

### Lesson Plan Module 3 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 (number 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 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 3</b>	<b>ES</b>			
Introduction	i. Introduce topic: What is your favourite colour? ii. Ask students to give example of things in their favourite colour.	5 mins		
Teaching	i. Students pick a colour from the colour palette. ii. For each colour shown, there are three sections of activity the student will need to complete: <ul style="list-style-type: none"> <li>Name the objects</li> <li>Three things you have in the colour</li> <li>Describe as a simile</li> </ul> iii. Students will need to go through all sections. Click on the images on the slides first so students have an idea of what they need to do. Then, select students to provide their own answers.	25 mins	Multimedia	
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 3.1.1 IVB – Worksheet 3.1.1			
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 3 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 formation and usage of similes</li><li>• Be able to improve sentences using suitable similes</li></ul>			
Teaching	i. Play multimedia. Explain definition of similes. ii. Introduce the idea of comparing to students through these 2 questions; a. What are we comparing? b. What make them similar? iii. Go through all the examples together by eliciting answers from students. iv. Ask students to write	25 mins	Multimedia	Encourage all students to reply.

	sentences using similes with the words 'like' or 'as' based on the pictures and words given.			
Reinforcement Activity 1	i. Conduct the activity where students think of similes for the pictures given. ii. Click on the line for answers.	15 mins	Activity 1	
Reinforcement Activity 2	i. Students to complete the sentences with the correct similes. ii. Click on the line for answers.	20 mins	Activity 2	This should be an individual activity where each students write and show the answers.
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 3.2.1 WRC – Worksheet 3.2.1 & 3.2.2			
E-revision (optional)	WRC– Worksheet 3.2.3 & 3.2.4			
<b>Additional Remarks:</b>	WRC Module 3 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 3 Week 3

Components	Intelligent Vocabulary Builder (IVB)	30 Mins (Revision)		
	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 (number 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 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)	
Revision	i. Conduct all spelling activities: a) Spell It Right b) Read and Circle c) Drag and Drop d) Read and Choose ii. Students provide the	25 mins	Revision	

	correct spelling verbally.			
<b>Component 2</b>	<b>WRC</b>			
<b>Learning Objective:</b>	Upon completion, students will: <ul style="list-style-type: none"> <li>• <b>Be able to identify adjectives in simple sentences</b></li> <li>• <b>Be able to use suitable adjectives in sentences</b></li> </ul>			
Teaching	i. Explain definition of adjectives – words that tell us more about nouns.	5 mins	Multimedia	Encourage all students to reply.
Reinforcement Activity 1	i. Conduct the first activity where students need to underline the nouns and circle the adjectives that describe the underlined nouns. ii. Click on nouns and adjectives to check for answers. iii. Then, conduct the second activity. Students need to individually rewrite the sentences with the given adjectives. iv. Click on the lines to check for answers v. Then, for next activity. Students rewrite the sentences with suitable adjectives of their own.	25 mins		Sample answers are provided. If students answer is appropriate do award them.
<b>e-Revision</b>				
E-revision (compulsory)	IVB – Worksheet 3.2.1 WRC – Worksheet 3.2.1 & 3.2.2			
E-revision (optional)	WRC– Worksheet 3.2.3 & 3.2.4			
<b>Additional Remarks:</b>	WRC Module 3 Lesson 2 Notes are provided for students' references			

### Lesson Plan Module 3 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 Activity	i. Students to independently watch the video and complete activity.	15 mins		Subject Pronouns
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>Recall personal pronouns</li><li>Identify and apply personal pronouns in a sentence</li></ul>			
Teaching	1. Play multimedia on personal pronouns. 2. Student to identify and select subject pronouns from a set of words.	25 mins	Multimedia	
	4. Students decide on the subject pronouns to complete a sentence.			

	<p>5. Play multimedia on object pronouns.</p> <p>6. Students complete sections A and B.</p> <p>A → Students pair the object pronouns to the subject pronouns.</p> <p>B → Students replace nouns with object pronouns</p>			
	<p>7. Review the lesson before proceeding to activity.</p>			
Reinforcement Activity 1	<p>1. Students complete sections A and B.</p> <p>A → Fill in the blanks with subject pronouns</p> <p>B → Fill in the blanks with object pronouns.</p>	25 mins	Activity 1	
<b>e-Revision</b>				
E-revision (compulsory)	<p>ERS – Worksheet 3. 3.1</p> <p>SOG – Worksheet 3.1.1, 3.1.2, 3.1.3 &amp; 3.1.4</p>			
E-revision (optional)	SOG – Worksheet 3.1.5			
<b>Additional Remarks:</b>	SOG Note for lesson 1 provided.			



### Lesson Plan Module 3 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 pronouns Object pronouns
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 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)	
Drag & Drop	i. Ask students to look at the pictures and read the sentences ii. Students drag the words that best fit the sentences	10 mins	Multimedia (Part 3)	
Component 2	SOG			
Learning Objective:	Upon completion, students will: <ul style="list-style-type: none"><li>Recall and recite personal pronouns</li><li>Apply pronouns 'I' and 'me' in compound subjects/objects</li><li>Apply personal pronouns in sentences</li></ul>			
Teaching	1. Play multimedia on personal pronouns 2. Students complete sections	20 mins	Multimedia	

	A and B: A → Students fill in a table on personal pronouns B → Students rearrange words to form sentences.			
Reinforcement Activity 1	1. Read the paragraph aloud to the students. 2. Students replace the underlined words with personal pronouns.	25 mins	Activity 1	*Click on the underlined phrases to check for answer.
e-Game				
<b>e-Revision</b>				
E-revision (compulsory)	IVB – Worksheets 3.3.1 SOG – Worksheets 3.2.1, 3.2.2, 3.2.3 & 3.2.4			
E-revision (optional)	SOG – Worksheet 3.2.5			
<b>Additional Remarks:</b>	Students can refer to SOG Note from lesson 1.			

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

### Lesson Plan Module 3 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"><li>• Be able to create short sentences from adjectives and similes</li><li>• Be able to apply adjectives and similes to improve sentences</li></ul>			
Teaching	i. Play multimedia. Explain on writing interesting sentences using adjectives and similes. ii. Go through the examples of similes (they will be used for the subsequent activity). iii. Conduct the reinforcement teaching activity where students choose an adjective to describe the picture. Then,	15 mins	Multimedia	Encourage all students to reply.

	students write a simile to complete the next sentence. **Q1 – Q6 are compulsory iv. Click on the lines for answers.			
Reinforcement Activity 1	i. Conduct the writing activity where students write sentences using adjectives and similes using the words given. **Q1 – Q6 are compulsory ii. Click on the lines for answers.	15 mins	Activity 1	
Reinforcement Activity 2	i. Students to write sentences describing the pictures using adjectives and similes. **Q1 – Q4 are compulsory	15 mins	Activity 2	
e-Game (Bamboozle)	i. Divide students into 2 to 5 groups. ii. Members of each group takes turn to answer the questions (write and show). iii. Points are given for the correct answers. iv. The team with the highest score wins.	15 mins	e-Game	Form sentences using similes.  10 seconds are given to write and show the answers.
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 3.4.1 WRC – Printable Worksheet 3.3.1 & 3.3.2			
E-revision (optional)	WRC– Printable Worksheet 3.3.3 & 3.3.4			
<b>Additional Remarks:</b>	WRC Module 3 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 3 Week 7

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins (Revision)		
	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 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)	
Drag & Drop	i. Ask students to look at the pictures and read the sentences ii. Students drag and drop the words that best fits the sentences iii. Discussion of answers.	5 mins	Multimedia (Part 3)	
Revision	i. Conduct all spelling activities: a) Spell It Right b) Read and Circle c) Drag and Drop	25 mins	Revision	

	d) Read and Choose ii. Students provide the correct spelling verbally.			
<b>Component 2</b>	<b>ES</b>			
Teaching	i. Students recollect adjectives and similes	5 mins		Encourage all students to reply.
Reinforcement Activity 1	i. Students watch and listen to 'My Colour Poem' ii. Students create their own colour poem iii. Select students to recite their colour poem	25 mins	Multimedia	
<b>e-Revision</b>				
E-revision (compulsory)	IVB – Worksheet 3.4.1			
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 3 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	
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>Explain the use of 'has' and 'have'</li><li>Understand and apply the verb to-have in sentences</li></ul>			
Teaching	1. Play multimedia on verb to have. 2. Students choose the verb to complete a sentence.	30 mins	Multimedia	*Remind students that singular subjects use has and plural subjects use have
Reinforcement Activity 1	1. Check for understanding before proceeding with questions by asking students what kind of subject use the verb has. 2. Students complete the	10 mins	Activity 1	

	questions by filling in 'has' or 'have'			
Activity 2	1. Students construct sentences using the verb to-have.	10 mins	Activity 2	
e-game				
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 3.5.1 SOG – Worksheets 3.3.1, 3.3.2, 3.3.3, 3.3.4			
E-revision (optional)	SOG – Worksheets 3.3.5			
<b>Additional Remarks:</b>	Students can refer to SOG Note from lesson 1.			

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



### Lesson Plan Module 3 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	
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)	*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)	
Read & Tick	i. Ask students to look at the pictures and read the sentences ii. Students tick the sentence that best fit the picture iii. Discussion of answers.	5 mins	Multimedia (Part 4)	
Component 2	SOG			

<b>Learning Objective:</b>	<b>Upon completion, students will:</b> <ul style="list-style-type: none"> <li>Differentiate the use of has and have</li> <li>Apply the verb to-have in sentences</li> </ul>			
Teaching	1. Play multimedia on verb to-have 2. Check on understanding. Ask students what subjects/pronouns use the verb 'has' 3. Students choose the verbs to complete sentences.	20 mins	Multimedia	<i>*Expected reply: singular/he/she/it</i>
Reinforcement Activity 1	1. Students choose the verbs to complete sentences	10 mins	Activity 1	
Reinforcement Activity 2	1. Students construct sentences containing the verb to-have	10 mins	Activity 2	
e-Game				
<b>e-Revision</b>				
E-revision (compulsory)	IVB - Worksheets 3.5.1 SOG – Worksheets 3.4.1, 3.4.2, 3.4.3 & 3.4.4			
E-revision (optional)	SOG – Worksheet 3.4.5			
<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 3 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.	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 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)	
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 4)	
Revision	i. Conduct spelling activities: a) Spell It Right b) Read and Circle c) Drag and Drop d) Read and Choose ii. Students provide the correct spelling verbally.		Revision	*Conduct if time permits
<b>Component 3</b>	<b>WRC</b>			
<b>Learning Objective:</b>	Upon completion, students will: <ul style="list-style-type: none"> <li>• <b>Be able to recall the usage and formation of similes</b></li> <li>• <b>Be able to apply adjectives and similes in describing sentences</b></li> </ul>			
Introduction	i. Students review similes, adjectives, and using similes and adjectives in sentences.	5 mins	Multimedia (Slides 1-7)	
Teaching and Reinforcement Activity 1	i. Explain the task using examples given. ii. Students write sentences containing similes and adjectives using given words to describe the picture. iii. Discussion of answers	25 mins	Multimedia (Slide 2 onwards)	
<b>e-Revision</b>				
E-revision (compulsory)	ERS – Worksheet 3.6.1 IVB – Worksheet 3.6.1 WRC – Worksheet 3.4.1 & 3.4.2			
E-revision (optional)	WRC – Worksheet 3.4.3 & 3.4.4			
<b>Additional Remarks:</b>				

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

