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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 3 - Pet Show  **MAIN SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 79 (Listening 16) | | | | **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 identify and name real animals and toy animals. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Animal vocabulary: elephant, rat, lizard, frog, spider, duck, dog, cat, pet show. | | | | | | | | | Superminds 1 p.34, flashcards, presentation slides | | | | | | | |
| **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 |  | | | | | |
| **Activation of Prior Knowledge**   1. Display pictures or flashcards of different animals on the board. 2. Engage the students in a guessing game by providing clues about the animals. 3. Encourage students to raise their hands and guess the name of the animal based on the clues given. 4. This will activate their prior knowledge and generate interest in the upcoming lesson. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Introduction**   1. Introduce the target animal vocabulary words: elephant, rat, lizard, frog, spider, duck, dog, cat, pet show. 2. Show flashcards or visuals of each animal while pronouncing and repeating the names. 3. Engage students in mimicking the sounds or actions associated with each animal.   **Listening Activity - Round Table**   1. Arrange students in small groups or at tables. 2. Provide each group with a set of flashcards depicting the target animals. 3. Explain that they will participate in a round table activity where they take turns describing one of the animals on their flashcard. 4. Encourage other group members to listen attentively and try to identify the animal being described. 5. Rotate the flashcards and continue the round table until all the animals have been described. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Group Discussion**   1. Initiate a group discussion about the pet show and the different animals mentioned.   2. Ask open-ended questions to encourage students to share their thoughts and opinions about pets and their favourite animals.  3. Provide opportunities for students to use the target vocabulary words in their responses. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | 1. Round Table 2. Group Discussion | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practice pointing and naming with guidance. | | | | | | | Pupils to chant 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 3 - Pet Show  **MAIN SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 83 (Reading 17) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.1  Complementary: 3.3 | | | | | Main: 3.1.3  Complementary: 3.3.1 | | | | Cooperation | | | | 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. Read and enjoy simple print and digital games at word level. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can create their own word snake/sausage puzzles. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Recycled language from lesson 79: animal vocabulary. | | | | | | | | | Animal flashcards for pre-lesson task. | | | | | | | |
| **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 |  | | | | | |
| **Animal Flashcard Match-Up**   1. Display animal flashcards on the board or around the classroom. 2. Divide the students into pairs or small groups. 3. Give each group a set of word cards with the names of the animals. 4. Instruct the students to match the word cards with the corresponding animal flashcards. 5. This activity will activate their prior knowledge of the animal vocabulary and engage them in a fun and interactive task. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Review**   1. Review the animal vocabulary from the previous lesson by holding up each flashcard and asking students to name the animal. 2. Encourage students to repeat the names and practice their pronunciation.   **Reading Activity - Team Project**   1. Divide the students into teams of 3-4 members. 2. Provide each team with a set of word cards containing CVC (consonant-vowel-consonant) and CCVC (consonant-consonant-vowel-consonant) words related to animals. 3. Explain that they will work together as a team to create their own "word snake" puzzles using the word cards. 4. Instruct them to connect the word cards in a way that forms a chain of words, where each word shares the ending sound with the beginning sound of the next word. 5. Monitor the teams' progress, provide assistance if needed, and ensure they are blending the phonemes correctly. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Reflection and Discussion**   1. Engage the class in a discussion about the reading activity. 2. Ask questions such as:  * How did you come up with the words for your puzzles? * What was your favourite word chain created by another team? * Allow students to share their experiences, thoughts, and observations. | | | | | | | | | | | |
| **HOTS** | | | | Creation | | | | | **21st CA** | | | 1. Team Project 2. Discussion | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Simple Project | | | Puzzle | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils create their own word snake/sausage puzzles with guidance. | | | | | | | Pupils compare their word snake/ sausage puzzles with their friends. | | | | | 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 3 - Pet Show  **MAIN SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 87 (Speaking 18) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.1 | | | | | Main: 2.1.5  Complementary: 1.1.1 | | | | 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. Recognise and reproduce with support, a limited range of high frequency target language phonemes | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can join in a song. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Plural animal nouns (e.g., dogs, spiders, rats) Recycled animals, colours, prepositions. | | | | | | | | | Superminds 1 p.36, flashcards, presentation slides | | | | | | | |
| **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 |  | | | | | |
| **Animal Guessing Game**   1. Begin the lesson by gathering the students in a circle or seated arrangement. 2. Hold up a flashcard or picture of an animal that will be featured in the lesson, such as a dog or cat. 3. Engage the students by asking them questions related to the animal, such as "What animal is this?", "What sound does it make?", or "Do you have any pets at home?" 4. Encourage the students to raise their hands and take turns answering the questions. 5. After a few rounds of guessing and discussion, reveal the name of the animal and briefly talk about it, highlighting its characteristics or any interesting facts. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Concept Enhancement**   1. Introduce the concept of plural animal nouns by showing flashcards with different animals in both singular and plural forms (e.g., dog/dogs, spider/spiders, rat/rats). 2. Discuss the changes in spelling and pronunciation when forming plurals. 3. Teach colours and prepositions by using visual aids such as pictures or objects. 4. Demonstrate how to describe the position of an object using prepositions (e.g., "The cat is on the table" or "The bird is under the tree").   **Rally Robin**   1. Integrate a fun and interactive Rally Robin activity where students take turns sharing descriptions of animals using the target language. For example, one student may say, "Dogs are friendly and playful.”, while another student adds, "Spiders have eight legs and make webs." 2. Encourage all students to participate and contribute to the conversation. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| 1. Wrap up the lesson by reviewing the vocabulary and concepts covered. Ask students to recall the plural forms of the animals and practice using prepositions in simple sentences. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity with guidance. | | | | | | | Pupils answer and compare their answer 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 3 - Pet Show  **MAIN SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 89 (Writing 18) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 4.3 | | | | | Main: 4.2.5  Complementary: 4.3.3 | | | | Friendship | | | | Creativity and Innovation | | | |
| **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. Connect words and proper names using 'and'. 2. Plan and write words and phrases. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write sentences and correct each other’s false sentences in writing. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Recycled animal vocabulary and prepositions from topic 3 (Pet Show). | | | | | | | | | Flashcard. | | | | | | | |
| **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. Engage the students by displaying flashcards of different animals from the Pet Show theme. 2. Ask the students to name the animals and describe them using suitable words and phrases. 3. Review the concept of connecting words using 'and' by providing examples, such as "A dog and a cat." or "I have a rabbit and a bird. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Warm-up**   1. Use a Showdown activity to reinforce the concept of connecting words using 'and.' 2. Divide the students into small groups. 3. Provide each group with a set of sentence cards containing incomplete sentences. 4. Instruct the students to complete the sentences by connecting the words using 'and.' 5. Encourage discussion and collaboration among group members.   **Guided Writing**   1. Introduce a short writing task to students to write a short description of their favourite pet or an imaginary pet. 2. Provide the students with writing prompts and sentence starters to support their writing. 3. Model the writing process by writing a sample sentence or two on the board, demonstrating how to connect words using 'and.' 4. Guide the students in planning and organising their ideas before they start writing. 5. Monitor the students' progress, providing guidance and support as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| 1. Gather the students together and have a sharing session where a few students can volunteer to read their sentences aloud.  2. Discuss the importance of connecting words and proper sentence structure.  3. Recap the lesson objectives and allow the students to reflect on their progress. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Showdown | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Notebook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity with guidance. | | | | | | | Pupils answer and compare their answers in pairs. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |