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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 3** | | | | | | | |
| **THEME:** World of Knowledge  **TOPIC:** Module 4 - Year in, year out  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 2.2 | | | | | Main: 1.2.1  Complementary: 2.2.1 | | | | Love the country | | | | Environmental Sustainability Awareness | | | |
| **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, the main idea of short simple texts. 2. Keep interaction going in short exchanges by repeating key words from the other speaker. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can listen to the song and mime at least 3 actions correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense for describing weather, seasons, favourites. | | | | | | | | | Get Smart plus 3 Student’s Book, p.35, Flashcards of seasons. | | | | | | | |
| **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 representing different weather conditions and seasons. 2. Engage the students in a discussion about the weather and seasons. Ask questions like "What is your favourite season?" or "What activities do you enjoy during the different seasons?" 3. Show the flashcards one by one and ask the students to describe the weather or season depicted in each picture. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Listening and Mime**   1. Introduce the topic of the day, "Year in, year out," by explaining that the students will listen to a song about seasons. 2. Play the song from the Get Smart plus 3 Student's Book, page 35. 3. Ask the students to listen carefully to the song and observe the actions and movements described. 4. After playing the song once, instruct the students to mime or act out three actions related to different seasons as they listen to the song again.   **Rally Robin Activity**   1. Divide the students into pairs. 2. Provide each group with a set of sentence cards related to weather, seasons, and favourites. 3. Explain that the students will take turns in their groups to create short exchanges using the sentence cards. 4. Model the activity by selecting a sentence card and initiating a short exchange. For example, "My favourite season is summer. What's yours?" 5. Encourage the students to respond by repeating keywords and sharing their preferences. 6. Instruct the students to continue the activity in their groups, taking turns using the sentence cards to create their own short exchanges. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the students to share their favourite part of the song and why they enjoyed it. | | | | | | | | | | | |
| **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 Knowledge  **TOPIC:** Module 4 - Year in, year out  **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: 2.1.1  Complementary: 1.2.2 | | | | Love the country | | | | Environmental Sustainability Awareness | | | |
| **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. Ask about and express basic opinions. 2. Understand with support, specific information and details of short simple texts. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can draw and write about their favourite season. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense for describing weather, seasons, favourites. | | | | | | | | | Get Smart plus 3 Student’s Book, p.35, Plain paper, 4 pieces per group of 4, workbook page 26. | | | | | | | |
| **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 pictures or flashcards representing different seasons on the board or around the classroom. 2. Engage the students in a brief discussion about their favourite season and why they like it. 3. Encourage them to share their opinions and use descriptive words related to the weather and activities associated with that season. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Team Project Activity**   1. Divide the students into groups of four and provide each group with four pieces of plain paper. 2. Explain that each group will work together to create a team project about their favourite season. 3. Instruct the groups to discuss and decide on a season that they all agree on. 4. Once the season is chosen, guide the students in brainstorming and writing down keywords and phrases related to that season on one piece of paper. 5. Encourage the students to work collaboratively, asking each other questions and expressing their opinions as they create their projects. 6. On the second piece of paper, have the students draw or create a visual representation of the chosen season using colours and images. 7. On the third piece of paper, instruct the students to write a short paragraph or a few sentences about why they like that particular season and what activities they enjoy during that time. 8. Finally, on the fourth piece of paper, the students can combine their written and visual elements. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Presentation and Sharing**   1. Ask each group to present their team project to the class. 2. Encourage the students to explain their chosen season, describe their visual representation, and read aloud their written paragraphs or sentences. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Team Project | | | | |
| **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 Knowledge  **TOPIC:** Module 4 - Year in, year out  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 2.3 | | | | | Main: 2.3.1  Complementary: 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. Narrate very short basic stories and events. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write at least 5 days of the week and 8 months of the year correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Prepositions with time expressions: in + month; on + day. | | | | | | | | | Get Smart plus 3 Student’s Book, p.35, set of 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. Begin the lesson by displaying a large calendar or a chart with the days of the week and the months of the year on the board. 2. Engage the students in a discussion about time expressions, focusing on the days of the week and the months of the year. 3. Ask the students questions such as "What day is it today?" and "What month are we in?" to elicit their prior knowledge and understanding of time expressions. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Gallery Walk Activity**   1. Divide the students into groups of four and provide each group with a set of cards containing the days of the week and the months of the year. 2. Explain that each group will participate in a gallery walk activity, where they will read and discuss short texts displayed around the classroom that include time expressions. 3. Distribute the short texts to be displayed around the classroom. Each text should contain sentences or phrases that use specific days of the week or months of the year. 4. Instruct the students to walk around the classroom in their groups, reading the texts and discussing the time expressions used. 5. Encourage the students to identify and underline the days of the week and months of the year in the texts. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Gallery Walk Reflection**   1. Bring the students back together as a whole class and facilitate a discussion about their gallery walk experience. 2. Encourage the students to ask questions and share their thoughts about the different time expressions and stories presented by their classmates.   **Review and Practice**   1. Distribute a worksheet or activity where the students can practice using prepositions with time expressions (in + month, on + day). 2. Instruct the students to complete the worksheet by writing the correct day of the week or month of the year in the given sentences. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Gallery Walk | | | | |
| **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 Knowledge  **TOPIC:** Module 4 - Year in, year out  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.3  Complementary: 2.1 | | | | | Main: 4.3.2  Complementary: 2.1.2 | | | | 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. Find out about and describe basic everyday routines. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write at least 5 daily routines correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Prepositions with time expressions: on + day of the week. | | | | | | | | | Get Smart plus 3 Student’s Book, p.36–37, Magnetic letters, 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 asking the students about their daily routines. For example, you can ask questions like "What do you do on Mondays?" or "What are some things you do every day?" 2. Write the days of the week on the board and ask the students to share their daily routines for each day. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **I-Think Map Activity**   1. Distribute the I-Think Map worksheet to each student. 2. Display the topic "My Daily Routines" on the board and model how to fill out the I-Think Map by providing an example routine, such as "Getting ready for school." 3. Instruct the students to think about and write down their own daily routines in the I-Think Map, adding branches for different activities they do throughout the day. 4. Encourage the students to use magnetic letters to spell out the words for their routines accurately.   **Guided Writing**   1. Provide the students with a worksheet or writing template with spaces to write about their daily routines. 2. Guide the students in writing sentences or short paragraphs to describe their routines. Remind them to use prepositions with time expressions, such as "on Monday" or "on Tuesdays." 3. Walk around the classroom, offering support and assistance to individual students as they work on their writing. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the students to share one or two of their daily routines with the class. They can read their sentences or paragraphs aloud or share them in small groups. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | I-Think Map | | | | |
| **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: | | | | | | | | | | | | | | | | |