

Lesson Plan Module 5 Week 1

Components	E-Reading Scholar (ERS)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Eloquent Speaker (ES)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
IVB	i. Students to independently go through the list of words	15 mins	e-Prep	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Comprehension	Overview of comprehension questions. Explain the types of question and how to answer in e-worksheet. Brief explanation on how to answer WH-questions and write short answers. *i.e. What does he do? He does his homework.	5 mins	e-Revision worksheet	*Type of questions: 1. Fill in the blanks 2. MCQs 3. Short answers *Remind students about the key sensitive
Component 2	IVB			
Listen & Click	i. Click on the number (one at a time, number can be chosen randomly) ii. Listen to the word	5 mins	Multimedia (Part 1)	*Activity can be conducted individually or in a group.

	iii. Ask answer from student. iv. Then, teacher click on the correct word.			
Learn to Spell	i. Explain word syllable. Each syllable is highlighted with different colour. ii. Then, to start the activity, click on the sound icon. iii. Students listen to the word. iv. Students spell the word verbally or write on a piece of paper. v. Students show answers to teacher to be checked.	10 mins	Multimedia (Part 2)	
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	10 mins	Multimedia (Part 3)	*Activity can be conducted individually or in a group.
	Overview of IVB worksheet. Explain what students need to do; choose the correct answer and write in the box.	5 mins	e-Revision Worksheet	*Fill in the blanks.
Component 3	ES			
Introduction	i. Introduce topic ii. Play the 2 multimedia on actions and charades instruction	5 mins	Multimedia (Slides 1-5)	ii - *Give students 10 seconds to think of action in their head then take turns acting it out
Teaching	i. Read out the definition of poem ii. Explain that we can use our actions or body movements whilst reading our poems to express it better iii. Multimedia is an example of how one can do that iv. Tell the class they will be writing their own action poems – watch the multimedia to learn how to v. Watch the next	10 mins	Multimedia (Slides 6-8)	

	multimedia as an example			
Project Brief	i. Talk through the template sample ii. Show the example	5 mins	Multimedia (Slides 9-10)	i. sample script: *All you need to do is choose a verb and a time or place to elaborate on the verb *For example if I choose the verb run and the place in the park, my action poem may sound like this
Preparation	i. Give them 5 minutes to write and practice reciting their own action poem using the template ii. After writing, ask them to think of actions for their poems and to practice reading it aloud along with the actions before presenting	5 mins	Multimedia (Slides 11)	
Presentation	i. Students to present their action poems to the class	8 mins	Multimedia (Slides 12-13)	
Feedback	i. Students to assess themselves (out of the three criteria, think about how many out of the three they had (can ask them to indicate using their fingers)	2 mins	Multimedia (Slides 14)	*if enough time can also ask them to share one thing they thought was good and one thing they could improve in
e-Revision				
E-revision (compulsory)	ERS – Worksheet 5.1.1 IVB – Worksheet 5.1.1			
E-revision (optional)				
Reminder for next class				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**


Lesson Plan Module 5 Week 2

Components	E-Reading Scholar (ERS)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Identify and apply the rules of spelling for singular verbs in present form.			
Teaching	1. Play multimedia on simple present tense and the spelling rules	25 mins	Multimedia	

	<p>2. Students complete sections A and B. A → Students spell the singular forms of verbs B → Students fill in the blanks with singular verbs.</p>			
	<p>3. Play multimedia on spelling rules for singular verbs ending with consonant and 'y'. 4. Students complete sections A and B. A → Students spell the singular forms of verbs B → Students fill in the blanks with singular verbs. 5. Review the lesson before proceeding to activity.</p>			
Reinforcement Activity 1	<p>1. Students complete sections A and B. A → Students read the sentence and identify the spelling mistake. Students correct the spelling mistake. B → Students correct the mistakes in a given paragraph.</p>	15 mins	Activity 1	It is understandable if students require more time to go through the questions. The point of the activity is to get them to practise the singular forms of verbs. Provide help if needed.
e-Game				
e-Revision				
E-revision (compulsory)	<p>ERS – Worksheet 5.2.1 SOG – Worksheets 5.1.1, 5.1.2, 5.1.3 & 5.1.4</p>			
E-revision (optional)	SOG Worksheets 5.1.5			
Reminder for next class	SOG Note for lesson 1 provided.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 5 Week 3

Components	E-Reading Scholar (ERS)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">• Be able to determine subject, verb and object in simple sentences• Be able to apply the correct verb form following subject-verb agreement			
Teaching	i. Introduce the formation of a simple sentence (the presence of subject, verb & object). ii. Explain what makes a subject, verb and object. Highlight each in the sample sentences given.	30 mins	Multimedia	Encourage all students to participate in the discussion. Writing activity in students' notebooks.

	<p>iii. Boost students' understanding by asking them to determine the subjects, verbs and objects in the sentences shown (annotate / say aloud). Discuss the answers together. Click on the boxes for answers.</p> <p>iv. Explain on subject-verb agreement in present tense form. Emphasize on the presence / absence of 's' in the verbs for either singular or plural subjects in every sample sentence.</p> <p>v. Students to determine and write in their notebooks the correct verb form for each highlighted verb in the sentences given.</p> <p>vi. Click on the lines for answers.</p> <p>vii. Students to share their answers with the class. Explain if incorrect answers are given.</p>			
Reinforcement Activity 1	<p>i. Students to rearrange the subjects, verbs and objects to form sensible sentences.</p> <p>ii. Students to write the answers in their notebooks and read them during discussion session.</p> <p>iii. Click on the lines for answers. Explain if incorrect answers are given.</p>	15 mins	Activity 1	Writing activity in students' notebooks.
Reinforcement Activity 2	<p>i. Students to complete the sentences by inserting the</p>	15 mins	Activity 2	Writing activity in students'

	<p>correct verb forms (pictorial and word guided).</p> <p>ii. The answers must be written in the notebooks and shared during discussion.</p> <p>iii. Click on the lines for answers. Check and rectify the mistakes if there are any with explanation for the correct answers.</p>			notebooks.
e-Revision				
E-revision (compulsory)	<p>ERS – Worksheet 5.3.1</p> <p>WRC - Worksheet 5.1.1 & 5.1.2</p>			
E-revision (optional)	WRC – Worksheet 5.1.3 & 5.1.4			
Additional Remarks	WRC Module 5 Lesson 1 Notes are provided for students' references.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 5 Week 4

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
IVB Activity	i. Students to independently go through the list of words	15 mins	e-Prep	
Classroom				
Component 1	IVB			
Activities	Procedures	Duration	Material Resources	Note
Listen & Click	i. Click on a number and listen to the word ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any mistakes.	5 mins	Multimedia (Part 1)	*Activity can be conducted individually or in a group.
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. Students choose the correct letters to fill in the blanks of the words.	10 mins	Multimedia (Part 2)	
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	10 mins	Multimedia (Part 3)	

Idioms of the Day	i. Click on the ► button to listen to the idioms. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idioms. iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.	10 mins	Multimedia (Part 4)	*Maximize verbal interaction with the students by relating the idiom with their experiences.
Spell it Right	i. Choose the word with the correct spelling ii. Discussion of answers.	10 mins	Revision (Part 1)	
Read & Drag	i. Choose the correct word to be used in the sentences given.	10 mins	Revision (Part 2)	
Read & Choose	i Look at the pictures and read the sentences below. Choose the correct word to fill in the blanks.	10 mins	Revision (Part 3)	
e-Game	i. Roll the dice. ii. A task will appear. iii. Students to answer questions verbally or write the answer on a piece of paper.	10 mins	Activity 1	*Tasks : 1. Draw a picture 2. Fill in the blanks 3. Write a sentence 4. Complete the sentence 5. Unscramble letters 6. Choose the correct answer
Component 2	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"> • Be able to recall the functions of full stops, capital letters and question marks in sentences • To learn the usage of commas and apply them in sentences 			
Teaching	i. Revise full stops, capital letters and question marks. ii. Introduce commas as a	30 mins	Multimedia	Encourage all students to participate in the discussion.

	<p>part of the punctuation.</p> <p>iii. Read the examples of sentences clearly and emphasize on the presence of commas (slight pause).</p> <p>iv. To facilitate students' understanding, ask them to do the writing exercise in their notebooks:</p> <ul style="list-style-type: none"> - For Part A, rewrite sentences in the correct punctuation. Click on the lines for answers. - For Part B, complete sentences using the word options in the correct punctuation. Click on the 'Sample Answer' button for answers. **Q1 – Q6 are compulsory <p>v. For every exercise, students read / show teacher their answers during discussion time. Rectify the mistakes if there are any.</p>			<p>Writing activity in students' notebooks.</p> <p>For Part B, students are free to pick any three words in the boxes. Accept answers with the correct punctuation.</p>
e-Revision				
E-revision (compulsory)	IVB – Worksheet 5.2.1 and 5.2.2 WRC - Worksheet 5.2.1 & 5.2.2			
E-revision (optional)	WRC – Worksheet 5.2.3 & 5.2.4			
Additional Remarks	WRC Module 5 Lesson 2 Notes are provided for students' references.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**


Lesson Plan Module 5 Week 5

Components	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
SOG	i. Students independently go through the video and activity.	15 mins		
Classroom				
Component 1	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Assess if a singular or plural verb should be used in a sentenceConstruct sentences using the simple present tense			
Activities	Procedures	Duration	Material Resources	Note
Teaching	1. Play multimedia on simple present tense.	30 mins	Multimedia	*Check for understanding by asking students for an example of activity that they do regularly and a factual statement about themselves.
	2. Students complete sections A and B A→ Students choose the verb B→ Students fill in the blanks with the right form of given verb.			*Remind students that singular verbs must always go with singular subjects
	3. Review the lesson before proceeding to the activity.			
Reinforcement Activity 1	1. Students use given words to form sentences in present form.	25 mins	Activity 1	*Remind students to change the verb into singular/plural forms
Reinforcement Activity 2	1. Students write sentences about Alzy's routine.	25 mins	Activity 2	

				<i>**The answers for activity 2 are just sample answers. Accept any grammatically logical answers from your students.</i>
e-Revision				
E-revision (compulsory)	SOG – Worksheets 5.2.1, 5.2.2, 5.2.3 & 5.2.4			
E-revision (optional)	SOG – Worksheet 5.2.5			
Reminder for next class				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 5 Week 6


Components	E-Reading Scholar (ERS)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins		*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"> • Be able to write sentences in the correct verb form following subject-verb agreement • Be able to understand subject-verb-complement sentence pattern 			
Teaching	i. Revise the subject-verb agreement for singular and plural subjects. ii. Explain the form of writing for verbs ending with certain letters (ie. 'ch', 'ss', etc.) for singular subjects with sentence examples.	20 mins	Multimedia	Encourage all students to participate in the discussion. Writing activity in

	<p>iii. Check students' understanding by asking them to give the correct verb forms for the given verbs for singular subjects (answer aloud).</p> <p>iv. Introduce subject-verb-complement sentences. Read the sample sentences slowly to emphasize each word. <i>(Extra note: 'complement' can be either a noun or adjective. It completes the sentence containing verb to be / linking verb, ie. look, appear, taste, seems, etc.)</i></p> <p>v. Ask students to construct sensible sentences by matching the subject, verb and complement based on the pictures shown (annotate / answer aloud).</p>			students' notebooks.
Reinforcement Activity 1	<p>i. Students to rewrite the sentences given in the correct verb forms. **Q1 – Q8 are compulsory</p> <p>ii. Students show their answers during discussion.</p> <p>iii. Click on the lines for answers.</p> <p>iv. Explain for the incorrect answers.</p>	20 mins	Activity 1	Writing activity in students' notebooks.
Reinforcement Activity 2	<p>i. Individually, students are to choose the correct verbs and complements to finish the sentences based on the pictures given. **Q1 – Q8 are compulsory</p> <p>ii. Click on the lines for answers.</p> <p>iii. Discussion of answers.</p>	20 mins	Activity 2	Writing activity in students' notebooks.
e-Revision				
E-revision (compulsory)	<p>ERS – Worksheet 5.4.1</p> <p>WRC - Worksheet 5.3.1 & 5.3.2</p>			

E-revision (optional)	WRC – Worksheet 5.3.3 & 5.3.4
Additional Remarks	WRC Module 5 Lesson 3 Notes are provided for students' references.

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 5 Week 7

Components	E-Reading Scholar (ERS)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Recall the use and forms of simple present tense.Differentiate the use of 'do not' and 'does not'Transform a positive statement into negative form in simple present tense.			
Teaching	1. Play multimedia on simple present tense 2. Students complete sections A and B: A → Students choose between 'does not' or 'do not' to complete a sentence. B → Students change a given	30 mins	Multimedia	*Remind students that singular verbs must follow singular subject.

	verb into negative form.			**Remind students to use base verb after do/does
Reinforcement Activity 1	1. Students read the positive statements. 2. Students change the positive statements into negative using forms of the verb to-do.	30 mins	Activity 1	*Answers given are in long and contracted form. Students may provide their answers in any form of your choice.
e-Revision				
E-revision (compulsory)	ERS – Worksheet 5.5.1 SOG – Worksheet 5.3.1, 5.3.2, 5.3.3 & 5.3.4			
E-revision (optional)	SOG – Worksheet 5.3.5			
Reminder for next class	SOG Note for lesson 3 provided			

Lesson Plan Module 5 Week 8

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Eloquent Speaker (ES)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
IVB Activity	i. Students to independently go through the list of words	15 mins	e-Prep	
Classroom				
Component 1	IVB			
Activities	Procedures	Duration	Material Resources	Note
Listen & Click	i. Click on a number and listen to the word ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any mistakes.	5 mins	Multimedia (Part 1)	*Activity can be conducted individually or in a group.
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. Students choose the correct letters to fill in the blanks of the words.	10 mins	Multimedia (Part 2)	
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	5 mins	Multimedia (Part 3)	
Idioms of the day	i. Click on the 🔊 button to listen to the idioms. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idioms.	10 mins	Multimedia (Part 4)	

	iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.			
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to form a word.	10 mins	Revision (Part 1)	
Read and Choose	i. Choose the correct word to be used in the sentences given.	10 mins	Revision (Part 2)	
Read and Tick	i. Students choose the correct answer for idioms.	10 mins	Revision (Part 3)	
e-Game	i. Divide students into two teams (if it is a group session). ii. Allow students to roll the dice. iii. Students choose the correct answer to fill in the blanks.	20 mins	e-Game (Board game)	*Teacher may use one's creativity to improvise the procedures. For instance, make it as competition where students to say most words will win
Component 2		ES		
Introduction	i. Introduce topic ii. Play multimedia	2 min	Multimedia Slide (1-2)	
Teaching	i. Go through the instructions on the slide iii. Play the first two as an example iv. Assign pairs of students to each of the pictures – tell them to have a conversation with each other	10 mins	Multimedia Slide (3-4)	<i>Sample script (iv): Okay Student A and Student B I would like you to focus on this picture and have a conversation about it. Student B, can you start by asking Student A, "What is happening in the picture?"... very good student A, now Student A can you continue by asking B, "What he / she thinks is the right thing to do instead?"</i>

Project Brief and Preparation	i. Teacher go through instructions with students ii. Students given 5 minutes to think and write down answers to the questions for any one of the pictures (teacher may appoint)	8 mins	Multimedia Slide (6)	<i>If students are fast, teacher may encourage students to read out their own answers by themselves first to practice and spot for errors in their writing</i>
Presentation	i. Take turns presenting to the class	8 mins	Multimedia Slide (7-8)	
Feedback	i. Go through the 5 criteria, ask them to rate themselves out of 5, how many they think they achieved	2 mins	Multimedia Slide (9)	<i>*if enough time can also ask them to share one thing they thought was good and one thing they could improve in</i>
e-Revision				
E-revision (compulsory)	IVB – Worksheet 5. 3 .1			
E-revision (optional)				
Reminder for next class				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 5 Week 9				
Components	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
SOG	1. Students independently go through video and activity.	15 mins		
Classroom				
Component 1	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Recall the use and forms of simple present tense.Identify and differentiate the use of do/doesConstruct question statements in simple present tense.			
Activities	Procedures	Duration	Material Resources	Note
Teaching	1. Play multimedia on simple present tense and questions	30 mins	Multimedia	
	2. Students complete sections A and B. A→ Students fill in the blanks with do/does. B→ Students change statements into questions. Remind students to begin their questions with do/does			*Remind students on the difference of usage in do/does if your students are struggling. You can prompt by asking students to determine if the subject is singular/plural *Remind students that base verbs must be used with do/does

Reinforcement Activity 1	1. Go through the review page briefly if your students had trouble answering the questions in Teaching. 2. Students must first identify the verb in the given statement. 3. Get students to change the statement into question and answers.	30 mins	Activity 1	*Students may answer verbally. **Ensure all students get opportunity to answer
Reinforcement Activity 2	1. Play a game of 20 questions using simple present tense. 2. This is a game played in groups. You can demonstrate how it is done by using an example animal. 3. Students are required to ask yes-no questions using simple present tense about the features of the animal and guess the animal from the answers.	20 mins	Activity 2	*This is a verbal activity.
e-Game				
e-Revision				
E-revision (compulsory)	SOG – Worksheets 5.4.1, 5.4.2, 5.4.3 & 5.4.4			
E-revision (optional)	SOG – Worksheet 5.4.5			
Reminder for next class				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 5 Week 10

Components	Write Right Composer (WRC)	35 Mins		
	Write Right Composer (WRC)	35 Mins		
	ECLA	20 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
Classroom				
Component 1	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">• Be able to recall subject-verb-object and subject-verb-complement sentence patterns• Be able to write simple sentences following the correct subject-verb agreement			
Activities	Procedures	Duration	Material Resources	Note
Revision	i. Revise on subject-verb-object (SVO) and subject-verb-complement (SVC) sentence patterns as well as subject-verb-agreement. ii. Teacher may ask students to pinpoint the word mentioned by teacher from the table; either it is a subject, verb, object or complement (answer aloud).	10 mins	Multimedia	Encourage all students to participate in the discussion.
Reinforcement Activity 1	i. For Part A: <ul style="list-style-type: none">- Students need to fill in the blanks with the correct verb form based on the	20 mins	Activity 1	Writing activity in students' notebooks.

	<p>subject-verb agreement.</p> <ul style="list-style-type: none"> - They need to write the answers in their notebooks and show to teacher. - Click on the lines for answers. <p>ii. For Part B:</p> <ul style="list-style-type: none"> - Students need to write the sentences with the correct verb forms. **Q1 – Q8 are compulsory - Click on the lines for answers. <p>iii. Discuss the answers with the class. Elicit the correct answers from the class if there are any mistakes found in their writing.</p>			
Reinforcement Activity 2	<p>i. For Part A:</p> <ul style="list-style-type: none"> - Students are asked to complete the sentences by choosing the best options about the pictures given. They need to write and show the answers. 	20 mins	Activity 2	Writing activity in students' notebooks.

	<p>ii. For Part B:</p> <ul style="list-style-type: none"> - Students are tasked with sentence construction exercise (SVO/SVC) using the verbs given (pictorial guided). <p>iii. Click on the lines for sample answers.</p> <p>iv. Discussion of answers.</p>			
e-Game (Bamboozle)	<p>i. Divide students into 2 to 5 groups.</p> <p>ii. The members take turn to choose any number. For each question, students are asked to individually write and show the answers on behalf of their team.</p> <p>iii. Point are given if the students' get the spelling of the verbs right.</p> <p>iv. The group with the highest points wins.</p>	20 mins	e-Game	<p>Subject-verb agreement</p> <p>10 seconds are given to write and show the answers.</p>
Component 2	ECLA			
e- Creative Life Application (eCLA) Writing	<p>i. Select a random student to choose an icon, then a question will appear.</p> <p>ii. Discussion as a group where students share their ideas</p>	20 mins	Activity 3	Writing activity in students' notebooks.

	<p>related to the question.</p> <p>iii. Another student is to pick a different icon, and the cycle moves until all icons have been chosen and discussed.</p> <p>iv. Students then complete the sentences to write an essay on 'All About Me'.</p> <p>v. Students read their paragraphs in class.</p>			
e-Revision				
E-revision (compulsory)	WRC - Worksheet 5.4.1 & 5.4.2			
E-revision (optional)	WRC – Worksheet 5.4.3 & 5.4.4			
Additional Remarks				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**