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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Stories  **TOPIC:** UNIT 6 - The old house  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 4.3 | | | | | Main: 1.2.2  Complementary: 4.2.3 | | | | 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, pupils will be able to:   1. Understand with support, specific information and details of simple sentences. 2. Spell a narrow range of familiar high frequency words accurately in guided writing. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can name at least three parts of a home correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| House vocabulary: house, bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar / down, up / now | | | | | | | | | Superminds 1 p.70, workbook p70. | | | | | | | |
| **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 |  | | | | | |
| **Introduction to Vocabulary**   1. Begin the lesson by displaying flashcards with pictures of different parts of a house, such as a bathroom, bedroom, living room, etc. 2. Show each flashcard to the students one at a time and ask them to name the part of the house they see. 3. Engage the students in a brief discussion about the different rooms in a house and their purposes. 4. Introduce the key vocabulary words related to houses, such as house, bathroom, bedroom, living room, etc. 5. Write the vocabulary words on the board and review their meanings with the students. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Introduction**   1. Greet the students and review the previous lesson on understanding specific information and details in simple sentences with support. 2. State the learning objectives for the day, emphasising their ability to understand specific information about different parts of a house. 3. Show the students the Superminds 1 textbook page 70, where they will find a picture of a house and some sentences describing it.   **Listening and Talking Chips Activity**   1. Distribute a small token/object to each student. 2. Students will take turns listening to a sentence about the picture of the house and then share their understanding using the talking chip. 3. Show the picture of the house from the Superminds 1 textbook page 70 to the students. 4. Read a sentence from the textbook about a specific part of the house (e.g., "The bathroom is upstairs."). 5. Choose a student randomly to receive the talking chip and ask them to repeat the sentence and share their understanding of it. 6. Continue this activity, rotating through different students and sentences about various parts of the house, using the vocabulary words introduced earlier.   . | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Recap the main points of the lesson, focusing on understanding specific information about different parts of a house and spelling familiar high-frequency words accurately in guided writing. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Talking Chips | | | | |
| **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 Stories  **TOPIC:** UNIT 6 - The old house  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.1 | | | | | Main: 2.1.3  Complementary: 1.2.5 | | | | 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 a short sequence of basic instructions. 2. Understand an increased range of short supported questions. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write at least four answers correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Review or extension of recently introduced language and vocabulary. | | | | | | | | | 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 |  | | | | | |
| **Vocabulary Introduction**   1. Begin the lesson by displaying flashcards with pictures representing different actions, such as "read," "jump," "write," "run," etc. 2. Show each flashcard to the students one by one and ask them to name the action they see. 3. Engage the students in a brief discussion about actions and instructions, asking questions like, "What do you do when you want someone to read the ideas you have in mind?" or "What do you do when you want to grab something you cant reach?" 4. Introduce the key vocabulary words related to giving instructions, such as "listen," "stand up," "sit down," "turn around," etc. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **The Yarn Yarn Activity**   1. Explain The Yarn Yarn activity to the students: Each student will receive a piece of yarn or string. 2. Choose a student to start the activity by giving an instruction to another student using one of the vocabulary words (e.g., "Stand up"). 3. This process continues until all students have had a chance to give and follow instructions, creating a sequence of actions with the yarn.   **Guided Practice**   1. Distribute worksheets to the students. 2. Instruct the students to look at each picture and write a short answer to the question below each picture, following the given instruction. 3. Walk around the classroom to provide assistance and support as the students work on their answers. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Conclude the lesson by summarising the key concepts and skills covered. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | The Yarn Yarn | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **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 Stories  **TOPIC:** UNIT 6 - The old house  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.3  Complementary: 2.1 | | | | | Main: 4.3.2  Complementary: 2.1.2 | | | | Bravery | | | | Patriotism | | | |
| **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. Spell a narrow range of familiar high frequency words accurately in guided writing. 2. Find out about personal information by asking basic questions. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write at least three sentences correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Vocabulary related to home. | | | | | | | | | Flashcards, drawing 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 |  | | | | | |
| **Set Induction**   1. Begin the lesson by displaying a flashcard with a picture of a house on the board or using a projector. 2. Ask the students to describe what they see in the picture and share any words they know related to homes. 3. Write their responses on the board, creating a word-web of vocabulary related to homes. 4. Discuss the importance of words and vocabulary in writing. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Team Word-Web Activity**   1. Divide the students into small teams and provide each team with a large sheet of drawing paper. 2. Instruct the teams to work together to create their own word-web related to homes, using the vocabulary generated during the set induction. 3. Encourage the students to brainstorm and add as many words as possible to their word-web. 4. Monitor the teams and provide support and guidance as needed.   **Guided Writing**   1. Introduce a writing task to the students, such as writing a short paragraph describing their dream house or their favourite room in their house. 2. Provide a list of familiar high-frequency words related to homes that the students can use in their writing. 3. Instruct the students to use the words from the list and the word-web created by their team in their writing. 4. Walk around the classroom to provide assistance and support as the students work on their writing. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Team Word-Web Sharing**  1. Ask each team to present their word-web to the class.  2. Encourage the students to explain the words they added and how the words are related to homes.  3. Facilitate a class discussion about the different words and expand the word-web on the board based on the teams' contributions. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Team Word-Web | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Others | | | Drawing | |
| **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 Stories  **TOPIC:** UNIT 6 - The old house  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 4.2 | | | | | Main: 3.2.2  Complementary: 4.2.3 | | | | 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, pupils will be able to:   1. Understand specific information and details of simple sentences. 2. Write short familiar instructions. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write something similar to Sam’s diary. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Review or extension of recently introduced language and vocabulary. | | | | | | | | | Superminds pg. 70, Worksheet, projector | | | | | | | |
| **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 picture of a house using a projector. 2. Ask the students to observe the picture carefully and discuss with their classmates what they think is in the house. 3. Encourage the students to share their ideas on what they think about the house. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Supermind Student Book**   1. Introduce the story of "The Old House" to the students. 2. Encourage students to read aloud the “Old House” chant. 3. Distribute the worksheets that contain the story and comprehension questions related to chant. 4. Instruct the students to read the story silently and underline any important details or information that they come across.   **Gallery Walk**   1. After reading, organise a Gallery Walk activity. 2. Divide the classroom into different stations, each displaying a specific question or task related to the story. 3. Instruct the students to move around the classroom in small groups and visit each station. 4. At each station, they should discuss the question from the worksheet and exchange their thoughts on the story. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| After completing the Gallery Walk activity, bring the students back to their seats and facilitate a class discussion. Ask them to share their findings, answer any remaining questions, and clarify any misunderstandings. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Gallery Walk | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **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: | | | | | | | | | | | | | | | | |