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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 7 - Get dressed!  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 3.3 | | | | | Main: 1.2.2  Complementary: 3.3.1 | | | | Respect others | | | | 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, specific information and details of simple sentences. 2. Read and enjoy simple print and digital games at sentence level. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can name at least five clothes correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Clothes vocabulary: clothes, jeans, sweater, jacket, skirt, cap, shorts, shoes, socks, T-shirt, etc. / Imperative: Put on | | | | | | | | | Superminds 1 p.82, Workbook p.82 | | | | | | | |
| **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 |  | | | | | |
| **Introducing New Vocabulary**   1. Begin the lesson by displaying flashcards with pictures of different clothing items, such as jeans, sweater, jacket, skirt, etc. 2. Show each flashcard to the students one by one and ask them to name the clothing item they see. 3. Engage the students in a brief discussion about clothes, asking questions like, "What do you wear when it's cold?" or "What do you wear on your feet?" 4. Introduce the key vocabulary words related to clothes, such as clothes, jeans, sweater, jacket, skirt, cap, shorts, shoes, socks, T-shirt, etc. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Sages Share Activity**   1. Divide the students into small groups and assign one student in each group as the "sage." 2. Explain the Sages Share activity: The sages will look at the picture in the textbook and describe the sequence of clothing items the girl is putting on. 3. The other students in each group will listen attentively and arrange the flashcards representing the clothing items in the correct order. 4. Rotate the role of the sage within each group, allowing each student to have a chance to describe the sequence.   **Reading and Enjoying Games**   1. Distribute worksheets to the students, containing simple sentences related to getting dressed and matching pictures of clothing items. 2. Instruct the students to read each sentence and match it to the corresponding picture. 3. Encourage the students to read the sentences aloud and enjoy the process of completing the activity. 4. Use the flashcards to provide additional support and reinforcement of the vocabulary words. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage the students to practise naming different clothes and using the imperative form of the verb "put on" in their everyday activities and conversations. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Sages 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 7 - Get dressed!  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.2 | | | | | Main: 2.1.2  Complementary: 1.2.5 | | | | Politeness/ Saying please | | | | 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. Find out about personal information by asking basic questions. 2. Understand an increased range of short supported questions. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can ask and answer about preferences using *like.* | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Do you like…? Yes, I do / No, I don’t  This, These | | | | | | | | | Superminds 1 p.83, Workbook p.83 | | | | | | | |
| **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 |  | | | | | |
| **Grammar Focus**   1. Begin the lesson by displaying a picture of different items, such as a toy, a book, a fruit, and an animal. 2. Ask the students questions about their preferences, such as "Do you like toys?", "Do you like books?" 3. Encourage the students to respond using "Yes, I do" or "No, I don't" and explain that these are short responses to indicate whether they like or dislike something. 4. Write the phrases "Yes, I do" and "No, I don't" on the board and review their meanings with the students. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Talking Chips Activity**   1. Distribute a worksheet to each student, containing pictures of various items, such as toys, fruits, animals, etc. 2. Explain the Talking Chips activity: Each student will take turns selecting a picture and asking their partner, "Do you like...?" followed by the name of the item in the picture. 3. The partner will respond using "Yes, I do" or "No, I don't" and provide a reason if they like or dislike the item. 4. After each interaction, the students will pass a small chip or token to their partner, indicating that it is now their turn to ask a question. 5. Encourage the students to ask follow-up questions, such as "Why do you like it?" or "What's your favourite...?"   **Language Practice**   1. Use Superminds 1 textbook page 83, which contains pictures of different items. 2. Ask the students to work in pairs and take turns asking and answering questions using the phrase "Do you like...?" 3. Monitor the pairs and provide support and guidance as needed. 4. Encourage the students to use the language focus of the day, including the phrases "Yes, I do" and "No, I don't" in their conversations. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assess the students' progress and understanding throughout the lesson through observation of their participation in the Talking Chips activity and their ability to ask and answer questions about preferences. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **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 Self, Family and Friends  **TOPIC:** UNIT 7 - Get dressed!  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.1  Complementary: 3.1 | | | | | Main: 3.1.3  Complementary: 3.1.4 | | | | Politeness/ Saying please | | | | 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, CVCV, CCV). 2. Segment phonemes (CVC, CCVC, CVCV, CCV). | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write at least 3 answers correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Phonemes CVC, CCVC, CVCV, CCV | | | | | | | | | 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 |  | | | | | |
| 1. Begin the lesson by displaying flashcards with pictures of simple objects and items that contain CVC, CCVC, CVCV, and CCV words, such as cat, drum, ball, star, etc. 2. Ask the students to name the objects and encourage them to identify the sounds they hear at the beginning, middle, and end of each word. 3. Engage the students in a short discussion about how words can be broken down into individual sounds. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Roam the Room Activity**   1. Explain the “Roam the Room” activity: Display several cards around the classroom, each containing a picture and a word. 2. Divide the students into small groups and assign each group to start at a different card. 3. Instruct the students to move around the classroom, read the word on each card, and blend or segment the sounds they hear. 4. Encourage the students to discuss the words with their group members and provide support to one another.   **Language Practice**   1. Distribute worksheets to the students, containing a variety of CVC, CCVC, CVCV, and CCV words. 2. Instruct the students to individually blend or segment the sounds of each word and write the corresponding word or sounds in the provided spaces. 3. Walk around the classroom, offering guidance and support to the students as they work. 4. Encourage the students to sound out the words aloud to reinforce their phonemic awareness. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage the students to practice blending and segmenting phonemes in their everyday reading activities. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Roam the Room | | | | |
| **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: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** UNIT 7 - Get dressed!  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.3  Complementary: 3.1 | | | | | Main: 4.3.2  Complementary: 3.1.4 | | | | Politeness/ Saying please | | | | 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. Spell a narrow range of familiar high frequency words accurately in guided writing. 2. Identify, recognise and name the letters of the alphabet. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupil can write at least two sentences and find at least 4 of 8 words from the word search 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 |  | | | | | |
| 1. Display flashcards with pictures of familiar high-frequency words related to clothing, such as "shirt," "pants," "shoes," "hat," etc. 2. Engage the students in a short discussion about the words and ask them to name the items of clothing they see. 3. Introduce the topic of the lesson by asking questions like, "What are some clothes you wear every day?" and "Can you spell the word 'shirt'?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Think-Pair-Share Activity**   1. Explain the Think-Pair-Share activity: Ask the students to think about their favourite clothing item and how to spell it. 2. Pair up the students and instruct them to share their chosen clothing item and attempt to spell it together. 3. Encourage the students to help each other identify the letters needed and sound out the word.   **Writing Exercise**   1. Distribute worksheets to the students, containing sentences with missing words related to clothing. 2. Instruct the students to write the missing words in the provided spaces, using their knowledge of spelling and high-frequency words. 3. Walk around the classroom, offering guidance and support to the students as they work. 4. Encourage the students to sound out the words and check their spelling using the flashcards as a reference. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the student to continue the following sentence on the board: Today, I have learnt about …. Write it on the board. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Think-Pair Share | | | | |
| **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: | | | | | | | | | | | | | | | | |