting</p>	<p>2.2.3 (a) Pupils give main ideas based on the text in the circle map or bubble map</p> <p>(b) Arrange the sentence strips in sequence.</p> <p>(c) Predict ending of the story.</p>
	<p>2.2.4 Able to apply dictionary skills:</p> <p>(a) recognise abbreviations</p> <p>(b) understand meaning of words in context</p>	<p>2.2.4 (a) Pupils look for the abbreviations in the dictionary (b) Look for the meanings of words in the dictionary in relation to the contexts.</p>

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.</p>	<p>2.3.1 Able to read for information and enjoyment with guidance: (a) fiction (b) non- fiction</p>	<p>2.3.1 Keep a reading record (NILAM) : talk about the book they have read.</p>

WRITING

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.</p>	<p>3.1.1 Able to write in neat legible print with correct spelling:</p> <p>(a) sentences (b) paragraphs</p> <p>3.1.2 Able to write in neat cursive writing with correct spelling:</p> <p>(a) sentences (b) paragraphs</p>	<p>3.1.1 Substitution table</p> <p>a) Match phrases and write out the sentences.</p> <p>b) Write a paragraph based on the sentence strips.</p> <p>3.1.2 Reinforcement of cursive writing.</p> <ul style="list-style-type: none"> • Get all pupils to write in cursive writing.
<p>3.2 By the end of the 6 year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.</p>	<p>3.2.1 Able to transfer information with guidance to complete:</p> <p>(a) linear texts (b) non-linear texts</p> <p>3.2.2 Able to write with guidance:</p> <p>(a) stories (b) poems (c) informal letters</p>	<p>3.2.1 Ex: based on a recipe, transfer information to a dialogue.</p> <p>3.2.2 Ideas to teach writing : parallel writing, use of substitution table, composite pictures, picture series, reply an informal letter about your holiday, etc.</p>

	<p>3.2.3 Able to use punctuation correctly.</p> <p>3.2.4 Able to spell words by applying spelling rules.</p>	<p>3.2.3 Fill in the blanks. Rewrite the paragraph.</p> <p>3.2.4 Ex: spelling games, running dictation, formal dictation.</p>
<p>3.3. By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.</p>	<p>3.3.1 Able to create texts using a variety of media with guidance:</p> <ul style="list-style-type: none"> (a) non-linear (b) linear 	<p>3.3.1 a) Write a short paragraph: power point presentations, blogging, scrap book, booklets, etc.</p> <p>b) Based on a passage, create a mind map.</p>

LANGUAGE ARTS

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs.</p>	<p>4.1.1 Able to enjoy jazz chants, poems and songs through non- verbal response.</p> <p>4.1.2 Able to listen to, sing songs, recite jazz chants and poems with correct stress pronunciation, rhythm and intonation.</p>	<p>4.1.1. Pupils are given smiley faces / finger or stick puppets that portray their feelings to show their non-verbal response to the jazz chant, poems and song.</p> <p>4.1.2 A proficient pupil is selected to recite the jazz chant or poem/ sing songs with correct stress pronunciation, rhythm and intonation thus modeling the language while other pupils follow suit. Alternatively, the teacher could also be the model.</p>
<p>4.2 By the end of the 6-year primary schooling pupils will be able to express personal response to literary texts.</p>	<p>4.2.1 Able to respond to literary texts: (a) characters (b) place and time (c) values</p>	<p>4.2.1 In groups, pupils are given a jigsaw puzzle and they are to form a picture from it. Based on the picture (characters, setting and scene from the poem, short story, graphic novel,) formed the pupils are asked some questions.</p>

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>4.3. By the end of the 6-year primary schooling, pupils will be able to plan, organize and produce creative works for enjoyment.</p>	<p>4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance.</p> <p>4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works.</p>	<p>4.3.1 Poem - Pupils make a shape poem based on the poem read/recited .</p> <p>Graphic novel/ short story – The pupils are to make a concertina of the book read.</p> <p>4.3.2 Poems – Pupils are asked to sing the poem like a song with action. Perhaps sing the poem using the melody of a famous song.</p> <p>Graphic novel – Pupils are divided into groups. Each group is given a scene from the novel and are asked to do a freeze frame of it; while other groups guess the scene. (A freeze frame is a drama term used in which, during a live performance, the actors will freeze at a particular or pre- determined time to show an important moment in the play/production.)</p> <p>Source : http://en.wikipedia.org/wiki/Freeze-frame_shot</p> <p>Short story - In groups, pupils are given parts of the story and are to perform it using the concept of a readers' theater. (Reader's Theater is a style of theater in which the actors do or do not memorize their lines instead they read their lines aloud. Actors use only vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, and intricate blocking.)</p> <p>Source:http://en.wikipedia.org/wiki/Readers%27_Theater</p>

GRAMMAR

CONTENT STANDARDS	LEARNING STANDARDS Year 5	SUGGESTED ACTIVITIES
<p>5.1 By the end of the 6-year primary schooling, pupils will be able to use different word classes correctly and appropriately.</p>	<p>5.1.1 Able to use nouns correctly and appropriately: (a) common nouns (b) collective nouns</p> <p>5.1.2 Able to use pronouns correctly and appropriately: (a) reflexive (b) interrogative</p> <p>5.1.3 Able to use verbs correctly and appropriately: (a) simple future tense (b) future continuous tense</p> <p>5.1.4 Able to use conjunctions correctly and appropriately: (a) although (b) since</p> <p>5.1.5 Able to use prepositions correctly and appropriately: (a) over (b) among</p>	<p>The activities below could be adapted to teach any word class (nouns, pronouns, verbs, conjunctions, prepositions, adjectives, articles, adverbs, etc) and imperative sentences.</p> <ol style="list-style-type: none"> 1. Charades -nouns, adverbs, verbs, adjectives 2. Simon Says -verbs, prepositions, imperative sentences 3. Role Play - prepositions, verbs 4. Broken Telephone/ Chinese Whisper/ Poison Message -conjunctions, imperative sentences 5. Taboo (Players give word clues to their teammates, trying to avoid the forbidden TABOO words! <p>Check the Youtube video of “Katy Perry and Ellen Play Taboo”) -nouns, adjectives</p>

	<p>(c) through (d) across (e) along (f) against</p> <p>5.1.6 Able to use adjectives correctly and appropriately.</p> <p>5.1.7 Able to use articles correctly and appropriately.</p> <p>5.1.8 Able to use adverbs correctly and appropriately: (a) frequency (b) degree</p>	<p>6. Guess Who I am -nouns</p> <p>7. Running Dictation -conjunctions, imperative sentences</p> <p>8. Blind Leading the Blind -Imperative sentences</p> <p>9. Word Chain/Word Train</p> <p>10. Word Hunter (Pupils compete to hunt for the nouns/ verbs/ adjectives/ adverbs etc in the reading text)</p>
<p>5.2 By the end of the 6 – year primary schooling, pupils will be able to construct various sentence types correctly.</p>	<p>5.2.1 Able to construct imperative sentences correctly.</p>	