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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 4** | | | | | | | |
| **THEME:** World of Knowledge  **TOPIC:** MODULE 4 : CELEBRATIONS  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 3.2 | | | | | Main: 1.2.1  Complementary: 3.2.3 | | | | 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, the main idea of longer simple texts. 2. Guess the meaning of unfamiliar words from clues provided by title and topic. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can sing a song. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Ordinal numbers | | | | | | | | | Get Smart Plus 4, Activity 1 Student’s Book (page 37) | | | | | | | |
| **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 asking the students about their favourite celebrations or special occasions. 2. Encourage them to share what they know about these events. 3. Show them a picture or play a short video related to a celebration, and ask them to describe what they see and guess the name of the celebration. 4. Facilitate a brief discussion about the importance of celebrations and the different types of celebrations they are familiar with. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Talking Chips Activity**   1. Distribute the Get Smart Plus 4 Activity 1 Student's Book page 37 to each student. 2. Explain that they will listen to a song about a celebration and answer questions based on the lyrics. 3. Divide the students into small groups and provide each group with a set of "talking chips" (e.g., small tokens or counters). 4. Instruct the students to take turns being the speaker and the listener. 5. Play the song related to a celebration and provide the students with a copy of the lyrics. 6. The speaker will listen to the song and read the lyrics, while the other group members listen attentively. 7. After the song finishes, the speaker will ask a question based on the lyrics and pass a talking chip to a listener. 8. The listener who receives the chip will provide an answer to the question.   **Guided Discussion and Vocabulary Exploration**   1. Facilitate a class discussion about the song and the celebration it represents. 2. Ask the students to share their answers to the questions and encourage them to explain their reasoning. 3. Introduce any unfamiliar words or phrases from the song's lyrics and discuss their meanings as a class. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Engage the students in a brief discussion about what they learned from the activity. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Talking C hips | | | | |
| **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 4** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** MODULE 4 : CELEBRATIONS  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.2  Complementary: 1.2 | | | | | Main: 2.2.1  Complementary: 1.2.5 | | | | 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. Keep interaction going in short exchanges by using suitable words: (i) to show understanding (ii) to ask for clarification. 2. Understand longer supported questions. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can ask and answer about dates. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Questions with when; Giving dates using on / no preposition | | | | | | | | | Get Smart Plus 4, Activity 3 Student’s Book (page 37), workbook page 30. | | | | | | | |
| **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 displaying images of various celebrations on the board or projector. 2. Ask the students to identify the celebrations and share what they know about each one. 3. Engage the students in a brief discussion about the importance of dates and the role they play in celebrations. 4. Introduce the topic of today's lesson, which focuses on speaking skills related to asking and answering questions about dates. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Rally Robin Activity**   1. Divide the students into pairs and distribute the Get Smart Plus 4 Student's Book page 37 to each pair. 2. Explain the Rally Robin activity: One student will ask a question about a date, and the other student will respond. They will then switch roles. 3. Model an example exchange with a student to demonstrate how the activity should be carried out. 4. Provide a list of prompts or questions on the board or on a handout to help guide the students during the activity. 5. Set a time limit (e.g., 1 minute) for each student's turn, and instruct them to take turns asking and answering questions within the given time. 6. Circulate around the classroom, providing assistance and monitoring the students' progress.   **Guided Practice and Feedback**   1. After the Rally Robin activity, bring the whole class together for a guided discussion. 2. Ask a few pairs to share their exchanges with the rest of the class, highlighting effective communication and language use. 3. Provide feedback and clarification on any errors or areas that need improvement. 4. Engage the students in a brief discussion about the challenges and strategies they used during the activity. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Engage the students in a brief reflection on their speaking skills and areas of improvement. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Robin | | | | |
| **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 4** | | | | | | | |
| **THEME:** World of Stories  **TOPIC:** MODULE 4 : CELEBRATIONS  **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: 3.3.1  Complementary: 3.2.4 | | | | Respect others | | | | Patriotism | | | |
| **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. Read and enjoy A1 fiction/non-fiction print and digital texts of interest. 2. Recognise and use with little or no support key features of a simple monolingual dictionary. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can tell their partner what they will dress up as if they go to the parade. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| *“Going to”,* future tense for planned actions. | | | | | | | | | Get Smart Plus 4, Student’s Book (page 38).  Pictures of celebrations, 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. Display images of different celebrations on the board or projector. 2. Engage the students in a brief discussion about their favourite celebrations and why they enjoy them. 3. Introduce the topic of today's lesson, which focuses on reading about celebrations and using a monolingual dictionary to understand key features. 4. Ask the students to share what they think they might dress up as if they were to go to a parade. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **I-Think Map Activity**   1. Distribute the Get Smart Plus 4 Student's Book page 38 to each student. 2. Explain the I-Think Map activity: Each student will choose a celebration from the page and complete the I-Think Map by writing or drawing their responses to the prompts. 3. Model an example by completing an I-Think Map together as a class, using a chosen celebration from the page. 4. Instruct the students to work independently and choose a celebration to focus on. 5. Provide support and guidance as needed while the students complete their I-Think Maps. 6. Encourage the students to use a monolingual dictionary to look up any unfamiliar words or key features of the celebration they have chosen.   **Guided Practice and Feedback**   1. After completing the I-Think Maps, ask the students to pair up with a partner. 2. Instruct them to take turns sharing their chosen celebration and what they will dress up as if they were to go to the parade. 3. Encourage active listening and the use of suitable words to show understanding and ask for clarification during the discussion. 4. Circulate around the classroom, providing feedback and support as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Invite a few groups to share their discoveries with the whole class, allowing for discussion and clarification. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | I-Think Map | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Tell Stories | | | | |
| **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 4 : CELEBRATIONS  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 4.1 | | | | | Main: 4.2.4  Complementary: 4.1.2 | | | | 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. Use cursive writing in written work. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can draw their costume for the Independence Day parade. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| *“Going to”,* future tense for planned actions. | | | | | | | | | Get Smart Plus 4 Activities 1-3 Student’s Book (page 38)  and Teacher’s Book (pages 64-65). | | | | | | | |
| **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 images or objects related to Independence Day celebrations and parades. 2. Engage the students in a discussion about Independence Day and its significance. 3. Ask the students to share their experiences or knowledge about parades and costumes worn during such events. 4. Introduce the topic of the lesson, which focuses on writing and describing costumes for a parade. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Gallery Tour Activity**   1. Distribute the Get Smart Plus 4 Student's Book pages 38 to each student. 2. Explain the Gallery Tour activity: Each student will imagine and draw a costume they would wear for the Independence Day parade. They should label the costume with suitable statements describing it. 3. Model an example by drawing a costume on the board or using a visual aid. 4. Instruct the students to work independently and create their own costumes, using their imagination and the ideas from the activity in the textbook. 5. Remind the students to use cursive writing when labelling their drawings and writing the statements.   **Guided Practice and Feedback**   1. After completing their costume drawings and descriptions, ask the students to form pairs or small groups. 2. Instruct them to take turns sharing their costumes and descriptions with their partners. 3. Encourage the students to provide feedback to each other, focusing on the clarity and suitability of the statements and the neatness of the cursive writing. 4. Walk around the classroom, providing feedback and support as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Summarise the lesson by highlighting the skills and knowledge gained. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Gallery Tour | | | | |
| **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: | | | | | | | | | | | | | | | | |