

### Lesson Plan Module 1 Week 1

<b>Components</b>	E-Reading Scholar (ERS)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Eloquent Speaker (ES)	30 Mins		
<b>Instructional Strategies</b>				
<b>e-Prep</b>				
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
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	
<b>Classroom</b>				
<b>Component 1</b>	<b>ERS</b>			
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
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 *Ensure all students get opportunity to answer
Reading	i. Repeat all the steps above until the last page.	20 mins		
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
<b>Component 2</b>	<b>IVB</b>			
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)	*Activity can be conducted individually or as a group.

	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 & 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)	
<b>Component 3</b>	<b>ES</b>			
Introduction & Teaching	i. Introduce topic ii. Launch Question – role play students, see how they usually answer phone before going into lesson iii. Telephone song - General introduction to phone conversation iv. Play Multimedia on how to answer the phone when person is looking for someone who is at home v. Role play the dialogue given on slide (change to student names) Repeat steps iv and v for telephone conversations when person is looking for someone who is not at home.	15 mins	Multimedia	
Reinforcement	i. Students to get into pairs and pretend to call their friends. ii. Play multimedia once to remind students what to say.	15 mins		<i>If there is enough time, allow all students to try both scenarios, if not, allow half to try the first one and the other half</i>

				to try the second one
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 1.1.1 IVB – Worksheet 1.1.1			
E-revision (optional)				
<b>Additional Remarks:</b>				

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

## Lesson Plan Module 1 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	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"><li>Be able to understand the usage of full stops and capital letters in sentences.</li><li>Be able to differentiate common and proper nouns.</li><li>Be able to apply the punctuation correctly in sentences.</li></ul>			
Teaching	i. Explain the need of full stops in sentences. ii. Explain the rules 1 & 2 of capital letters. iii. For rule 3, discuss proper nouns briefly. Ask students to think of other examples of proper nouns (Page 9).	15 mins	Multimedia	Writing activity in students' notebooks.

	<p>iv. Read examples of common and proper nouns. Click the 'Click' button for the samples of sentences to appear. Ask students to give more examples of proper nouns based on the given categories.</p> <p>v. Ask students to verbally classify the common and proper nouns shown.</p> <p>vi. Click on the boxes for answers.</p>			
Reinforcement Activity 1	<p>i. For exercise A:</p> <ul style="list-style-type: none"> <li>Students to annotate / answer aloud the sentences with the correct punctuation.</li> <li>Click on the box and answer will appear during discussion.</li> </ul> <p>ii. For exercise B:</p> <ul style="list-style-type: none"> <li>Students to identify the words that need to be capitalized in the sentences (annotate / answer aloud).</li> <li>Click on the words for answers.</li> </ul> <p>iii. For exercise C:</p> <ul style="list-style-type: none"> <li>Students to spot the missing punctuation in the sentences. (annotate / answer aloud) Click on the mentioned mistakes for answers.</li> <li>Next, students to rewrite the sentences with the correct punctuation in their notebook. Click on the lines for answers.</li> </ul> <p>**Q1 – Q5 are compulsory</p>	15 mins	Activity 1	<p>Activity can be conducted individually or in pairs.</p> <p>Writing activity in students' notebooks.</p>
e-game(Board Game)	i. Divide the class into 2 groups.	15 mins	e-Game	Questions – to find words that

	ii. Members of each group take turn to answer the questions. iii. Those who reach the finishing line first will win.			should be written in capital letters.  A step back if wrong answer is chosen.  Return to the starting point if player lands on the green monster.
Reinforcement Activity 2	i. Individually, ask students to read the sentences and each time, let the whole class write their answers in their notebooks for the correct punctuation in the sentences. ii. Click on the lines for answers. iii. Encourage the students to share their answers during discussion. iv. Highlight the errors in the incorrect sentences, elicit answers from students as much as possible.	15 mins	Activity 2	Writing activity in students' notebooks.
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 1.2.1 WRC – Worksheet 1.1.1 and 1.1.2			
E-revision (optional)	WRC – Worksheet 1.1.3 and 1.1.4			
<b>Additional Remarks:</b>	WRC Module 1 Lesson 1 Notes are included 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 7 Week 3

<b>Components</b>	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
<b>Instructional Strategies</b>				
<b>e-Prep</b>				
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
IVB	i. Students to independently go through the list of words	15 mins	e-Prep	
<b>Classroom</b>				
<b>Component 1</b>	<b>IVB</b>			
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
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 as a group.
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking 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)	
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to	10 mins	Revision (Part 1)	

	form a word			
Read & Tick	i. Students annotate by ticking the correct sentence with the correct word used.	5 mins	Revision (Part 2)	
Read & Drag	i. Students choose the words to complete sentences in a paragraph.	5 mins	Revision (Part 2)	
e-Game	i. Divide students into 2,3,4 or 5 groups 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.	20 mins	e-Game (Bamboozle)	*Teacher may use one's creativity to improvise the procedures. For instance, make it as competition where students to say most words will win
<b>Component 2</b>	<b>WRC</b>			
<b>Learning Objective:</b>	<b>Upon completion, students will:</b> <ul style="list-style-type: none"> <li><b>Be able to write sentences using full stops and question marks correctly</b></li> </ul>			
Teaching	i. Revise on full stops briefly.  ii. Explain on the usage of question marks. Highlight on the sentence beginning (6W's) and the end (?).  iii. For Part A: <ul style="list-style-type: none"> <li>Ask students to recall the usage of full stops by completing a simple word rearrangement exercise (annotate / answer aloud).</li> <li>Click on the lines for answers.</li> </ul> iv. For Part B: <ul style="list-style-type: none"> <li>Students to check their understanding by differentiating sentences ending with</li> </ul>	10 mins	Multimedia	Writing activity in students' notebooks.



	<p>either a question mark or a full stop (annotate / answer aloud). **Q1 – Q6 are compulsory</p> <p>vi. Click on the box for answer.</p>			
Reinforcement Activity 1	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> <li>Students to annotate / answer aloud the correct punctuation to complete the sentences. **Q1-Q5 are compulsory</li> <li>Click on the box for answer.</li> </ul> <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> <li>Students to rearrange the words and write the proper sentences in their notebooks. **Q1-Q3 are compulsory</li> <li>Encourage the students to share their answers during discussion.</li> <li>Click on the lines for answers.</li> </ul>	10 mins	Activity 1	Writing activity in students' notebooks.
Reinforcement Activity 2	<p>i. Students to fill in the correct punctuation in the sentences and rewrite them into a paragraph in their notebooks (use Exercise A as an example. **Exercise B is compulsory).</p> <p>ii. Check their answers during discussion. Click on the boxes / lines for answers.</p>	10 mins	Activity 2	Writing activity in students' notebooks.
e-Revision				

E-revision (compulsory)	IVB – Worksheet 1.2.1 & 1.2.2 WRC – Worksheet 1.2.1 & 1.2.2
E-revision (optional)	WRC – Worksheet 1.2.3 & 1.2.4
<b>Additional Remarks:</b>	WRC Module 1 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 1 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		Singular/Plural Vowel-consonant
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"><li>Recognize vowel and consonants</li><li>Identify and apply the rules of spelling for plural forms of regular nouns i.e. adding –s, -es, -ies, and -ves</li></ul>			
Teaching	1. Play multimedia on vowels and consonants.	25 mins	Multimedia	
	2. Students identify words that begin with a vowel			*Remind students what are vowels before they begin the activity
	3. Play multimedia on spelling rules for plural nouns: add –s			

	4. Students provide the plural forms of the given nouns			
	5. Repeat for spelling rules for plural nouns: add –es, -ies, -ves.			
	6. Review the lesson before proceeding to activity.			
Reinforcement Activity 1	1. Students choose the correct spelling of plural forms from a choice of 2 options.	10 mins	Activity 1	
Reinforcement Activity 2	1. Students choose a number and answer spell out the plural form of the nouns shown on screen.	10 mins	Activity 2	<i>*Ensure all students get opportunity to answer</i>
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 1.3.1 SOG – Worksheets 1.1.1, 1.1.2, 1.1.3 & 1.1.4			
E-revision (optional)	SOG Worksheets 1.1.5			
<b>Additional Remarks:</b>	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 7 Week 5

<b>Components</b>	Intelligent Vocabulary Builder (IVB)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
<b>Instructional Strategies</b>				
<b>e-Prep</b>				
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
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		Singular/Plural
<b>Classroom</b>				
<b>Component 1</b>	<b>IVB</b>			
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)	<i>*Activity can be conducted individually or as a group.</i>
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer.	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)	
<b>Component 2</b>	<b>SOG</b>			
<b>Learning Objective:</b>	<b>Upon completion, students will:</b> <ul style="list-style-type: none"> <li>Differentiate regular and irregular nouns for plural forms</li> <li>Identify and apply the rules of plural forms for irregular nouns.</li> </ul>			
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
Teaching	1. Students recall the spelling rules for nouns. 2. Students change the given	30 mins	Multimedia	

	singular nouns to plural forms by adding –s, -es, -ies, or –ves.			
	3. Play multimedia on irregular nouns for plural form. 4. Students choose the correct spelling of plural form from a choice of 2 options.			
Reinforcement Activity 1	1. Students identify the spelling mistakes in the sentences and correct them. 2. Get students to either verbally spell out the correct plural form or write and show it on a piece of paper.	10 mins	Activity 1	<i>*Click on the question to show the answer.</i>
Reinforcement Activity 2	1. Students correct the spelling mistakes in the plural noun. 2. Students look at the plural nouns and change them back into singular form.	10 mins	Activity 2	
e-Game				
<b>e-Revision</b>				
E-revision (compulsory)	IVB – Worksheet 1.3.1 SOG – Worksheets 1.2.1, 1.2.2, 1.2.3 & 1.2.4			
E-revision (optional)	SOG – Worksheet 1.2.5			
<b>Additional Remarks:</b>	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 1 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"><li>Be able to match sentences beginning with ‘there is’ and ‘there are’ with the correct form of nouns.</li><li>Be able to build sentences using ‘there is’ and ‘there are’ properly</li></ul>			
Teaching	i. Explain the rule of ‘there is’ with examples.  ii. Explain the rule of ‘there are’ with examples.  iii. To reiterate teaching, ask students to complete the sentences guided by pictures.	10 mins	Multimedia	Writing activity in students' notebooks.

	Click on the boxes to check for answers.			
Reinforcement Activity 1	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> <li>Students answer orally whether the sentences based on the pictures are true or false. Discuss if they get the answers wrong.</li> <li>Click on the boxes to check for answers.</li> </ul> <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> <li>Fill in the blanks with 'there is' or 'there are'. Students to write the answers in their notebooks. Ask them individually to read the sentences aloud.</li> <li>Click on the boxes and answers will appear during discussion.</li> </ul>	15 mins	Activity 1	Writing activity in students' notebooks.
e-Game (Reward Game)	<p>i. Divide the class into 2 groups.</p> <p>ii. Each group takes turn to answer the questions.</p> <p>iii. Those who collect the most rewards will win.</p>	15 mins	e-Game	Questions – fill in the blanks with 'there is' or 'there are'.
Reinforcement Activity 2	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> <li>Students to choose the sentences applying the correct 'there is' / 'there are' (annotate / answer aloud).</li> </ul> <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> <li>Students to write sensible sentences by rearranging the words given.</li> <li>Discussion of answers. Click on the lines for answers.</li> </ul> <p>iii. For Exercise C:</p> <ul style="list-style-type: none"> <li>Brainstorm with students on</li> </ul>	20 mins	Activity 2	<p>Focus on correcting there is or there are + the correct form of nouns.</p> <p>Writing activity in students' notebooks.</p>



	<p>what they see in the pictures. Go through the vocabulary provided.</p> <ul style="list-style-type: none"> <li>• Students to write the sentences using the words given.</li> <li>• Individually, ask students to read / show their answers and provide corrective feedback by correcting errors.</li> <li>• Click on the lines for answers. **The first picture is compulsory to do</li> </ul>			
<b>e-Revision</b>				
E-revision (compulsory)	<p>ERS – Worksheet 1.4.1 WRC – Worksheet 1.3.1 &amp; 1.3.2</p>			
E-revision (optional)	<p>WRC – Worksheet 1.3.3 &amp; 1.3.4</p>			
<b>Additional Remarks:</b>	<p>WRC Module 1 Lesson 3 Notes are provided for students' references.</p>			

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

### Lesson Plan Module 7 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)	*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 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)		
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 & Tick	i. Students choose the sentence that uses the correct word highlighted.	10 mins	Revision (Part 2)	
Read & Choose	i. Choose the correct word to be used in the sentences given.		Revision (Part 2)	
e-Game	i. Divide students into 2,3,4 or 5 groups 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.	20 mins	e-Game (Bamboozle)	*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 & Teaching	i. Click on the idioms and the meanings. ii. Ask students to share an example situation when the idiom would apply.	5 min	Multimedia	*You may begin by providing an example about yourself first if the students are not vocally active
Reinforcement	i. Students complete sections A and B on the meanings of idioms.	5 mins		
Poem Introduction	i. Play the multimedia. ii. Students watch and listen to the poem: <b>A Scary Sound</b> iii. Read the poem aloud and have the students repeat after you for the first time.	5 mins		*Repeat the poem if necessary
Presentation	i. Students will recite the poem on their own expressively.	10 mins		
e-Revision				
E-revision (compulsory)	IVB – Worksheet 1.4.1 & 1.4.2			
E-revision (optional)				
Additional Remarks:				



### Lesson Plan Module 1 Week 8

<b>Components</b>	E-Reading Scholar (ERS)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
<b>Instructional Strategies</b>				
<b>e-Prep</b>				
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
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		
<b>Classroom</b>				
<b>Component 1</b>	<b>ERS</b>			
<b>Activities</b>	<b>Procedures</b>	<b>Duration</b>	<b>Material Resources</b>	<b>Note</b>
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
<b>Component 2</b>	<b>SOG</b>			
<b>Learning Objective:</b>	<b>Upon completion, students will:</b> <ul style="list-style-type: none"> <li>Recall and identify vowel and consonants</li> <li>Analyse the beginning sounds of given nouns to apply the correct usage of article: a/ an</li> </ul>			
Teaching	1. Students recall vowels and consonants. 2. Students identify words beginning with a vowel. 3. Play multimedia on articles 'a' and 'an' 4. Students determine the right article to use with a given	25 mins	Teaching	*You may prompt by reminding students which article is used with

	noun.			vowel/consonant. *Alternatively, you can also read the noun aloud and ask students if it begins with a vowel/consonant.
	5. Play multimedia on articles and adjectives. 6. Students choose which article to use for the given nouns/phrases 7. Students determine the article to use in a given sentence. 8. Review the lesson before proceeding to activity.			
Reinforcement Activity 1	1. Students fill in the blanks by choosing the right article to complete the sentence.	15 mins	Activity 1	*Students may take longer with Section B. If they are struggling, you may provide help by pointing out which noun they need to look at and ask if the noun begins with a vowel or consonant.
e-Game				
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 1.5.1 SOG – Worksheets 1.3.1, 1.3.2, 1.3.3 & 1.3.4			
E-revision (optional)	SOG – Worksheet 1.3.5			
<b>Additional Remarks:</b>	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 7 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 as a group.
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking 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)	
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"><li>Recall and recognise the use of modal verbs (can, may, must) depending on the needs of a sentence</li><li>Write questions using modal verbs</li></ul>			
Activities	Procedures	Duration	Material Resources	Note

Teaching	1. Play multimedia on verb to-be	30 mins	Multimedia	
	2. Students choose the be-verbs to complete the sentence. 3. Play multimedia on verb to-be asking and answering questions			* You may click on the boxes in the corner to go through the examples for all pronouns.
	4. Students answer the verb to-be questions with yes/no. If the answer is no, students will need to expand on their answers by providing a statement that states the answer.			* Go through the example with the students first before attempting the activity.
Reinforcement Activity 1	1. Students choose the right be-verb to use in the question and provide an appropriate response based on the image and question	10 mins	Activity 1	*The answer will appear at once when clicked on. You must prompt for answer from the students before clicking on the question.
Reinforcement Activity 2	1. Students provide the answer statement based on the image and question. 2. Student complete a paragraph using verb to-be	15 mins	Activity 2	*Students may take a longer time to complete the last section. You may prompt by pointing out the pronouns used and asking if the subject is singular/plural.
<b>e-Revision</b>				
E-revision (compulsory)	IVB – Worksheet 1.5.1 SOG – Worksheets 1.4.1, 1.4.2, 1.4.3 & 1.4.4			
E-revision (optional)	SOG – Worksheet 1.4.5			



<b>Additional Remarks:</b>	SOG Note for lesson 4 provided.
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**\*\* It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

## Lesson Plan Module 1 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 identify the number of syllables in given	10 mins	Multimedia (Part 2)	

	<p>words.</p> <p>iii. Click on the words to check for answer.</p> <p>iv. Students choose the correct letters to fill in the blanks of the words</p>			
Read & Circle	<p>i. Ask students to look at the pictures and read the sentences</p> <p>ii. Students annotate by circling the words that best fits the sentences</p> <p>iii. Discussion of answers.</p>	10 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)	
<b>Component 3</b>	<b>WRC</b>			
<b>Learning Objective:</b>	<p>Upon completion, students will:</p> <ul style="list-style-type: none"> <li>• <b>Be able to recap punctuation as well as 'there is' and 'there are'</b></li> <li>• <b>Be able to identify the proper usage of punctuation in sentences</b></li> <li>• <b>Be able to write correct sentences with 'there is' and 'there are'</b></li> </ul>			
Teaching	<p>i. Go through the revision slides.</p> <p>ii. Spend more time on topics students are weak at.</p>	5 mins	Multimedia	
Reinforcement Activity 1	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> <li>• Students answer verbally to complete the sentences with the correct punctuation.</li> <li>• Click on the boxes for answers.</li> </ul> <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> <li>• Students rewrite the sentences using the correct punctuation in their notebooks.</li> <li>• Click on the lines for</li> </ul>	10 mins	Activity 1	Writing activity in students' notebooks.

	<p>answers. **Q1 – Q5 are compulsory</p> <ul style="list-style-type: none"> <li>• For incorrect sentences, elicit errors from students.</li> </ul>			
Reinforcement Activity 2	<p>i. For Exercise A:</p> <ul style="list-style-type: none"> <li>• Students to choose the correct 'there is' / 'there are' sentences (annotate or answer aloud).</li> </ul> <p>ii. For Exercise B:</p> <ul style="list-style-type: none"> <li>• Students to complete the sentences using the words in brackets and rewrite them with the correct punctuation in their notebooks.</li> <li>• For incorrect sentences, elicit errors from students.</li> </ul> <p>iii. For Exercise C:</p> <ul style="list-style-type: none"> <li>• Brainstorm the picture of a bedroom with students.</li> <li>• Students to write the sentences individually. Refer to the example.</li> <li>• Click the lines for answers.</li> <li>• During discussion, students show their sentences and teacher provides correction if necessary. **The first picture is compulsory to do</li> <li>• (Optional) Brainstorm</li> </ul>	15 mins	Activity 2	Writing activity in students' notebooks.

	<p>the picture of a classroom with students.</p> <ul style="list-style-type: none"> <li>Students to write the sentences individually and share their answers with the class.</li> </ul>			
<b>e-Revision</b>				
E-revision (compulsory)	ERS Worksheet 1.6.1 IVB Worksheet 1.6.1 WRC Worksheet 1.4.1 & 1.4.2			
E-revision (optional)	WRC Worksheet 1.4.3 & 1.4.4			
<b>Additional Remarks:</b>				

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