

Lesson Plan Module 6 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. ii. Students to complete comprehension questions	20 mins		*Ensure all students get opportunity to answer
Component 2	IVB			
Listen & Click	i. Click on the number (one at a time, number can be chosen randomly) ii. Listen to the word iii. Ask answer from student. iv. Then, teacher click on the correct word.	5 mins	Multimedia (Part 1)	*Activity can be conducted individually or in a group.
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.	10 mins	Multimedia (Part 2)	

	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.			
Read & Circle	i. Ask students to read the sentences ii. Students choose the right word that fits the sentence. iii. Discussion of answers.	5 mins	Multimedia (Part 3)	*Activity can be conducted individually or in a group.
Component 3	ES			
Introduction	i. Play multimedia. ii. Students pair up and ask each other questions according to the sample guide.	15 mins	Multimedia	
Teaching and Reinforcement Activity 1	i. Students read the paragraph about Petunia. ii. Give students time to plan out their paragraph. iii. Students present and read their paragraph out loud.	10 mins	Multimedia	<i>*Ensure all students get opportunity to present</i>
e-Revision				
E-revision (compulsory)	ERS – Worksheet 6.1.1 IVB – Worksheet 6.1.1			
E-revision (optional)				
Additional Remarks				

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


Lesson Plan Module 6 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 prepositions of positions 2. Explain the task: Where is Bubbly? Click on the next slide. 3. Students look at the picture and decide on the preposition that describes Bubbly's position 4. Complete lesson review before proceeding to	25 mins	Multimedia	

	activity.			
Reinforcement Activity 1	1. Before attempting the questions, check on understanding. Ask students to explain when they use: above, under, between. 2. Example: Tell students to look at the picture, then read the sentence. Ask students which suitable preposition to use. 3. Students attempt the rest of the questions.	15 mins	Activity 1	
Reinforcement Activity 2	1. Ask students to look at the picture and tell you what they see. 2. Read the question and ask students to point out the target item in the image. 3. Students figure out the preposition to complete the sentence.	15 mins	Activity 2	<i>*If students are stuck, you can point out the area in the picture or tell them what other objects are around the target item. (e.g. there is a truck under the boy, so the boy is...?)</i>
e-Revision				
E-revision (compulsory)	ERS – Worksheet 6.2.1 SOG – Worksheet 6.1.1, 6.1.2, 6.1.3 & 6.1.4			
E-revision (optional)	SOG – Worksheet 6.1.5			
Additional Remarks	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 6 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 minutes	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	IVB			
Listen & Click	i. Click on a number (number can be chosen randomly). ii. Students listen to the word and annotate to teacher which word to be	10 mins	Multimedia	

	<p>selected.</p> <p>iii. Click on the word to check for answer.</p> <p>iv. A picture will appear if a correct answer is chosen.</p>			
Listen & Spell	<p>i. Teacher explains syllables and teach how to spell by breaking words into syllables</p> <p>ii. Students randomly chosen to identify the number of syllables in given words</p> <p>iii. Click on the next slide to check for answer.</p> <p>iv. Students listen to the word. Teacher emphasize on the syllable. Students identify the missing letter.</p>	10 mins		*Activity can be conducted individually or in a group.
Spell it Right	<p>i. Students to choose the correct word/spelling according to the pictures.</p>	5 mins	Revision	
e-game (Dice game)				
Component 3	WRC			
Learning Objective:	<p>Upon completion, students will:</p> <ul style="list-style-type: none"> • Be able to identify action verbs in sentences • Be able to use action verbs correctly in constructing simple sentences 			
Teaching	<p>i. Explain on action verbs.</p> <p>ii. Highlight on subject-verb agreement for singular and plural subjects in Simple Present Tense. Emphasize the pronunciation for</p>	25 mins	Multimedia	<p>Encourage all students to respond.</p> <p>Writing activity in students' notebooks.</p>

verbs with 's' at the back.

iii. For Activity A:

- Check students' understanding by asking them individually to locate the action verbs in the sentences shown (annotate / answer aloud).
- Click on the action verbs for answers.
- Explain if there are mistakes.

iv. For Activity B:

- In their notebooks, students are asked to write sentences in the right form of action verbs based on subject-verb agreement.
- Click on the lines for answers.
- Discuss and rectify any mistakes.

v. For Activity C:

- In their notebooks, students have to create sentences using the

	<p>action verbs given, guided by pictures.</p> <ul style="list-style-type: none"> - Click on the lines for sample answers. - Discuss and rectify any mistakes. 			
Reinforcement Activity 1	<p>i. Students to choose the correct action verbs by looking at the pictures.</p> <p>ii. Then, in their notebooks, they need to rewrite the sentences in the correct verb form.</p> <p>iii. Click on the lines for answers.</p> <p>iv. Discussion of answers with the class.</p>	20 mins	Activity 1	Writing activity in students' notebooks.
e-Game (Botzoozle)	<p>i. Divide students into 2 groups.</p> <p>ii. Students take turn in their teams to select a number. A question will come out and they (individually) have to choose one correct answer in order to score points.</p> <p>iii. The team with the highest scores wins.</p>	15 mins	e-Game	Identify the action verbs.
e-Revision				

E-revision (compulsory)	ERS – Worksheet 6.3.1 WRC – Worksheet 6.1.1 & 6.1.2
E-revision (optional)	WRC – Worksheet 16.1.3 & 6.1.4
Additional Remarks	WRC Module 6 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 6 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	10 mins	Multimedia (Part 3)	

	iii. Discussion of answers.			
Idioms of the day	i. Click on the ► button to listen to the idiom. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idiom. 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. Unscramble the letters to form a word iii. Discussion of answers.	10 mins	Revision (Part 1)	
Read & Choose	i. Choose the correct word to be used in the sentences given.	10 mins	Revision (Part 2)	
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.	20 mins	e-Game (Dice game)	*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 3	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"> • Be able to use action verbs in the right form following subject-verb agreement 			
Teaching	i. Recap action verbs and subject-verb	30 mins	Multimedia	Encourage all students

	<p>agreement.</p> <p>ii. For Activity A:</p> <ul style="list-style-type: none"> - In their notebooks, students to rewrite sentences in the right form of action verbs (singular or plural subjects) - Click on the lines for answers. - Discuss the answers with the class. <p>ii. For Activity B:</p> <ul style="list-style-type: none"> - Students to write the correct form of action verbs to complete the passage shown. - Click on the lines for answers. - Discussion of answers. <p>iii. **For Activity C:</p> <ul style="list-style-type: none"> - Students to construct full sentences using the words given. Remind them to use the correct subject-verb agreement. - Click on the lines for answers. - Discussion of answers. 			<p>to respond.</p> <p>Writing activity in students' notebooks.</p>
e-Revision				
E-revision (compulsory)	IVB – Worksheet 6.2.1 and 6.2.2 WRC - Worksheet 6.2.1 & 6.2.2			

E-revision (optional)	WRC – Worksheet 6.2.3 & 6.2.4
Additional Remarks	

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


Lesson Plan Module 6 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		Preposition of position
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. Get students to recall the previous lesson on preposition of position by asking them to list the three prepositions. 2. Play multimedia on prepositions of position 3. Students complete sections A and B: A → Students look at different images of Jim and decide which preposition to use B → Students complete sentences using prepositions	25 mins	Multimedia	Expected answer: above, under, between
	4. Complete lesson review before proceeding to activity.			
Reinforcement Activity 1	1. Students complete sections A and B: A → Students identify where the objects are in	20 mins	Activity 1	

	Alzy's room B → Students complete sentences using prepositions			
Reinforcement Activity 2	1. Students choose the preposition to complete the sentence	15 mins	Activity 2	
e-Game				
e-Revision				
E-revision (compulsory)	SOG – Worksheets 6.2.1, 6.2.2, 6.2.3 & 6.2.4			
E-revision (optional)	SOG – Worksheet 6.2.5			
Additional Remarks				

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

Lesson Plan Module 6 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 independently listen and read the story	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 use the correct action verbs to discuss routines and activities• Be able to express daily routines based on schedules			
Teaching	i. Explain on what makes routines and common action verbs associated to them.	40 minutes	Multimedia	Encourage all students to respond. Writing

	<p>ii. Reiterate on the usage of Simple Present Tense and subject-verb agreement when expressing routines.</p> <p>iii. For Activity A:</p> <ul style="list-style-type: none"> - Students to spell activities by unscrambling letters. - Click the 'Check' button for answers. <p>iv. For Activity B:</p> <ul style="list-style-type: none"> - Students to construct sentences using the previously spelled activities according to the pictures and time of the day. - Click on the lines for sample answers. - Discussion of answers. Explain if there are mistakes. <p>v. For Activity C:</p> <ul style="list-style-type: none"> - Students to use the words given to create sentences describing the 			activity in students' notebooks.
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	<p>pictures shown.</p> <ul style="list-style-type: none"> - Click on the lines for answers. - Discussion of answers. Explain if there are mistakes. 			
Reinforcement Activity 1	<p>i. Guide students to study the schedule of a daily routine.</p> <p>ii. Students are asked to write complete sentences to express the routine, depicting the activities at particular times.</p> <p>iii. Click on the lines for answers.</p> <p>iv. Discussion of answers. Rectify and explain for any mistakes.</p>	20 minutes	Activity 1	Writing activity in students' notebooks.
e-Revision				
E-revision (compulsory)	ERS – Worksheet 6.4.1 WRC - Worksheet 6.3.1 & 6.3.2			
E-revision (optional)	WRC – Worksheet 6.3.3 & 6.3.4			
Additional Remarks	WRC Module 6 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 6 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 independently listen and read the story	15 mins	Multimedia	
SOG	i. Students independently go through the video and activity.	15 mins		Possessive Adjective
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">Understand the functions of conjunction 'and'Apply conjunction 'and' to form phrases and sentencesEvaluate and determine the use of possessive adjective in a sentence			
Teaching	1. Play multimedia on conjunction 'and' 2. Students join words using conjunction to form phrases 3. Play multimedia on	30 mins	Multimedia	

	using conjunction and to join sentences 4. Students join sentences using conjunction and 5. Complete lesson review before proceeding to activity			
Reinforcement Activity 1	1. Remind students on possessive adjectives using the note given on the first slide. 2. Go through example with the students. 3. Students identify the possessive adjective before joining sentences together using conjunction.	25 mins	Activity 1	<i>*Remind students that they do not need to repeat the same words if the two sentences have similar patterns.</i>
e-Revision				
E-revision (compulsory)	ERS – Worksheet 6.5.1 SOG – Worksheet 6.3.1, 6.3.2, 6.3.3 & 6.3.4			
E-revision (optional)	SOG – Worksheet 6.3.5			
Additional Remark	SOG Note for lesson 3 provided			

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

Lesson Plan Module 6 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	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. 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)	
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 & Drag	i. Choose the correct word to be used in the sentences given.	10 mins	Revision (Part 2)	
Read & Choose	i. Students choose the correct answer to fill in the blanks.	10 mins	Revision (Part 2)	
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. Play multimedia. ii. Introduce and explain similes.	10 mins		
Teaching and Reinforcement Activity 1	i. Students select adjectives or verbs to complete the similes. ii. Students make similes using the picture as a guide. iii. Students listen to simile poem. iv. Students write their own simile poem and present in	20 mins		*Ensure all students get opportunity to present

	class.			
e-Revision				
E-revision (compulsory)	IVB – Worksheet 6.3.1, 6.3.2, 6.3.3			
E-revision (optional)				
Additional Remarks				

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

Lesson Plan Module 6 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	
Classroom					
Component 1	SOG				
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Understand the functions of conjunction 'or'Apply conjunction 'or' to form phrases and sentencesEvaluate and determine the use of possessive adjective in a sentence				
Activities	Procedures	Duration	Material Resources	Note	
Teaching	1. Play multimedia on conjunction 'or' 2. Students join words using conjunction to form phrases 3. Play multimedia on using conjunction to join sentences 4. Students join sentences using conjunction 'or' 5. Complete lesson review before proceeding to activity	5 mins	Multimedia		
Activity 1 Revision	1. Remind students on prepositions of position using the note given. 2. Ask students to look at the image and tell what they see in it. 3. Randomly select students to ask questions. Students should answer the questions by relying on prepositions of position	25 mins	Activity 1	<i>*Refer to further guidance provided below</i>	
Reinforcement Activity 2	1. Go through example question with students. 2. Students look at the image	25 mins	Activity 2	<i>*Remind students that they do not need to repeat</i>	

	and decide on the preposition. 3. Students join the sentences using conjunction 'or'			<i>the same words if both sentences share a similar pattern</i>
e-Game				
e-Revision				
E-revision (compulsory)	SOG – Worksheet 6.4.1, 6.4.2 & 6.4.3 & 6.4.4			
E-revision (optional)	SOG – Worksheet 6.4.5			
Additional Remarks				

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

Sample questions for SOG Activity 1

There are two ways of asking questions in this activity:

a) Asking question to elicit answer containing a preposition

Example:

- (Living Room) Where is the guitar?
It is between the lamp and vase / It is under the bookshelf
- (Living Room) Where are the dogs?
They are in front of the table / They are on the carpet.
- (Living Room) Where is the fish?
It is in the fish bowl.
- (Kitchen) Where is the baby?
The baby is in front of the oven.
- (Kitchen) Where is the mouse?
It is under the table.
- (Kitchen) Where is the refrigerator?
It is next to the cabinets.

b) Asking question where students are required to identify an object based on the preposition given in the question

- (Living Room) What do you see on the table next to the sofa?
I see a fish bowl and a potted plant.
- (Living Room) What is in the box?

There are toys in the box.

- (Living Room) What do you see above the fish bowl?

I see a picture above the fish bowl

- (Kitchen) What is in the oven?

A chicken is in the oven.

- (Kitchen) What is behind the toaster?

There is a blender behind the toaster.

- (Kitchen) Where is the red chair?

It is between the green and blue chairs.

Lesson Plan Module 6 Week 10

Components	Write Right Composer (WRC)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
	ECLA	30 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 apply synonyms of action verbs to express activitiesBe able to fill in their own schedule and write their daily routine			
Activities	Procedures	Duration	Material Resources	Note
Revision	i. Recap action verbs in simple present form and subject-verb agreement. ii. For Activity A: <ul style="list-style-type: none">In their notebooks, students to write the action verbs in the correct forms for the sentences given.Click the lines for answers.Students show their answers. Discuss any mistakes made. iii. Recap routines. iv. Share synonyms of	60 mins	Multimedia	Encourage all students to respond Writing activity in students' notebooks.

	<p>some daily activities.</p> <p>v. For Activity B:</p> <ul style="list-style-type: none"> - Students to match the synonyms of the activities (annotate / answer aloud). - Click on the boxes for answers. <p>vi. For Activity C:</p> <ul style="list-style-type: none"> - In each question, students to read the first sentence. - Based on it, students need to write a new sentence using the words given, carrying the same meaning as the first sentence. - Click on the lines for answers. - Discuss and rectify any mistakes. 			
Component 2	ECLA			
e-Creative Learning Application (ECLA) writing	<p>i. In their notebooks, students to make their own schedule depicting their routine at specific times.</p> <p>ii. Then, ask the</p>	30 mins	Activity 1	Writing activity in students' notebooks.

	<p>students to write sentences to describe their daily routine.</p> <p>iii. Click on the 'Sample Answer' button to show an example of the completed exercise.</p> <p>iv. Students to share their answers with the class by reading aloud their sentences.</p>			
e-Revision				
E-revision (compulsory)	WRC - Worksheet 6.4.1 & 6.4.2			
E-revision (optional)	WRC – Worksheet 6.4.3 & 6.4.4			
Additional Remarks	WRC Module 6 Lesson 4 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.**