

Lesson Plan Module 2 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.			20 mins
Reading	i. Repeat all the steps above until the last page.			
Worksheet	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 a number (number can be chosen randomly). ii. Students listen to the word and annotate to teacher	10 mins	Multimedia (Part 1)	

	which word to be selected.			
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students randomly chosen to identify the number of syllables in given words iii. Click on the word to check for answer iv. Students listen to the word. Teacher emphasize on the syllable. Students identify the missing letter.	10 mins	Multimedia (Part 2)	
Read and 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)	
Worksheet	Overview of IVB worksheet. Explain what students need to do; choose the correct answer and write in the box.	5 mins	e-Revision Worksheet	
Component 3	ES			
Introduction & Teaching	i. Introduce topic: What kind of food do you like to eat? ii. Ask students to tell their favourite food using the given sample as a guide.	15 mins	Multimedia	*Ensure all students get opportunity to present.
Reinforcement	i. Students pair up and ask each other about their favourite food. ii. Students present what they found out about their partner.	15 mins		
e-Revision				
E-revision (compulsory)	ERS – Worksheet 2.1.1 IVB – Worksheet 2.1.1			
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 2 Week 2

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 match selected terms to their synonyms • Be able to replace synonyms in sentences • Be able to express likes (to + verb) correctly for singular and plural nouns 			
Teaching	i. Explain on synonyms. ii. Go through the synonyms word bank provided. iii. For Exercise A: <ul style="list-style-type: none"> • Students annotate to 	20 mins	Multimedia	Encourage all students to reply. Writing activity in students' notebooks.

	<p>match the synonyms. Click on the boxes for answers.</p> <p>iv. For Exercise B:</p> <ul style="list-style-type: none"> Students read the sentences and write their answers in their notebooks. During discussion, click on the lines to check for answers. <p>v. For expressing likes (to do), emphasise on the subject of the sentences and point out how the verb tense changes when expressing likes. Remind the students to use base verb form after 'to'.</p> <p>vi. Students write complete sentences in their notebooks according to the pictures shown by matching the words in the table.</p> <p>vii. Click on the lines for answers. Discuss errors with the students if there are any.</p>			
Reinforcement Activity 1	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> Students look at the pictures and read the sentences. Students to rewrite the sentences in their notebooks by replacing the underlined words with their synonyms. Click on the lines for answers. Discuss the answers with students. <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> Students to write 	15 mins	Activity 1	Writing activity in students' notebooks.

	complete sentences based on the original sentences and words provided. Click on the lines for answers.			
Reinforcement Activity 2	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> Read the example sentence. Point out the use of like and the tense it is being used in the sample sentence. Students to write sentences for each picture using the given words by writing their answers in the notebooks. Randomly select students to answer the question using the verb 'like'. Click on the lines for answers. **Q1 – Q5 are compulsory <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> Students to write complete sentences based on the words provided to express likes. Click on the lines for answers. **Q1 – Q8 are compulsory 	15 mins	Activity 2	Writing activity in students' notebooks.
e-Game (Bot Zoozle)	<p>i. Divide the students into two teams.</p> <p>ii. The first team chooses a question to start. One of the team members needs to select the best answer. Points will be given for every correct answer.</p> <p>iii. The team that collects the most points wins.</p>	10 mins	e-Game	<p>- Choose the correct synonym.</p> <p>- Complete the sentence by expressing likes.</p>
e-Revision				

E-revision (compulsory)	ERS – Worksheet 2.2.1 WRC – Worksheet 2.1.1 and 2.1.2
E-revision (optional)	WRC – Worksheet 2.1.3 and 2.1.4
Additional Remarks:	WRC Module 2 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 2 Week 3

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	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 (numbers can be chosen randomly.) ii. Students listen to the word and annotate to teacher which word to be selected.	10 mins	Multimedia (Part 1)	*Activity can be done individually or in a group.
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students randomly chosen to identify the number of syllables in given words iii. Click on the word to check for answer iv. Students listen to the word. Teacher emphasize on the syllable. Students identify the missing letter.	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)	
e-Game	i. Divide students into 2,3,4 or 5 groups	20 mins	e-Game (Bamboozle)	

	ii. A student from team A select one box and answer the question. iii. For correct answer, points will be given. iv. Repeat steps ii & iii until all boxes are selected. v. Winner is with the highest points.			improvise the procedures. For instance, make it as competition where students to say most words will win
Component 2	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"> • Be able use synonyms in sentences • Be able to write sentences to express likes (to + verb and nouns) 			
Teaching	i. Revise on synonyms. ii. Go through the synonyms word bank provided. iii. Students to rewrite the sentences by replacing the underlined words with their synonyms in the brackets. iv. Click on the lines for answers. Discuss and explain if there are any students' errors. v. Revise on expressing likes (to do). Individually, ask students to read the sentences in the table. vi. Teacher to read the first two sample sentences in the table. Explain on the use of nouns or adjectives with nouns after 'the' to express something that the subject likes in the sentences. Ask students to individually read the remaining of the sentences. vii. Students to do the words rearrangement exercise by writing the full sentences in	30 mins	Multimedia	Encourage all students to reply. Writing activity in students' notebooks.

	<p>their notebooks.</p> <p>viii. Click on the lines for answers. Discuss and rectify any errors.</p>			
e-Revision				
E-revision (compulsory)	IVB – Worksheet 2.2.1 & 2.2.2 WRC – Worksheet 2.2.1 & 2.2.2			
E-revision (optional)	WRC – Worksheet 2.2.3 & 2.2.4			
Additional Remarks:	WRC Module 8 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 2 Week 4

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	
SOG	i. Students independently go through the video and activity.	15 mins		Articles: A/An
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 of indefinite articles: a/anIdentify and apply the use of definite and indefinite articles: a/an/the			
Teaching	1. Play multimedia on articles.	25 mins	Multimedia	*If students seemed stuck, you can ask if the noun questioned is special
	2. Students select the article to fill in the blanks. These set of questions are on the first rule in the use of article: The (when nouns are special).			
	3. Play multimedia on the			

	second rule of article: The. 4. Students complete the questions on articles.			
	5. Review the lesson before proceeding to activity.			
Reinforcement Activity 1	1. Students choose the correct article to complete the sentences.	10 mins	Activity 1	<i>*Ensure all students get opportunity to answer</i>
Reinforcement Activity 2	1. Students choose the correct article to complete the sentences.	10 mins	Activity 2	
e-Game				
e-Revision				
E-revision (compulsory)	ERS – Worksheet 2.3.1 SOG – Worksheets 2.1.1, 2.1.2, 2.1.3 & 2.1.4			
E-revision (optional)	SOG Worksheets 2.1.5			
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 2 Week 5

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	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	
SOG	i. Students independently go through the video and activity.	15 mins		Adjectives
Classroom				
Component 1	IVB			
Listen & Click	i. Click on a number (numbers can be chosen randomly.) ii. Students listen to the word and annotate to teacher which word to be selected.	10 mins	Multimedia (Part 1)	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students randomly chosen to identify the number of syllables in given words iii. Click on the word to check for answer iv. Students listen to the word. Teacher emphasize on the syllable. Students identify the missing letter.	10 mins	Multimedia (Part 2)	*Activity can done individually or in a group
Drag & Drop	i. Ask students to look at the pictures and read the sentences. ii. Students drag the words that best fit the sentences. lii. Discussion of answers.	10 mins	Multimedia (Part 3)	
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Define the functions of adjectivesList examples of adjectivesEvaluate and determine a suitable adjective that can be used in a sentence			

Activities	Procedures	Duration	Material Resources	Note
Teaching	1. Play multimedia on adjectives. 2. Students complete sections A and B. A→ Students choose the adjective from a choice of two options B→ Students look at the image and verbally provide examples of adjectives they can use	30 mins	Multimedia	
Reinforcement Activity 1	1. Click on a number. Randomly select students to identify the adjective used in the sentence shown. 2. Students choose the adjective that fits the sentence based on the picture.	10 mins	Activity 1	
Reinforcement Activity 2	1. Students choose the adjectives in a paragraph.	10 mins	Activity 2	
e-Game				
e- Revision				
E-revision (compulsory)	IVB – Worksheet 2.3.1 SOG – Worksheets 2.2.1, 2.2.2, 2.2.3 & 2.2.4			
E-revision (optional)	SOG – Worksheet 2.2.5			
Additional Remarks:	SOG Note for lesson 2 provided.			

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

Lesson Plan Module 2 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	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.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins	Multimedia	*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 antonyms in sentences • Be able to write sentences to express dislikes (to + verb and nouns) 			
Teaching	i. Explain on antonyms. ii. Go through the antonyms word bank provided. iii. Ask students to individually read each of the sentences. Students then need to write the correct antonyms for the underlined words in their notebooks.	15 mins	Multimedia	Encourage all students to reply. Writing activity in students' notebooks.

	<p>iv. Discuss the answers. Click on the lines to check.</p> <p>v. For expressing dislikes, emphasise on the subject of the sentences and point out how the verb tense changes when expressing dislikes.</p> <p>vi. Explain that to express dislikes, the verb after always ends with '-ing'. Individually, ask students to read the sentences in the table.</p> <p>vii. Remind students on the use of nouns or adjectives with nouns after 'the' to express something that the subject dislikes in the sentences. Ask students to individually read the sentences shown.</p>			
Reinforcement Activity 1	<p>i. For exercise A:</p> <ul style="list-style-type: none"> Students complete the sentences using the correct words and their antonyms guided by the pictures (annotate / answer verbally). Discuss the answers. Click on the lines for answers. Give explanation for any mistakes by the students. <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> In their notebooks, students to write complete sentences using pairs of antonyms according to the pictures. Click on the lines for answers during discussion. **Q1 – Q5 are compulsory 	15 mins	Activity 1	Writing activity in students' notebooks.
Reinforcement Activity 2	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> Students to rearrange words 	20 mins	Activity 2	Writing activity in

	<p>into sensible sentences and write in their notebooks.</p> <ul style="list-style-type: none"> Randomly pick students to individually share their answers. Click on the lines for answers during discussion. <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> Go through the example to explain the exercise. Students to write full sentences to express dislikes based on the pictures given. Discuss the answers. Click on the lines for the correct answers. **Q1 – Q5 are compulsory 			students' notebooks.
e-Game (Cookies Game)	<p>i. Divide the students into two teams.</p> <p>ii. The first team chooses a question to start. One of the team members needs to select the best answer. Points will be given for every correct answer.</p> <p>iii. The team that collects the most points wins.</p>	10 mins	e-Game	<p>- Choose the correct antonym.</p> <p>- Complete the sentence by expressing dislikes.</p>
e-Revision				
E-revision (compulsory)	<p>ERS – Worksheet 2.4.1</p> <p>WRC – Worksheet 2.3.1 & 2.3.2</p>			
E-revision (optional)	WRC – Worksheet 2.3.3 and 2.3.4			
Additional Remarks:	WRC Module 2 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 2 Week 7

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 (numbers can be chosen randomly.) ii. Students listen to the word and annotate to teacher which word to be selected.	10 mins	Multimedia (Part 1)	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students randomly chosen to identify the number of syllables in given words iii. Click on the word to check for answer iv. Students listen to the word. Teacher emphasize on the syllable. Students identify the missing letter.	10 mins	Multimedia (Part 2)	*Activity can be done individually or in a group
Drag & Drop	i. Ask students to look at the pictures and read the sentences. ii. Students drag the words that best fit the sentences. lii. Discussion of answers.	10 mins	Multimedia (Part 3)	
e-Game	i. Divide students into 2,3,4 or 5 groups ii. A student from team A select one box and answer the	20 mins	e-Game (Bamboozle)	*Teacher may use one's creativity to improvise the procedures. For instance, make it as

	question. iii. For correct answer, points will be given. iv. Repeat steps ii & iii until all boxes are selected. v. Winner is with the highest points.			competition where students to say most words will win
Component 2	ES			
Introduction & Teaching	i. Introduce and explain: balanced diet. ii. Play multimedia. iii. Students identify the food groups.	5 min	Multimedia	
Reinforcement	i. Play multimedia. ii. Students discuss and compare Alzy and Bubbly's lunch iii. Students discuss what they usually have for lunch and draw a plate of balanced meal for lunch.	10 mins		
Poem Introduction	i. Play the multimedia. ii. Students watch and listen to the balanced diet poem iii. Read the poem aloud and have the students repeat after you for the first time.	5 mins		<i>*Repeat the poem if necessary</i>
Presentation	i. Students will recite the poem on their own expressively.	10 mins		
e-Revision				
E-revision (compulsory)	IVB – Worksheet 2.4.1 & 2.4.2			
E-revision (optional)				
Additional Remarks:				

Lesson Plan Module 2 Week 8

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	
SOG	i. Students independently go through the video and activity.	15 mins		
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 and define the functions of adjectivesEvaluate and determine a suitable adjective that can be used in a sentenceConstruct a grammatical sentence containing the use of proper articles and adjective.			
Activity 1	1. Ask students to explain/list adjectives on their own 2. Tell students to look at	25 mins	Activity 1	

	the picture and provide examples of adjectives that can be used for each item shown			
Activity 2	1. Students to complete sections A to C. A & B → Students fill in the blanks of the paragraph with given adjectives. C→ Students fill in the blanks of the paragraph with their own adjectives.	15 mins	Activity 2	<i>*For sections C, accept any reasonable answers. If students seem to be stuck, you may give them choices of adjectives to choose. e.g. short/long/straight/curly hair</i>
Activity 3	1. Review the verb to-be and articles in the first two slides. 2. Go through the example and questions 1-2 with the students first. 3. Students complete the rest of the questions on their own.	15 mins	Activity 3	<i>*Students who may struggle with verb to-be/articles if they lack practice. You may provide guidance if needed.</i>
e-Revision				
E-revision (compulsory)	ERS – Worksheet 2. 5 .1 SOG – Worksheets 2.3.1, 2.3.2, 2.3.3 & 2.3.4			
E-revision (optional)	SOG – Worksheet 2.3.5			
Additional Remarks:	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 2 Week 9

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	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	
Component 1	IVB			
Listen & Click	i. Click on a number (numbers can be chosen randomly.) ii. Students listen to the word and annotate to teacher which word to be selected.	10 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 words into syllables ii. Students randomly chosen to identify the number of syllables in given words iii. Click on the word to check for answer iv. Students listen to the word. Teacher emphasize on the syllable. Students identify the missing letter.	10 mins	Multimedia (Part 2)	
Read & Tick	i. Ask students to look at the pictures and read the sentences. ii. Students tick the sentence that best fit the picture.	5 mins	Multimedia (Part 3)	
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Recall and apply articles (a, an, the) in a sentenceEvaluate and determine a suitable adjective that can be used in a sentenceConstruct a grammatical sentence containing the use of proper articles and adjective.			

Activities	Procedures	Duration	Material Resources	Note
Activity 1	1. Students complete sections A and B. A→ Students choose the article to complete the sentence. B→ Students choose the article to complete a short paragraph.	15 mins	Activity 1	
Activity 2	1. Students choose the adjective from a choice of two and fill in a suitable article to complete a sentence.	15 mins	Activity 2	
Activity 3	1. Students to complete sections A and B. A→ Students complete sentences about different animals. In this section, the student will need to provide their own adjectives. B→ Students write sentences containing article, adjective and noun. Word bank is provided as guide.	20 mins	Activity 3	<i>*For section A, you may ask students to provide examples of adjectives that describe the animal before attempting the questions.</i>
e-Revision				
E-revision (compulsory)	IVB – Worksheet 2.5.1 SOG – Worksheets 2.4.1, 2.4.2, 2.4.3 & 2.4.4			
E-revision (optional)	SOG – Worksheet 2.4.5			
Additional Remarks:				

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

Lesson Plan Module 2 Week 10				
Components	E-Reading Scholar (ERS)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	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	
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
Component 2	IVB			
Listen & Click	i. Click on a number (numbers can be chosen randomly.) ii. Students listen to the word and annotate to teacher which word to be selected.	5 mins	Multimedia (Part 1)	*Activity can be conducted individually or as a group.
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students randomly chosen to identify the	5 mins	Multimedia (Part 2)	

	<p>number of syllables in given words</p> <p>iii. Click on the word to check for answer</p> <p>iv. Students listen to the word. Teacher emphasize on the syllable. Students identify the missing letter.</p>			
Read & Tick	<p>i. Ask students to look at the pictures and read the sentences.</p> <p>ii. Students tick the sentence that best fit the picture.</p>	5 mins	Multimedia (Part 3)	
e-Game	<p>i. Divide students into two teams (if it is a group session).</p> <p>ii. Allow students to roll the dice.</p> <p>iii. Students choose the correct answer to fill in the blanks.</p>	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 3	WRC			
Learning Objective:	<p>Upon completion, students will:</p> <ul style="list-style-type: none"> • Be able to recap synonyms, antonyms, expressing likes and dislikes • Be able to use antonyms in sentences to express dislikes 			
Introduction Revision	<p>i. Ask students the meaning of synonym and antonym to check if they can recall them.</p>	5 mins		Encourage all students to participate.
Teaching	<p>i. Revise synonym:</p> <ul style="list-style-type: none"> • Explain the task using the example given. • Students to match the synonyms (annotate / answer verbally) • Click on the boxes on the right for answers. <p>ii. Revise antonym:</p> <ul style="list-style-type: none"> • Explain the task using the example given. • Students to choose 	25 mins	Multimedia	<p>Suggestion:</p> <ul style="list-style-type: none"> - Synonym (5 mins) - Antonym (10 mins) - Expressing likes and dislikes (10 mins) <p>Writing activity in students' notebooks.</p>

	<p>the correct antonym for the word shown (annotate / answer verbally)</p> <ul style="list-style-type: none">Click on the train coach on the right for answer. <p>iii. Revise expressing likes and dislikes:</p> <ul style="list-style-type: none">Briefly go through the revision slides.Explain the task using the example given.Students to write complete sentences in their notebooks using the words provided to express likes and dislikes. <p>**Q1 – Q4 are compulsory.</p> <ul style="list-style-type: none">Click on the lines to check the answers. Discuss any mistakes made by the students.			
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e-Revision

E-revision (compulsory)	ERS Worksheet 2.6.1 IVB Worksheet 2.8.1 WRC Worksheet 2.4.1 & 2.4.2
E-revision (optional)	WRC Worksheet 2.4.3 & 2.4.4
Additional Remarks:	

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