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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Knowledge  **TOPIC:** MODULE 3 : IN THE PAST  **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 | | | | Global Sustainability | | | |
| **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 tell each other what they learnt from the quiz. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple past tense (regular and irregular verbs). | | | | | | | | | Get Smart Plus 4 Activity 1 Student’s Book p27, Picture of a mummy and other items from the theme of ancient Egypt, A text (recording or spoken) based on the quiz. | | | | | | | |
| **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 mummy and other items related to ancient Egypt on the board or using visual aids. 2. Ask the students questions to engage their curiosity and activate their prior knowledge, such as: "What do you know about ancient Egypt?” “Have you seen or heard about mummies before?” 3. Allow the students to share their thoughts and experiences related to ancient Egypt. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Rally Robin Activity**   1. Provide each student with a worksheet or a piece of paper divided into three columns: "What I know," "What I want to know," and "What I learnt." 2. Instruct the students to write down at least three things they already know about ancient Egypt in the "What I know" column. 3. Then, have the students brainstorm and write down at least three questions they have or things they want to know about ancient Egypt in the "What I want to know" column. 4. After that, play a recorded or spoken text based on a quiz about ancient Egypt. 5. Pause the recording at appropriate intervals to allow the students to discuss and share what they have learnt with a partner. 6. Instruct the students to write down at least three new things they have learned in the "What I learned" column. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Sharing and Reflection**  1. Conduct a class discussion and allow the students to share what they have learnt from the quiz.  2. Encourage the students to share their new knowledge and ask questions if they have any.  3. Facilitate a reflection by asking questions like: “What were some interesting facts you learnt about ancient Egypt?” “Did any of the new information surprise you?” | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Quiz | | | | |
| **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 4** | | | | | | | |
| **THEME:** World of Knowledge  **TOPIC:** MODULE 3 : IN THE PAST  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 3.2 | | | | | Main: 2.1.2  Complementary: 3.2.4 | | | | Respect others | | | | Global Sustainability | | | |
| **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. Find out about and describe experiences in the past. 2. Recognise and use with little or no support, key features of a simple monolingual dictionary. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can talk about ancient cultures in and around Malaysia. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple past tense (regular and irregular verbs). | | | | | | | | | Get Smart Plus 4 Activity 2 Student’s Book p27, Monolingual  Dictionaries. | | | | | | | |
| **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 artefacts representing ancient cultures in and around Malaysia, such as traditional clothing, musical instruments, or historical landmarks. 2. Ask the students questions to spark their interest and activate their prior knowledge, such as: “Have you heard about any ancient cultures in Malaysia?” “What do you know about them?” 3. Allow the students to share their thoughts and experiences related to ancient cultures in and around Malaysia. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Talking Chips Activity**   1. Distribute an equal number of small chips or tokens to each student. 2. Present a set of discussion questions related to ancient cultures in Malaysia, such as: “What are some famous ancient sites or landmarks in Malaysia?” Can you name any traditional dances or musical instruments from our country's history?” 3. Instruct the students to take turns sharing their answers or thoughts while holding a chip. 4. Once a student has shared their response, they must pass the chip to another student who hasn't spoken yet. 5. Encourage the students to actively listen to their peers and ask follow-up questions if they're interested. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| **Reflection and Dictionary Activity**   1. Lead a class discussion about the ancient cultures discussed during the Talking Chips activity.   2. Encourage the students to reflect on the information shared and ask questions about anything they found interesting or surprising.  3. Introduce the use of monolingual dictionaries and their key features, such as word definitions, parts of speech, and example sentences.  4. Provide each student with a simple monolingual dictionary or access to an online dictionary.  5. In pairs or small groups, instruct the students to look up and discuss the meanings of three new vocabulary words related to ancient cultures. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Talking Chips | | | | |
| **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 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 3 : IN THE PAST  **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: 3.2.1  Complementary: 1.2.3 | | | | Respect others | | | | Values | | | |
| **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. Find out about and describe experiences in the past. 2. Recognise and use with little or no support, key features of a simple monolingual dictionary. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can talk about past event. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Past simple yes/no questions with did and was/were | | | | | | | | | Get Smart Plus 4 Activity 1 Student’s Book (page 28) | | | | | | | |
| **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 pictures or artefacts representing different past events, such as historical photographs, objects from the past, or images of significant moments in history. 2. Ask the students questions to engage their curiosity and activate their prior knowledge, such as: “What do you think happened in the past that shaped the world we live in today?” “Have you ever wondered what life was like in the past?” 3. Allow the students to share their thoughts and experiences related to past events and their significance. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Gallery Walk Activity**   1. Explain to the students that they will participate in a Gallery Walk activity to explore different past events. 2. Prepare posters or printed materials with information about various historical events or periods. Place them around the classroom. 3. Divide the students into small groups and assign each group to a different poster or topic. 4. Instruct the groups to rotate around the classroom, visit each poster or topic, and read the information provided. 5. Encourage the students to discuss the information, ask questions, and make observations about each past event.   **Reading Comprehension Activity**   1. Distribute the Get Smart Plus 4 Activity 1 Student's Book page 28 to each student. 2. Explain the activity and review the instructions together as a class. 3. In pairs or individually, have the students read the short passage and answer the comprehension questions. 4. Monitor their progress and provide assistance as needed. 5. After completing the activity, discuss the answers as a class, clarifying any misconceptions or addressing questions that arise. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the students to share their thoughts and impressions about the past events they learned about. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Gallery Walk | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Role Play | | | | |
| **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 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 3 : IN THE PAST  **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: 4.3.1  Complementary: 3.2.2 | | | | Being polite | | | | 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. Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level. 2. Understand specific information and details of simple texts of one or two paragraphs. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can read and answer the question in their exercise book. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple past yes/no questions with did. | | | | | | | | | Get Smart Plus 4 Activity 3 Student’s Book (page 28-29).  A set of questions without punctuations. | | | | | | | |
| **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 by engaging the students in a discussion about the importance of punctuation in writing. Ask questions such as: “Why do we use punctuation in sentences?” “What do capital letters, full stops, question marks, and commas help us do in writing?” 2. Show the students a set of questions without any punctuation marks and ask them to read the questions aloud. 3. Encourage them to identify the missing punctuation marks. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Round Robin Activity**   1. Distribute the Get Smart Plus 4 Activity 3 Student's Book pages 28-29 to each student. 2. Divide the students into small groups of 4-5 members. 3. Each group will form a circle or sit in a line. 4. Provide each group with a set of questions without punctuation marks. 5. Instruct the students to take turns reading one question aloud and adding the appropriate punctuation mark before passing the question to the next student in the round robin fashion. 6. Repeat the round robin process until all questions have been correctly punctuated.   **Guided Writing Activity**   1. Explain to the students that they will now apply their understanding of punctuation in a guided writing activity. 2. Provide them with a simple paragraph or short passage related to a past event or historical figure. 3. Read the passage aloud to the students, emphasising the correct pronunciation and intonation. 4. Instruct the students to rewrite the passage in their exercise books, ensuring the appropriate use of capital letters, full stops, and question marks. 5. Encourage the students to pay attention to the structure and flow of their sentences. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Summarise the key points covered in the lesson, emphasising the importance of using capital letters, full stops, question marks, and commas in guided writing. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Round Robin | | | | |
| **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: | | | | | | | | | | | | | | | | |