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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 1 : WHERE ARE YOU FROM?  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 1.1 | | | | | Main: 1.2.2  Complementary: 1.1.1 | | | | Respect others | | | | 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 longer simple texts. 2. Recognise and reproduce with support a wide range of target language phonemes. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can point to at least five flags after listening to the song and say out at least three countries and three names (of children) correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense for personal information (All persons). | | | | | | | | | Get Smart Plus 4 Activity 1 Student’s Book and Teacher’s Book (page 18), Flashcards of the flags from Student’s Book  Paper and pencils for making flags. | | | | | | | |
| **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 flashcards of different flags from the Student's Book on the board or around the classroom. 2. Ask the students if they recognize any of the flags and if they know which countries they belong to. 3. Engage the students in a brief discussion about different countries and their cultures, encouraging them to share any personal experiences or knowledge they may have. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Round Robin Activity**   1. Divide the students into small groups and give each group a set of paper and pencils. 2. Play the song that accompanies the "Where Are You From?" module. 3. Instruct the students to listen carefully to the song and, as they hear the name of a country, they should work together as a group to draw the corresponding flag on their paper. 4. After the song ends, each group will take turns holding up their flags and saying the name of the country. Encourage them to pronounce the country names clearly and correctly.   **Listening Comprehension**   1. Distribute the Activity 1 Student's Book page to each student. 2. Instruct the students to listen to the audio recording or read the longer text and answer the questions on the page. 3. Play the audio recording or allow the students to read the text silently. 4. Afterward, facilitate a class discussion to check the answers and provide any necessary support or clarification. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Have a brief discussion about the different countries and their cultures, allowing the students to share any interesting facts they have learned or any personal connections they may have. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Round Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Role Play | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activities with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 1 : WHERE ARE YOU FROM?  **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 | | | | Respect others | | | | 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 statements. 2. Recognise and reproduce with support, a wide range of target language phonemes. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can say out at least three countries and three nationalities correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense for personal information (All persons). | | | | | | | | | Get Smart Plus 4, Activity 3 Student’s Book page 5,  Country flag flashcards from Lesson 1, Paper and pencils for making flags (keep these flags for later lessons). | | | | | | | |
| **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 country flag flashcards from the previous lesson on the board or around the classroom. 2. Review the countries and nationalities associated with each flag, asking the students if they remember them from the previous lesson. 3. Engage the students in a discussion about different countries and nationalities, encouraging them to share their own nationalities or countries they are familiar with. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Rally Table Activity**   1. Explain that the students will participate in a Rally Table activity. Each group will have a turn to describe a person or object using suitable statements related to their nationality or country of origin. 2. The first group will choose a country or nationality from the flashcards and describe a person or object related to that country/nationality. 3. The other groups will listen attentively and try to guess the country or nationality being described. They can raise their hands to answer. 4. Once a group correctly guesses the country or nationality, they will have a turn to describe another person or object for the next round. 5. Continue the activity with different countries and nationalities, allowing each group to take turns describing and guessing.   **Speaking Practice**   1. Provide additional speaking practice by engaging the whole class in a discussion about countries and nationalities. 2. Ask the students questions related to their own countries or nationalities, such as "Where are you from?" or "What is your nationality?" 3. Encourage the students to respond using suitable statements, describing their own country or nationality. For example, "I am from Japan. We eat sushi and celebrate cherry blossom festivals." | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Discuss the different countries and nationalities that were mentioned and any interesting facts the students learnt. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Table | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Role Play | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activities with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 1 : WHERE ARE YOU FROM?  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 1.2 | | | | | Main: 3.2.2  Complementary: 1.2.4 | | | | Embrace New Friend | | | | 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 simple texts in one or two paragraphs. 2. Understand longer-supported classroom instructions. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can say at least three countries and three nationalities correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present simple for personal information (questions, all persons): Where are you from? I’m from…; Nationalities: I’m… | | | | | | | | | Get Smart Plus 4 Activities 1-3 Student’s Book and Teacher’s  Book pages 20- 21  Picture of an Egyptian mummy | | | | | | | |
| **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 picture of an Egyptian mummy. 2. Ask the students if they know what an Egyptian mummy is and where it comes from. 3. Engage the students in a short discussion about Egypt and its culture, encouraging them to share any prior knowledge they may have. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Same-Different Activity**   1. Distribute copies of Activities 1-3 from the Get Smart Plus 4 Student's Book to the students. 2. Read out the instructions together and make sure the students understand the task. 3. In pairs or small groups, the students will read the text and identify the similarities and differences between two characters, places, or objects mentioned in the text. 4. After the allotted time, ask the students to share their findings with the class, discussing the similarities and differences they identified.   **Reading Comprehension**   1. Direct the students' attention to the text in Student's Book. 2. Read the text aloud, modelling proper pronunciation and intonation. 3. Discuss any unfamiliar vocabulary words or phrases and ensure the students understand the meaning. 4. Ask comprehension questions about the text to gauge the students' understanding, such as: 5. Encourage the students to refer to the text to support their answers. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage the students to continue practising their reading skills and explore different texts related to countries and cultures. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Same-Different | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Role Play | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activities with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN TS25** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 1 : WHERE ARE YOU FROM?  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 4.3 | | | | | Main: 4.2.4  Complementary: 4.3.2 | | | | Embrace New Friend | | | | Creativity and Innovation | | | |
| **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 statements. 2. Spell most high-frequency words accurately in guided writing. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can write sentences to describe people and objects using suitable statements. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present simple for personal information (questions, all persons): Where are you from? I’m from… ; Nationalities: I‘m… | | | | | | | | | 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 flashcards with images of different people and objects. 2. Engage the students in a brief discussion by asking questions like: "What do you notice about these pictures? “Can you describe any of the people or objects in the pictures?” 3. Encourage the students to share their observations and descriptions. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Timed-Pair Share Activity**   1. Divide the students into pairs and distribute the worksheet. 2. Set a specific time limit (e.g., 3 minutes) for each partner to describe one of the pictures on the worksheet to their partner. 3. Encourage the students to use suitable statements to describe the people or objects in the pictures, incorporating the target language (present simple for personal information and nationalities). 4. After the time is up, have the pairs switch roles, allowing the other partner to describe a different picture. 5. Rotate the pairs a few times, allowing the students to practice their description skills and actively listen to their partners.   **Guided Writing**   1. Provide the students with a writing task related to describing a person or object. For example, they can write a paragraph describing their favourite family member or an object they treasure. 2. Remind the students to use suitable statements and incorporate the target language (simple present tense for personal information and nationalities) in their writing. 3. Encourage the students to self-check their spelling and use available resources (e.g., word lists, dictionaries) to ensure accurate spelling of high-frequency words. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask a few students to share their written descriptions with the class. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Timed-Pair Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | |  | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do activities with guidance. | | | | | | | Worksheet for reinforcement. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |