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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 3** | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** Module 1 - Welcome!  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | **CCE** | | | |
| Main: 1.3  Complementary: 2.1 | | | | | Main: 1.3.1  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. Guess the meaning of unfamiliar words by using visual clues when a teacher or classmate is speaking. 2. Describe people and objects using suitable words and phrases. | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | |
| Pupils can sing a song in group. | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | |
| Possessive pronouns His / Her + name + ‘s (contraction). | | | | | | | | | Get Smart plus 3-Student’s Book p.5 Activity 1, Adjectives flashcards. | | | | | | |
| **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 by displaying the Adjectives flashcards on the board or around the classroom. 2. Engage the students in a short discussion about describing people and objects. Ask questions like, "What words can we use to describe a person?" or "How can we describe an object?" 3. Show an example using the possessive pronouns "his" and "her" with a name and the contraction form (e.g., "his sister's" or "her brother's"). | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | |
| **Round Robin Activity**   1. Explain the Round Robin activity: The students will sit in a circle, and each student will take turns describing a person or object using suitable adjectives. 2. Start by giving an example and describing a person or object using an adjective (e.g., "He has curly hair" or "The book is big and colourful"). 3. Pass a ball or object around the circle, allowing each student to share their own description using an adjective.   **Listening Comprehension**   1. Distribute the Get Smart plus 3-Student's Book to the students and open to page 5, Activity 1. 2. Play the song for the students, either by using audio recordings or singing it yourself. 3. Encourage the students to pay attention to the lyrics and the melody, joining in to sing the song as a group. | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | |
| Ask the students to share some of the adjectives they used in the Round Robin activity and during the song. | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | Round Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | Presentation | | | | |
| **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 3** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** Module 1 - Welcome!  **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: 2.1.5  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. Describe people and objects using suitable words and phrases. 2. Understand with support, specific information and details of short simple texts. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can describe at least four people correctly using suitable words. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Have got (1st & 3rd person statements). | | | | | | | | | Get Smart plus 3-Student’s Book p.5 Activity 1, Adjectives flashcards. | | | | | | | |
| **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 the flashcards depicting different people and objects on the board or around the classroom. 2. Engage the students in a brief discussion about describing people and objects. Ask questions like, "What words can we use to describe a person?" or "How can we describe an object?" 3. Introduce the concept of "have got" as a way to describe possession or characteristics. 4. Show examples of sentences using "have got" in the 1st and 3rd person (e.g., "I have got a cat." or "She has got a blue car."). | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Role Play Activity**   1. Explain the Role Play activity: The students will work in pairs or small groups to act out short dialogues where they describe people or objects using "have got". 2. Provide the students with a list of scenarios or situations for the role play (e.g., describing a family member, a favourite toy, etc.). 3. Model an example dialogue with a student to demonstrate how to use "have got" in the conversation. 4. Give each pair or group an opportunity to perform their role play in front of the class.   **Speaking Practice**   1. Distribute the worksheets to the students, which contain short texts describing different people and objects. 2. Instruct the students to read the texts silently and underline or circle the relevant information. 3. Pair up the students and have them take turns asking and answering questions about the texts, using "have got" to describe the people or objects mentioned. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Provide feedback and guidance to individual students as needed | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Role Play | | | | |
| **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 3** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** Module 1 - Welcome!  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 4.2 | | | | | Main: 4.2.4  Complementary: 4.1.2 | | | | 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. Describe people and objects using suitable words and phrases. 2. Begin to use cursive handwriting in a limited range of written work. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write at least 5 simple sentences correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| “have got” statements. | | | | | | | | | Family flashcards, Worksheet for drawing and writing. | | | | | | | |
| **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 the Family flashcards and reviewing the vocabulary related to family members. 2. Engage the students in a brief discussion about describing people and objects using suitable words and phrases. 3. Ask them to share examples of how they would describe their family members or objects they are familiar with. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Describing People and Objects**   1. Display the Family flashcards and elicit descriptions of the family members from the students. Encourage them to use adjectives and appropriate phrases to describe each family member. 2. Model an example sentence for the students, such as "My mother has long hair and a friendly smile." 3. Distribute the worksheet for drawing and writing, which features spaces for the students to draw and describe different people or objects.   **Cursive Handwriting Practice**   1. Explain to the students that they will be practicing cursive handwriting as part of their writing exercise. 2. Demonstrate the proper formation of cursive letters, both uppercase and lowercase, using the blackboard or a chart. 3. Provide the students with individual handwriting practice sheets that include the target language and space for them to practice writing the sentences using cursive handwriting. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Lyrical Lessons Activity**  1. Introduce the Lyrical Lessons activity as a fun and creative way to reinforce the target language.  2. Select a popular song or nursery rhyme that features descriptions of people or objects. For example, "Head, Shoulders, Knees, and Toes."  3. Play the song for the students, allowing them to listen and follow along with the lyrics.  4. After the song, instruct the students to choose one line or verse from the song and write a descriptive sentence based on it. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Lyrical Lessons | | | | |
| **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 3** | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** Module 1 - Welcome!  **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: 2.1.5  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. Understand specific information and details of short simple texts. 2. Guess the meaning of unfamiliar words from clues provided by visuals and the topic. | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | |
| Pupils can count 10 to 100 independently and answering at least 3 questions correctly. | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | |
| Numbers up to 100 / have got question and Yes/No answer. | | | | | | | | | Get Smart plus 3, Student’s Book p.6 Activity 1, p.7 Activity 2, worksheet, Numbers flashcards. | | | | | | |
| **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 the Numbers flashcards or write numbers 1 to 100 on the board. 2. Engage the students in a quick warm-up activity by asking them to count aloud from 1 to 10, then from 10 to 20, and so on until 100. 3. Ask the students questions related to numbers, such as "What number comes after 35?" or "What is the number between 50 and 60?" | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | |
| **Reading Comprehension**   1. Distribute the Get Smart plus 3 Student's Book to the students and turn to page 6, Activity 1. 2. Read the passage aloud as a class, modelling proper pronunciation and intonation. 3. Instruct the students to read the passage silently and then answer the questions independently.   **Guessing Meaning of Unfamiliar Words**   1. Direct the students' attention to page 7, Activity 2 in the Get Smart plus 3 Student's Book. 2. Explain that they will now focus on guessing the meaning of unfamiliar words using visuals and the topic. 3. Instruct the students to match the visuals with the correct words from the word bank. 4. Once they have finished, review the answers as a class, discussing the process of guessing meaning from visual clues. | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | |
| **Lesson Recap**  Explain the I-Think Map activity: The students will create a mind map to organise their understanding of numbers and related vocabulary. | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | I-Think Map | | | | |
| **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: | | | | | | | | | | | | | | | |