DAY	Choose an item.	(Lesson 68)	YEAR	1		
SUBJECT	English Language		MODULE	Writing		
THEME	World of stories		DATE	Click or tap to	enter a date.	
TOPIC	Unit 2: Let's play		TIME			
SKILLS	•		PEDAGOGY (STRATEGY/ACTIVITY)			
Content Standard: Main: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary: 2.1 Communicate simple information intelligibly		Pre-lesson: Teacher asks if pupils remember any of their friends' favourite toys. Lesson delivery: 1. Teacher explains to pupils that they are going to carry out a short interview session with a friend and write sentences. 2. Teacher asks pupils to copy a table.				
Learning Sta			1. Friend's	nama		
Main: 4.2.3	Express basic likes and	daslikes	2. Favourit			
Complemer	ntary: 213 Expre	ess basic likes	3. Favourit			
and dislikes	2.1.0 EXPIN	os basic iikas	4. Favourite number?			
			who have difficulties to ask their friends. Ex: What's your favourite toy? What's your favourite colour? What's you favourite number? 4. Pupils ask the questions to their friends and write their friends' answers on the table. 5. Pupils are guided to write sentences with their friends answers. Ex: My friend's name is			
OBJECTIVES			TEACHING A	AIDS:		
	e end of the lesson, pup ut their friend's likes.	oils will be able	textbook Choose an item. Choose an item.		Choose	
	tary: At the end of the lesson, pupils o share their likes with a friend.	a) THINKING Creating		c) 21 st CL ACT Pair/Group dis	cussion	
	10 311016 ITIGII IIKES WIIIT	u menu.	b) CLASSRC	OM-BASED T: Q and A	d) 21 ST CL MET Pupil-centred	HOD:

Success Criteria

2. Lesson was carried out successfully.

Pupils can

1. write at least 2 sentences about their friend's likes.

2. share at least 2 of their likes with their friend.

YEAR 1 DAILY LESSON PLANS

DAY	Choose an item. (Lesson 69)	YEAR	1	
SUBJECT	English Language	MODULE	Speaking	
THEME	World of stories	DATE	Click or tap to	enter a date.
TOPIC	Unit 2: Let's play	TIME		
SKILLS		PEDAGOGY	(STRATEGY/ACTI	VITY)
Content Standard: Main: 2.1 Communicate simple information intelligibly Complementary: 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Learning Standard: Main: 2.1.5 Name or describe objects using suitable words from word sets Complementary: 3.2.2 Understand specific information and details of very simple phrases and sentences		Pre-lesson: Teacher asks pupils the shapes they know. Pupils share the names of the shapes. Lesson delivery: 1. Teacher asks pupils to identify 2 things in the class based on the shapes they have shared earlier. 2. Pupils refer to textbook page 30 Activity 2. Pupils read the first sentences aloud and the teacher checks pupils' understanding of tangrams. 3. Teacher asks pupils to refer to Activity 3 and identify the missing shapes from the tangrams. 4. Pupils are given a template tangram. Teacher asks pupils to colour the templates using 5 colours as shown in the textbook. 5. Teacher shows a few examples of images that can be formed using tangrams. 6. Pupils cut their coloured tangram into the shapes and paste their shapes to form any image that they want to		
OBJECTIVES		TEACHING A	Pupils display the	3
Main: At the	end of the lesson, pupils will be able shapes in a tangram.	template Choose an it	textboo	ok Choose an item.
	ary: At the end of the lesson, pupils	a) THINKING Creating	SKILLS:	c) 21 st CL ACTIVITIES: Gallery walk
will be able to	o identify the missing shapes.	b) CLASSRO ASSESSMENT		d) 21 st CL METHOD: Learning skills/process
	REMARKS: pils were able to complete the task. s carried out successfully.			

Success Criteria

Pupils can

- 1. name at least 2 shapes in a tangram correctly.
- 2. identify at least 1 missing shape correctly.

DAY	Choose an item. (Lesson 70)	YEAR	1	
SUBJECT	English Language	MODULE	Language Art	
THEME	World of stories	DATE	Click or tap to	enter a date.
TOPIC	Unit 2: Let's play	TIME		
SKILLS		PEDAGOGY	(STRATEGY/ACT	IVITY)
Content Standard: Main: 5.2 Express personal responses to literary texts Complementary: 5.3 Express an imaginative response to literary texts		Pre-lesson: Teacher asks pupils if they remember the story from last week's lesson "The Best Thing Ever". Pupils share their thoughts. Lesson delivery: 1. Teacher displays the story "The Best Thing Ever". https://freekidsbooks.org/subject/toys/ for pupils to read again.		
Learning Standard: Main: 5.2.1 Name people, things or places of interest in illustrations accompanying texts Complementary: 5.3.1 Respond imaginatively and intelligibly through creating simple art and craft products. Other imaginative responses as appropriate		2. Teacher asks pupils who wrote the storybook and what they are called. 3. Upon reading, the teacher asks pupils what Muzi built in the story and why he built it. Pupils discuss with their partners and share their ideas with everyone. 4. Teacher asks pupils to think about their favourite toy and if it is the best toy ever for them or if they have something else in mind. 5. In their exercise books, pupils draw a version of their best toy and write 1 or 2 sentences on why it is the best toy ever. Post-lesson: Pupils share their ideas with everyone.		
OBJECTIVES		TEACHING AIDS:		
	end of the lesson, pupils will be able authors of the story.	storybook item.	•	
Camanlanaant	cary: At the end of the lesson, pupils oplan and draw their version of the	a) THINKING Creating b) CLASSRO		c) 21 st CL ACTIVITIES: Pair/Group discussion d) 21 st CL METHOD: Higher

Success Criteria

Pupils can

- 1. name at least 2 authors of the story correctly.
- 2. plan and draw one suitable toy.

2. Lesson was carried out successfully.

DAY	Choose an item. (Lesson 71)	YEAR	1	
SUBJECT	English Language	MODULE	Listening	
THEME	World of stories	DATE	Click or tap to	enter a date.
TOPIC	Unit 2: Let's play	TIME		
SKILLS		PEDAGOGY	(STRATEGY/ACT	IVITY)
Content Standard: Main: 1.2 Understand meaning in a variety of familiar contexts Complementary: 2.1 Communicate simple information intelligibly		Pre-lesson: Teacher surveys the classroom about their favourite toys, colours, numbers and places. Lesson delivery: 1. Teacher tells pupils that they will play a game like Simon says but it will be Teacher Says. Pupils do the action if their favourite thing is mentioned. 2. The teacher can start with "clap your hands if your		
Learning Standard: Main: 1.2.2 Understand with support specific information and details of very simple phrases and sentences Complementary: 2.1.5 Name or describe objects using suitable words from word sets		favourite colour is red" and continue with other gestures to make sure that all the pupils have participated at least once. 3. In groups of five, pupils say out their favourite place in a sentence "My favourite place is" The first pupil starts with one sentence and the next pupil repeats this sentence and adds their own sentence. The teacher can add other challenges as well. 4. Pupils conduct the activity. Post-lesson: Teacher asks pupils if they remember any details about their friend from the activity.		
OBJECTIVES		TEACHING A	AIDS:	
	e end of the lesson, pupils will be able do the action.	textbook speaker/lap	songs/a top/projector	udio clips Choose an item.
Complementary: At the end of the lesson, pupils		a) THINKING Applying	SKILLS:	c) 21 st CL ACTIVITIES: Pair/Group discussion
will be able to say out theirs and other friends' favourite places.		b) CLASSRO ASSESSMENT	OM-BASED : Observation	d) 21 st CL METHOD: Pupil-centred
-	/ REMARKS: pils were able to complete the task. ss carried out successfully.	•		

Success Criteria

Pupils can

- 1. listen and do at least one action correctly.
- 2. say their sentence and at least one friend's sentence correctly.

REFLECTION /	' REMARKS: pils were able to comp	olete the task.			
	o ask for help if they no	eed any.	b) CLASSRO ASSESSMENT	OM-BASED : Presentation	d) 21 st CL METHOD: Pupil-centred
Complemen	tary: At the end of the	lesson, pupils	an item. a) THINKING Creating	Choose an iten	c) 21 st CL ACTIVITIES: Pair/Group discussion
Main: At the end of the lesson, pupils will be able to express the likes about their best toy.		Choose an item. Choose an item. Choose			
OBJECTIVES			TEACHING AIDS:		
Main: 2.1.3 Express basic likes and dislikes Complementary: 2.2.2 Ask for attention or help from a teacher or classmate using one word or a fixed phrase		 Teacher tells pupils that they will each prepare for a show and tell session in their groups of five. Teacher demonstrates to pupils how to show their drawing and tell others about it. Teacher uses three sentences for the show and tell. The teacher can write it on the board for pupils to see the points. Pupils are given some time to practice on their own for their little presentation. Teacher guides pupils if it's necessary. Pupils get ready in their groups and start their show and tell. Post-lesson: Teacher asks for volunteers to share what their friends have shared. 			
communication strategies Learning Standard:					
Complementary: 2.2 Use appropriate					
Content Standard: Main: 2.1 Communicate simple information intelligibly		Pre-lesson: Pupils are asked to refer to their "best thing ever" toy or draw one if they haven't. Lesson delivery:			
SKILLS			PEDAGOGY (STRATEGY/ACTIVITY)		
TOPIC	Unit 2: Let's play		TIME	•	
THEME	World of stories		DATE	Click or tap to	enter a date.
SUBJECT	English Language		MODULE	Speaking	

Success Criteria

Pupils can

- 1. express the likes for their best toy using at least 2 suitable sentences.
- 2. ask for help from their teacher or friends if they need any.