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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 3** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** Module 2 - Every day  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 1.3 | | | | | Main: 1.2.2  Complementary: 1.3.1 | | | | Friendly | | | | 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 short simple texts. 2. Guess the meaning of unfamiliar words by using visual clues when a teacher or classmate is speaking. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can listen to the song and mime at least 3 actions correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present for routines. | | | | | | | | | Get Smart plus 3 Student’s Book p.15, Flashcards of the new vocabulary (at least one card per pupil). | | | | | | | |
| **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 Flashcards of the new vocabulary related to daily routines, such as "wake up," "eat breakfast," "brush teeth," etc. 2. Engage the students in a short discussion about their daily routines. Ask them questions like "What do you do when you wake up in the morning?" or "What activities do you usually do after school?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Listening to the Song**   1. Introduce the Get Smart plus 3 Student's Book and turn to page 15, which features a song related to daily routines. 2. Play the song for the students, allowing them to listen carefully. 3. Encourage the students to pay attention to the actions mentioned in the song and the corresponding vocabulary. 4. Distribute the Flashcards of the new vocabulary to the students, ensuring that each student has at least one card. 5. Instruct the students to listen to the song again and, as they hear each action, mime it using the corresponding flashcard. 6. Play the song once more, pausing after each action to give the students time to mime and match the actions with the flashcards.   **Rally Robin Activity**   1. Explain that the students will now engage in a Rally Robin activity to practice their listening and speaking skills. 2. Divide the class into pairs or small groups. 3. Instruct the students to take turns describing their daily routines to each other. For example, one student might say, "In the morning, I wake up and brush my teeth." 4. Encourage the students to use the simple present tense and include at least three actions in their descriptions. 5. Set a time limit for each turn (e.g., 1 minute) and have the students take turns back and forth, sharing their routines. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask a few pairs or groups to share some of the daily routines they discussed during the Rally Robin activity. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally 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 2 - Every day  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 1.3 | | | | | Main: 1.2.2  Complementary: 1.3.1 | | | | Respect | | | | 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 short simple texts. 2. Guess the meaning of unfamiliar words by using visual clues when a teacher or classmate is speaking. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can listen to the song and mime at least 3 actions correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present for routines. | | | | | | | | | Get Smart plus 3 Student’s Book p.15, Flashcards of the new vocabulary (at least one card per pupil). | | | | | | | |
| **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 Flashcards of the new vocabulary related to daily routines, such as "wake up," "eat breakfast," "brush teeth," etc. 2. Engage the students in a short discussion about their daily routines. Ask them questions like "What do you do when you wake up in the morning?" or "What activities do you usually do after school?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Listening to the Song and Mime Activity**   1. Introduce the Get Smart plus 3 Student's Book and turn to page 15, which features a song related to daily routines. 2. Play the song for the students, encouraging them to listen carefully and follow along with the lyrics in the book. 3. After listening to the song once, explain that they will be engaging in a mime activity related to the actions mentioned in the song. 4. Demonstrate the first action by miming it yourself, such as pretending to brush your teeth. 5. Instruct the students to listen to the song again and mime the actions as they hear them. 6. Play the song once more, pausing after each action for the students to mime it.   **Role Play Activity**   1. Divide the students into small groups. 2. Explain that they will now engage in a role play activity where they act out their daily routines. 3. Distribute the Flashcards of the new vocabulary to the students, ensuring that each student has at least one card. 4. Instruct each pair or group to choose a "routine card" from the set of flashcards. This card will represent the routine they will act out. 5. Give the students some time to discuss and plan their role play based on the routine they have chosen. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage the students to continue practising their speaking skills by discussing their daily routines with family members or friends. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Role Play | | | | |
| **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 2 - Every day  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 3.2 | | | | | Main: 3.2.1  Complementary: 3.2.2 | | | | Self-confidence | | | | 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 the main idea of short simple texts. 2. Understand specific information and details of short simple texts. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can answer at least 3 comprehension questions about the story in the Student’s Book correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present for routines. | | | | | | | | | Get Smart plus 3 Student’s Book p.16–17, Routine flashcards of vocabulary from this and previous lesson. | | | | | | | |
| **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 Routine flashcards of vocabulary from the previous lesson and the current lesson. Review the vocabulary words related to daily routines, such as "wake up," "have breakfast," "go to school," etc. 2. Engage the students in a short discussion about their own daily routines. Ask questions like "What time do you wake up in the morning?" or "What do you usually do after school?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Reading the Story and Comprehension Questions**   1. Open the Get Smart plus 3 Student's Book to pages 16-17, which feature a short story about daily routines. 2. Read the story aloud to the students, modelling fluent and expressive reading. 3. After reading the story, explain that they will be answering comprehension questions to check their understanding. 4. Divide the class into small groups and provide each group with a set of comprehension questions related to the story. 5. Instruct the groups to discuss the questions and come up with answers collectively.   **Round Table Activity**   1. Explain that the students will now participate in a Round Table activity to further explore the topic of daily routines. 2. Arrange the students into a circle and place a Routine flashcard in the centre of the table. 3. Instruct the students to take turns discussing the routine depicted on the flashcard. 4. Each student should contribute a sentence or two about the routine, using the present simple tense. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Discuss any interesting or surprising routines that were shared during the Round Table activity. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Round Table | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Exercise Book | | | | |
| **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 2 - Every day  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.3  Complementary: 4.3 | | | | | Main: 3.2.1  Complementary: 3.2.2 | | | | Responsible | | | | 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. Plan, draft and write an increased range of simple sentences. 2. Use capital letters, full stops and question marks appropriately in guided writing at sentence level. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can change and rewrite at least three sentences correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present for daily routines (third person He/ She -s). | | | | | | | | | Flashcards for daily routine, 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. Engage the students in a short brainstorming activity. 2. Ask them to share as many daily routine activities as they can think of in one minute. Write their responses on the board. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Guided Writing Activity**   1. Distribute the worksheet to each student and explain the instructions. The worksheet should contain sentences about daily routines with missing words or incorrect verb forms. 2. Model the process of changing and rewriting a sentence correctly. Think aloud as you read a sentence, identify the error or missing word, and provide a corrected version. 3. Emphasise the use of simple present tense (third person -s) and appropriate capitalisation and punctuation. 4. Guide the students through the first few sentences on the worksheet, providing support and clarifying any questions they may have.   **Gallery Walk Activity**   1. Explain that the students will now participate in a Gallery Walk activity to showcase their sentences about daily routines. 2. Instruct each student to select one or two sentences from their completed worksheet that they are particularly proud of. 3. Have the students write these selected sentences neatly on separate pieces of paper or index cards. 4. Arrange the classroom so that the students can display their sentences around the room. 5. Allow time for the students to walk around and read the sentences written by their classmates. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Discuss any challenges the students faced during the writing activity and how they overcame them. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Gallery Walk | | | | |
| **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: | | | | | | | | | | | | | | | | |