


Lesson Plan Module 4 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
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 in 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.	10 mins	Multimedia (Part 2)	

Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students circle the words that best fit the sentences	5 mins	Multimedia (Part 3)	
Idiom 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.
Component 3	ES			
Click and Listen	i. Introduce topic: Invite students to go to a virtual-zoo trip. ii. Ask students to give example of animals they might see in the zoo. iii. Tell students some animals live in the farm and some are living in the jungle. iv. Students click on each animal to hear the sounds each animal makes and the description of the features.	5 mins	Multimedia (Slides 1-2)	Maximize verbal interaction as much as possible with the students.
Poem Recitation	i. Recite the poem along with the students. ii. Teach students to read the poem loudly and dramatically. iii. Ask students to read the poem loudly and dramatically.	15 minutes	Multimedia (Slide 7)	Activity can be conducted individually or in a group.
Riddles	i. In pairs, students should solve the riddles. One should tell the riddle and another one should answer it. iv. Check students' answer by clicking the next slide. v. Repeat with the other four riddles.	10 mins	Multimedia (Slides 3 onwards)	Activity should be conducted in pairs.

e-Revision	
E-revision (compulsory)	ERS – Worksheet 4.1.1 IVB – Worksheet 4.1.1
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 4 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">Be able to write sentences with more matching synonymsBe able to use 'there is' and 'there are' in a variety of sentences			
Teaching	i. Play the multimedia. Recap what it means by synonyms (words with the same meaning). Go through the synonyms by asking the students to read the synonym of each word teacher says. ii. On a paper, ask the students to rewrite the sentences shown with the correct synonyms based on the options given (the synonyms are	30 mins	Multimedia	Encourage all students to reply.

	<p>from the previous list they have gone through). **A total of 12 questions. Question 1-6 are compulsory (Page 4-5).</p> <p>iii. Click on the lines for answers.</p> <p>iv. Recap on 'there is' and 'there are' ('there is' is for singular nouns & 'there are' is for plural nouns).</p> <p>v. Guide the students to complete the sentences using 'there is' and 'there are' (pictorial and word-guided). Students to write and show their answers.</p> <p>vi. Click on the lines for answers.</p>			
Reinforcement Activity 1	<p>i. Conduct the activity where the students need to rewrite the story by replacing the underlined words in the passage with the correct synonyms (options are given). The example is on Page 3.</p> <p>ii. Click on 'Sample Answer' on Page 4 and Page 5 for the answers.</p>	15 mins	Activity 1	
Reinforcement Activity 2	<p>i. Ask the students to write sentences using 'there is' and 'there are' (pictorial and word-guided).</p> <p>ii. Click on the lines for the answers.</p>	15 mins	Activity 2	
e-Revision				
E-revision (compulsory)	ERS - Worksheet 4.2.1 WRC – Worksheet 4.1.1 & 4.1.2			
E-revision (optional)	WRC – Worksheet 4.1.3 & 4.1.4			
Additional Remarks	WRC Module 4 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 4 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)	
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)	*Maximize verbal interaction and ensure students get equal chance to do the activity.
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students circle the words that best fit the sentences.	10 mins	Multimedia (Part 3)	*Activity can be conducted individually or in a group.
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 & Choose	i. Students annotate by choosing the correct sound for each animal. ii. Students annotate by spelling the words correctly.	10 mins	Revision (Part 2)	

Read & Tick	i. Students annotate by ticking the correct sentence with the correct word used. ii. Students annotate by ticking the correct idiom to be used in the sentence.	10 mins	Revision (Part 3)	
Component 2	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"> Be able to recall and construct proper sentences to express likes 			
Teaching	i. Play the multimedia. Recap the usage of 'likes' for singular nouns and 'like' for plural nouns. ii. Guide the students to complete 3 exercises: <ul style="list-style-type: none"> Part A: Students to rearrange words to form proper sentences. Answer verbally. Click on the lines for answers. Part B: Students to write complete sentences based on the pictures and words given. Click on the lines for answers. Part C: Students to write sentences based on the words given to complete the passage. Click on 'Sample Answer' for answers. **Page 13 is optional.	30 minutes	Multimedia	Encourage all students to respond.
e-Revision				
E-revision (compulsory)	IVB- Worksheet 4.2.1 WRC – Worksheet 4.2.1 & 4.2.2			
E-revision (optional)	WRC – Worksheet 4.2.3 & 4.2.4			
Additional Remarks	WRC Module 4 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 4 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 to independently watch the video and complete activity.	15 mins		Verb to-be Verb to-have
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 the subject and verb in a sentenceUnderstand subject-verb agreement (SVA)Analyse a sentence and determine the subject/verb to use			
Teaching	1. Play multimedia on SVA 2. Students identify the subject and verb in given sentences. 3. Play multimedia. Check on understanding. Ask students what happens if subject is singular.	25 mins	Multimedia	Expected reply: verb is singular/verb has an s)

	<p>4. Students to complete sections A and B. A → Students identify which form of subject to use based on verb B → Students identify which form of verb to use based on subject</p> <p>6. Complete lesson review before proceeding to activity.</p>			<p>If students are stuck, point out the verb/subject in the sentence. Ask students if it has an -s at the back.</p>
Reinforcement Activity 1	<p>1. Explain the task of The Floor is Lava</p> <p>2. Go through the rules of SVA again with students using slide 2 and 3 as guide.</p> <p>3. Tell students to read the sentence carefully to identify the grammatically correct sentence.</p>	10 mins	Activity 1	
Reinforcement Activity 2	<p>1. Get students to tell you what the subjects and verbs are in the words before attempting the questions.</p> <p>2. Complete example question with students as guide. Tell students to make use of the words to form a logical sentence.</p> <p>3. Students complete the rest of the questions on their own.</p>	15 mins	Activity 2	*Students do not need to add any additional words to the sentence as this is NOT a WRC task.
e-Revision				
E-revision (compulsory)	<p>ERS – Worksheet 4.3.1</p> <p>SOG – Worksheet 4.1.1, 4.1.2, 4.1.3 & 4.1.4</p>			
E-revision (optional)	SOG – Worksheet 4.1.5			
Additional Remarks:	SOG Notes 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 4 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		Subject-Verb Agreement
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.	5 mins	Multimedia (Part 1)	
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)	*Maximize verbal interaction and ensure students get equal chance to do the activity.
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students circle the words that best fit the sentences.	5 mins	Multimedia (Part 3)	*Activity can be conducted individually or in a group.
Idiom 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	10 mins	Multimedia (Part 4)	*Maximize verbal interaction with the students by relating the idiom with their experiences.

	<p>meaning of the idiom.</p> <p>iv. Students annotate by dragging the words correctly to form the idiom.</p> <p>v. Students annotate by choosing the correct idiom to be used in the sentence.</p>			
Component 2	SOG			
Learning Objective:	<p>Upon completion, students will:</p> <ul style="list-style-type: none"> Recall and explain subject-verb agreement Identify the use of singular/plural subject and verb in a sentence 			
Teaching	<p>1. Play multimedia on subject verb agreement.</p> <p>2. Check for understanding. Ask students what pronouns use the verb has</p>	20 mins	Multimedia	*Expected reply: singular/he/she/it
	<p>3. Students complete sections A and B: A → Students sort the subject and verbs accordingly B → Students choose the verb to use based on the subject in a sentence</p> <p>4. Complete lesson review before proceeding to activity</p>			
Reinforcement Activity 1	<p>1. Explain the task of Hidden Picture. The objective is to reveal the picture by answering as many questions correctly as possible. Students will guess the picture.</p> <p>2. Students can randomly select which question to attempt first. Tell the student to read the question out loud, then prompt for the answer.</p>	15 mins	Activity 1	*Click on the box to reveal the answer to the question. If the answer given by the student is correct, then click again to show a section of the picture. DO NOT reveal the picture if the student got the answer wrong.
Reinforcement Activity 2	<p>1. Students randomly asked to choose an animal.</p> <p>2. When the animal is selected, students answer question themed around the animal of choice on SVA.</p>	15 mins	Activity 2	
e-Game				

e-Revision	
E-revision (compulsory)	IVB Worksheet 4.3.1 SOG – Worksheets 4.2.1, 4.2.2, 4.2.3 & 4.2.4
E-revision (optional)	SOG – Worksheet 4.2.5
Additional Remarks:	

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

Lesson Plan Module 4 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.			*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 impart suitable adjectives in sentencesBe able to incorporate proper similes in sentences			
Teaching	i. Play the multimedia. Recap that similes are used to compare two things that are almost similar using the word 'like' or 'as'. ii. Go through the similes on Page 1 together by asking the students to read them (these similes will be used in	30 mins	Multimedia	Encourage all students to participate.

	<p>the next exercise).</p> <p>iii. Guide students to complete 2 exercises:</p> <ul style="list-style-type: none"> Part A: Students to create sentences using similes based on the pictures and words given (use 'as' or 'like'). Answer verbally. Click on the lines for answers. Part B: For each question, students to write three short sentences using adjectives based on the pictures. Click on the lines for answers. **A total of 6 questions. Question 1-4 are compulsory. 			
Reinforcement Activity 1	<p>i. Guide the students to answer the questions by looking at the pictures. The answers must contain adjectives. Click on the lines for answers.</p> <p>ii. Ask the students to write their answers in a paragraph form (Page 3). Click on 'Sample Answer' for answers.</p>	15 mins	Activity 1	
Reinforcement Activity 2	<p>i. Ask the students to draw 5 small boxes on a piece of paper.</p> <p>ii. The pictures shown are not in order. Ask the students to number them in the correct order by writing the numbers in the small boxes they have drawn (Hint: the clocks in the pictures)</p>	15 mins	Activity 2	

	<p>iii. Click on the boxes for answers.</p> <p>iv. Based on the pictures, students need to complete the sentences with similes (options are given). Click on the lines for answers.</p> <p>v. **Optional: Ask the students to write the full sentences in a paragraph (Page 5)</p>			
e-Revision				
E-revision (compulsory)	ERS – Worksheet 4.4.1 WRC – Worksheet 4.3.1 & 4.3.2			
E-revision (optional)	WRC – Worksheet 4.3.3 & 4.3.4			
Additional Remarks	WRC Module 4 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 4 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	Multimedia	
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.	5 mins	Multimedia (Part 1)	
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)	*Maximize verbal interaction and ensure students get equal chance to do the activity.
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students circle the words that best fit the sentences.	5 mins	Multimedia (Part 3)	*Activity can be conducted individually or in a group.
Read & Drag	i. Students annotate by dragging the sound of each animal makes to match with the pictures. ii. Students annotate by dragging the name of the animals to its category correctly.	15 mins	Revision (Part 1)	*Activity can be conducted individually or in a group.

	iii. Students annotate by dragging the correct words to fill in the blanks of the paragraph. iii. Discussion of answers.			
Read & Choose	i. Students annotate by choosing the correct answer to fill in the blanks. ii. Discussion of answers.	10 mins	Revision (Part 2)	
Idiom of the Day	i. Students annotate by ticking the correct sentence with the correct idiom used. ii. Students annotate by matching the idioms to its meaning correctly. iii. Students annotate by unscrambling the letters to form the idioms correctly. iii. Discussion of answers.	10 mins	Revision (Part 3)	
Component 2	ES			
Poem Recitation	i. Asks students to read the poem as dramatic as they can. ii. Teacher corrects students' pronunciation.	5 mins	Multimedia (Slides 2)	*Maximize verbal interaction and ensure students get equal chance to do the activity.
Poem Writing	i. Students annotate by filling the blanks with the correct sound and features of the animals. ii. Students present and recite the poem as dramatic as they can.	10 mins	Multimedia (Slides 3)	Activity can be conducted individually or in a group.
Poem Writing	i. Without guidance, students annotate by filling the blanks with the correct sound and features of the animals. ii. Students present and recite the poem as dramatic as they can.	10 mins	Multimedia (Slides 4)	Activity can be conducted individually or in a group. (Answer Key for teachers' guidance are provided below)
e-Revision				
E-revision (compulsory)	IVB- Worksheet 4.4.1			
E-revision (optional)				

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.**

Poem Writing Key Answer (Teacher's Guidance)	
<p>Tigers growl, Their body, orange with stripes, Cats meow , Beside the squeaking mice.</p> <p>I love all the animals around me They make me as happy as can be But my favourite animal of all Is <u>(students' preference)</u> that lives <u>(according to students' answers)</u></p>	<p>Elephants trumpet, Their ears, grey and jumbo, Birds chirp, Beside the neighing horse.</p> <p>I love all the animals around me They make me as happy as can be But my favourite animal of all Is <u>(students' preference)</u> that lives <u>(according to students' answers)</u></p>

Lesson Plan Module 4 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 to independently watch the video and complete activity.	15 mins		Possessive adjectives
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 possessive adjectivesApply possessive adjectives in a sentence			
Teaching	1. Ask students to verbally recall pronouns before beginning the lesson. 2. Play multimedia on possessive adjectives. 3. Ask students to explain the functions of possessive adjective in their own words/	20 mins	Multimedia	* It is okay if students are not able to immediately recite the pronouns. You can provided prompting to start

	provide an example sentence using possessive adjective.			off.
	4. Students choose the possessive adjective to complete a sentence.			Students may answer verbally, annotate, or write and show.
Reinforcement Activity 1	1. Students complete sections A to C. A → Students identify the possessive adjectives that pair with the given subject pronouns. B → Students complete sentences with possessive adjectives. C → Students complete sentences with possessive adjectives.	15 mins	Activity 1	
e-Game				
e-Revision				
E-revision (compulsory)	ERS – Worksheet 4.5.1 SOG – Worksheets 4.3.1, 4.3.2, 4.3.3 & 4.3.4			
E-revision (optional)	SOG – Worksheet 4.3.5			
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 4 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	
SOG	i. Students independently go through the activity	15 mins		Possessive adjectives
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.	5 mins	Multimedia (Part 1)	
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)	*Maximize verbal interaction and ensure students get equal chance to do the activity.
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students circle the words that best fit the sentences.	5 mins	Multimedia (Part 3)	*Activity can be conducted individually or in a group.
Idiom 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.	10 mins	Multimedia (Part 4)	*Maximize verbal interaction with the students by relating the idiom with their experiences.

	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.			
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"> Understand the functions of possessive pronoun and it in a sentence Judge and determine the right forms of possessive and pronouns to be used in a sentence 			
Teaching	1. Ask students to verbally recall possessive adjectives. 2. Play multimedia on possessive pronoun 2. Check on understanding. Ask students where possessive pronoun is in a sentence.	20 mins	Multimedia	Expected reply: at the end of a sentence.
	3. Students complete sections A to C: A → Students identify the possessive pronouns in a list of words B → Students pair the possessive pronouns with the possessive adjectives C → Students replace underlined phrases in a sentence with possessive pronouns.			
	4. Complete lesson review before proceeding with activity.			
Reinforcement Activity 1	1. Students select the words to complete the short paragraph.	15 mins	Activity 1	Questions are on: pronouns, possessive adjective, and possessive pronoun.
Activity 2 Revision	1. Go through the note on possessive adjectives and example. 2. Students to complete the questions on verb to-have and possessive adjectives	15 mins	Activity 2	
e-Revision				

E-revision (compulsory)	IVB- Worksheet 4.5.1 SOG – Worksheets 4.4.1,4.4.2, 4.4.3 & 4.4.4
E-revision (optional)	SOG – Worksheet 4.4.5
Additional Remarks:	SOG Note for lesson 4 provided.

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

Lesson Plan Module 4 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)	
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	10 mins	Multimedia (Part 2)	*Maximize verbal interaction and ensure students get equal chance to do the activity.

	given words. iii. Click on the words to check for answer.			
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students circle the words that best fit the sentences.	5 mins	Multimedia (Part 3)	*Activity can be conducted individually or in a group.
Idiom 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.
Component 3	WRC			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none">Be able to write sentences in a sequence			
Teaching	i. For exercise (A), ask the students to first look at the pictures on the left side, then read the sentences on the right. ii. Ask the students to match the pictures to the correct sentences. Students to annotate or answer verbally their answers. Click on the pictures for answers. iii. Every time the students annotate their answers, ask them to readily write the sentences in a paragraph (Page 3). Click on 'Sample Answer' for the answer.	30 mins	Multimedia	Encourage all students to respond.

	<p>iv. For exercise (B), ask the students to first look at the pictures. Briefly, ask them what they understand from the pictures.</p> <p>v. Then, ask them to read the sentences on the right. The sentences are not in order.</p> <p>vi. Ask the students to match the pictures with the correct sentences by numbering the sentences (No. 1 is done as an example). Students to annotate or answer verbally their answers. Click on the boxes for answers.</p> <p>vii. **Ask the students to rewrite the sentences according to the numbers in a paragraph (Page 5).</p>			
e-Revision				
E-revision (compulsory)	ERS – Worksheet 4.6.1 IVB- Worksheet 4.6.1 WRC – Worksheet 4.4.1 & 4.4.2			
E-revision (optional)	WRC – Worksheet 4.4.3 & 4.4.4			
Additional Remarks				

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