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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** FREE TIME  **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  Complementary: 3.2.1 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, most of the pupils will be able to:   1. Listen and match pictures correctly. 2. Read and fill the gaps correctly. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Listen and match at least 5 pictures.  2. Read and fill in at least 5 blanks. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present simple: affirmative and negative, possessive adjectives | | | | | | | | | English Plus 1 Activities 1 and 2 Student’s Book p.4, Workbook p4. | | | | | | | |
| **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. Greet the students and ask them how they usually spend their free time. Encourage a brief class discussion where students can share their favorite activities. 2. Show the students some pictures related to different leisure activities on the board or using flashcards. 3. Engage the students by asking them to identify and name the activities depicted in the pictures. 4. Explain that in today's lesson, they will focus on listening and practice matching pictures and filling in the gaps. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Introduction to Listening**   1. Distribute English Plus 1 Activities 1 and 2 Student's Book to each student. 2. Explain that they will listen to a short audio recording about free time activities. 3. Play the recording and ask students to listen carefully without writing anything. 4. After playing the recording once, ask a few comprehension questions to check their understanding of the content.   **Round Table Activity**   1. Divide the class into small groups of 3-4 students each. 2. Provide each group with English Plus 1 Workbook p.4, which contains pictures and gaps for the listening activity. 3. Instruct the students to take turns listening to the recording and filling in the gaps based on what they hear. 4. Emphasize the importance of teamwork and encourage students to discuss their answers within their groups. 5. Monitor the groups, provide assistance when needed, and ensure that each student gets a chance to participate. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Bring the class back together and ask each group to share their answers and discuss any disagreements or uncertainties. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Round Table | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Observation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement./  Workbook page 4. (No 1-2) | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** FREE TIME  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 4.2 | | | | | Main: 2.1  Complementary: 4.2.1 | | | | Friendship | | | | Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, most of the pupils will be able to:   1. Give detailed information based to their partner correctly. 2. Write detailed information correctly. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Give at least 5 detailed information to their partner.  2. Write at least 6 detailed information. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present simple: affirmative and negative, possessive adjectives. | | | | | | | | | English Plus 1 Student’s Book Activities 3, 4 and 5 p.4, Student’s Book Activities 1, 2, 4 p.5, Audio: 1.04, Paper to write TRUE and FALSE. | | | | | | | |
| **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. Greet the students and briefly discuss the topic of free time. Ask them to share their favorite free time activities with the class. 2. Introduce the concept of giving detailed information about their free time activities to a partner. 3. Explain that in today's lesson, they will focus on speaking skills and practice giving and writing detailed information. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Introduction to Speaking:**   1. Distribute English Plus 1 Student's Book to each student. 2. Direct their attention to Activities 3, 4, and 5 on page 4, which involve giving and receiving detailed information about free time activities. 3. Model a dialogue with a confident partner to demonstrate how to ask and answer questions using detailed information. 4. Play the audio recording (1.04) to provide an additional listening model for the dialogue.   **Role Play Activity:**   1. Divide the class into pairs or small groups. 2. Assign each pair/group a different free time activity from the Student's Book Activities 1, 2, or 4 on page 5. 3. Instruct students to take turns being the interviewer and interviewee, practising the dialogue and giving detailed information about their assigned activity. 4. Encourage students to ask follow-up questions to elicit more detailed responses. 5. Monitor the pairs/groups, provide guidance, and ensure equal participation. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Discuss the importance of providing specific details when communicating about free time activities. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Role Play | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Workbook | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement./  Workbook page 4. (No 3-5) | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** FREE TIME  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 2.2 | | | | | Main: 4.2.4  Complementary: 1.2.4 | | | | Friendship | | | | 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, most of the pupils will be able to:   1. Describe objects in their self-drawn picture correctly. 2. Understand the sequence of instructions and draw the objects. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Describe at least 3 objects by writing sentences.  2. Listen and draw at least 3 objects. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Prepositions of place | | | | | | | | | English Plus 1 Activities 1-5 p.6, Audio: 1.06 and 1.07 | | | | | | | |
| **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. Greet the students and show them a simple picture of a room or a scene. 2. Engage the students in a brief discussion by asking questions about the objects and their locations in the picture. 3. Introduce the topic of describing objects using prepositions of place. 4. Write a few example sentences on the board using prepositions of place to describe the objects in the picture. 5. Encourage students to share their own sentences describing the objects in the picture. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Introduction to Writing:**   1. Distribute English Plus 1 Activities 1-5 p.6 to each student. 2. Explain that they will be drawing their own picture and writing sentences to describe the objects in their picture using prepositions of place. 3. Model the process by drawing a simple picture on the board and writing a sentence to describe one object using a preposition of place.   **I-Think Map Activity:**   1. Introduce the I-Think Map activity as a brainstorming tool for organizing ideas before writing. 2. Instruct the students to create an I-Think Map in their notebooks or on a separate sheet of paper. 3. Ask them to draw a picture of a room or a scene and write down the names of three objects in the picture. 4. Encourage students to use the prepositions of place to describe the location of each object in relation to other objects in the picture. 5. Circulate the classroom, providing assistance and checking students' progress. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask students to share one thing they learned about using prepositions of place in their writing. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | I-Think Map | | | | |
| **PERFORMANCE LEVEL** | | | | 4 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Presentation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement./  Workbook page 6. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **TOPIC:** FREE TIME  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 4.2 | | | | | Main: 3.2.2  Complementary: 4.2.4 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | | | | | | | | |
| By the end of the lesson, most of the pupils will be able to:   1. Read and match the adjectives. 2. Write sentences about things in their bag. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Read and match at last 4 antonyms correctly.  2. Write at least 3 sentences using the adjectives. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Adjectives | | | | | | | | | English Plus 1 Activities 1 and 2 p.8, Audio: 1.09, Workbook p8 | | | | | | | |
| **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. Greet the students and display a bag or backpack in front of the class. 2. Engage the students in a brief discussion about the items they usually carry in their own bags. 3. Introduce the concept of adjectives, explaining that adjectives are words used to describe nouns. 4. Provide a few examples of adjectives related to the items in the bag, such as "small notebook," "colorful pen," or "heavy textbook." 5. Encourage the students to think of more adjectives that can describe the items in their bags. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Introduction to Reading:**   1. Play the audio recording (1.09) that accompanies Activity 1. 2. Ask the students to listen carefully and match the adjectives they hear with the corresponding pictures in their Activity 1.   **Rally Robin Activity:**   1. Divide the class into pairs. 2. Instruct the pairs to take turns participating in a Rally Robin activity. 3. Each student will have a chance to say an adjective that describes one of the items in their bag while their partner listens. 4. Encourage students to use a variety of adjectives and to actively listen to their partner's words. 5. Monitor the activity, providing support and feedback as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Discuss the importance of using adjectives to provide more detailed descriptions. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Rally Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 4 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Exercise Book | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement./  Workbook page 8. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |