	DAILY LESSON PLAN TS25											
and the	, SL	JBJECT					ENGLISH YEAR 3					
SW9	TH ST	HEME: \	World o	f Self, F	ami	ly and Friends	CLASS:			WEEK	: 10	
400			1odule 3			W	TIME:				18/3/2024	
			FOCUS:				LESSON: 33 (Liste			DAY: N	Monday	
	NT STAN	DARD C	ODE:			STANDARD CODE:	MORAL V	ALU	ES		CCE	
Main:				Main			Friend	dly			Language	
	lementa ' Aspira			Comp	леп	nentary: 1.3.1						
Pupiis	Азріга	lion			П	Leadership	Bilingual	\neg	Ethics and	1	National	
Knowl	edge	/	hinking	skills	/	skills	proficiency		spirituality		identity	
LEARN	IING OB	JECTIV	ES (LO):			Skiiis	proficiency		Spirituanty		lacitity	
					e pı	upils will be able to						
						nformation and detai	ls of short simple t	ext	5			
						ords by using visual o				is speal	king	
SUCCE	SUCCESS CRITERIA (SC):											
Pupils	can sing	g a song	g in grou	ıp.								
LANG	LANGUAGE / GRAMMAR FOCUS / VOCABULARY TEACHING AIDS											
Drocor	Get Smart plus 3 Student's Book n 25. Flashcards of action											
Preser	Present continuous statements (be + -ing) verbs.											
	LEARNING OUTLINE IMPACT / REFLECTION											
Pre-le				<i>.</i>					,			
				<u>tlashca</u>	rds	for run jump and dan	ce.		/_		upils were able to	
	n develo	•		بمحامم		a flacheards					ning objectives and t exercise (s).	
						ng flashcards. Om on the walls, (or d	a this hafara tha		givenieni	icilileii	t exercise (s).	
						circle around the roor		⊃n	/	p	upils were able to	
						ove around the room			achieve t		ning objectives with	
	-					move to the nearest					en reinforcement	
			ng. Re				,		exercise (s).		
	-		their se									
4. P	upils lis	ten to t	he audi	o (track	< 37)). Pupils follow teache	er's gestures and		/_		upils were not able to)
	_	_	e song. (2								ning objectives and	
						ten to the song to eva			given ren	nedial e	xercise (s).	
		ry and	Listenin	g skills.	Rev	view vocabulary next	lesson as necessar	у.	TODAY'S	LECCON		
	HOTS)	n sina a		~~~	/	24)			TODAY'S Exceller		<u>:</u>	┑
	esson:-	ii siiig a	a song in	i group	. (С	DA)			Need in		nent	┪
		s with t	he whol	le class	to r	olay a guessing game	to review the		- NCCU III	iproven	nene	_
	ives aga					oray a Baccom B Barrie						
	HOTS Evaluation 21st CA Rhyming / Singing											
PERFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA) Presentation												
	STUDENTS' TASK TO FOLLOW UP											
Reme	dial:					Reinforcement:			Enrichme	ent:		
Pupils	Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment.											
	REFLECTION											
The ne	ext lesso											_
	The next lesson plan will continue with new topics.											
	This le	sson pl	lan will b	oe repe	ate	d in future learning.						1
	This lesson plan will be repeated in future learning. The next lesson plan will be improved on											

	DAILY LESSON PLAN TS25										
SU	BJECT			ENGLISH YEAR 3							
3 TO	EME: World of PIC: Module in ILL(S) FOCUS:	3 - Right n	nily and Friends ow	CLASS: TIME: LESSON: 34 (Spea	aking 7)	WEEK: 10 DATE: 18/3/2024 DAY: Monday					
CONTENT STAN			G STANDARD CODE:	MORAL VA		CCE					
Main: 2.1		Main: 2	_	Friend	llv	Language	2				
Complementa		Comple	mentary: 1.1.1		,						
Pupils' Aspira	ion		Loadorchin	Bilingual	Ethics and	Nationa	<u>. </u>				
Knowledge	/ Thinking	skills	, Leadership skills	Bilingual proficiency	spirituality	Nationa identity					
LEARNING OB	JECTIVES (LO)	:	JAMIO	proficiency	Johntedancy	lacitity					
1. Describe	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										
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) 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)											
	-		ng along. Or they could	d hold up their	Need in	nprovement					
			g, if appropriate.								
HOTS Analysis 21st CA Stretch to Sketch											
PERFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA) Workbook STUDENTS' TASK TO FOLLOW UP											
Remedial:	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 LESS	ON PLAN TS25				
2740007 8 0000 A 1107	SUBJE	СТ			DAILI LLOS	ENGLISH YEAR 3				
SMOTE			of Self. Fa	mi	lv and Friends	CLASS:		WEEK:	10	
Blus 3	•				•	TIME:				
plus										
CONTENT	STANDAR	D CODE:	LEARN	ING	STANDARD CODE:	MORAL VALU	IES		CCE	
			1 '			Self-confiden	ce		Language	
			Comple	em	entary: 3.2.3				. 00.	
			I		Leadershin	Rilingual	Ethics and	Т	National	
Knowledge	9 /	Thinking	skills	/		_				
					•					
			amiliar w	ora	s from clues provided by	visuals and the topic				
			rrectly							
Present co										
		•	•	_		Sentence cards to mat	ch pictures 1,	3,5&6(one per pupil)	
LEARNING OUTLINE IMPACT / REFLECTION										
Pre-lesso	n:									
Play the song from Student's Book, p.25. Have pupils sing along and/or do the										o to
actions. (21st CA) pupils were able to achieve the learning objectives and										
l lesson develonment:-										
							Biven em	icimicine	chereise (s).	
	•		6 and a	sk į	oupils who they can s	ee. Put the pictures	/	рι	upils were abl	e to
							achieve t		•	
					·					
		picture to	put it w	/itr	i. You could do this in	groups if it is easier	exercise	(s).		
	•	aile do thic	activity	to.	got an idea of their re	anding ability				
							/_		•	
			-							and
			аа спе р		are seery in seasones	2001, p.20 to ocom	given ren	nedial ex	ercise (s).	
			and read	ag	ain from the second	point.	TODAY'S	I ECCON.		
6. Use	the ques	tions from	the lan	gua	age box (Student's Bo	ok, p.27) to introduce				
the o	question	and answ	er forms						ont	\vdash
							I Need III	iipioveiii	ient	
					g along. Or they could	d hold up their				
				ng,	if appropriate.					
HOTS Analysis 21st CA Rhyming / Singing										
PERFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA) Observation										
	STUDENTS' TASK TO FOLLOW UP Powerfully Presidence on the Control of the Control									
Remedial	l :				Reinforcement:		Enrichme	ent:		
Pupils do	activity v	with guida	ince.		Worksheet for reinf	orcement.	Workshe	et for en	richment.	
	REFLECTION									
The next	lesson pl	an:								
	The next lesson plan will continue with new topics.									
					d in future learning.					$\neg \neg$
		esson plan								
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				DAILY LESS	ON PLAN TS25					
(100 to 100 to 1	SUBJECT				ENGLISH YEAR 3					
Singue Singue	THEME: \	World o	f Self, Far	nily and Friends	CLASS:		WEEK:	10		
40 00	TOPIC: M	odule 3	3 - Right n	ow	TIME:		DATE: 1	18/3/2024		
	SKILL(S) F	FOCUS:			LESSON: 36 (Writing	7)	DAY: M			
	NT STANDARD C	ODE:	LEARNIN	IG STANDARD CODE:	MORAL VALU	ES		CCE		
Main: 4	-		Main: 4	-	Self-confiden	ice		Language		
	ementary: 3.2		Comple	mentary: 3.2.2						
Pupils'	Aspiration		-	T	T			<u> </u>		
Knowle	edge / Ti	hinking	skills	, Leadership	Bilingual	Ethics and		National		
LEADNI				skills	proficiency	spirituality		identity		
	ING OBJECTIV			pupils will be able to						
					ds accurately in guided	l writing				
	 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-les						/		pils were able	o to	
		review 1	family wo	rds (e.g. brother, siste	r. aunt. uncle. cousin).	achieve t		ng objectives		
	development		,	(. 8 ,	, , ,	_		exercise (s).		
l	•		review so	me spellings of key vo	cabulary (for					
				stic letters or letters o		/_	pu	ipils were able	e to	
		-				achieve t	he learni	ng objectives	with	
				see below) in pairs. Mo		-	_	n reinforceme	ent	
			-	having problems spell	_	exercise ((s).			
			s and dra	w attention to more d	ifficult spellings as	l ,				
	ecessary. (CBA)	•				 /-		ipils were not		
	-			Student's Book, p.26				ng objectives	and	
		-		the correct answer or	ally in pairs (Activity	given ren	ieuiai exe	ercise (s).		
2)	. Discuss the a	inswer a	as a class.			TODAY'S	LESSON:			
Post-le	sson:-					Exceller				
Ask pui	pils what they	do in th	neir hous	e to help their family. 1	alk to them about		nproveme	ent		
				ntributing to family life			.,			
	HOTS	А	nalysis		21st CA	Games				
PERFO	RMANCE LEV	EL 5		CLASSROOM BASE	D ASSESSMENT (CBA)	Workshe	et			
	STUDENTS' TASK TO FOLLOW UP									
Remed	ial:			Reinforcement:		Enrichme	ent:			
Pupils	Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment.									
	REFLECTION									
The ne	xt lesson plan:	:								
	The next lesson plan will continue with new topics.									
	This lesson pl	an will l	be repeat	ed in future learning.						
	The next less	on plan	will be in	nproved on						

SUBJECT						DAILY LESS	ON PLAN TS25				
TOPIC: Module 3 - Right now LILKS POCUS: Inguage Art ESSON: 37 (Language Art 7) CONTENT STANDARD CODE:	**************************************	SUBJ	ECT				ENGLISH YEAR 3				
TOPIC: Module 3 - Right now LILKS POCUS: Inguage Art ESSON: 37 (Language Art 7) CONTENT STANDARD CODE:	STORE STORE	THEN	1E: World	of Self, Fa	ami	ly and Friends	CLASS:		WEEK	K: 11	
MORAL VALUES CCE	100					•	TIME:		DATE:	: 18/3/2024	
Main: S.3 Complementary: 2.1. Main: S.3 I Complementary: 2.1.5 Self-confidence Creativity and Innovation		SKILL	(S) FOCUS:	Languag	ge A	Art	LESSON: 37 (Languag	ge Art 7)	DAY: 1	Monday	
Complementary: 2.1	CONTENT	STANDA	RD CODE:	LEARN	ING	STANDARD CODE:	MORAL VALUI	ES		CCE	
Complementary: 2.1 Complementary: 2.1.5				1			Self-confidenc	:e	Creativity and Innovation		ovation
Thinking skills		-	1	Comple	eme	entary: 2.1.5					
EARNING OBJECTIVES (LO):	Pupils' As	piration	Ι	I		Loadorchin	Pilingual	Ethics and	ı	National	
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 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 print the top circle onto the bottom circle. 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. 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 pin or paper clip, and ask them to pin 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 circlual roboks. They can'd to his quarter by quarter by moving the top circle round. (21st CA) 6. Teacher collects circular book to give mark. (CBA) Post-lesson: HOTS Creation 2.1**CA Pair / Group Discussion Simple Project STUDENTS' TASK TO FOLLOW UP Remedial: Reinforcement: Worksheet for reinforcement. Worksheet for reinforcement. Worksheet for enrichment. The next lesson plan will be repeated in future learning.	Knowledg	ge /	Thinking	skills	/	· ·				I	
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Teaching AIDS											
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.	·										
Display Disp	Circles of paper about 12cm in diameter two circles for each pupil A										
Impact / Reflection Reflect	Present co	Present continuous vocabulary of household chores									
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This lesson plan will be repeated in future learning.	The next	lesson	lan:								
This lesson plan will be repeated in future learning.				will con	ntin	ue with new topics.					
The next lesson plan will be improved on			•								

		DAIIVIESS	ON PLAN TS25						
SUBJECT		DAILI LESS	ENGLISH YEAR 3						
218C*	of Self Fami	ily and Friends	CLASS:		WEEK:	11			
TOPIC: Modu			TIME:			8/3/2024			
SKILL(S) FOCU			LESSON: 38 (Listeni	ng 8)	DAY: Mo				
CONTENT STANDARD CODE:	LEARNING	STANDARD CODE:	MORAL VALU			CCE			
Main: 1.2	Main: 1.2	2.2	Friendly			Language			
Complementary: 1.3	Complen	nentary: 1.3.1	Trichary			Language			
Pupils' Aspiration						<u> </u>			
Knowledge / Thinkir	g skills /	Leadership skills	Bilingual proficiency	Ethics and spirituality		National identity			
LEARNING OBJECTIVES (LO):									
By the end of the lesson, mo 1. Understand with support		will be able to rmation and details of sh	ort simple texts						
Predict words they will	•		ort simple texts						
SUCCESS CRITERIA (SC):									
Pupils can tell the correct answer for Activity 3.									
LANGUAGE / GRAMMAR FOCUS / VOCABULARY TEACHING AIDS									
Present continuous question	s (be + -ing).		Get Smart plus 3 Stud	ent's Book p.2	7, Flashcar	ds for new voc	abulary.		
LEARNING OUTLINE				IMPACT ,	/ REFLECT	ION			
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/ pupils were able to									
'what's he/she doing?' Pupils can have one guess each time until someone achieve the learning objectives and									
guesses the correct answer. (21st CA) given enrichment exercise (s).									
Lesson development:-		C		,		مالم مسمس مال	. +0		
		n Student's Book, p.27				pils were able ng objectives			
		Feedback on this by e I pupils have understo				n reinforceme			
		a could introduce the		exercise	_	ir remnoreem			
		will confuse pupils wh			X - 7				
recording. (HOTS)			,	/_	pu	pils were not	able to		
2. Pupils listen and tell	the correct ar	nswer for Activity 3.		achieve t	he learnir	ng objectives	and		
3. Using flashcards, int	oduce some	new vocabulary that i	s relevant to your	given ren	nedial exe	ercise (s).			
		r, throwing a ball, play	-						
		pairs or small groups.		TODAY'S					
	s What are y	ou doing?; Student A	says I'm xxxing xxx.	Exceller					
Post-lesson:-			and Marana Alada	Need in	nproveme	ent			
Ask pupils to tell you wha informal, so you can see h									
remember most. (CBA)	low illucii tile	ey remember and will	cii pupiis seeiii to						
HOTS	Analysis		21 st CA	Games					
PERFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA) Observation									
	STUDENTS' TASK TO FOLLOW UP								
Remedial:	Remedial: Reinforcement: Enrichment:								
Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment.									
REFLECTION									
The next lesson plan:									
The next lesson p	an will contin	ue with new topics.							
This lesson plan w	ill be repeate	d in future learning.							
The next lesson p									

THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Speaking CONTENT STANDARD CODE: Main: 2.1 Complementary: 2.2 Complementary: 2.2.2 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 Fresent continuous questions (be + -ing) Cet Smart plus 3 Student's Book, p.27, Sets of cards (pictures + sentences), workbook p. 19. IEARNING OUTLINE Fre-lesson: Play a game to review vocabulary from the previous lesson. This should focus on the written form of the words. 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 (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 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 saks '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 ne			DAILY LESS	ON PLAN TS25							
TIME: LESON: 39 (Speaking 8) DATE: 18/3/2024 DAY: Monday CONTENT STANDARD CODE: LEARNING STANDARD CODE: Monat VALUES Complementary: 2.2 Complementary: 2.2.2 Friendly Language Pupils' Aspiration Knowledge / Inhinking skills / Leadership skills proficiency 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: Asp of 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 Fresent continuous questions (be + -ing) Fresent continuous questions (be + -ing) Free-lesson: Play a game to review vocabulary from the previous lesson. This should focus on the written form of the words. 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 gives a clue about the picture (e.g. He's in the bedroom) - The pupils asks 'What do you think? What's he doing?' - The group guesses what's in the picture (e.g. He's in the bedroom) - The pupils and 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:-	SUBJECT				3						
SKILL(S) FOCUS: Speaking CONTENT STANDARD CODE:	THEME: World of	Self, Fami	ly and Friends	CLASS:			WEEK	: 11			
Main: 2.1			W	TIME:			DATE:	18/3/2024			
Main: 2.1.				LESSON: 39 (Spe	akir	ng 8)	DAY: N				
Complementary: 2.2 Complementary: 2.2.2 Friendly Language				MORAL V	/ALU	IES		CCE			
Pupils' Aspiration Knowledge	-			Frien	dly			Language			
Thinking skills		Complen	nentary: 2.2.2								
Infining skills	Pupils Aspiration		Loadorship	Pilingual		Ethics and		National			
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TEACHING AIDS Get Smart plus 3 Student's Book, p.27, Sets of cards (pictures + sentences), workbook p. 19.	` '	at least thr	ee auestions correctly								
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LEARNING OUTLINE IMPACT / REFLECTION	·		LAIN		tude	ent's Book, p.2	27, Sets o	of cards (pictures	+		
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Post-lesson:-	·	will be giv	en by teacher. (CBA)			1		nent			
write a sentence on the board that contains a common mistake you heard pupils			*-1	-1	.1.		•				
make. Ask public to correct the contense with you				ake you neard pup	IIS						
make. Ask pupils to correct the sentence with you. HOTS Evaluation 21st CA Think- Pair- Share											
PERFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA) Workbook		raiuation	CLASSROOM BASE					16			
STUDENTS' TASK TO FOLLOW UP					_	Werkbee					
Remedial: Reinforcement: Enrichment:	Remedial:					Enrichme	ent:				
Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment.											
REFLECTION											
The next lesson plan:	The next lesson plan:										
The next lesson plan will continue with new topics.	The next lesson plan v	will contin	ue with new topics.								
This lesson plan will be repeated in future learning.	This lesson plan will b	e repeate	d in future learning.								
The next lesson plan will be improved on											

SUBJECT SUBJECT ENGLISH YEAR 3 THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SKILL(S) FOCUS: Reading CONTENT STANDARD CODE: LEARNING STANDARD CODE: MORAL VALUES Complementary: 3.2 Complementary: 3.2 Complementary: 3.2.2 Pupils' Aspiration Knowledge / Thinking skills / Leadership skills Leadership skills Date: 18/3/2024 Language Language Language Ethics and spirituality Date: 18/3/2024 Language Language Language Language 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									
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LANGUAGE / GRAMMAR FOCUS / VOCABULARY TEACHING AIDS									
LANGUAGE / GINANNINAN TOCOS / VOCADULANT									
Get Smart plus 3 Student's Book, p.28–29, Copies of pictures of four									
Present continuous negative statements 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									
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.									
achieve the learning objectives and									
1. Teacher's use flashcards to introduce new vocabulary.									
2. Show pupils the pictures of the four children from the textbook. Ask them/ pupils were able to									
what they are doing. Put them on the board. (21st CA) achieve the learning objectives with									
3. Give each pupil a text. Ask them to read the text and decide which picture it guidance and given reinforcement									
matches. Feedback by asking a pupil to come out and label each picture with exercise (s).									
the name of the child.									
4. Pupils refer to textbook page 28. Track 44 is played while pupils read the									
text. (Activity 1) 5. Next, teacher explains Grammar Box and copy Activity 2 in their exercise sixon remedial exercise (c)									
book.									
6 Punils read activity 1 again and circle the correct answer (CRA)									
Post-lesson:- TODAY'S LESSON: Excellent									
Ask pupils to think back on their learning so far this week. In their learning diary, Need improvement									
they can write: (HOIS)									
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: Enrichment: Enrichment:									
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REFLECTION The contribution of the contributio									
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									

SUBJECT THEME: World of Self, Family and Friends CLASS: DATE: 18/3/2024 DAY: Monday DAY:						DAILY LESS	ON PLAN TS25			
THEME: World of Self, Family and Friends TOPIC: Module 3 - Right now SILL(S) FOCUS: Writing ESSON: 41 (Writing 8) DAY: Monday CONTENT STANDARD CODE: LEARNING STANDARD CODE: Main: 4.2 Complementary: 3.2 Complementary: 3.2. Complementary: 3.2.2 Responsible Language Pupils' Appraid on Knowledge I Thinking skills I Skills Proficiency Billingual Billingual proficiency Billingual proficiency Billingual proficiency Billingual proficiency Billingual proficiency Billingual Billingual Billingual proficiency Billingual Billing	PERSONAL MAINT	SUBJE	CT			57 1121 2200	1			
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Complementary: 3.2 Complementary: 3.2.2 Responsible Language	CONTENT S		•			STANDARD CODE:				
Complementary: 3.2 Complementary: 3.2 Complementary: 3.2	Main: 4.2			Main:	4.3.	2	Responsib	P		Language
Thinking skills			2	Comp	leme	entary: 3.2.2	Пезропзів			Lunguage
EARNING OBJECTIVES (LO)	Pupils' Asp	ration				Leadershin	Rilingual	Ethics and		National
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 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 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. 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 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 character's 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 sateboarding. 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 form 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 character they think it is from Student's Book, p.29. Pupils can point to the character they think it is from Student's Book, p.29. Pupils can point to the character they think it is from Student's Book, p.29. Pupils can point to the papers for pupils to guess as a whole class. Post-lesson: Post-lesson: Post-lesson: Post-lesson: Post-lesson: Post-lesson: Read some of the papers	Knowledge	/	Thinking	skills	/	•	-	1		
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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						LARY	TEACHING AIDS			
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Not doing as well as what they are doing.										
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 arrange the words into a sentence. 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 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 reinforcement. The next lesson plan will continue with new topics. The next lesson plan will continue with new topics.										
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 PREFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA) STUDENTS' TASK TO FOLLOW UP Remedial: Reinforcement: Worksheet for reinforcement. Worksheet for enrichment. Worksheet for enrichment. The next lesson plan will continue with new topics. The next lesson plan will be repeated in future learning.				are doing	<u>.</u>			\dashv		
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. The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.	words Ask pi 2. Ask pi	for a cu upils to a upils to lo	t-up senter errange the ook at the p	nce (see s words in picture or	ente to a n Stu	ences below). There are sentence. ident's Book, p.29, Activ	several different sets. ity 3, to find which child	the learning enrichmer	ng objectiv nt exercise	ves and given e (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. The next lesson plan will continue with new topics. The next lesson plan will be repeated in future learning.	chara 3. Tell pu childr	cters' na upils they en in Stu	mes. y are going dent's Boo	to make a	a gai .g. '	me. Put a model on the	board, which describes	the learning given reing	ng objectiv forcement pupi	ves with guidance and t exercise (s).
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. The next lesson plan: The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.	about	a child o	on p.29 on	the paper	: Su	oport weaker pupils care	efully.		_	
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. The next lesson plan will continue with new topics. The lesson plan will be repeated in future learning.							•			
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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: Worksheet for enrichment. Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment. The next lesson plan: The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.	are ri	tht. (21st	t CA)					Need IIII	provemer	it
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. The next lesson plan: The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.			can check i	themsel	ves.	(CBA)				
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. The next lesson plan: The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.			apers for n	upils to gi	ıess	as a whole class.				
STUDENTS' TASK TO FOLLOW UP Remedial: Reinforcement: Enrichment: Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment. **REFLECTION** The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.							21st CA	Games		
Remedial: Reinforcement: Enrichment: Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment. The next lesson plan: The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.	PERFORM									
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.	Domodial									
The next lesson plan: The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.		tivity wi	th guidanc	e.			cement.			chment.
The next lesson plan will continue with new topics. This lesson plan will be repeated in future learning.						REF	LECTION			
This lesson plan will be repeated in future learning.	The next le									
	Th	e next le	sson plan v	vill contin	ue v	vith new topics.				
The next lesson plan will be improved on	Th	s lesson	plan will b	e repeate	d in	future learning.				
	Th	e next le	sson plan v	vill be imp	orov	ed on				

				DAILY LESS	ON PLAN TS25					
CONTRACT OF STREET	SUBJECT				ENGLISH YEAR 3	,				
STEME	THEME: Wo	orld of	f Self, Fan	nily and Friends	CLASS:			WEEK	(: 12	
3	TOPIC: Mod		-		TIME:		_,		: 18/3/2024	
0001175117	SKILL(S) FO				LESSON: 42 (Lang			DAY:	Monday	
Main: 5.3	TANDARD COL	DE:	Main: 5	G STANDARD CODE:	MORAL V	ALUES	S		CCE	
Compleme	entary: 2.1			mentary: 2.1.5	Friend	dly		Cre	ativity and Inno	ovation
Pupils' Asp	•	!	compic	mentary. 2.1.5						
				Leadership	Bilingual		Ethics and		National	
Knowledge	e // Thir	nking s	skills ,	skills	proficiency		spirituality		identity	
LEARNING	OBJECTIVES	(LO):								
				oupils will be able to						
1. Respond imaginatively and intelligibly through creating simple action songs on familiar topics										
	 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.										
	E / GRAMMA		•		TEACHING AIDS					
1	Present continuous for activities happening now, sports Words and music to the song One finger, one thumb, keep									
vocabulary. moving										
LEARNING OUTLINE IMPACT / REFLECTION										
Pre-lesson							/_		oupils were abl	
	ort vocabular	у.							ning objectives	and
	velopment:-						given enr	ichmer	nt exercise (s).	
				upil says the name of	a sport, and the		1	r	oupils were abl	e to
	pupil mimes			rt. (21st CA) nue in this way, taking	turns to name and				ning objectives	
	s then swap i e sports.	oies a	iliu contii	iue iii tiiis way, takiiig	turns to name and				ven reinforcem	
1	•	erses	of the so	ng One finger one thu	ımb keep moving.		exercise (s).		
				Ask pupils to move th		s				
				nd to mime the sports			/_		oupils were not	
choos									ning objectives	and
				d, or give pupils a hand			given rem	iediai e	exercise (s).	
				ask them to choose n	ew words and		TODAY'S	IESSON	J:	
		3 and	4, and to	practise their song.			Excellen		••	
Post-lesso	n:-						Need im		ment	
Pupils perf	form their so	ngs wi	ith actior	s for their classmates.	(CBA)		<u> </u>			
Н	IOTS	Cı	reation		21st CA		Role-Play			
	PERFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA) Presentation									
	STUDENTS' TASK TO FOLLOW UP									
Remedial:	Remedial: Reinforcement: Enrichment:									
Pupils do a	Pupils do activity with guidance. Worksheet for reinforcement. Worksheet for enrichment.									
	REFLECTION									
	The next lesson plan:									
The	e next lesson	plan	will conti	nue with new topics.						
Thi	is lesson plan	will b	oe repeat	ed in future learning.						
The	e next lesson	plan	will be in	proved 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 LESS	ON PLAN TS25									
SUBJECT											
THEME: World of Self, Fam	nily and Friends	CLASS:		WEEK:	12						
TOPIC: Module 3 - Right no	ow	TIME:			18/3/2024						
SKILL(S) FOCUS: Listening		LESSON: 43 (Listen		DAY: N							
-	G STANDARD CODE:	MORAL VAL	UES		CCE						
Main: 1.2 Main: 1		Polite		Creat	tivity and Inno	vation					
Complementary: 4.3 Comple Pupils' Aspiration	mentary: 4.3.3										
	Leadership	Bilingual	Ethics and		National						
Knowledge / Thinking skills /	skills	proficiency	spirituality		identity						
LEARNING OBJECTIVES (LO):											
By the end of the lesson, most of the p											
Understand with support specific			ts								
2. Plan, draft and write an increased	I range of simple sente	ences									
SUCCESS CRITERIA (SC):											
Pupils can write at least 2 sentences of		TEACHING AIDS									
Present continuous + negative statement		Get Smart plus 3 St	udant's Book	n 20 w	orkhook n 20						
LEARNING OUTLINE	ents	Get Smart plus 3 St									
	Pre-lesson: Pupils do a brainstorming activity in groups. Pupils write vocabulary related to										
the activities topic on board. (21st CA) Pupils write vocabulary related to / pupils were able to											
Lesson development:- achieve the learning objectives and											
1. Ask pupils to look at the Student'	s Book, p.29. Tell pupil	s you will talk about	given enr	ichment	exercise (s).						
the children in the picture. They			ı ,	n.	inile word able	, to					
mistake. Talk about the picture, n	_	in relation to			upils were able ing objectives						
content. Use language pupils kno					en reinforceme						
E.g.: There are eight children in th			exercise	-	211 Tellifloreeffik	2110					
see two girls playing table tennis				,-							
2. Pupils listen and number the alph3. Give pupils back the papers they		•	/	ρι	upils were not	able to					
the mistakes you highlighted. The			achieve t	he learni	ing objectives	and					
themselves. Ask pupils to re-write		·	given ren	nedial ex	ercise (s).						
4. Collect the notebooks to look at a											
performance and effort in the red			TODAY'S								
5. Pu;ils do workbook page 20. Pupi	Is answer and mark wi	ll be given by	Exceller								
teacher. (CBA)			Need in	nprovem	ent						
Post-lesson:-											
Talk to pupils about the purpose of re-	drafting their work. (H										
HOTS Analysis 21st CA Brainstorming											
PERFORMANCE LEVEL 5		D ASSESSMENT (CBA)	Workboo	k							
2 11 1		SK TO FOLLOW UP	1								
Remedial:	Reinforcement:		Enrichme	ent:							
Pupils do activity with guidance.	Worksheet for reinf	orcement.	Workshe	et for en	richment.						
REFLECTION											
The next lesson plan:											
The next lesson plan will conti	nue with new topics.										
This lesson plan will be repeate	This lesson plan will be repeated in future learning.										
The next lesson plan will be im	This lesson plan will be repeated in future learning. The next lesson plan will be improved on										

DAILY LESSON PLAN TS25										
SUBJE				ENGLISH YEAR 3						
plus 💯			mily and Friends	CLASS:			WEEK: 12			
CONTRACT CONTRACTOR		3 - Right r		TIME:			DATE : 18/3/2024			
SKILL(LESSON: 44 (Speaking 9)			DAY: Monday						
Main: 2.1	RD CODE:	Main: 2	NG STANDARD CODE:	MORAL V	/ALU	ES		CCE		
Complementary:	1 2	1	ementary: 1.2.5	Tolera	nce			Language		
Pupils' Aspiration										
Leadershin Bilingual Ethics and National								National		
Knowledge /	Thinkin	g skills	skills	proficiency			spirituality identity			
	LEARNING OBJECTIVES (LO):									
			pupils will be able to							
		-	ng suitable words and p	hrases						
2. Understand a SUCCESS CRITERIA		ige of sno	rt supported questions							
		to at leas	t 4 pictures correctly.							
LANGUAGE / GRA				TEACHING AIDS						
						dent's Book	, p.29–3	0, Prepare a set of		
Present continuo	us + negat	ive & posi	tive statements.	cards to demons				-		
LEARNING OUTLI	NE					IMPACT /	REFLEC	TION		
Pre-lesson:						/_	pı	ipils were able to		
Play the mime gar	me about	exercise, \	Narm up.			achieve the learning objectives and				
Lesson developm	ent:-					given enr	given enrichment exercise (s).			
			in Student's Book on p			,				
		ugh the st	ructure 'Yes, is. / I	No,isn't and	the		/ pupils were able to achieve the learning objectives with			
question stru 3. Pupils are de		od with th	e guessing game. A pur	ail cama ta tha fra	a+			en reinforcement		
			e guessing game. A pur ealing it to anyone. Tea			exercise (_	remoreement		
			oil answer accordingly.				1-7			
card and the				, .		/ pupils were not able to				
4. Pupils in pair	s get a se	t of cards.	They start playing the a	game. Pupils are		achieve the learning objectives and				
			(HOTS). Collect the car	ds from pupils or a	isk	given ren	nedial ex	ercise (s).		
them to keep			er lessons.			TODAY'S	I ECCONI.			
5. Pupils do wo 6. Pupils answe		-	given by teacher. (CBA)			TODAY'S LESSON: Excellent				
Post-lesson:-	anu ma	K WIII DE §	given by teacher. (CBA)			_	Need improvement			
	game usii	ng the car	ds from previous activit	y to show the puni	il.	1				
HOTS		Analysis	,	21st CA		Games				
PERFORMANCE I		5	CLASSROOM BASE	D ASSESSMENT (CBA	()	Workboo	k			
		_	STUDENTS' TA	SK TO FOLLOW UF	,					
Remedial: Reinforcement: Enrichment:										
Pupils do activity	orcement.		Workshe	et for en	richment.					
REFLECTION										
The next lesson plan:										
The next lesson plan will continue with new topics.										
This lesso	n plan wil	be repea	ted in future learning.							
The next l	esson pla	n will be in	nproved on							

DAILY LESSON PLAN TS25											
SUBJECT					ENGLISH YEAR 3						
Sugues .	THEME: Wor	ld of	Stories		CLASS:	CLASS:			WEEK: 13		
3	TOPIC: Mode			ow	TIME:			DATE: 18/3/2024			
100	SKILL(S) FOCUS: Reading					LESSON: 45 (Reading 9)			DAY: Monday		
CONTENT S		G STANDARD CODE:	MORAL VALUES				CCE				
Main: 3.2	antan <i>u 1</i> 2		Main: 3		Lovii	ng			Values		
Pupils' As	entary: 4.3		Comple	mentary: 4.3.2							
rupiis As				Leadership	Bilingual	Ethics and National					
Knowledg	e / Thinl	ing s	skills /	skills	proficiency		spirituality		identity		
LEARNING OBJECTIVES (LO):											
By the end	of the lesson	mos	st of the	oupils will be able to							
1. Unde	rstand the ma	in ide	ea of sho	rt simple texts							
2. Spell	an increased r	ange	of famil	ar high frequency wo	rds accurately in gu	ided	writing				
SUCCESS (CRITERIA (SC):										
Pupils can	read activity 1	and	write th	eir learning diary							
LANGUAG	E / GRAMMA	R FO	cus / vc	CABULARY	TEACHING AIDS						
Present co	ontinuous all fo	rms	(be + -in	<u>z</u>)	Get Smart plus 3						
			(50 - 111)	31	cards to demons	trate				25)	
	OUTLINE						IMPACT /	REFLECT	TION		
Pre-lesson:							/	pu	pils were abl	e to	
-		e wit	th flashcar	ds from previous lesson(s) to review vocabula	ry.	achieve the learning objectives and				
Lesson dev 1. Play a	•	ium	blad latta	s, to review sports and g	amos vocahulani		given enr	ichment	exercise (s).		
				oupils if they play any of		g					
	•			an easy or difficult sport		°	/ pupils were able to				
	listen to the CD		•				achieve the learning objectives with				
				nd discuss it with them.	Ask them if they can t	ell	_	_	n reinforcem	ent	
			-	ne/experienced this. ning so far this week. In t	heir learning diary th	nev	exercise (S).			
	rite: (HOTS)	.K 011	then lean	ing so far this week. In t	rich learning alary, th	icy	/ pupils were not able to			ahle to	
~	New words I ren	emb	er				achieve the learning objectives and				
	Activities I enjoy		- (- ()				given ren			una	
	A skill I did well i A skill I need to (S/R/\\/\			J		()		
	Something I feel						TODAY'S	LESSON:			
5. Pupils	do workbook p	ige 2	3. Pupils a	nswer and mark will be g	given by teacher. (CBA	۱)	Exceller	nt			
Post-lesson					6		Need in	nproveme	ent		
sports voca		rite s	sports or c	hoose a post-lesson task	from the list to review	w					
	IOTS	Aı	nalysis		21st CA		Games				
	ANCE LEVEL	5		CLASSROOM BASE	D ASSESSMENT (CBA	١)	Workboo	k			
				STUDENTS' TA	ASK TO FOLLOW UP	•					
Remedial:				Reinforcement:			Enrichme	ent:			
Pupils do activity with guidance. Worksheet for reinf											
REFLECTION											
The next lesson plan:											
The next lesson plan will continue with new topics.											
This lesson plan will be repeated in future learning.											
Th	e next lesson	lan v	will be in	proved on							

DAILY LESSON PLAN TS25										
SUBJECT		271121 2233	ENGLISH YEAR 3							
THEME: World TOPIC: Modul SKILL(S) FOCU	e 3 - Right no	·	CLASS: TIME: LESSON: 46 (Wri		DATE: 1	WEEK: 13 DATE: 18/3/2024 DAY: Monday				
CONTENT STANDARD CODE:	LEARNING	ALUES	ES CCE							
Main: 4.3 Complementary: 2.3	Main: 4.3 Complen	3.3 nentary: 2.3.1	Self-confi	idence		Language				
Pupils' Aspiration										
Knowledge / Thinki	ng skills /	Leadership skills	Bilingual proficiency	Ethics and spiritualit		National identity				
LEARNING OBJECTIVES (LO):										
1. Plan, draft and write	, , , , , , , , , , , , , , , , , , ,									
SUCCESS CRITERIA (SC):										
Pupils can write about the	eir family men	nbers using at least th	ree sentences cor	rectly.						
LANGUAGE / GRAMMAR	FOCUS / VOC	CABULARY	TEACHING AIDS							
Present continuous stater	nents (be + -i	ng)	Get Smart plus 3 Si Poster paper, scisso				n 44,			
LEARNING OUTLINE					/ REFLECT					
Pre-lesson: Play a game using the cards from Lesson 44. You could look at the pre-lesson tasks list for ideas. 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:-										
HOTS	Evaluation		21 st CA	Present	ations					
PERFORMANCE LEVEL	5		ASSESSMENT (CBA		Project					
B # 1			SK TO FOLLOW UP							
Remedial:		Reinforcement:		Enrichm						
Pupils do activity with guidance. Workbook page 22 for reinforcement. Worksheet for en										
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										
COA S	SUBJECT			ENGLISH YEAR 3						
Frenz	THEME: World	of Self, Fan	nily and Friends	CLASS:			WEEK: 13			
3	TOPIC: Modul	3 - Right n	OW	TIME:			DATE: 18/3/2024			
- 1	SKILL(S) FOCU			LESSON: 47 (Language Art 9)			DAY: Monday			
	ANDARD CODE:		G STANDARD CODE:	MORAL VALUES				CCE		
Main: 5.3		Main: 5	-	Tolera	ance		Creat	tivity and Inno	ovation	
Compleme		Comple	mentary: 4.3.2	10.0.0						
Pupils' Asp	Pupils' Aspiration									
Knowledge	/ Thinkir	g skills /	Leadership skills	Bilingual Ethics and proficiency spirituality						
LEARNING OBJECTIVES (LO):										
			oupils will be able to							
	-		gibly through creating		_		pics			
		ige of famil	ar high frequency wor	ds accurately in gu	<u>iided v</u>	writing				
	RITERIA (SC):									
-	make and share			•						
LANGUAGI	/ GRAMMAR	ocus / vo	CABULARY	TEACHING AIDS						
				Jigsaw template						
Sports voca	abulary			www.timvandev	<u>all.cor</u>	m/templat	es/make	e-your-own-jig	saw-puz	
				<u>zle-templates/</u>						
LEARNING	OUTLINE					IMPACT / REFLECTION				
Pre-lesson:						/_		upils were abl		
			the puppets you have pro language and predict the			achieve the learning objectives and				
Lesson deve		io review key	ranguage and predict the	. 5001 41		given enr	ichment	exercise (s).		
	•	qual groups.	Ask them to stand up, cor	ne to the front of the	e					
		_	ooard. Tell them that they		rite	/ _	pupils were able to the learning objectives with			
	•		Ill get a point if they spell	•				en reinforcem		
		-	e of chalk or board pen. T ne can help with spelling			exercise (_	en rennorcem	EIIL	
	pil with the chalk	-		ii iiecessary, but oiii	^y	exercise (3).			
	•	•	they give the chalk/pen to	the second pupil in	1	/	pı	upils were not	t able to	
		-	tinue in this way for 3 mi			achieve the learning objectives and				
-	•		orts, and give points for co					ercise (s).		
			Ask pupils to draw picture rite the name of each spo			_				
	l row. (21st CA) (the the name of each spo	re underneuth on the		TODAY'S LESSON:				
	em to cut the jigs		5)			Excellen	it			
Post-lesson:	-					Need in	nprovem	ent	$oxed{oxed}$	
Put pupils in	small groups of	–4. Ask then	to swap jigsaws and mat	ch sports with pictur	res.					
Н	OTS	Creation		21 st CA		Stretch to	Sketch			
PERFORM	ANCE LEVEL	5	CLASSROOM BASE	D ASSESSMENT (CBA	A)	Simple Pr	oject			
			STUDENTS' TA	SK TO FOLLOW UF	Р					
Remedial: Reinforcement: Enrichment:										
Pupils do a	orcement.		Workshee	et for en	richment.					
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									

L

				DAILY LESS	ON PLAN TS25				
CONTRACT LABOR AND DESCRIPTION OF THE PERSON	SUBJE	СТ			ENGLISH YEAR 3				
Treme	THEMI	E: World c	of Self, Fam	ily and Friends	CLASS:			WEEK: 13	
3			3 - Right no	·	TIME:			DATE: 18/3/2024	
100	SKILL(S	S) FOCUS:	Writing		LESSON: 48 (Language Awareness 3)			DAY: Monday	
CONTENT S	D CODE:	LEARNIN	G STANDARD CODE:	MORA	L VA	LUES		CCE	
Main: 4.2			Main: 4		Ho	nes	t		Language
Compleme		1	Comple	mentary: 1.1.1					
Pupils' As	Pupils' Aspiration Leadership Bilingual Ethics and National								
Knowledge	e /	Thinking	skills /	Leadership skills	Bilingual proficiency		National identity		
LEARNING OBJECTIVES (LO):									
				oupils will be able to					
				g suitable words and p					
			ce with su	pport a limited range	of high frequency t	arge	et language phon	eme	S
SUCCESS (
Pupils can									
LANGUAG	E / GRA	MMAR FO	ocus / vo	CABULARY	TEACHING AIDS				
Present co	ntinuou	s (be + -in	g)		Get Smart plus 3 St	tude	nt's Book p.34, Wo	rkshe	ets 11.
LEARNING	OUTLIN	JE					IMPACT / REF	LECTI	ION
Pre-lesson:									
Pupils do a			from the ur	nits.			4		
Lesson deve	•		l hava nunil	s mimo the action. You s	an chaosa usa ana af		/ pupils were able to achieve the learning objectives and		
 Play the second of the second o		or song and	i nave pupii	s mime the action. You c	an choose use one or	•			
	-	ww.youtub	e.com/wate	ch?v=OYimASoZ6oI			given enrichment exercise (s).		
	https://w	ww.youtub	e.com/wat	:h?v=t-xmGYNgrJk&vl=er	<u>1</u>				
				:h?v=Dl8g2pZ82ME			achieve the learning objectives with		
				on the second listening.					
	•			rksheet. They should rea they are not. Answers: (I			guidance and given reinforcement		
	. No; 5. N	-	se una 140 m	they are not. 7 ms wers. (1013/ 1. 103/ 2. 140/ 3.	•	exercise (s).		
4. Draw	pupils' at	tention to 1	he gramma	r explanation on the wo	ksheet. Build some		,	nun	ails were not able to
				to form the present cont			/ pupils were not able to achieve the learning objectives and		
				they are all correct in Pa	rt B on the workshee	t.	given remedia		
			or in pairs/g Jestion forn	•			g.veea.a	6/16/	. 0.00 (0).
		-		in Part C. They relate to I	Part A of the workshe	et.	TODAY'S LESSO	TODAY'S LESSON:	
Check	answers	as a class c	or in pairs/g	oups.			Excellent		
Post-lesson	-			1:	6 1.1		Need improv	/eme	nt
				arned in Unit 3 and how lete the How did I do in		nt			
				heets from pupils and re					
pupils' perf									
H	IOTS	, ,	Analysis		21st CA		Rhyming / Sing	ging	
PERFORM	1ANCE L	EVEL 5	i		D ASSESSMENT (CBA	_	Worksheet		
				STUDENTS' TA	SK TO FOLLOW UP				
Remedial: Reinforcement: Enrichment:									
Pupils do activity with guidance. Workbook page 22 for reinf							Worksheet for	enri	chment.
REFLECTION									
The next lesson plan:									
The next lesson plan will continue with new topics.									
Th	is lesson	plan will	be repeate	ed in future learning.					
Th	e next le	sson plan	will be im	proved on					