






DAILY LESSON PLAN TS25											
	SUBJECT			ENGLISH YEAR 3							
	THEME: World of Self, Family and Friends TOPIC: Module 1 - Welcome! SKILL(S) FOCUS: Listening			CLASS: 3 ELIT TIME: 2.25 - 4.15 LESSON: 1 (Listening 1)		WEEK: 2 DATE DAY:					
	CONTENT STANDARD CODE:			LEARNING STANDARD CODE:		MORAL VALUES		CCE			
Main: 1.3 Complementary: 2.1			Main: 1.3.1 Complementary: 2.1.5		Friendship		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. Guess the meaning of unfamiliar words by using visual clues when a teacher or classmate is speaking											
2. Describe people and objects using suitable words and phrases											
SUCCESS CRITERIA (SC):											
Pupils can sing a song in group.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Possessive pronouns His / Her + name + 's (contraction)				Get Smart plus 3-Student's Book p.5 Activity 1, Adjectives flashcards.							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Pupils sit in circle to introduce themselves 'My name's [Amir]'. Pupils introduce themselves and the pupil to their right/left in the circle 'His/Her name's [Nurul]'.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s).						
Lesson development:- 1. Introduce/review adjectives (p.5) using flashcards. 2. Pupils describe people in the flashcards in pairs correctly. 3. Pupils look through the lyrics of Smart Friends and sing the song guided by the teacher. (21st CA) 4. Monitor pupils carefully as they listen to the song to evaluate their vocabulary and Listening skills. Review vocabulary next lesson as necessary. (HOTS) 5. Pupils can sing a song in group. (CBA)					____ / ____ 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:- Use flashcards with the whole class to play a guessing game to review the adjectives again.					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	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:											
	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 1 - Welcome! SKILL(S) FOCUS: Speaking			CLASS: 3 Elit TIME: LESSON: 2 (Speaking 1)		WEEK: 2 DATE: DAY:							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 2.1 Complementary: 1.2		Main: 2.1.5 Complementary: 1.2.2		Friendship		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 with support specific information and details of short simple texts													
SUCCESS CRITERIA (SC):													
Pupils can describe at least four people correctly using suitable words.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Have got (1st & 3rd person statements)				Get Smart plus 3-Student's Book p.5 Activity 1, Adjectives flashcards.									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play a game to review vocabulary and language from previous lesson.					____ / ____ 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" data-bbox="1024 1373 1409 1444"> <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. Use flashcards of characters from the textbook to introduce language, e.g. <i>He/She has got brown hair / I have got brown hair.</i> 2. Pupils look at the picture in the textbook. (Activity 2) 3. CD is played while pupils chorally repeat the dialog in pairs. Remind pupils of the importance of being sensitive when describing people (e.g. for the adjective ugly). (HOTS) 4. Continue to monitor pupils as they work in pairs. Note which pupils are having difficulties or seem to find the activity easy. This will be useful for pairing and grouping pupils in future lessons. (21st CA) 5. Pupils do workbook page 2. 6. Pupils answer and mark will be given by teacher. (CBA)													
Post-lesson:- Pupils play 'GUESS WHO' game set.													
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.							
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 1 - Welcome! SKILL(S) FOCUS: Reading			CLASS: 3 Elit TIME: LESSON: 3 (Reading 1)		WEEK: 2 DATE: 22/3/24 DAY: Friday							
	CONTENT STANDARD CODE:			LEARNING STANDARD CODE:		MORAL VALUES		CCE					
Main: 2.1 Complementary: 1.2			Main: 2.1.5 Complementary: 1.2.2		Friendship		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 specific information and details of short simple texts													
2. Guess the meaning of unfamiliar words from clues provided by visuals and the topic													
SUCCESS CRITERIA (SC):													
Pupils can count 10 to 100 independently and answering at least 3 questions correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Numbers up to 100 / have got question and Yes/No answer				Get Smart plus 3, Student's Book p.6 Activity 1, p.7 Activity 2, worksheet, Numbers flashcards									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Review previous learning by playing a Guess who game as a whole class. (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. Teacher writes a few numbers from 1-100 on the board. Pupils come to the front to write the numbers in word form. 2. Extend with a numbers game to consolidate numbers 1–100 if necessary. Monitor closely to see whether pupils are comfortable with numbers up to 100. If some are having difficulty, build in extra practice in this lesson (see step 2) and in the next few lessons. 3. Pupils listen to CD and read. Pupils read the text as they listen by tracking the words on the page with their finger as they listen to the recording. 4. Pupils read Activity 1 again and match (Activity 2) orally. Ask pupils to use the pictures in the story to guess the meaning of the words they don't know in Activity 2. (HOTS) 5. Teacher distributes worksheet. 6. Pupils answer and mark will be given by teacher. (CBA)													
Post-lesson:- Play a Stand up if it's true – sit down if it's false game using have/has got.													
HOTS	Evaluation			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.							
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DAILY LESSON PLAN TS25


		SUBJECT		ENGLISH YEAR 3							
THEME: World of Self, Family and Friends TOPIC: Module 1 - Welcome! SKILL(S) FOCUS: Writing				CLASS: TIME: LESSON: 4 (Writing 1)		WEEK: 3 DATE: 26/3/24 DAY: Tuesday					
CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE					
Main: 4.2 Complementary: 4.2		Main: 4.2.4 Complementary: 4.1.2		Friendship		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. Begin to use cursive handwriting in a limited range of written work											
SUCCESS CRITERIA (SC):											
Pupils can write at least 5 simple sentences correctly.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Have got statements				Family flashcards, Worksheet for drawing and writing.							
LEARNING OUTLINE						IMPACT / REFLECTION					
Pre-lesson: Play a word game to review family words (e.g. brother, sister, aunt, uncle, cousin).						<div>____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s).</div> <div>____ / ____ pupils were able to achieve the learning objectives with guidance and given reinforcement exercise (s).</div> <div>____ / ____ pupils were not able to achieve the learning objectives and given remedial exercise (s).</div> <div>TODAY'S LESSON:</div> <table><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. Build model sentences on the board about pupils' families/your own family: My name's Hana. I've got three sisters and two brothers. Try to elicit as much language from pupils as possible rather than giving them the language directly.(HOTS)											
2. Pupils complete worksheet by drawing a picture of their family and writing about it under the picture. Go around the classroom and check the pupils' writing. Display the pictures in the classroom. (CBA)											
3. Review questions Has he/she got a brother? How many has he/she got? by asking some pupils.											
4. Pupils move to the classroom display. Play a guessing game using the worksheets displayed: (21ST CA) ❑ P1: Has she got one brother? ❑ P2: No, she hasn't. ❑ P1: Has she got two brothers? ❑ P2: Yes, she has. ❑ P1: Is she Nur? ❑ P2: Yes, she is. / Yes, that's right.											
Post-lesson:- Play a Stand up if it's true – sit down if it's false game using have/has got.											
HOTS		Evaluation		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:											
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 1 - Welcome! SKILL(S) FOCUS: Language Art			CLASS: TIME: LESSON: 5 (Language Art 1)		WEEK: 3 DATE: 27/3/24 DAY: Wednesday							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 5.3 Complementary: 4.3		Main: 5.3.1 Complementary: 4.3.3		Friendship		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. Respond imaginatively and intelligibly through creating simple action songs on familiar topics													
2. Plan, draft and write an increased range of simple sentences													
SUCCESS CRITERIA (SC):													
Pupils can create a class year book @ wall display with guided from teacher.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Have got have 3rd person, has contraction				Prepare and write a sentence about each pupil on a strip of paper, printer and computer to upload and print out photos, Plain paper, glue and ruler.									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Distribute the sentence papers, one to each pupil. The pupil should read the sentence and try to guess who it is about. Feedback by asking pupils to read the sentence to the 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: <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. Put pupils in groups of 5-6 pupils. Give each pupil in the group a number or letter, e.g. Pupil A, B, C, etc. Ask pupils to write two sentences about another pupil in the group in their notebook. (HOTS) 2. Monitor as pupils write and support them as necessary. Encourage pupils to support each other in their groups. (21st CA) 3. Ask each group to check each other's sentences and to discuss any changes that are needed before writing a final version. (CBA) <u>For a class book:</u> Pupils stick the photo in the middle of the page and write the descriptions around it, connecting them to the pupil in the photo with a line.													
Post-lesson:- Encourage pupils to look at the display/book by asking questions. You could, for example, ask pupils to tell you what they like about each group's work, or you could play a <i>Find someone who...</i> game (e.g. <i>Find someone who has curly hair</i> etc).													
HOTS		Evaluation		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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DAILY LESSON PLAN TS25													
	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 1 - Welcome! SKILL(S) FOCUS: Listening			CLASS: TIME: LESSON: 6 (Listening 2)	WEEK: 3 DATE: 29/3/2024 DAY: Friday								
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 1.2 Complementary: 4.3		Main: 1.2.2 Complementary: 4.3.1		Friendship		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. Use capital letters, full stops and question marks appropriately in guided writing at sentence level													
SUCCESS CRITERIA (SC):													
Pupils can write a sentence with correct punctuation with guidance.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Have got (+any) question + Yes/No answer				Get Smart plus 3, Student's Book p.7 Activity 3, Vocabulary flashcards, Word & punctuation cards									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Using flashcards, review key vocabulary and questions. (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			
Excellent													
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Lesson development:- 1. Pupils draw a table based on page 7(Student's Book) in their notebooks. Pupils listen to the CD and write down the correct answer for Activity 3. (CBA) 2. Using the word and punctuation cards, work with pupils to build a model sentence on the board. (HOTS) 3. In their notebooks, pupils write a sentence about one of the people in Activity 3. 4. Partners read each other's sentences to guess who it is. Encourage them to check their partner's work for correct punctuation (use of capitals, full stops and apostrophes). 5. Pupils rewrite their sentence based on their partner's feedback. 6. Review and give feedback on pupils' written work for both first and second drafts as well as the peer's feedback.													
Post-lesson:- Encourage pupils to look at the display/book by asking questions. You could, for example, ask pupils to tell you what they like about each group's work, or you could play a <i>Find someone who..</i> game (e.g. <i>Find someone who has curly hair</i> etc).													
HOTS		Analysis		21st CA		Games							
PERFORMANCE LEVEL		5		CLASSROOM BASED ASSESSMENT (CBA)		Notebook							
STUDENTS' TASK TO FOLLOW UP													
Remedial:		Reinforcement:			Enrichment:								
Pupils do activity with guidance.		Worksheet for reinforcement.			Worksheet for enrichment.								
REFLECTION													
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	THEME: World of Self, Family and Friends TOPIC: Module 1 - Welcome! SKILL(S) FOCUS: Speaking			CLASS: TIME: LESSON: 7 (Speaking 2)		WEEK: DATE: 2/4/24 DAY: Tuesday							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 2.1 Complementary: 1.2		Main: 2.1.5 Complementary: 1.2.5		Friendship		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 write a sentence with correct punctuation with guidance.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Have got (+any) question + Yes/No answer				Get Smart plus 3, Student's Book p.7 Activity 4, Workbook p.3, Strips of paper for pupils to write a phrase on									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play a game to review key 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).								
Lesson development:- 1. Review the answers to Activity 3 (Student's Book p.7, from last lesson) by asking pupils about the people and what they have got. (21st CA) 2. Pupils introduced to a list of short questions and sample answer for Activity 4. Give pupils a strip of paper. Ask them to write something they have got lots of and how many they've got (e.g. I have got 15 books.). 3. Put pupils in large groups. One pupil collects the papers, mixes them and redistributes them. 4. Pupils read the strips and take turns to ask the group members Have you got...? to find out whose paper it is. At the end, pupils report to the group: Aiman has got 15 books. 5. Pupils do workbook page 3. 6. Pupils answer and mark will be given by teacher. (CBA)													
Post-lesson:- Ask pupils to tell you something interesting they found out about a friend. (HOTS) Ask pupils to reflect on their own performance by asking for hands up, e.g. ...if you spoke clearly ...if you understood your friends well... if you want to speak more loudly... You could do this in their first language if necessary.													
<table border="1"> <tr> <td>HOTS</td> <td>Evaluation</td> <td>21st CA</td> </tr> <tr> <td>PERFORMANCE LEVEL</td> <td>5</td> <td>CLASSROOM BASED ASSESSMENT (CBA)</td> </tr> </table>								HOTS	Evaluation	21st CA	PERFORMANCE LEVEL	5	CLASSROOM BASED ASSESSMENT (CBA)
HOTS	Evaluation	21st CA											
PERFORMANCE LEVEL	5	CLASSROOM BASED ASSESSMENT (CBA)											
<table border="1"> <tr> <td>Recap Group</td> </tr> <tr> <td>Workbook</td> </tr> </table>					Recap Group	Workbook							
Recap Group													
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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	SUBJECT			ENGLISH YEAR 3									
	THEME: World of Self, Family and Friends TOPIC: Module 1 - Welcome! SKILL(S) FOCUS: Reading			CLASS: TIME: LESSON: 8 (Reading 2)		WEEK: DATE: 3/4/24 DAY: Wednesday							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 3.2 Complementary: 3.2		Main: 3.2.1 Complementary: 3.2.3		Friendship		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 choose at least four of six answers correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Modal can +verb				Get Smart plus 3 Student's Book p.8 Act 1; p.9 Act 2, Sets of texts and pictures on Student's Book p.8 cut up for matching.									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play an action or miming game to review key sports vocabulary. (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).								
Lesson development:- 1. Pupils listen to the reading from the CD and point as it goes. 2. Then, pupils read in pairs. 3. Teacher explain Grammar box about 'can / can't'. 4. Pupils write activity 2 in their exercise book. 5. Pupils read again activity 1 and choose the correct answer.(CBA)													
Post-lesson:- Ask pupils to put up their hands if they can do paint/karate etc. Ask questions to pupils, why they can/can't do that. (HOTS)													
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		Evaluation		21st CA		Games							
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 1 - Welcome! SKILL(S) FOCUS: Writing			CLASS: TIME: LESSON: 9 (Writing 2)		WEEK: 3 DATE: DAY:	
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE
Main: 4.3 Complementary: 1.2		Main: 4.3.2 Complementary: 1.2.1		Honest		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 with support the main idea of short simple texts							
SUCCESS CRITERIA (SC):							
Pupils can spell the words about sports learn in the topic at least three words correctly.							
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS			
Modal can + verb question + Yes/No answer				Get Smart plus 3 Student's Book p.9 Activity 3 & 4, Sports flashcards.			
LEARNING OUTLINE					IMPACT / REFLECTION		
Pre-lesson: Use sports flashcards to play a vocabulary review game.					____ / ____ 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).		
Lesson development:- 1. Play a miming game to review and practise can and can't. Extend by asking pupils Can he/she X? Pupils reply Yes, he/she can or No, he/she can't. (21st CA) 2. Listen to the CD and do Activity 3 orally. 3. Pupils are explained that they will listen to four descriptions and they will have to say out A or B based on what they hear. 4. Pupils write down questions from Activity 4 in their exercise books. 5. Pupils write down the answers too after each question. (CBA)							
Post-lesson:- Ask pupils to think back on their learning. 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							
PERFORMANCE LEVEL 5 CLASSROOM BASED ASSESSMENT (CBA)					Games		
STUDENTS' TASK TO FOLLOW UP					Exercise Book		
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 Self, Family and Friends			CLASS:		WEEK: 4							
	TOPIC: Module 1 - Welcome!			TIME:		DATE:							
	SKILL(S) FOCUS: Language Art			LESSON: 10 (Language Art 2)		DAY:							
CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE							
Main: 5.3 Complementary: 5.1		Main: 5.3.1 Complementary: 5.1.1		Honest		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. In addition to Year 2 text types: simple poems													
SUCCESS CRITERIA (SC):													
Pupils can create and sing a new verse song in their group.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Modal can statements				Action flash cards (picture or words), Online song, Lines of the song cut up (in verses)									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Play a game to review vocabulary and the form I can/can't... Can you? using action cards. Make sure to include the verbs from the song: run, jump, swim, hop, skip. Give each pupil a card. They look at the card and mime the action.					____ / ____ 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 watch the video of the song. They should check their cards. If they hear their word, they should hold up their card. Play the song: http://learnenglishkids.britishcouncil.org/en/songs/i-can-run 2. Ask pupils to listen to the song again and copy the actions they hear. Play the song again. (21st CA) 3. Put pupils into groups of five. Give each group a verse of the cut up lines of the song. They divide the lines between them, one each. Play the song again. Pupils order the lines as they hear them. 4. Use two action cards to show pupils how to create new verses of the song. Give each group time to create a new verse using different action words.(HOTS) 5. Pupils practice to sing the newly edited song. Groups perform their verses. Provide plenty of positive feedback on their efforts. (CBA)													
Post-lesson:- Play the song video again and encourage pupils to sing along and mime.													
HOTS		Creation		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													
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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			CLASS:		WEEK:							
	TOPIC: Module 1 - Welcome!			TIME:		DATE:							
	SKILL(S) FOCUS: Listening			LESSON: 11 (Listening 3)		DAY:							
CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE							
Main: 1.2 Complementary: 2.2		Main: 1.2.5 Complementary: 2.2.2		Friendship		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 a wide range of short supported questions													
2. Ask for attention or help from a teacher or classmate by using suitable questions													
SUCCESS CRITERIA (SC):													
Pupils can answer at least three Yes/ Now questions correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Modal can + verb question + Yes/No answer				Get Smart plus 3 Student's Book p.9 Activity 5, Action flashcards from last lesson.									
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" data-bbox="1023 1333 1404 1396"> <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. Return to some difficult or new words from the pre-lesson activity and check spellings/vocabulary as a whole class. Introduce new words according to the needs and personal interests of your pupils. (HOTS) 2. Ask questions to pupils, moving from Can he/she...? to Can you...? 3. Tell pupils to ask for help if they need it when they are working in pairs. Pre-teach some phrases for this such as Can you help me/us, please? 4. Pupils copy the table in page 9 into their exercise book. Pupils listen to CD Track 12 and practice the exchange in pairs. 5. Pupils then fill in the table with their answers first. Pupils start to ask questions to their partners and fill in the blanks. 6. Pupils do workbook page 4. 7. Pupils answer and mark will be given by teacher. (CBA)													
Post-lesson:- Play a TPR game (listen and mime), e.g. Teacher says 'Can you xx?' Pupils say 'Yes, I can' and mime the action if they can do it, or they sit down if they can't do the action.													
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 1 - Welcome! SKILL(S) FOCUS: Speaking			CLASS: TIME: LESSON: 12 (Speaking 3)		WEEK: DATE: DAY:					
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE				
	Main: 2.1 Complementary: 1.2		Main: 2.1.2 Complementary: 2.1.5		Friendship		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. Find out about and describe basic everyday routines											
2. Understand a wide range of short supported questions											
SUCCESS CRITERIA (SC):											
Pupils can listen and reply to at least 2 questions about time correctly.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Asking and telling the time (on the hour/half past the hour)				Get Smart plus 3 Student's Book p.10 Activity 1, Toy clock(s)							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Play a circle game to review numbers up to twelve in word form. (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	
Excellent											
Need improvement											
Lesson development:- 1. Introduce telling the time (on the hour and half past) using the board or toy clocks. 2. Pupils listen to the CD Track 13 and point out the time. 3. Next, ask pupils to play the game in Activity 1 in pairs. Monitor as pupils work on this activity. Depending on their performance, you could ask pupils to repeat Activity 1 with new partners. (21st CA) 4. Pupils do workbook page 5. 5. Pupils answer and mark will be given by teacher. (CBA)											
Post-lesson:- Play What's the time, Mr. Wolf. For instructions, see www.youtube.com/watch?v=_63i8r_wW5Y											
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											
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	The next lesson plan will continue with new topics.										
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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 1 - Welcome! SKILL(S) FOCUS: Reading			CLASS: TIME: LESSON: 13 (Reading 3)		WEEK: DATE: DAY:					
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE				
	Main: 3.2 Complementary: 2.1		Main: 3.2.2 Complementary: 2.1.5		Friendship		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 specific information and details of short simple texts											
2. Describe people and objects using suitable words and phrases											
SUCCESS CRITERIA (SC):											
Pupils can describe their family members using at least two suitable sentences.											
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS							
Review of Unit 1 language				Get Smart plus 3 Student's Book p.11 Activity 1, Family photos							
LEARNING OUTLINE					IMPACT / REFLECTION						
Pre-lesson: Teacher shows a picture of family members to pupils.					____ / ____ pupils were able to achieve the learning objectives and given enrichment exercise (s).						
Lesson development:- 1. Tell pupils they will read about a girl called Fay. Show the picture on Student's Book p.11. Ask pupils to show you who Fay is. Ask questions to help pupils predict what they will read. 2. Ask pupils to read the text on Student's Book p.11 and find the answer to their question. 3. Pupils share their family picture with their partner. Using the same sentence pattern, pupils talk about their family members. (HOTS) 4. Teacher shows an example of a family tree. 5. Pupils create their family tree in exercise book. (CBA)					____ / ____ 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:- Play a True/False game based on the information in the text. Ask pupils to explain why something is False. Repeat correct answers in complete short sentences. (21st CA)					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	Analysis			21st CA	Games						
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											
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 1 - Welcome! SKILL(S) FOCUS: Writing			CLASS: TIME: LESSON: 14 (Writing 3)		WEEK: 4 DATE: DAY:							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 4.3 Complementary: 4.3		Main: 4.3.1 Complementary: 4.3.3		Loving		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. Use capital letters, full stops and question marks appropriately in guided writing at sentence level													
2. Plan, draft and write an increased range of simple sentences													
SUCCESS CRITERIA (SC):													
Pupils can write about their family members using at least three sentences correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Review of Unit 1 language				Get Smart plus 3 Student's Book p.11 Activity 1, Family photos									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Review the topic of families. Play a vocabulary game based on Lesson 13.					____ / ____ 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).								
Lesson development:- 1. Review the model text from the last lesson by playing the audio for the text (Student's Book p.11) while pupils read along. 2. Pupils use the sentence beginnings to tell their partner about their family (two or more sentences). 3. Follow on with the Writing Tip on p.11 Student's Book. 4. Pupils do workbook page 6. (CBA) 5. Pupils draw or stick a picture of their family member and write. Use the prompts on p. 11 in the Student's Book. Then, present it to the class. (21st CA)													
Post-lesson:- Learning diaries: Ask pupils to think back on their learning. In their learning diary, they can write: (HOTS) <ul style="list-style-type: none"> New words I remember Activities I enjoyed 													
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.			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 1 - Welcome! SKILL(S) FOCUS: Language Art			CLASS: TIME: LESSON: 15 (Language Art 3)		WEEK: DATE: DAY:							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 5.2 Complementary: 2.3		Main: 5.2.1 Complementary: 2.3.1		Forgiving		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. Ask and answer simple questions about characters, actions and events of interest in a text													
2. Narrate very short basic stories and events													
SUCCESS CRITERIA (SC):													
Pupils can practice in pairs and performing to the whole class.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Review of Unit 1 language				Get Smart plus 3 Student's Book p.12–13, Stick puppets of characters from story (cut out a picture of each and glue it on to a stick/straw), Sticks/straws, scissors for pairs/groups									
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).								
Lesson development:- 1. Pupils listen to the story and show their puppets as the story goes. 2. Have pupils make and use puppets to help them act out the story in pairs.(HOTS) 3. Pupils are asked questions based on the story. 4. Pupils practice the story with their partners. 5. Pupils performing to the whole class. (21st CA) 6. Pupils do workbook page 7. 7. Pupils answer and mark given by teacher.(CBA)					____ / ____ 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:- Talk to pupils about the Value shown in this story.					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)		Workbook								
STUDENTS' TASK TO FOLLOW UP													
Remedial:		Reinforcement:			Enrichment:								
Pupils do activity with guidance.		Worksheet for reinforcement.			Worksheet for enrichment.								
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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 1 - Welcome! SKILL(S) FOCUS: Reading			CLASS: TIME: LESSON: 16 (Language Awareness 1)		WEEK: DATE: DAY:							
	CONTENT STANDARD CODE:		LEARNING STANDARD CODE:		MORAL VALUES		CCE						
Main: 3.2 Complementary: 4.3		Main: 3.2.2 Complementary: 4.3.1		Forgiving		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 a variety of linear and non-linear print and digital texts by using appropriate reading strategies.													
2. Communicate with appropriate language form and style for a range of purposes in print and digital media.													
SUCCESS CRITERIA (SC):													
Pupils can to read and fill in at least 6 blanks correctly.													
LANGUAGE / GRAMMAR FOCUS / VOCABULARY				TEACHING AIDS									
Review of Unit 1 language				Worksheet, Flashcards of characters from Get Smart plus 3 (Greg & Anna, Student's Book p.6), Action cards, Toy clocks, Get Smart plus 3 Student's Book p.14 (Homework)									
LEARNING OUTLINE					IMPACT / REFLECTION								
Pre-lesson: Pupils do a recap on characters from the units.					____ / ____ 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:- <u>Have got:</u> 1. Show flashcards of characters from the textbook. Elicit sentences about the characters He/She has got... Write the sentences on the board and put the pictures next to them. 2. Next elicit sentences from pupils about themselves. Ask pupils to come to the board, write their name and write a sentence about themselves I have got... 3. Next pupils complete Sections A & B of the worksheet 1.													
<u>Can:</u> 4. Using action cards, model I can/can't ... with three or four cards. Ask pupils to tell their partners two things they can and can't do. 5. Model and drill the question and answer Can you...? Yes, I can/No, I can't in a similar way and have pupils ask each other in pairs about two activities. 6. Next pupils complete Section C of the worksheet 1.													
<u>be + time expression</u> 7. Using the toy clocks, review time expressions (on the hour and half past). Elicit It's x o'clock. / It's half past x and write on the board. Have pupils work in pairs with a clock and tell the time to each other. 8. Next pupils complete Section D of the worksheet 2.													
Post-lesson:- Ask pupils to think about what they have learned in Unit 1 and how well they feel they know the language now. Collect the worksheets from pupils and review them to note pupils' performance. (CBA)													
HOTS		Creation		21st CA		Role-Play							
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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