







DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Listening			CLASS: TIME: LESSON: 33 (Listening 7)		WEEK: 10 DATE: 18/3/2024 DAY: Monday							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 1.2 Complementary: 1.3		Main: 1.2.2 Complementary: 1.3.1		Friendly		Language							
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Understand with support specific information and details of short simple texts													
2. Guess the meaning of unfamiliar words by using visual clues when a teacher or classmate is speaking													
SUCCESS CRITERIA (SC):													
Pupils can sing a song in group.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Present continuous statements (be + -ing)				Get Smart plus 3 Student's Book p.25, Flashcards of action verbs.									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play a mime game using the flashcards for run jump and dance.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
Need improvement													
Lesson development:- 1. Introduce the new vocabulary using flashcards. 2. Stick the flashcards around the room on the walls, (or do this before the lesson), then put pupils in a large circle around the room. They should listen to you say run, jump, dance and move around the room doing this action as you say it. Stop and say Go. Pupils move to the nearest flashcard, mime it and say I'm - ____ng. Repeat as required. 3. Pupils return to their seats. 4. Pupils listen to the audio (track 37). Pupils follow teacher's gestures and start singing the song. (21st CA) 5. Monitor pupils carefully as they listen to the song to evaluate their vocabulary and Listening skills. Review vocabulary next lesson as necessary. (HOTS) 6. Pupils can sing a song in group. (CBA)													
Post-lesson:- Use flashcards with the whole class to play a guessing game to review the adjectives again.													
HOTS		Evaluation		21st CA		Rhyming / Singing							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Presentation							
STUDENTS' TASK TO FOLLOW UP													
Remedial:		Reinforcement:			Enrichment:								
Pupils do activity with guidance.		Worksheet for reinforcement.			Worksheet for enrichment.								
REFLECTION													
The next lesson plan:													
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DAILY LESSON PLAN TS25											
	SUBJECT			ENGLISH YEAR 3							
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Speaking			CLASS: TIME: LESSON: 34 (Speaking 7)		WEEK: 10 DATE: 18/3/2024 DAY: Monday					
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE				
Main: 2.1 Complementary: 1.1		Main: 2.1.5 Complementary: 1.1.1		Friendly		Language					
Pupils' Aspiration											
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity				
LEARNING OBJECTIVES (LO):											
By the end of the lesson, most of the pupils will be able to											
1. Describe people and objects using suitable words and phrases											
2. Recognise and reproduce with support a range of target language phonemes											
SUCCESS CRITERIA (SC):											
Pupils can answer worksheet correctly.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Have got (1st & 3rd person statements)				Get Smart plus 3, Student's Book p.25, workbook p. 18							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Preview vocabulary and language from previous lesson by play a word game. (HOTS)					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement	
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Lesson development:- 1. Teacher explains Grammar Box on Student's Book page 25. 2. Pupils are explained about when they use the present continuous. 3. Draw attention to the sound of 'ing' and the short forms (I'm, he's, we're etc). Have pupils repeat them together and individually. 4. Pupils draw and say (Activity 2). Monitor as pupils present their pictures to each other and decide which pupils to ask to present to the class. Try to choose some pupils who have made progress in their Speaking. (21st CA) 5. Pupil do worksheet page 18. 6. Pupils answer and mark will be given by teacher. (CBA)											
Post-lesson:- Play the song again and have pupils sing along. Or they could hold up their pictures as they hear them in the song, if appropriate.											
HOTS	Analysis			21st CA	Stretch to Sketch						
PERFORMANCE LEVEL	5			CLASSROOM BASED ASSESSMENT (CBA)	Workbook						
STUDENTS' TASK TO FOLLOW UP											
Remedial:			Reinforcement:			Enrichment:					
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.					
REFLECTION											
The next lesson plan:											
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	This lesson plan will be repeated in future learning.										
	The next lesson plan will be improved on _____										


DAILY LESSON PLAN TS25													
	SUBJECT				ENGLISH YEAR 3								
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Reading				CLASS: TIME: LESSON: 35 (Reading 7)		WEEK: 10 DATE: 18/3/2024 DAY: Monday						
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES			CCE					
Main: 3.2 Complementary: 3.2		Main: 3.2.1 Complementary: 3.2.3		Self-confidence			Language						
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills		Bilingual proficiency		Ethics and spirituality	National identity				
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Understand the main idea of short simple texts													
2. Guess the meaning of unfamiliar words from clues provided by visuals and the topic													
SUCCESS CRITERIA (SC):													
Pupils can answer worksheet correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY					TEACHING AIDS								
Present continuous questions (be + -ing)					Get Smart plus 3 Student's Book, p. 26–27 (and 25 for pre-lesson), Copies of the pictures 1, 3, 5 & 6 from the story (blank/without text), Sentence cards to match pictures 1, 3, 5 & 6 (one per pupil)								
LEARNING OUTLINE						IMPACT / REFLECTION							
Pre-lesson: Play the song from Student's Book, p.25. Have pupils sing along and/or do the actions. (21st CA)						____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>				Excellent		Need improvement	
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Lesson development:- 1. Introduce the new vocabulary on Student's Book page 26. 2. Show pictures 1, 3, 5 & 6 and ask pupils who they can see. Put the pictures on the board. 3. Give each pupil a sentence card. They should come out to the board to decide which picture to put it with. You could do this in groups if it is easier to manage. 4. Watch as pupils do this activity to get an idea of their reading ability. Support them as needed by encouraging them to sound out new or difficult words. Ask pupils to read the picture story in Student's Book, p.26 to check the answers. (CBA) 5. Pupil listens to the CD and read again from the second point. 6. Use the questions from the language box (Student's Book, p.27) to introduce the question and answer forms.													
Post-lesson:- Play the song again and have pupils sing along. Or they could hold up their pictures as they hear them in the song, if appropriate.													
HOTS		Analysis		21st CA		Rhyming / Singing							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Observation							
STUDENTS' TASK TO FOLLOW UP													
Remedial:			Reinforcement:			Enrichment:							
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.							
REFLECTION													
The next lesson plan:													
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DAILY LESSON PLAN TS25											
	SUBJECT			ENGLISH YEAR 3							
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Writing			CLASS: TIME: LESSON: 36 (Writing 7)		WEEK: 10 DATE: 18/3/2024 DAY: Monday					
	CONTENT STANDARD CODE:			LEARNING STANDARD CODE:		MORAL VALUES		CCE			
Main: 4.3 Complementary: 3.2			Main: 4.3.2 Complementary: 3.2.2		Self-confidence		Language				
Pupils' Aspiration											
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity				
LEARNING OBJECTIVES (LO):											
By the end of the lesson, most of the pupils will be able to 3. Spell an increased range of familiar high frequency words accurately in guided writing 4. Complementary: Understand specific information and details of short simple texts											
SUCCESS CRITERIA (SC):											
Pupils can answer worksheet correctly.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Present continuous questions (be + -ing)				Get Smart plus 3 Student's Book, p.26–27, Worksheet 11.							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Play a word game to review family words (e.g. brother, sister, aunt, uncle, cousin). Lesson development:- 1. Play a spelling game to review some spellings of key vocabulary (for example, a word jumble with plastic letters or letters on cards).(21ST CA) 2. Pupils do the crossword puzzle (see below) in pairs. Monitor as pupils do this to see which words they are having problems spelling. Check the answers as a whole class and draw attention to more difficult spellings as necessary. (CBA) 3. Play the CD to review the text on Student's Book, p.26 4. Pupils read activity 1 and choose the correct answer orally in pairs (Activity 2). Discuss the answer as a class.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON:						
Post-lesson:- Ask pupils what they do in their house to help their family. Talk to them about the importance of helping out and contributing to family life. (HOTS)					<table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement	
Excellent											
Need improvement											
HOTS		Analysis		21st CA		Games					
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Worksheet					
STUDENTS' TASK TO FOLLOW UP											
Remedial:			Reinforcement:			Enrichment:					
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.					
REFLECTION											
The next lesson plan:											
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	This lesson plan will be repeated in future learning.										
	The next lesson plan will be improved on _____										


DAILY LESSON PLAN TS25													
	SUBJECT				ENGLISH YEAR 3								
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Language Art				CLASS: TIME: LESSON: 37 (Language Art 7)		WEEK: 11 DATE: 18/3/2024 DAY: Monday						
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES			CCE					
Main: 5.3 Complementary: 2.1		Main: 5.3.1 Complementary: 2.1.5		Self-confidence			Creativity and Innovation						
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills		Bilingual proficiency		Ethics and spirituality	National identity				
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Respond imaginatively and intelligibly through creating simple action songs on familiar topics 2. Describe people and objects using suitable words and phrases													
SUCCESS CRITERIA (SC):													
Pupils can make a circular book.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY					TEACHING AIDS								
Present continuous, vocabulary of household chores.					Circles of paper, about 12cm in diameter, two circles for each pupil, A pin / end of a paper clip to pin the top circle onto the bottom circle.								
LEARNING OUTLINE						IMPACT / REFLECTION							
Pre-lesson: Ask pupils to remember the different activities Anna and Greg were doing on Student's Book p.26. Ask pupils to think of other household activities. Help them with vocabulary if needed.						____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>				Excellent		Need improvement	
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Lesson development:- 1. Give pupils a circle. Tell them to draw a vertical line and a horizontal line, so that their circle is divided into four sections. Pupils do not need a ruler for this: the lines do not need to be completely straight. 2. Tell pupils to draw four household activities, one in each section of the circle. (HOTS) 3. Give pupils a second circle. Ask them to draw a vertical line and a horizontal line, as in step 4. Tell pupils to cut out one section of the second circle, so that this circle has three sections. 4. Give pupils a pin or paper clip, and ask them to pin the second circle on top of the first circle through the middle. 5. Put pupils into small groups. Ask them to share and name the activities in their circular books. They can do this quarter by quarter by moving the top circle round. (21st CA) 6. Teacher collects circular book to give mark. (CBA)													
Post-lesson:- Ask pupils what they do in their house to help their family. Talk to them about the importance of helping out and contributing to family life. (HOTS)													
HOTS		Creation		21st CA		Pair / Group Discussion							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Simple Project							
STUDENTS' TASK TO FOLLOW UP													
Remedial:			Reinforcement:			Enrichment:							
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.							
REFLECTION													
The next lesson plan:													
	The next lesson plan will continue with new topics.												
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DAILY LESSON PLAN TS25											
	SUBJECT			ENGLISH YEAR 3							
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Listening			CLASS: TIME: LESSON: 38 (Listening 8)		WEEK: 11 DATE: 18/3/2024 DAY: Monday					
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE				
Main: 1.2 Complementary: 1.3		Main: 1.2.2 Complementary: 1.3.1		Friendly		Language					
Pupils' Aspiration											
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity				
LEARNING OBJECTIVES (LO):											
By the end of the lesson, most of the pupils will be able to											
1. Understand with support specific information and details of short simple texts											
2. Predict words they will hear by using knowledge of a topic											
SUCCESS CRITERIA (SC):											
Pupils can tell the correct answer for Activity 3.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Present continuous questions (be + -ing).				Get Smart plus 3 Student's Book p.27, Flashcards for new vocabulary.							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Play a guessing game where you draw, on the board, a picture of a person doing an action. Draw it line-by-line/part-by-part and after each line/part ask pupils 'what's he/she doing?' Pupils can have one guess each time until someone guesses the correct answer. (21st CA)					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement	
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Lesson development:- 1. Have pupils look at the pictures on Student's Book, p.27. They should talk to their partners about the pictures. Feedback on this by eliciting details about all of the pictures, to check that all pupils have understood the pictures and remember the key vocabulary. You could introduce the characters' names at this point, if you think the names will confuse pupils when they hear the recording. (HOTS) 2. Pupils listen and tell the correct answer for Activity 3. 3. Using flashcards, introduce some new vocabulary that is relevant to your pupils' lives (e.g. playing the guitar, throwing a ball, playing badminton). 4. Have pupils play a mime game in pairs or small groups. Student A mimes an action; Student B asks What are you doing?; Student A says I'm xxxing xxx.											
Post-lesson:- Ask pupils to tell you what new words they have learned today. Keep this informal, so you can see how much they remember and which pupils seem to remember most. (CBA)											
HOTS		Analysis		21st CA		Games					
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Observation					
STUDENTS' TASK TO FOLLOW UP											
Remedial:			Reinforcement:			Enrichment:					
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.					
REFLECTION											
The next lesson plan:											
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DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Speaking			CLASS: TIME: LESSON: 39 (Speaking 8)		WEEK: 11 DATE: 18/3/2024 DAY: Monday							
	CONTENT STANDARD CODE:			LEARNING STANDARD CODE:		MORAL VALUES		CCE					
Main: 2.1 Complementary: 2.2			Main: 2.1.5 Complementary: 2.2.2		Friendly		Language						
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
3. Describe people and objects using suitable words and phrases													
4. Complementary: Ask for attention or help from a teacher or classmate by using suitable questions													
SUCCESS CRITERIA (SC):													
Pupils can ask, listen and answer at least three questions correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Present continuous questions (be + -ing)				Get Smart plus 3 Student's Book, p.27, Sets of cards (pictures + sentences), workbook p. 19.									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play a game to review vocabulary from the previous lesson. This should focus on the written form of the words.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
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Lesson development:- 1. Have pupils work in small groups to play a game, where they have sets of cards (pairs of pictures of an action + written sentences). Pupils turn over two cards in turns to try to find a matching pair of cards. 2. Pupils listen to audio. Then, ask and answer in pairs (Activity 4). (21st CA) 3. Pupils play a game in small groups with their cards: - In turns, the pupil turns over a card, look at it but keep it secret. - The pupil gives a clue about the picture (e.g. He's in the bedroom) - The pupil asks 'What do you think? What's he doing?' - The group guesses what's in the picture. 4. Monitor as pupils work on this, helping with language as necessary to extend pupils' language resource. 5. Pupils do workbook page 19. 6. Pupils answer and mark will be given by teacher. (CBA)													
Post-lesson:- Write a sentence on the board that contains a common mistake you heard pupils make. Ask pupils to correct the sentence with you.													
HOTS		Evaluation		21st CA		Think– Pair– Share							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Workbook							
STUDENTS' TASK TO FOLLOW UP													
Remedial:		Reinforcement:			Enrichment:								
Pupils do activity with guidance.		Worksheet for reinforcement.			Worksheet for enrichment.								
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DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Reading			CLASS: TIME: LESSON: 40 (Reading 8)		WEEK: 11 DATE: 18/3/2024 DAY: Monday							
	CONTENT STANDARD CODE:			LEARNING STANDARD CODE:		MORAL VALUES		CCE					
Main: 3.2 Complementary: 3.2			Main: 3.2.1 Complementary: 3.2.2		Friendly		Language						
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Understand the main idea of short simple texts													
2. Understand specific information and details of short simple texts													
SUCCESS CRITERIA (SC):													
Pupils can read and circle at least four answers correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Present continuous negative statements				Get Smart plus 3 Student's Book, p.28–29, Copies of pictures of four children on Student's Book p.28 (1 copy of each), Copies of the texts from Student's Book p.28 (one text per pupil)									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Tell pupils that you like to exercise and show them what this word means. Give pupils 2–3 minutes to do some exercise in the classroom.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1" style="width: 100%;"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
Need improvement													
Lesson development:- <ol style="list-style-type: none"> Teacher's use flashcards to introduce new vocabulary. Show pupils the pictures of the four children from the textbook. Ask them what they are doing. Put them on the board. (21st CA) Give each pupil a text. Ask them to read the text and decide which picture it matches. Feedback by asking a pupil to come out and label each picture with the name of the child. Pupils refer to textbook page 28. Track 44 is played while pupils read the text. (Activity 1) Next, teacher explains Grammar Box and copy Activity 2 in their exercise book. Pupils read activity 1 again and circle the correct answer. (CBA) 													
Post-lesson:- Ask pupils to think back on their learning so far this week. In their learning diary, they can write: (HOTS) <ul style="list-style-type: none"> New words I remember Activities I enjoyed 													
HOTS	Analysis		21st CA		Brainstorming								
PERFORMANCE LEVEL	5	CLASSROOM BASED ASSESSMENT (CBA)			Exercise Book								
STUDENTS' TASK TO FOLLOW UP													
Remedial:		Reinforcement:			Enrichment:								
Pupils do activity with guidance.		Worksheet for reinforcement.			Worksheet for enrichment.								
REFLECTION													
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DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Writing			CLASS: TIME: LESSON: 41 (Writing 8)		WEEK: 12 DATE: 18/3/2024 DAY: Monday							
CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE							
Main: 4.2 Complementary: 3.2		Main: 4.3.2 Complementary: 3.2.2		Responsible		Language							
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Spell an increased range of familiar high frequency words accurately in guided writing 2. Understand specific information and details of short simple texts													
SUCCESS CRITERIA (SC):													
Pupils can answer the worksheet correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Present continuous negative statements (be + -ing)				Get Smart plus 3 Student's Book, p.29, Small pieces of paper for Writing activity, one per pupil									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play a True/False game, where you/pupils mime an action. They should say what they are not doing as well as what they are doing.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
Need improvement													
Lesson development:- 1. Tell pupils they will make sentences. Pupils work in pairs. Give each pair one set of words for a cut-up sentence (see sentences below). There are several different sets. Ask pupils to arrange the words into a sentence. 2. Ask pupils to look at the picture on Student's Book, p.29, Activity 3, to find which child their sentence is about. They can circle the child in the picture if they don't know the characters' names. 3. Tell pupils they are going to make a game. Put a model on the board, which describes children in Student's Book, p.29. e.g. 'They're not doing gymnastics. They're not skateboarding. Who are they' (HOTS) 4. Give each pupil a small piece of paper. Individually, they write a similar sentence(s) about a child on p.29 on the paper. Support weaker pupils carefully. 5. Put pupils in groups. The groups collect the papers from each pupil, and put them face-down on the table. In turns, each pupil turns over a paper, reads it aloud and says which character they think it is from Student's Book, p.29. Pupils can point to the characters or describe them if they don't know their names. They win a point if they are right. (21st CA) 6. Collect the papers so you can check them. Circle/underline any mistakes in a coloured pen so pupils can check it themselves. (CBA)													
Post-lesson:- Read some of the papers for pupils to guess as a whole class.													
HOTS		Analysis		21st CA		Games							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Simple Project							
STUDENTS' TASK TO FOLLOW UP													
Remedial:			Reinforcement:			Enrichment:							
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.							
REFLECTION													
The next lesson plan:													
<table border="1"> <tr> <td></td> <td>The next lesson plan will continue with new topics.</td> </tr> <tr> <td></td> <td>This lesson plan will be repeated in future learning.</td> </tr> <tr> <td></td> <td>The next lesson plan will be improved on _____</td> </tr> </table>									The next lesson plan will continue with new topics.		This lesson plan will be repeated in future learning.		The next lesson plan will be improved on _____
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	This lesson plan will be repeated in future learning.												
	The next lesson plan will be improved on _____												

DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Language Art			CLASS: TIME: LESSON: 42 (Language Art 8)		WEEK: 12 DATE: 18/3/2024 DAY: Monday							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 5.3 Complementary: 2.1		Main: 5.3.1 Complementary: 2.1.5		Friendly		Creativity and Innovation							
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Respond imaginatively and intelligibly through creating simple action songs on familiar topics													
2. Complementary: Describe people and objects using suitable words and phrases													
SUCCESS CRITERIA (SC):													
Pupils can create their own version of the song and perform suitably.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Present continuous for activities happening now, sports vocabulary.				Words and music to the song One finger, one thumb, keep moving									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Review sport vocabulary.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s).								
Lesson development:- 1. Ask pupils to work in pairs. One pupil says the name of a sport, and the other pupil mimes doing the sport. (21st CA) 2. Pupils then swap roles and continue in this way, taking turns to name and mime sports. 3. Sing the first two verses of the song One finger one thumb keep moving. Finish at We're doing gymnastics. Ask pupils to move their fingers, thumbs and arms as they sing the song, and to mime the sports in any way they choose. 4. Write verses 3 and 4 on the board, or give pupils a handout. (HOTS) 5. Put pupils into groups of 4-5 and ask them to choose new words and actions for verses 3 and 4, and to practise their song.					____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s).								
Post-lesson:- Pupils perform their songs with actions for their classmates. (CBA)					TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
Need improvement													
HOTS		Creation		21st CA		Role-Play							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Presentation							
STUDENTS' TASK TO FOLLOW UP													
Remedial:			Reinforcement:			Enrichment:							
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.							
REFLECTION													
The next lesson plan:													
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	This lesson plan will be repeated in future learning.												
	The next lesson plan will be improved on _____												


One finger one thumb keep moving – words


One finger, one thumb, keep moving
One finger, one thumb, keep moving
One finger, one thumb, keep moving
We're catching the ball


One finger, one thumb, one arm, keep moving
One finger, one thumb, one arm, keep moving
One finger, one thumb, one arm, keep moving
We're doing gymnastics


One finger, one thumb, one arm, one leg, keep moving
One finger, one thumb, one arm, one leg, keep moving
One finger, one thumb, one arm, one leg, keep moving
We're _____


One finger, one thumb, one arm, one leg, one nod of the head, keep moving
One finger, one thumb, one arm, one leg, one nod of the head, keep moving
One finger, one thumb, one arm, one leg, one nod of the head, keep moving
We're _____

DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Listening			CLASS: TIME: LESSON: 43 (Listening 9)	WEEK: 12 DATE: 18/3/2024 DAY: Monday								
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 1.2 Complementary: 4.3		Main: 1.2.2 Complementary: 4.3.3		Polite		Creativity and Innovation							
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Understand with support specific information and details of short simple texts 2. Plan, draft and write an increased range of simple sentences													
SUCCESS CRITERIA (SC):													
Pupils can write at least 2 sentences correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Present continuous + negative statements				Get Smart plus 3 Student's Book p.29, workbook p.20									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Pupils do a brainstorming activity in groups. Pupils write vocabulary related to the activities topic on board. (21st CA)					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
Need improvement													
Lesson development:- 1. Ask pupils to look at the Student's Book, p.29. Tell pupils you will talk about the children in the picture. They should stop you when they hear you make a mistake. Talk about the picture, making some mistakes in relation to content. Use language pupils know: <i>E.g.: There are eight children in the picture. They are all doing sports. I can see two girls playing table tennis [mistake]. I think they are having fun. Etc</i> 2. Pupils listen and number the alphabets orally (Activity 3). 3. Give pupils back the papers they wrote in Lesson 41. Ask pupils to look at the mistakes you highlighted. They should try to correct their sentences by themselves. Ask pupils to re-write their sentences in their notebooks. 4. Collect the notebooks to look at and make a note yourself of pupils' performance and effort in the redrafting process. 5. Pupils do workbook page 20. Pupils answer and mark will be given by teacher. (CBA)													
Post-lesson:- Talk to pupils about the purpose of re-drafting their work. (HOTS)													
HOTS		Analysis		21st CA		Brainstorming							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Workbook							
STUDENTS' TASK TO FOLLOW UP													
Remedial:			Reinforcement:			Enrichment:							
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.							
REFLECTION													
The next lesson plan:													
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	The next lesson plan will be improved on _____												

DAILY LESSON PLAN TS25											
	SUBJECT			ENGLISH YEAR 3							
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Speaking			CLASS: TIME: LESSON: 44 (Speaking 9)		WEEK: 12 DATE: 18/3/2024 DAY: Monday					
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE				
Main: 2.1 Complementary: 1.2		Main: 2.1.5 Complementary: 1.2.5		Tolerance		Language					
Pupils' Aspiration											
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity				
LEARNING OBJECTIVES (LO):											
By the end of the lesson, most of the pupils will be able to											
1. Describe people and objects using suitable words and phrases											
2. Understand a wide range of short supported questions											
SUCCESS CRITERIA (SC):											
Pupils can listen and match to at least 4 pictures correctly.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Present continuous + negative & positive statements.				Get Smart plus 3 Student's Book, p.29–30, Prepare a set of cards to demonstrate the activity (Student's Book p.125)							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Play the mime game about exercise, Warm up.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement	
Excellent											
Need improvement											
Lesson development:- 1. Play the game using the pictures in Student's Book on page 125. 2. Pupils are guided through the structure 'Yes, ____ is. / No, ____ isn't' and the question structures. 3. Pupils are demonstrated with the guessing game. A pupil come to the front and picks out a card without revealing it to anyone. Teacher asks questions as in the Student's Book and pupil answer accordingly. Then, teacher picks a card and the pupil asks questions. (21st CA) 4. Pupils in pairs get a set of cards. They start playing the game. Pupils are given sample questions to guide (HOTS). Collect the cards from pupils or ask them to keep them for use in later lessons. 5. Pupils do workbook page 21. 6. Pupils answer and mark will be given by teacher. (CBA)											
Post-lesson:- Play the Optional game using the cards from previous activity to show the pupil.											
HOTS		Analysis		21st CA		Games					
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Workbook					
STUDENTS' TASK TO FOLLOW UP											
Remedial:		Reinforcement:			Enrichment:						
Pupils do activity with guidance.		Worksheet for reinforcement.			Worksheet for enrichment.						
REFLECTION											
The next lesson plan:											
	The next lesson plan will continue with new topics.										
	This lesson plan will be repeated in future learning.										
	The next lesson plan will be improved on _____										

DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Stories TOPIC: Module 3 - Right now SKILL(S) FOCUS: Reading			CLASS: TIME: LESSON: 45 (Reading 9)		WEEK: 13 DATE: 18/3/2024 DAY: Monday							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 3.2 Complementary: 4.3		Main: 3.2.1 Complementary: 4.3.2		Loving		Values							
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Understand the main idea of short simple texts													
2. Spell an increased range of familiar high frequency words accurately in guided writing													
SUCCESS CRITERIA (SC):													
Pupils can read activity 1 and write their learning diary													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Present continuous all forms (be + -ing)				Get Smart plus 3 Student's Book, p.29–30, Prepare a set of cards to demonstrate the activity (Student's Book p.125)									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play Miming hopscotch game with flashcards from previous lesson(s) to review vocabulary.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
Need improvement													
Lesson development:- 1. Play a word game, e.g. jumbled letters, to review sports and games vocabulary, including the word table tennis. Ask pupils if they play any of these sports, including table tennis, and/or if they think it is an easy or difficult sport. (21st CA) 2. Pupils listen to the CD and read (Activity 1). 3. Draw pupils' attention to the Value and discuss it with them. Ask them if they can tell you about a time when they have done/experienced this. 4. Ask pupils to think back on their learning so far this week. In their learning diary, they can write: (HOTS) ✓ New words I remember ✓ Activities I enjoyed ✓ A skill I did well in (L/S/R/W) ✓ A skill I need to do better in (L/S/R/W) ✓ Something I feel proud of (about my English) 5. Pupils do workbook page 23. Pupils answer and mark will be given by teacher. (CBA)													
Post-lesson:- Ask pupils about their favourite sports or choose a post-lesson task from the list to review sports vocabulary													
HOTS		Analysis		21st CA		Games							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Workbook							
STUDENTS' TASK TO FOLLOW UP													
Remedial:			Reinforcement:			Enrichment:							
Pupils do activity with guidance.			Worksheet for reinforcement.			Worksheet for enrichment.							
REFLECTION													
The next lesson plan:													
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	This lesson plan will be repeated in future learning.												
	The next lesson plan will be improved on _____												

DAILY LESSON PLAN TS25											
	SUBJECT			ENGLISH YEAR 3							
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Writing			CLASS: TIME: LESSON: 46 (Writing 9)		WEEK: 13 DATE: 18/3/2024 DAY: Monday					
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE				
Main: 4.3 Complementary: 2.3		Main: 4.3.3 Complementary: 2.3.1		Self-confidence		Language					
Pupils' Aspiration											
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity				
LEARNING OBJECTIVES (LO):											
By the end of the lesson, most of the pupils will be able to											
1. Plan, draft and write an increased range of simple sentences											
2. Narrate very short basic stories and events											
SUCCESS CRITERIA (SC):											
Pupils can write about their family members using at least three sentences correctly.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Present continuous statements (be + -ing)				Get Smart plus 3 Student's Book, p.31, Sets of cards from Lesson 44, Poster paper, scissors, colour pens/pencils per pupil, glue							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Play a game using the cards from Lesson 44. You could look at the pre-lesson tasks list for ideas.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement	
Excellent											
Need improvement											
Lesson development:- 1. Pupils refer to Student's Book page 31 and asked about what the kids are doing in the page. 2. Pupils are introduced to the silhouette making process. Ask pupils to read the instructions silently before you read them aloud. Have them look at the pictures. Ask questions to check their understanding, e.g. What is she cutting? What is she drawing? Is she writing now? 3. Pupils are guided to do the silhouette and draw a picture of a sport in the silhouette. (CBA) 4. Pupils write 5 sentences about their picture behind the silhouette. When pupils have finished, ask them to exchange their pictures with a partner. Have the partners check their writing. 5. Pupils prepare to talk about their picture. Pupils are called randomly to the front to talk about their silhouette and their picture. (21st CA)											
Post-lesson:- Display the pictures in the classroom. Talk about it in group. (HOTS)											
HOTS		Evaluation		21st CA		Presentations					
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Simple Project					
STUDENTS' TASK TO FOLLOW UP											
Remedial:			Reinforcement:			Enrichment:					
Pupils do activity with guidance.			Workbook page 22 for reinforcement.			Worksheet for enrichment.					
REFLECTION											
The next lesson plan:											
The next lesson plan will continue with new topics.											
This lesson plan will be repeated in future learning.											
The next lesson plan will be improved on _____											

DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Language Art			CLASS: TIME: LESSON: 47 (Language Art 9)		WEEK: 13 DATE: 18/3/2024 DAY: Monday							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 5.3 Complementary: 4.3		Main: 5.3.1 Complementary: 4.3.2		Tolerance		Creativity and Innovation							
Pupils' Aspiration													
Knowledge	/	Thinking skills	/	Leadership skills	Bilingual proficiency	Ethics and spirituality	National identity						
LEARNING OBJECTIVES (LO):													
By the end of the lesson, most of the pupils will be able to													
1. Respond imaginatively and intelligibly through creating simple action songs on familiar topics													
2. Spell an increased range of familiar high frequency words accurately in guided writing													
SUCCESS CRITERIA (SC):													
Pupils can make and share a jigsaw.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Sports vocabulary				Jigsaw template, either draw it or see available template at: www.timvandevall.com/templates/make-your-own-jigsaw-puzzle-templates/									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Introduce the characters of the story using the puppets you have prepared. Ask pupils questions about the puppets to review key language and predict the story.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s). ____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s). ____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s). TODAY'S LESSON: <table border="1" style="width: 100%;"> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Need improvement</td> <td></td> </tr> </table>			Excellent		Need improvement			
Excellent													
Need improvement													
Lesson development:- 1. Divide pupils into four equal groups. Ask them to stand up, come to the front of the class, and make four lines facing the board. Tell them that they will take turns to write the names of sports, and that they will get a point if they spell the sport correctly. 2. Give the first pupil in each line a piece of chalk or board pen. Tell them to write the name of a sport: other pupils in the line can help with spelling if necessary, but only the pupil with the chalk/pen can write. 3. When that pupil has written a sport, they give the chalk/pen to the second pupil in the line, who writes a new sport. Continue in this way for 3 minutes or so. 4. Stop and check the spelling of the sports, and give points for correct spellings. 5. Give each pupil the jigsaw template. Ask pupils to draw pictures of sports on the top row of the jigsaw template, and to write the name of each sport underneath on the second row. (21st CA) (CBA) 6. Tell them to cut the jigsaw out. (HOTS)													
Post-lesson:- Put pupils in small groups of 3–4. Ask them to swap jigsaws and match sports with pictures.													
HOTS	Creation		21st CA		Stretch to Sketch								
PERFORMANCE LEVEL	5	CLASSROOM BASED ASSESSMENT (CBA)			Simple Project								
STUDENTS' TASK TO FOLLOW UP													
Remedial:		Reinforcement:			Enrichment:								
Pupils do activity with guidance.		Worksheet for reinforcement.			Worksheet for enrichment.								
REFLECTION													
The next lesson plan:													
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	The next lesson plan will be improved on _____												

