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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 5 - Free time  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 3 (Speaking 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.2 | | | | | Main: 2.1.1  Complementary: 1.2.1 | | | | Friendship | | | | Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | |  | | | | | | | |
| By the end of the lesson, most of the pupils will be able to:  1. Give simple personal information using basic statements.  2. Understand with support the main idea of simple sentences. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can talk about what they do in their free time during the week. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Days of the week  Present simple for regular activities ( I +verb + on + day) | | | | | | | | | Flashcards, Superminds 1 p.59, workbook p59 | | | | | | | |
| **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. Begin the lesson by displaying a set of colourful flashcards with the days of the week on them. 2. Ask the students to recall and name as many days of the week as they can. 3. Encourage a brief class discussion on what they typically do on specific days of the week during their free time. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Think-Pair-Share Activity**   1. Ask the students to think about their favourite activities to do during their free time. 2. Have them pair up with a partner and share their ideas, discussing which activities they enjoy on specific days of the week. 3. Invite a few pairs to share their favourite activities with the class.   **Vocabulary and Discussion**   1. Introduce the vocabulary related to activities and days of the week using Superminds 1 p.58 or any other relevant resource. 2. Display the flashcards of the days of the week and review their pronunciation and spelling together. 3. Engage the students in a discussion about what activities they associate with each day of the week. For example, "What do you usually do on Mondays?" or "Do you have any special activities on Saturdays?" | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Guided Practice**  1. Distribute the worksheets to the students, which include various activities to practice talking about activities during free time.  2. Circulate the classroom, providing support and guidance as needed. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Think-Pair Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise the target language with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 5 - Free time  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 1 (Writing 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 2.3 | | | | | Main: 4.2.1  Complementary: 2.3.1 | | | | Friendship | | | | Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | |  | | | | | | | |
| By the end of the lesson, most of the pupils will be able to  1. Ask for and give basic personal information using basic questions and statements.  2. Introduce self to an audience using fixed phrases. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write about their partner at least two sentences correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Review of present simple to describe self. | | | | | | | | | Large paper, colour pencils, 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 |  | | | | | |
| **Mind Map**   1. Draw a simple mind map on the board or use a large piece of paper, with the student's name in the center and branches for different aspects of personal information (name, age, address, family, hobbies, etc.). 2. Ask the students to brainstorm and contribute ideas to fill in the mind map. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **I-Think Mind Map Activity**   1. Divide the students into pairs or small groups. 2. Explain the I-Think Mind Map activity, where each student takes turns sharing information about their partner while the other student records the information on a mind map. 3. Encourage the students to ask questions and actively listen to gather as much information as possible about their partner. 4. Monitor the groups and provide support and guidance as needed.   **Writing Exercise**   1. Distribute worksheets to the students, containing prompts and spaces for writing about their partner. 2. In pairs, students use the information gathered during the I-Think Mind Map activity to write at least two sentences about their partner. 3. Encourage the use of fixed phrases for self-introduction, such as "Hello, my name is \_\_\_\_\_. I am \_\_\_\_ years old." | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Peer Review**  1. Instruct the students to exchange their worksheets with their partners.  2. Ask them to read and review their partner's writing, providing feedback and suggestions for improvement.  3. Emphasize the importance of correct grammar, punctuation, and spelling. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | I-Think Map | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Observation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise target language with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 5 - Free time  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 2 (Listening 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 2.3 | | | | | Main: 4.2.1  Complementary: 2.3.1 | | | | Friendship | | | | Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | |  | | | | | | | |
| By the end of the lesson, most of the pupils will be able to:  1. Understand with support the main idea of simple sentences  2. Give simple personal information using basic statements | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can name the days of the week. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Days of the week / It’s (days) / On + day | | | | | | | | | Flashcards, Superminds 1 p.58, workbook p58. | | | | | | | |
| **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. Create a connection between the topic of presenting the days of the week and the students' prior knowledge and experiences. 2. Asks the students a series of questions to activate their prior knowledge. For example: "What are the days of the week?" "Do you know any special phrases or expressions used to talk about the days of the week?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Think-Pair-Share Activity**   1. Asks the students to think silently for a moment about the days of the week and how they are usually presented. 2. Students pair up with a partner and share their thoughts, discussing how they would present the days of the week. 3. The teacher then invites a few pairs to share their ideas with the whole class.   **Presentation and Practice**   1. Write the days of the week on the large paper and explains how to use suitable phrases such as "It's (day)" and "On + (day)" to present them. 2. Model a few examples, by saying, for example, "Today is Monday. It's Monday," and "We have a picnic on Sunday. On Sunday, we have a picnic." 3. Encourage students to repeat the phrases and practice saying the days of the week aloud. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Review the main points of the lesson, highlighting the use of suitable phrases to present the days of the week and correct spelling. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Think-Pair Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise the target language with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 5 - Free time  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** 4 (Reading 1) | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 1.2 | | | | | Main: 3.2.2  Complementary: 1.2.1 | | | | Friendship | | | | Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | |  | | | | | | | |
| By the end of the lesson, most of the pupils will be able to:  1. Understand specific information and details of very simple phrases and sentences.  2. Understand with support the main idea of simple sentences. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can sing a song with the class. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present simple On (day) we (verb). | | | | | | | | | Flashcards, Superminds 1 p.60, workbook p60 | | | | | | | |
| **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 |  | | | | | |
| **Song Introduction**  Begin the lesson by playing a popular children's song related to the days of the week. For example, "The Days of the Week Song" or "Today Is Monday."  **Listening and Discussion**   1. After playing the song, ask the students to listen carefully to the lyrics and pay attention to the days of the week mentioned. 2. Engage them in a brief class discussion about the song. "What days of the week did you hear in the song?" or "Did you notice any specific activities mentioned for each day?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Reading Comprehension**   1. Display the flashcards or use Superminds 1 p.60 to present simple sentences using the present simple tense and the structure "On (day), we (verb)." 2. Read the sentences aloud, allowing the students to follow along. 3. Engage the students in a shared reading activity, where they read the sentences together as a class.   **Rally Robin Activity**   1. Divide the students into pairs or small groups. 2. Explain the Rally Robin activity, where each student takes turns in the group to contribute a sentence related to the days of the week and activities. For example:   Student 1: "On Monday, we play football."  Student 2: "On Tuesday, we go swimming." | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Guided Practice**   1. Distribute worksheets to the students, containing short passages or sentences about activities on specific days of the week. 2. In pairs or individually, students read the passages and answer comprehension questions related to the specific details or main idea. 3. Circulate the classroom, providing support and guidance as needed. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | |  | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils practise the target language with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |