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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 3** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** Module 3 - Right now  **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 sing a song in group. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present continuous statements (be + -ing). | | | | | | | | | Get Smart plus 3 Student’s Book p.25, Flashcards of action verbs. | | | | | | | |
| **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 action verbs on the board or around the classroom. Review the verbs with the students, asking them to identify the actions depicted in the pictures. 2. Engage the students in a brief discussion about what they see happening in the pictures. Encourage them to use complete sentences and describe the actions using the present continuous tense (e.g., "He is running," "She is reading," etc.). | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Listening to the Song**   1. Open the Get Smart plus 3 Student's Book to page 25, which features a song related to present continuous actions. 2. Play the song for the students, encouraging them to listen attentively and follow along with the lyrics in their books. 3. After playing the song, ask the students questions about the actions mentioned in the lyrics. For example, "What is the girl doing in the song?" or "What are the children playing?" 4. Use the Flashcards of action verbs to provide visual cues and support their understanding of the song.   **Fan-N-Pick Activity**   1. Divide the class into small groups and provide each group with a set of Fan-N-Pick cards. Each card should have a different action verb written on it. 2. Explain the rules of the activity: one student fans out the cards face down, another student picks a card, reads the verb aloud, and the group members take turns providing a sentence using the present continuous tense to describe the action on the card. 3. Encourage the students to ask each other questions about the actions to gather more details (e.g., "Where is he running?" or "Who is she playing with?"). 4. Rotate the roles within the groups so that each student has a chance to fan, pick, and provide a sentence. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Recap the actions mentioned in the song and the sentences provided during the Fan-N-Pick activity. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Fan-N-Pick | | | | |
| **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 3 - Right now  **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: 2.1.5  Complementary: 1.1.1 | | | | 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. Describe people and objects using suitable words and phrases. 2. Recognise and reproduce with support a range of target language phonemes. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can answer worksheet correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Have got (1st & 3rd person statements). | | | | | | | | | Get Smart plus 3, Student’s Book p.25, workbook p. 18. | | | | | | | |
| **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 family or a group of friends using a projector. 2. Ask the students to observe the picture and describe the people and objects they see using suitable words and phrases. 3. Encourage the students to use the target language of the lesson, "have got," to describe the possessions or characteristics of the people in the picture. For example, "He has got a bike." or "She has got long hair." 4. Engage the students in a short discussion about the picture, asking questions like, "What do you notice about the people in the picture?" or "What objects can you see?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Speaking Activity - Talking Chips**   1. Distribute small chips or tokens to each student, ensuring that each student has an equal number. 2. Explain that you will ask a question related to the target language, and the students will take turns answering the question using the "have got" structure. 3. Model the activity by asking a question yourself, such as, "Who has got a pet at home?" Then, choose a student to respond by saying, "I have got a pet. It's a cat." 4. Instruct the students that when they answer a question, they should place one of their chips in a central container. 5. Continue asking questions related to describing people and objects, allowing each student to answer and place a chip in the container. 6. Once all the chips have been used, select a few students to retrieve a chip from the container and ask them to use the "have got" structure to describe the person or object mentioned on the chip.   **Workbook Activity**   1. Direct the students' attention to the workbook page 18. 2. Explain the activity instructions and guide the students through the exercise. 3. Review the answers as a class, discussing any questions or challenges encountered during the task. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage the students to practice using the target language in their daily conversations and to continue exploring and expanding their vocabulary. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Talking Chips | | | | |
| **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 3 - Right now  **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: 3.2.3 | | | | 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. Guess the meaning of unfamiliar words from clues provided by visuals and the topic. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can answer worksheet correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present continuous questions (be + -ing). | | | | | | | | | Get Smart plus 3 Student’s Book, p. 26–27 (and 25 for pre-lesson), Copies of the pictures 1, 3, 5 & 6 from the story (blank/without text), Sentence cards to match pictures 1, 3, 5 & 6 (one 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 a picture related to the topic "Right now" on the board or using a projector. It could be a picture of children engaged in different activities. 2. Ask the students to observe the picture and discuss with a partner what they think the children are doing at that moment. 3. Encourage them to use the present continuous questions, such as "What is the girl in the blue shirt doing?" or "What are the boys playing?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Rally Robin Activity**   1. Divide the students into pairs or small groups. 2. Provide each group with copies of pictures 1, 3, 5, and 6 from Get Smart plus 3 Student’s Book, p. 26–27 (without the text) and sentence cards to match each picture. 3. Explain that the students will take turns in their groups to describe what they think is happening in each picture using present continuous questions. 4. Instruct the students to continue the activity in their groups, taking turns to describe the other pictures and matching the sentence cards to the corresponding pictures.   **Reading Comprehension Worksheet**   1. Distribute the reading comprehension worksheet to each student. 2. Explain the instructions for the worksheet, which may involve reading a short passage and answering comprehension questions. 3. Allow the students time to read the passage and answer the questions independently. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
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| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Observation | | | | |
| **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 3 - Right now  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.3  Complementary: 3.2 | | | | | Main: 4.3.2  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. Spell an increased range of familiar high frequency words accurately in guided writing. 2. Complementary: Understand specific information and details of short simple texts. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can answer worksheet correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present continuous questions (be + -ing). | | | | | | | | | Get Smart plus 3 Student’s Book, p.26–27, Worksheet, 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. Begin the lesson by displaying a series of pictures or flashcards depicting different activities, such as a person reading a book, someone playing soccer, a child cooking, etc. 2. Ask the students to look at the pictures carefully and identify what each person is doing at the moment. 3. Encourage them to use the present continuous tense to describe the actions. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Think-Pair-Share Activity**   1. Provide each student with a worksheet containing sentences with missing words. 2. Instruct the students to individually think of the correct word that completes each sentence based on their understanding of the text. 3. After a few minutes, ask the students to pair up with a partner and share their answers. 4. Encourage the students to discuss their choices, provide explanations, and help each other spell the words correctly.   **Guided Writing Activity**   1. Direct the students' attention to a specific section of the text in the Student's Book, preferably a short passage related to the topic "Right now." 2. Explain that they will engage in guided writing, where they will write their own sentences using present continuous questions. 3. Model the activity by writing a sentence on the board, such as "What is the girl doing?" or "Where are the boys playing?" | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the students to reflect on their own spelling and writing progress during the lesson and share any challenges they encountered. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Think-Pair Share | | | | |
| **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: | | | | | | | | | | | | | | | | |