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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT** 2: DAYS  **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: 3.2.1 | | | | 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, pupils will be able to:   1. Listen and fill in the columns correctly. 2. Spell the words correctly. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Listen and fill in at least 4 correct answers.  2. Spell at least 5 words correctly. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Adverbs of frequency:  always, usually, normally, often, sometimes, never | | | | | | | | | English Plus 1 Student’s Book Activities 1, 3, 4 p.22 | | | | | | | |
| **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 asking the students about their daily routines and activities. 2. Encourage them to share adverbs of frequency they commonly use to describe how often they do certain activities. 3. Write the adverbs of frequency on the board and discuss their meanings and usage. 4. Introduce the listening activity by telling the students they will listen to a conversation and fill in the missing information. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Introduction:**   1. Review the adverbs of frequency: always, usually, normally, often, sometimes, never. 2. Provide examples of sentences using these adverbs to describe daily activities. 3. Ensure the students understand the meanings and placement of these adverbs in sentences.   **Role Play Activity:**   1. Divide the class into pairs or small groups. 2. Distribute the Role Play cards to each group. Each card should contain a conversation between two people discussing their daily routines. 3. Instruct the students to read their roles and become familiar with the conversation. 4. Encourage the students to pay attention to the adverbs of frequency used in the conversation. 5. Conduct a practice round where the students read the conversation aloud with their partner/group. 6. Play an audio recording of a similar conversation or read it aloud as the students listen attentively. 7. After the listening, give the students time to fill in the missing information in the columns based on the conversation they heard. 8. Monitor the students' progress and provide assistance as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage the students to share their own routines and how often they do certain activities using the adverbs of frequency. | | | | | | | | | | | |
| **HOTS** | | | | Application | | | | | **21st CA** | | | Role Play | | | | |
| **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 20 | | | | | 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  **UNIT** 2: DAYS  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.2  Complementary: 3.2 | | | | | Main: 2.2.1  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, pupils will be able to:   1. Keep interaction going in short exchanges by asking suitable questions. 2. Guess the meaning of unfamiliar words from clues provided by title, topic and other known words. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Keep appropriate interaction going with partner.  2. Guess at least 2 appropriate unfamiliar details based on at least 1 given time range. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Adverbs of frequency: usually; Verbs: brush, study, watch, help, relax, chat. | | | | | | | | | English Plus 1 Student’s Book Activities 2 p.22 | | | | | | | |
| **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 asking the students about their daily routines and activities. 2. Write the verbs "brush," "study," "watch," "help," "relax," and "chat" on the board. 3. Discuss the meaning of each verb and encourage the students to share how often they do these activities. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Introduction:**   1. Review the adverb of frequency "usually." 2. Ask the students to provide examples of activities they usually do. 3. Write their responses on the board and highlight the adverb "usually." 4. Explain the meaning and usage of "usually" and how it indicates the frequency of an action.   **Talking Chips Activity:**   1. Divide the class into pairs or small groups. 2. Distribute a set of Talking Chips to each group. These could be small cards or tokens. 3. Explain that during the activity, each student will take turns asking and answering questions using the given verbs and the adverb "usually." 4. Model an example dialogue with a volunteer student to demonstrate the activity. 5. Instruct the students to sit in a circle and place their Talking Chips in the centre. 6. The student who holds the Talking Chip will ask a question to their partner using one of the given verbs and the adverb "usually." 7. The partner will respond by providing an appropriate answer using the same verb and adverb. 8. After the interaction, the student who answered will take the Talking Chip and ask another question to the next student. 9. Encourage the students to ask follow-up questions and engage in a conversation. 10. Walk around the class, providing support, and monitoring their speaking interactions. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Engage the students in a reflection on the speaking activity. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Talking Chips | | | | |
| **PERFORMANCE LEVEL** | | | | 4 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Quiz | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement/  Workbook page 20 | | | | | 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  **UNIT** 2: DAYS  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.3  Complementary: 4.3 | | | | | Main: 3.3.1  Complementary: 4.3.2 | | | | 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. Read and relate to the sentences. 2. Spell adverbs correctly. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Read and share sentences that they can relate to using at least 2 adverbs correctly.  2. Spell adverbs correctly in at least 4 sentences. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Adverbs of frequency: usually; Verbs: brush, study, watch, help, relax, chat. | | | | | | | | | English Plus 1 Student’s Book Activities 4 p.22, activities 5-6 p 23 | | | | | | | |
| **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 asking the students about their daily routines and activities. 2. Write the adverb "usually" on the board and review its meaning and usage. 3. Encourage students to share sentences about their daily routines using the adverb "usually." | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Introduction:**   1. Review the adverb "usually" and its position in a sentence. 2. Remind the students of the verbs "brush," "study," "watch," "help," "relax," and "chat" introduced in previous lessons. 3. Discuss the meaning and usage of these verbs in daily routines. 4. Provide examples of sentences that include adverbs and verbs.   **I-Think Map Activity:**   1. Introduce the I-Think Map as a visual tool for organizing thoughts and ideas. 2. Distribute I-Think Map worksheets to the students. 3. Instruct the students to write the adverb "usually" in the centre of the map. 4. Ask the students to think about their own daily routines and activities and write down sentences using the adverb and the given verbs. 5. Encourage the students to be creative and include personal details in their sentences. 6. Monitor the students' progress and provide assistance as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assign the students additional practice exercises from English Plus 1 Student's Book Activities 4 p.22 and activities 5-6 p.23. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | I-Think Map | | | | |
| **PERFORMANCE LEVEL** | | | | 4 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Quiz | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement/  Workbook page 20 | | | | | 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  **UNIT** 2: DAYS  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 2.3 | | | | | Main: 4.2.4  Complementary: 2.3.1 | | | | 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, pupils will be able to:   1. Describe people, places and objects using suitable statements. 2. Narrate short basic stories and events. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Describe their chosen celebrity’s daily routine using at least 1 adverb correctly.  2. Narrate at least 1 suitable fact about their chosen celebrity. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Adverbs of frequency: always, usually, normally, often, sometimes, never. | | | | | | | | | English Plus 1 Student’s Book Activities 7 and *Finished?* p.23 | | | | | | | |
| **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 asking the students if they have a favourite celebrity or public figure. 2. Facilitate a brief discussion about the concept of daily routines and the idea of celebrities having their own schedules. 3. Show a picture of a well-known celebrity and ask the students to guess their daily routine based on their public image. 4. Introduce the concept of using adverbs of frequency to describe daily routines and explain their importance in writing. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Vocabulary Writing:**   1. Review the adverbs of frequency: always, usually, normally, often, sometimes, never. 2. Provide examples of sentences that describe daily routines using adverbs and suitable verbs. 3. Model a short paragraph describing a celebrity's daily routine using the adverbs of frequency.   **Gallery Walk Activity:**   1. Arrange the students' desks or tables in a gallery-style setup, displaying their written descriptions of their chosen celebrities. 2. Instruct the students to walk around the classroom, reading and observing their classmates' work. 3. Encourage the students to take notes on interesting facts or new information they learn about different celebrities. 4. After the gallery walk, gather the students together for a discussion about the various celebrities and their daily routines. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Instruct the students to incorporate suitable adverbs of frequency and descriptive language in their writing. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Gallery Walk | | | | |
| **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. | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |