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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 1: TOWNS AND CITIES  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 4.2 | | | | | Main: 1.2.1  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, pupils will be able to:   1. Describe appropriately about the places they live. 2. Listen and fill in the blanks correctly. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Describe the places they live in using at least 1 sentence.  2. Listen and fill in at least 8 blanks in exercise 1. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| there’s, there are; a, an; some, any | | | | | | | | | English Plus 1 Student’s Book Activities 1, 2, 3, 4 p.12 and 13 | | | | | | | |
| **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 initiate a discussion about the places they live. 2. Show pictures or provide descriptions of different types of places (e.g., cities, towns, rural areas) and ask the students to identify the type of place they live in. 3. Facilitate a brief class conversation by asking questions such as: "What kind of place do you live in?” “Can you describe your neighbourhood or town?” | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Introduction to Listening:**   1. Focus on the vocabulary related to the lesson, such as "there's," "there are," "a," "an," "some," and "any." 2. Explain the usage of each vocabulary item, providing examples and clarifying any questions. 3. Have the students practice saying and using the vocabulary in sentences related to places they live.   **Talking Chips Activity:**   1. Divide the students into small groups and provide each group with a set of "talking chips" (e.g., small pieces of paper or tokens). 2. Explain that each student will take turns picking a chip and sharing a sentence or description about the place they live using the target vocabulary. 3. Encourage active listening and respectful turn-taking within the groups. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Conduct a class reflection by asking students to share one new thing they learned about describing places. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Talking Chips | | | | |
| **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 12 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 1: TOWNS AND CITIES  **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: 2.1.5  Complementary: 4.2.1 | | | | Kindness and obedience | | | | 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 places using suitable statement. 2. Write detailed information correctly. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Describe the place using at least 3 sentences.  2. Write at least 3 sentences to describe the place. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| there’s, there are; a, an; some, any | | | | | | | | | English Plus 1 Student’s Book Activities 5, 6 p. 13 | | | | | | | |
| **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 initiate a discussion about their favourite places. 2. Show pictures or provide descriptions of different types of places, such as parks, libraries, and schools. 3. Engage the students by asking questions like: “What is your favourite place to visit in your town or city?” “Can you describe the place using suitable statements?” | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Review:**   1. Review the vocabulary related to the lesson, such as "there's," "there are," "a," "an," "some," and "any." 2. Ask the students to provide examples of how these words are used when describing places.   **Think-Pair-Share Activity:**   1. Introduce Activities 5 and 6 in the English Plus 1 Student's Book on page 13. 2. Explain that the students will think individually about a place they want to describe and write down three sentences about that place. 3. Pair the students and ask them to share their descriptions with their partners, providing feedback and suggestions for improvement. 4. Encourage the use of suitable statements and descriptive language. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Emphasize the importance of providing detailed information and using vocabulary learned in class. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Think-Pair-Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Task | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement/  Workbook page 12 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 1: TOWNS AND CITIES  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 2.1 | | | | | Main: 3.2.4  Complementary: 2.1.5 | | | | Kindness and obedience | | | | 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 a familiar print and digital resources to check meaning. 2. Describe the places using suitable statements. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Use a dictionary and pictures to check meaning.  2. Describe the place for a holiday using a least 2 sentences. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense interrogatives: Is it...? Is / Are there… How many…? | | | | | | | | | English Plus 1 Student’s Book Activities 1, 2, 3 p.14, Dictionaries, Workbook p16. | | | | | | | |
| **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 showing pictures of different places and engage the students in a discussion about their favourite places to visit. 2. Ask questions to stimulate their thinking and encourage them to share their experiences, such as: "What is your favourite place to visit on a holiday?” "How would you describe that place using suitable statements?” | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Introduction:**   1. Introduce the vocabulary related to the lesson, such as "Is it...?", "Is/Are there...?", and "How many...?" 2. Provide examples and explanations to help students understand and use the vocabulary correctly.   **Gallery Walk Activity:**   1. Divide the class into small groups and assign each group a different reading passage from Activities 1, 2, or 3 in the English Plus 1 Student's Book on page 14. 2. Display each reading passage on separate posters around the classroom. 3. Instruct the groups to rotate and read all the passages, using dictionaries to check the meaning of any unfamiliar words or phrases. 4. Encourage them to discuss the descriptions of the places and make notes of interesting details or ideas. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assign an extension activity as homework, which requires the students to research and describe a famous landmark or tourist attraction in a different country using suitable statements. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Gallery Walk | | | | |
| **PERFORMANCE LEVEL** | | | | 4 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Task | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement/  Workbook page 16 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 1: TOWNS AND CITIES  **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: 2.2.1 | | | | Cooperation | | | | 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 places using suitable statements. 2. Keep interaction going in short exchanges. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Describe their holiday park using at least 2 affirmative and negative sentences.  2. Discuss and ask at least 2 questions to group members. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense interrogatives: Is it...? Is / Are there… How many…? | | | | | | | | | English Plus 1 Student’s Book Activities 1, 5, 6 p.15, Workbook p13. | | | | | | | |
| **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 posters of different holiday parks or recreational places. 2. Engage the students in a discussion about their favourite holiday parks or places they have visited. 3. Ask questions to stimulate their thinking and encourage them to share their experiences, such as: "What is your favourite holiday park? Why do you like it?” "What are some activities or attractions you can find in a holiday park?” | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Introduction:**   1. Introduce and review vocabulary related to describing places, such as "Is it...?", "Is/Are there...?", and "How many...?" 2. Provide examples and explanations to help students understand and use the vocabulary correctly.   **Round Robin Activity:**   1. Divide the class into small groups of 4-5 students. 2. Provide each group with a large sheet of paper and markers. 3. Instruct the groups to create a collaborative description of their ideal holiday park. 4. Explain that each student will contribute by writing one affirmative or negative sentence about the holiday park on the paper. 5. After writing their sentence, each student passes the paper to the next group member who adds their own sentence. 6. Encourage the students to read the previous sentences to maintain coherence in the description. 7. Repeat the process until each student has contributed at least two sentences. 8. Monitor and provide support as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Allow the students to share their written descriptions with a partner or in small groups. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Round Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 4 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Task | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement/  Workbook page 13 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |