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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | | |
| **THEME:** World of Stories  **TOPIC:** UNIT 2 - Let's Play  **MAIN SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 48 (Speaking 10) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.2 | | | | | Main: 2.1.5  Complementary: 1.2.1 | | | | 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, the main idea of very simple phrases and sentences. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can identify and name at least 3 toys correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Let’s go, That’s right. Topic vocabulary: kite, doll, monster, plane, ball, bike, go-kart, computer game, train, car. | | | | | | | | | Superminds 1 p.22, picture cards | | | | | | | |
| **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 toys and objects 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 toys using the words from the sets. 3. Reinforce the correct pronunciation and meaning of each word. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Main Idea Comprehension**   1. Introduce the concept of identifying the main idea in simple phrases and sentences. 2. Use the topic vocabulary related to toys and objects in short phrases or sentences. 3. Read out the phrases or sentences, emphasising the main idea or key information. 4. Prompt students to listen and understand the main idea with support, and encourage them to respond by indicating their understanding using gestures or short responses.   **Simultaneous Round Table Activity**   1. Introduce the Simultaneous Round Table activity to promote speaking and listening skills. 2. Arrange the students in small groups or at tables. 3. Provide a set of picture cards depicting different toys and objects related to the topic. 4. Explain the rules: Each student will take turns naming or describing a toy using suitable words from the word sets within a time limit. They should try to avoid repeating the words mentioned by their group mates. 5. Start the activity and encourage active participation and collaboration within the groups. 6. Monitor and provide support as needed, focusing on accuracy and fluency. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Home Activity**   1. Assign a task for students to create a simple story using the toy vocabulary from the lesson.   2. Encourage students to include the main idea and use suitable words from the word sets to describe the toys in their story. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Simultaneous Round Table | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise the target language with guidance. | | | | | | | Pupils do the chant again in pair. | | | | | Task for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | |
| **THEME:** World of Stories  **TOPIC:** UNIT 2 - Let's Play  **MAIN SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 49 (Reading 10) | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | **CCE** | | | |
| Main: 3.2  Complementary: 2.1 | | | | | Main: 3.2.2  Complementary: 2.1.2 | | | | 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, the main idea of very simple phrases and sentences. | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | |
| Pupils can ask and answer questions with guidance. | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | |
| his, her, he, she, he’s, she’s, favourite. | | | | | | | | | Superminds 1 p.23, flashcards, 3D objects | | | | | | |
| **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 |  | | | | | |
| 1. Set up a visually appealing and interactive display at the front of the classroom, featuring a variety of colourful toys and objects. 2. Arrange the toys in an organised and attractive manner, ensuring they are visible to all students. 3. As students enter the classroom, create a sense of curiosity and excitement by asking them to guess what the lesson will be about based on the toy showcase. | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | |
| **Introduction and Vocabulary**   1. Introduce the concept of possessive pronouns (his, her) and contraction forms (he's, she's). 2. Display flashcards or visuals representing different characters and their favourite objects or toys. 3. Model and explain the usage of possessive pronouns and contraction forms in simple sentences, such as "This is his favourite ball" or "She's playing with her toy car." 4. Guide students to repeat and practise using the vocabulary in context.   **I-Think Map Activity**   1. Introduce the I-Think Map activity to enhance reading comprehension skills. 2. Provide students with a template of an I-Think Map, consisting of a central topic or picture related to toys and objects. 3. Explain that the I-Think Map will help them organise their thoughts and understand the main idea of a text or passage. 4. Distribute reading passages or short stories related to toys and objects. Read the text aloud or provide individual copies for students to read independently. 5. Instruct students to fill in the I-Think Map by writing or drawing key information from the text, such as the main idea, favourite toys of different characters, or important details. 6. Encourage students to discuss their maps with a partner or in small groups, sharing their understanding of the text. | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | |
| **Reflection and Sharing**  Ask students to share the main ideas they identified and the favourite toys of different characters from the reading passages. | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | I-Think Map | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | **Enrichment:** | | | | |
| Pupils play the first question and answer with guidance. | | | | | | | Pupils play the first question and answer in pair. | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | |
| **THEME:** World of Stories  **TOPIC:** UNIT 2 - Let's Play  **MAIN SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 51 (Listening 11) | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | **CCE** | | | |
| Main: 1.2  Complementary: 2.1 | | | | | Main: 1.2.4  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 short basic supported classroom instructions.  2. Name or describe objects using suitable words from word sets. | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | |
| Pupils can write one or two instructions correctly. | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | |
| Imperatives: look down, catch, put, turn around, stretch, stand up | | | | | | | | | Flashcards with target language imperatives (e.g., Put your notebook on your head, Turn around), worksheets | | | | | | |
| **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 |  | | | | | |
| **Induction Set**   1. Begin the lesson by introducing the popular game "Simon Says" to the students. 2. Explain the rules of the game, where they have to follow instructions only when the phrase "Simon says" is spoken before the instruction. 3. Engage the students in a short round of Simon Says, using simple actions like "Simon says be silent." or "Simon says open your books." 4. This will activate their listening skills and create a fun and interactive atmosphere. | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | |
| **Warm-up Activity**   1. Begin the lesson by reviewing the imperatives and their meanings using flashcards. 2. Practise the imperatives by displaying a flashcard and having the students act out the corresponding action. 3. Encourage students to repeat the imperatives aloud as they demonstrate the actions.   **Talking Chips Activity**   1. Introduce the “Talking Chips” activity to the students. 2. Pose questions or give instructions related to the target language imperatives. 3. Students can take turns using their chips to answer the questions or perform the given instructions. 4. This activity ensures that all students have an opportunity to participate actively in listening and speaking.   **Listening Practice**   1. Play an audio recording or present a short video clip with simple classroom instructions. 2. Have the students listen carefully and follow along with the instructions being given. 3. Pause the recording or video at certain points to discuss and reinforce understanding. | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | |
| 1. Ask students to share their experiences and challenges during the Listening activity. 2. Encourage them to reflect on how they can improve their listening skills in everyday situations. | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | Talking Chips | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | Presentation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | **Enrichment:** | | | | |
| Pupils give a sequence of instructions to the toy robots with guidance. | | | | | | | Pupils write one or two instructions for a partner to read and act out. | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | |
| **THEME:** World of Stories  **TOPIC:** UNIT 2 - Let's Play  **MAIN SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 54 (Writing 11) | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | **CCE** | | | |
| Main: 4.2  Complementary: 2.2 | | | | | Main: 4.2.3  Complementary: 2.2.2 | | | | 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. Express basic likes and dislikes.  2. Ask for attention or help from a teacher or classmate using one word or a fixed phrase. | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | |
| Pupils can write about their partner. | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | |
| his, her, he, she, he’s, she’s, favourite | | | | | | | | | Pictures, flashcards, worksheets, whiteboard and markers | | | | | | |
| **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 |  | | | | | |
| **Picture Prompt**   1. Display a picture related to the theme "Let's Play" on the board. 2. Ask the students to observe the picture and discuss with their partner what they see and what they like or dislike about it. 3. This activity will generate interest and activate prior knowledge related to the topic. | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | |
| **Vocabulary Review**   1. Review the target vocabulary words: his, her, he, she, he's, she's, favourite. 2. Use flashcards or visual aids to reinforce the meaning and usage of these words. 3. Engage students in pronunciation practice and encourage them to repeat the words aloud.   **Team Word-Web Activity**   1. Divide the class into small teams or groups. 2. Provide each team with a large sheet of paper or a whiteboard marker. 3. Instruct each team to create a word-web based on the topic of "Likes and Dislikes" using the target vocabulary. 4. Encourage students to contribute their ideas and add relevant words or phrases to the word-web.   **Writing Activity**   1. Distribute worksheets to each student. 2. Instruct students to write about their partner's likes and dislikes using the target language and sentence structures. 3. Encourage them to include descriptive details and use complete sentences. 4. Walk among the students to provide guidance and support as they write. | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | |
| **Gallery Walk**   1. Have students display their written work around the classroom. 2. Conduct a gallery walk where students can read and appreciate their classmates' writing. 3. Encourage positive feedback and discussion about similarities and differences in their preferences. | | | | | | | | | | |
| **HOTS** | | | | Creation | | | | | **21st CA** | | 1. Team Word-Web 2. Gallery Walk | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | Notebook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | **Enrichment:** | | | | |
| Pupils write about their partner with guidance. | | | | | | | Pupils read their notes in pair. | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | |