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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 1** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 0 - Friends  **MAIN SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 1 (Speaking 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 2.3 | | | | | Main: 2.1.4  Complementary: 2.3.1 | | | | 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. Greet, say goodbye, and express thanks using suitable fixed phrases.  2. Introduce self to an audience using fixed phrases. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can say at least two sentences with guidance correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Hi. What’s your name? I’m (name). He’s, She’s (name).  Bye. | | | | | | | | | Flashcards, 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 |  | | | | | |
| **Warm-up session**   1. Begin the lesson by playing a short video or song related to friendship and greetings. 2. Ask the students to discuss with their classmates about their friends and encourage them to name one quality they value in a friend. 3. Facilitate a brief class discussion based on their responses. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Review**   1. Display flashcards with the phrases "Hi.”, "What's your name?”, "I'm (name).”, "He's/She's (name).” and "Bye." on the board. 2. Review the vocabulary by pronouncing each phrase and having the students repeat after you.   **Group Role-Play**   1. Engage the students in a quick role-play session by forming small groups of 4-5 students. Assign each group, a scenario, where they need to introduce themselves to a new friend. 2. Provide the students with some guiding questions, such as "What's your name?" and "Where are you from?". 3. Have each group perform their role-play in front of the class. After each performance, provide feedback and encourage positive reinforcements from their peers. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| 1. Recap the main vocabulary phrases learnt during the lesson.  2. Summarise the importance of greetings and introductions in building friendships.  3. Encourage the students to practise using these phrases in their daily interactions. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Group Role Play | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise the target language with guidance. | | | | | | | Pupils write the details of another friend in their notebook. | | | | | 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 0 - Friends  **MAIN SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 2 (Listening 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 4.1 | | | | | Main: 1.2.4  Complementary: 4.1.2 (i)(ii) | | | | 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. Write letters and words in a straight-line form from left to right with regular spaces between words and spaces. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can listen, colour and write at least 4 of 6 of the names of the colours. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Point to something (green) …  Colours: blue, green, yellow, red, orange, purple | | | | | | | | | Flashcards for colours, student book, 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 |  | | | | | |
| **Warm-up session**   1. Display flashcards of different colours (blue, green, yellow, red, orange, purple) on the board. 2. Ask the students to name the colours they see on the flashcards. 3. Engage the students in a quick colour recognition game, where you say a colour and the students have to point to an object in the classroom that matches that colour. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Review**   1. Review the colours by holding up the flashcards one by one and having the students repeat the names of the colours after you. 2. Ask the students to identify objects in the classroom that correspond to each colour. 3. Encourage the students to use complete sentences when describing the colours, such as "The sky is blue." or "The grass is green.”   **Timed- Pair Share**   1. Provide a piece of paper and instruct the students to write each colour word in a straight line from left to right with regular spaces between words. 2. Pair up the students and ask them to share their written colour words with their partners. 3. Instruct the students to take turns describing the colours they wrote down. 4. Encourage the students to use complete sentences and listen actively to their partner's description. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| 1. Have a class discussion to recap the learning objectives and the activities completed during the lesson.  2. Encourage the students to share their experiences and any challenges they faced during the listening and writing tasks. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Timed- Pair Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils name colours using flashcards with guidance. | | | | | | | Pupils play “Simon Says” in pair. | | | | | 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 0 - Friends  **MAIN SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 3 (Reading 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.1  Complementary: 3.1 | | | | | Main: 3.1.1  Complementary: 3.1.2 | | | | 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. Identify and recognise the shapes of the letters in the alphabet.  2. Recognise and sound out with support, the beginning, medial and ending sounds in a word. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can read and colour 4 of the 6 objects correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Colour words. | | | | | | | | | Alphabet cards, flashcards, colour word cards - divided into sounds e.g. Card 1 – /gr/, Card 2 – /ee/, Card 3 – /n/, 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 |  | | | | | |
| **Set Induction**   1. Display alphabet cards or flashcards with letters of the alphabet on the board. 2. Ask the students to name the letters of the alphabet as you point to them one by one. 3. Engage the students in an alphabet recognition game, where you say a letter and the students have to identify and say the letter name. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Reading Activity: Identify and Recognize Shapes of Letters**   1. Introduce an activity where the students need to identify and recognise the shapes of letters in the alphabet. 2. Distribute worksheets with letter shapes. 3. Instruct the students to colour the objects on the worksheet and name objects with the corresponding letter cards based on the shapes of the letters.   **Reading Activity: Recognize Beginning, Medial, and Final Sounds**   1. Show flashcards or word cards containing words with different beginning, medial, and ending sounds. 2. Read each word aloud and ask the students to identify the sound they hear at the beginning, middle, or end of each word. 3. Encourage the students to say the sounds aloud and provide guidance as they practice recognizing and sounding out the sounds.   **Pair Share: Sound Identification**   1. Pair up the students and give each pair a set of flashcards or word cards. 2. Instruct the students to take turns showing a card to their partner and asking them to identify the beginning, medial, or beginning sounds in the word. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| 1. Have a class discussion to recap the learning objectives and the activities completed during the lesson. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | **Pair Share** | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils tell the colour words with guidance. | | | | | | | Pupils check their worksheet 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 0 - Friends  **MAIN SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 4 (Writing 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.1  Complementary: 3.1 | | | | | Main: 4.1.2 (i)  Complementary: 3.1.1 | | | | 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. Form upper- and lower-case letters of regular size and shapes.  2. Identify and recognise the shapes of the letters in the alphabet. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write their own name cards. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Alphabet, pupils’ names. | | | | | | | | | Alphabet cards, flashcards, name cards, blank 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 |  | | | | | |
| **Name Recognition Activity**   1. Display alphabet cards or flashcards with uppercase and lowercase letters on the board. 2. Call out a student's name and ask the class to identify the corresponding letters in the name. 3. Discuss the shapes of the letters and emphasize their uppercase and lowercase forms.   **Letter Formation Practice**   1. Provide each student with a whiteboard or a piece of paper and a marker or pencil. 2. Demonstrate how to correctly form uppercase and lowercase letters on the board, starting with simple straight lines and curves. 3. Guide the students in practising letter formation by providing step-by-step instructions and visual examples. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Name Writing Practice**   1. Show examples of name cards or flashcards with students' names written on them. 2. Distribute name cards or blank cards to each student and instruct the students to write their own names on the cards, following the correct letter formation. 3. Encourage them to use both uppercase and lowercase letters and to take their time to write neatly. 4. Provide guidance and support as they work on writing their names.   **Peer Name Exchange**   1. Pair up the students and have them exchange their name cards with their partners. 2. Instruct the students to practice reading their partner's name and label “U” for the uppercase letters and “L” for lowercase letters. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| 1. Ask the students to reflect on their experience of writing their names and share their thoughts with the class. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Pair Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise the target language with guidance. | | | | | | | Pupils write the details of another friend in the given worksheet. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |