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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 1 - At School  **MAIN SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 18 (Listening 4) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 2.1 | | | | | Main: 1.2.1  Complementary: 2.1.5 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:  1. Understand with support the main idea of very simple phrases and sentences.  2. Name or describe objects using suitable words from word sets. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can do chants as a class, then in groups. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Classroom objects. | | | | | | | | | Superminds 1 p. 10, worksheets, flashcards | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| **Connecting to Prior Knowledge**   1. Connect the lesson's topic to the students' prior knowledge by asking questions like, "What are some objects you see and use in your classroom every day?"   **Grammar Focus**   1. By using Superminds, introduce and review vocabulary words related to classroom objects that will be used in the lesson. 2. Show flashcards of the objects and elicit their names from the students. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Engagement with subject matter**   1. Based on page 10 of Superminds, begin the lesson by doing a whole-class chant or rhyme related to the classroom objects.   **Presentation and Practice**   1. Use the Superminds 1 textbook page 10 to present and practice listening to simple phrases and sentences related to the classroom objects. 2. Play audio recordings or read aloud the phrases and sentences for the students to listen and understand.   **Roam The Room**   1. Divide the students into small groups and distribute worksheets to each student. 2. Instruct the groups to work together to complete the worksheets related to identifying objects from the given phrases or sentences. 3. Walk around the classroom to monitor and assist the groups as necessary. 4. With the teacher’s signal, students move individually to see the products of their friends' works. 5. Provide opportunities for students to discuss their answers, ask questions, and help each other understand the content. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| 1. Recap the key points and vocabulary words covered in the lesson.  2. Facilitate a short class discussion or reflection activity where students can share what they have learnt and express their thoughts about the lesson. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Roam The Room | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | |  | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils spell the classroom objects with guidance. | | | | | | | Pupils practice pointing and naming classroom objects in pairs. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 1 - At School  **MAIN SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 19 (Speaking 4) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.2 | | | | | Main: 2.1.5  Complementary: 1.2.2 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:  1. Name or describe objects using suitable words from word sets.  2. Understand with support, specific information and details of very simple phrases and sentences. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can ask and answer about classroom objects. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| What’s this? This is a (ruler). Is it a (ruler)? Yes, it is. /No, it isn’t. | | | | | | | | | Superminds 1 p. 11, chart paper | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| **Show and Tell**   1. Begin the lesson by asking students to take an object out from their school bag. 2. Pick a few students to present their object, describing its features, and explaining its purpose.   .  **Vocabulary Brainstorm**   1. Display a chart paper with the heading "Classroom Objects". 2. Ask students to brainstorm and contribute as many words as they can related to objects they see and use in the classroom. 3. Write down their responses on poster/chart paper. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Phrase Introduction**   1. Introduce the phrase "What's this?" and "Yes, it is/No, it isn’t." and the purpose of these phrases. 2. Model the question and answer by pointing to an object in the classroom, e.g.: Teacher: What's this? (pointing to the ruler)   Student: This is a ruler.  Teacher: Is it a pencil?  Student: No, it isn't. It's a ruler.   1. Practice the dialogue with the class, using different objects.   **Rally Robin**   1. Divide the class into pairs or small groups and provide each group with picture cards representing classroom objects. 2. Instruct students to take turns asking and answering questions about the objects using the target phrases. Encourage active listening and equal participation. 3. Set a timer for each exchange to ensure everyone has a chance to contribute. Monitor and provide support as needed, promoting collaboration and reinforcing speaking skills. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Summarise the key concepts covered in the lesson, emphasising the use of target phrases and vocabulary to name and describe objects. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Rally Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | |  | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise the target language with guidance. | | | | | | | Pupils practise the target language with their partner. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 1 - At School  **MAIN SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 23 (Reading 5) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.1  Complementary: 4.3 | | | | | Main: 3.1.3  Complementary: 4.3.2 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:  1. Blend phonemes (CVC, CCVC)  2. Spell familiar high-frequency words accurately. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can read and sound out the words together. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Recycled language from lessons 16 – 20  Classroom objects | | | | | | | | | Worksheet. | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| **Word Sort**   1. Begin the lesson by displaying a set of word cards containing CVC (consonant-vowel-consonant) and CCVC (consonant-consonant-vowel-consonant) words on the board or a chart. 2. Instruct students to sort the words into two categories: CVC and CCVC. 3. Facilitate a brief discussion about the characteristics of each word type and review the phonemes involved. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Phoneme Blending**   1. Introduce the concept of blending phonemes to form words. 2. Use CVC and CCVC words from the word sort activity to demonstrate how individual sounds can be blended together to create meaningful words. 3. Model the process by sounding out the phonemes and then blending them to form the complete word. 4. Provide opportunities for students to work in pairs and practice blending phonemes together.   **Worksheet Activity**   1. Distribute a worksheet that includes a variety of CVC and CCVC words. 2. Instruct students to read each word and sound out the phonemes to blend them together. 3. Encourage students to spell the words accurately based on their phonemic understanding and knowledge of high-frequency words. 4. Walk around the classroom to provide support and guidance as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Word Chant**   1. As a concluding activity, lead the class in a word chant using the CVC and CCVC words from the lesson. 2. Have students repeat each word after you, focusing on accurate pronunciation and blending of phonemes. 3. Gradually increase the pace of the chant to challenge students' fluency. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Think-Pair Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | |  | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils ask and answer ‘How old are you?’ with guidance. | | | | | | | Pupils check their worksheet and discuss answers with their partner. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 1 - At School  **MAIN SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 24 (Writing 5) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 4.2 | | | | | Main: 4.2.2  Complementary: 4.2.4 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, pupils will be able to:  1. Greet, say goodbye, and express thanks using suitable fixed phrases.  2. Name or describe objects using words from word sets. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write the name of objects using suitable words from word sets. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Recycled language from lessons 16 - 20  It’s a …, colours, classroom objects | | | | | | | | | Worksheet. | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils were not able to achieve the learning objectives and given remedial exercise (s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| **Word Set Review**   1. Begin the lesson by reviewing the word sets related to classroom objects and colours that students have previously learnt. 2. Display the word sets on the board or a chart and engage students in a quick recall activity, asking them to name or describe objects using the words from the sets. 3. Reinforce the correct pronunciation and meaning of each word. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Spin-N-Think Activity**   1. Introduce the Spin-N-Think activity to engage students in generating ideas for writing. 2. Create a spinner with different prompts related to greetings, goodbyes, expressing thanks, and describing objects. 3. Spin the spinner and have students take turns responding to the prompted category, generating ideas orally. 4. Encourage students to use suitable fixed phrases and words from the word sets during the activity.   **Writing Practice**   1. Distribute a worksheet that includes prompts for writing greetings, goodbyes, and expressing thanks. 2. Instruct students to choose a prompt and write a short sentence or phrase using suitable fixed phrases and words from the word sets. 3. Encourage students to apply their understanding of proper sentence structure and spelling. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Gallery Walk**   1. Organise a gallery walk where students can display their written work. 2. Allow students to walk around the classroom and read their classmates' writing. 3. Encourage students to appreciate and offer positive feedback on the use of suitable fixed phrases and vocabulary in their peers' work. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | 1. Spin-N-Think 2. Gallery Walk | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | |  | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils play a jumbled letters game with guidance. | | | | | | | Pupils check their worksheet and discuss answers with their partner. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |