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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 3: WILD LIFE  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 2.2 | | | | | Main: 1.2.2  Complementary: 2.2.1 | | | | 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. Listen and understand details from longer simple text. 2. Keep interaction going in short exchanges. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Listen and choose at least 3 correct animals for the conversations.  2. Use keep interaction going in short exchanges during the game. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Nouns: wolf, ostrich,  scorpion, rat, octopus; Verb + prep.: looks like, sounds like | | | | | | | | | English Plus 1 Student’s Book Activities 1– 4 p.32–33 | | | | | | | |
| **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 or illustrations of different animals, including the ones mentioned in the learning objectives (wolf, ostrich, scorpion, rat, octopus). 2. Engage the students in a brief discussion about the animals they see and ask them to share any information they know about these animals. 3. Introduce the concept of listening for details and understanding longer texts by explaining that they will listen to conversations about animals and identify the correct ones. 4. Review the vocabulary words: wolf, ostrich, scorpion, rat, octopus, and the verb phrases "looks like" and "sounds like." | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Listening Activity - Identifying Animals:**   1. Play an audio recording of conversations about animals, including descriptions and characteristics. 2. Instruct the students to listen carefully and identify the animals mentioned in the conversations. 3. Provide individual or pair work for this activity. 4. After the listening activity, discuss the answers as a class and ask the students to explain their choices.   **Timed Pair Share Activity:**   1. Divide the students into pairs and provide each pair with a topic related to animals (e.g., favourite wild animal, animal they find interesting). 2. Explain that they will have a set time (e.g., 1 minute) to share their thoughts and opinions about the topic with their partner. 3. Set a timer and allow the students to engage in the conversation. 4. After the set time, ask some pairs to share their discussions with the whole class. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assign each student an animal to research and gather information about. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Timed Pair Share | | | | |
| **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 28 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 3: WILD LIFE  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 2.2 | | | | | Main: 1.2.2  Complementary: 2.2.1 | | | | Kindness and obedience | | | | Science and Technology | | | |
| **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 animals using suitable questions. 2. Guess at the meaning of words in the text with teacher’s guidance or clues. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Describe an animal using at least 3 suitable questions.  2. Guess the meaning of words in the text with at least 2 clues. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Present simple tense interrogatives: Does it, Has it got, How many, What colour/ size is it? What type of animal is it? | | | | | | | | | English Plus 1 Student’s Book Activities 5, 6, 7 p.33 | | | | | | | |
| **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 or illustrations of different animals, including those mentioned in the learning objectives. 2. Engage the students in a brief discussion about their favourite animals, asking questions like "What is your favourite animal? Why?" and "What do you know about this animal?" 3. Introduce the concept of describing animals using suitable questions and guessing the meaning of words with clues. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Round Robin - Animal Descriptions:**   1. Form groups of four students each. 2. Explain that each group will take turns describing an animal using suitable questions. 3. Model an example by selecting an animal and asking questions such as "Does it have fur? Is it a large animal? What type of animal is it?" 4. Encourage the students to ask and answer questions within their group, taking turns to describe different animals. 5. Provide guidance and support as needed.   **Vocabulary Guessing Game:**   1. Introduce a short text or passage about an animal, displaying it on the board or through a handout. 2. Select a few challenging words from the text and write them on the board. 3. Explain to the students that they will work in pairs or small groups to guess the meaning of the words using clues from the text or their prior knowledge. 4. Allow the students some time to discuss and come up with their guesses. 5. Facilitate a class discussion and provide additional clues or explanations for the words as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Encourage them to find interesting facts, describe the animal, and prepare a short presentation for the next lesson. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Round Robin | | | | |
| **PERFORMANCE LEVEL** | | | | 4 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Games | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils do the activities with teacher’s guidance. | | | | | | | Worksheet for reinforcement./  Workbook page 28 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 3: WILD LIFE  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 3.3 | | | | | Main: 3.2.3  Complementary: 3.3.1 | | | | Respect others | | | | Environmental 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. Guess the meaning of unfamiliar words. 2. Read and share their thoughts. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Guess the meanings of at least 2 words correctly.  2. Read the text and share at least one personal opinion. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Superlative adjectives:  ugliest, rarest, most beautiful, common, interesting, colourful | | | | | | | | | English Plus 1 Student’s Book Activities 1–3 p. 34 | | | | | | | |
| **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 photographs of different animals, including some described using superlative adjectives. 2. Engage the students in a brief discussion about their favourite animals and ask them to share why they find them interesting or beautiful. 3. Introduce the concept of reading and discussing a text about wildlife, focusing on unfamiliar words and personal opinions. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Gallery Walk - Vocabulary Guessing:**   1. Prepare word cards with unfamiliar words from the text, including superlative adjectives. 2. Display the word cards around the classroom. 3. Divide the students into small groups and explain that they will participate in a gallery walk activity. 4. In their groups, instruct the students to walk around the classroom, read the word cards, and discuss and guess the meanings of the words. 5. Provide support and guidance as needed.   **Shared Reading and Discussion:**   1. Provide each student with a copy of the text or display it on the board. 2. Read the text aloud as a class, emphasizing pronunciation and intonation. 3. Pause at certain points to discuss the meaning of unfamiliar words encountered in the text. 4. Encourage the students to actively participate in the discussion, ask questions, and share their interpretations. 5. Prompt the students to share their thoughts and opinions about the information presented in the text. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assign a task that reinforces the reading and vocabulary skills, such as writing a short paragraph about their favourite animal using superlative adjectives. | | | | | | | | | | | |
| **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 32 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 5** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT** 3: WILD LIFE  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.3  Complementary: 2.1 | | | | | Main: 4.3.2  Complementary: 2.1.5 | | | | Respect others | | | | Environmental Sustainability | | | |
| **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. Spell a range of high-frequency words accurately in independent writing. 2. Describe people, places and objects using suitable statements. | | | | | | | | | | | | | | | | |
| **SUCCESS CRITERIA (SC):** | | | | | | | | | | | | | | | | |
| Pupils can:  1. Spell at least 5 adjectives correctly.  2. Describe animals or places using at least 2 suitable adjectives in sentences. | | | | | | | | | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Comparative and  Superlative adjectives: e.g., weirder, weirdest, rarer, rarest | | | | | | | | | English Plus 1 Student’s Book Activities 1–4 p.35 (text on p.34 for Activity 2 p.35) | | | | | | | |
| **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 of different animals and places. 2. Engage the students in a discussion about the characteristics of the animals and the uniqueness of the places. 3. Introduce the concept of using adjectives to describe people, places, and objects and explain the focus on comparative and superlative adjectives. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Lyrical Lessons - Adjective Exploration:**   1. Select a popular song that contains comparative or superlative adjectives. 2. Play a portion of the song and ask the students to listen for the adjectives. 3. Discuss the adjectives used in the song, their meanings, and how they contribute to the description. 4. Provide examples of comparative and superlative adjectives from the song lyrics and encourage the students to identify them.   **Adjective Description - Animal/Place Writing:**   1. Provide each student with a worksheet or a piece of paper divided into two columns. 2. Instruct the students to choose an animal or a place of their choice. 3. Ask them to write at least two sentences describing the chosen animal or place using comparative and superlative adjectives. 4. Encourage the students to be creative and use a variety of adjectives to make their descriptions vivid and engaging. 5. Monitor and provide assistance as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Instruct the students to create an artwork depicting the animal or place they described in their writing. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Lyrical Lessons | | | | |
| **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 29 | | | | | Worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |