**DAILY LESSON PLAN [UNIT 1]**

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| **SUBJECT** | English Language | | | **CLASS** |  | | |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** |  | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Speaking |
| **THEME** | Health & Environment | | | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to environment | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | |
| **Complementary Skill** | | | 2.3 Use appropriate communication strategies | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 2.1.2 Ask for and respond appropriately to simple suggestions | | | |
| **Complementary Skill** | | | 2.3.1 Keep interaction going in longer exchanges by checking understanding of what the speaker is saying | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. appreciate the importance of having a health and environment 2. discuss the best ways to have or improve a healthy lifestyle 3. appreciate wildlife and nature 4. discuss ways to protect the environment and the wildlife | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. understand environmental issues and raising awareness on wildlife conservation 2. understand the significance of fostering a healthy lifestyle | | | | | | |
| **PRE-LESSON / STARTER** | 1. Pupils to talk about environment and the changes. 2. Teacher brainstorms for suitable situations that can affect the environment positively or negatively. | | | | | | |
| **LESSON DEVELOPMENT** | Activity A   1. Pair a few pupils for role-playing. 2. Each pair assumed the role and to use the prompt as a guide in asking questions accordingly. | | | | | | |
| **POST LESSON / PLENARY** | Pupils to watch a documentary about healthy living and wildlife conservation and talk about it in class. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **SUBJECT** | English Language | | | **CLASS** |  | | |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** | 1 hour | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | Health & Environment | | | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to health and environment | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | |
| **Complementary Skill** | | | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics | | | |
| **Complementary Skill** | | | 2.1.1 Ask about and explain key information from simple texts | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. practice sustainable living 2. take actions to foster this way of life 3. have in-depth knowledge of water pollution 4. understand to a certain on ways to reduce water pollution | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. learn the effects of sustainable living 2. understand the importance of ‘green’ living 3. learn to reduce water pollution | | | | | | |
| **PRE-LESSON / STARTER** | 1. Ask about and explain key information from simple text. 2. Check on the dos and don’ts on being kinder to earth. 3. The dos and don’ts on mitigating water pollution | | | | | | |
| **LESSON DEVELOPMENT** | 1. Learn more on several pollutions affecting earth 2. Discuss the causes of these pollutions 3. Discuss on methods and plans to help and kinder to earth | | | | | | |
| **POST LESSON / PLENARY** | Pupils to pick an article about climate change or sustainable living or water pollution and draw a mind map based on the idea of the article. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **SUBJECT** | English Language | | | **CLASS** | Choose an item. | **CLASS SIZE** | xxx |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** | 1 hour | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Grammar |
| **THEME** | Health & Environment | | | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Future Times expression + will | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | |  | | | |
| **Complementary Skill** | | |  | | | |
| **LEARNING STANDARD** | **Main Skill** | | |  | | | |
| **Complementary Skill** | | |  | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. understand and use Future Time expressions + will, time + will. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. use the grammar item appropriately 2. make predictions about friends and oneself with appropriate options 3. check error in sentences | | | | | | |
| **PRE-LESSON / STARTER** | 1. Teacher introduces time expression to pupils. 2. Teacher teaches students on how to use ‘will’ | | | | | | |
| **LESSON DEVELOPMENT** | 1. Complete sentences with appropriate time expressions. 2. Understand time expression + will, when + will. | | | | | | |
| **POST LESSON / PLENARY** | Teacher to play sentence quizzes with pupils using time expressions. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **SUBJECT** | English Language | | | **CLASS** |  | | |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | 27 June 2024 |
| **DURATION** | 1 hour | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Listening |
| **THEME** | Health & Environment | | | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Global Sustainability |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to health and environment | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | Listening 1.1 Understand meaning in a variety of familiar contexts | | | |
| **Complementary Skill** | | |  | | | |
| **LEARNING STANDARD** | **Main Skill** | | | Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics | | | |
| **Complementary Skill** | | |  | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. fill in the blanks based on audio they have listened 2. understand issues pertaining environment, conservation and pollutions. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. practise the 3Rs 2. understand greenhouse gases 3. understand climate change | | | | | | |
| **PRE-LESSON / STARTER** | 1. Teacher asks pupils what they know about 3R 2. Teacher asks pupils their knowledge on how to keep the earth clean | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Teacher to play Track 1 twice. 2. Pupils to complete the description based on the audio.   **Activity B**   1. Teacher to play Track 1 twice. 2. Pupils to listen and marks each statement with ‘True’ or ‘False’. | | | | | | |
| **POST LESSON / PLENARY** | Pupils to carry out the suggested PAK-21 Activity – Round Table. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **SUBJECT** | English Language | | | **CLASS** |  | | |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** | 30 minutes | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | Health & Environment | | | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to health and environment | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 4.2 Communicate with appropriate language, form and style | | | |
| **Complementary Skill** | | |  | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 4.2.1 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently | | | |
| **Complementary Skill** | | | 4.2.2 Spell written work with moderate accuracy | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. understand environmental clean-up activities 2. understand the function of a recycling centre 3. write an email 4. write an informal letter | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. understand steps to write an email and an informal letter 2. identify the situation and format 3. write an email and an informal letter | | | | | | |
| **PRE-LESSON / STARTER** | 1. Teacher talks about green campaign with pupils. 2. Teacher asks pupils to list 3 green campaigns in Malaysia and worldwide. 3. Teacher discusses the objectives and activities of green campaigns. 4. Pupils discuss the impact of green campaign towards the environment. | | | | | | |
| **LESSON DEVELOPMENT** | 1. Teacher discusses the notes provided and the format of an informal letter and an email. 2. Teacher asks pupils to write a guided essay in the form of an informal letter. 3. Teacher to check pupils’ answers. | | | | | | |
| **POST LESSON / PLENARY** |  | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |