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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 2** | | | | | | | |
| **THEME:** World of Stories  **TOPIC:** UNIT 8 - The robot  **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: 2.1.3  Complementary: 1.2.2 | | | | 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. Give a short sequence of basic instructions. 2. Understand with support, specific information and details of simple sentences. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can name part of the body. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Vocabulary of parts of the body: head, arm, fingers, hand, knee, leg, toes, foot. | | | | | | | | | Superminds 1 p.94, worksheet 94. | | | | | | | |
| **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. Display flashcards with pictures of different body parts, such as the head, arm, fingers, etc. 2. Engage the students in a short discussion by pointing to each flashcard and asking questions like, "Which body part is this?" and "How many fingers do you have?" 3. Introduce the topic of the lesson by telling the students that they will be learning about different parts of the body and how to give instructions related to them. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **The Yarn Yarn Activity**   1. Explain “The Yarn Yarn” activity: In this activity, students will form a circle, and a ball of yarn or string will be passed around. 2. Start by holding the end of the yarn and saying a body part, such as "head." Then, pass the yarn to a student across the circle, while holding onto a section of the yarn. 3. The student who receives the yarn should hold onto the section and say another body part, such as "arm," before passing it to another student.   **Speaking Exercise**   1. Distribute worksheets to the students, containing simple sentences with missing body parts. 2. Instruct the students to look at the pictures and fill in the missing body parts by writing the correct words. 3. Encourage the students to sound out the words and use their knowledge of body parts to complete the sentences. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Recap the main points of the lesson, focusing on giving a sequence of basic instructions and understanding specific information about body parts. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | The Yarn Yarn | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity 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 8 - The robot  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 3.2 | | | | | Main: 4.2.2  Complementary: 3.2.1 | | | | 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. Express simple ability. 2. Understand the main idea of simple sentences. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupil can talk about ability using can/can’t | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Can and can’t for ability. | | | | | | | | | Superminds 1 p.95, worksheet 95 | | | | | | | |
| **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 by asking the students if they have ever seen or heard about robots. Encourage them to share their thoughts and experiences. 2. Show a picture of a robot on the board or using a projector. Ask the students to describe what they see and what they think a robot can do. 3. Introduce the topic of the lesson by explaining that they will be learning about robots and talking about their abilities. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Paraphrase Passport Activity**   1. Explain the Paraphrase Passport activity: Each student will receive a "passport" worksheet with sentences describing different abilities. 2. Instruct the students to read each sentence and rewrite it using "can" or "can't" to express the ability being described. 3. Model an example on the board to demonstrate how to paraphrase the sentence using the target language.   **Writing Exercise**   1. Distribute worksheets to the students, containing sentences with blanks for them to fill in with the correct form of "can" or "can't." 2. Instruct the students to read each sentence and choose the correct word to complete it. 3. Walk around the classroom, offering guidance and support to the students as they work. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assess the students' progress and understanding throughout the lesson through observation of their participation in the activities and the accuracy of their written responses on the worksheets. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Paraphrase Passport | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity 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 8 - The robot  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 2.1 | | | | | Main: 1.2.2  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, specific information and details of simple sentences. 2. Describe objects using suitable words and phrases. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write / name part of the body. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Vocabulary of parts of the body: head, arm, fingers, hand, knee, leg, toes, foot. | | | | | | | | | 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 by asking the students to stand up and stretch their bodies. Encourage them to touch different parts of their bodies as they stretch. 2. Ask the students to identify the body parts they touched, such as their head, arms, fingers, legs, etc. 3. Introduce the topic of the lesson by explaining that they will be learning about different parts of the body and how to describe them. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Rally Robin Activity**   1. Explain the Rally Robin activity: The students will work in pairs. One student will describe a body part, while the other student listens and writes down the name of the body part. 2. Model an example by describing a body part, such as "They’re on my face. They’re round and help me see." The other student should write down "eyes." 3. Instruct the students to take turns describing body parts and writing down the names of the body parts.   **Listening Comprehension**   1. Distribute the worksheets to the students, containing simple sentences describing different body parts. 2. Read each sentence aloud to the students, pausing after each sentence to allow them time to listen and understand. 3. Instruct the students to circle or write down the correct body part mentioned in each sentence. 4. Monitor the students' progress and offer assistance if necessary. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Recap the main points of the lesson, focusing on understanding specific information and details of simple sentences related to body parts. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity 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 8 - The robot  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 1.2 | | | | | Main: 2.1.4  Complementary: 1.2.2 | | | | 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, most of the pupils will be able to:   1. Blend phonemes (CVC, CCVC, CVCV, CCV). 2. Segment phonemes (CVC, CCVC, CVCV, CCV). | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can answer at least three 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 |  | | | | | |
| **Grammar Focus**   1. Begin by displaying flashcards or pictures of different body parts (e.g., head, arm, leg, etc.) on the board. 2. Ask the students to name the body parts they see and discuss their functions. 3. Encourage them to think about what they can do with each body part. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Round Robin Activity**   1. Explain the Round Robin activity: The students will sit in a circle, and each student will take turns saying a word related to a body part. 2. Start by saying a body part word and modelling how to blend the sounds (e.g., "l-e-g" -> "leg"). 3. Then, ask the student to your right to say another body part word, blending the sounds.   **Reading Comprehension**   1. Distribute the worksheets to the students, containing CVC, CCVC, CVCV, and CCV words related to body parts. 2. Instruct the students to read each word aloud and write down the corresponding body part. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Recap the main points of the lesson, focusing on blending and segmenting phonemes in words related to body parts. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Round Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Worksheet | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activity with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |