



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

English Language
Scheme of Work

Primary Year 4

SK

Primary Year 4
National Schools (SK)
Scheme of Work

Contents

Content Overview	5
1. Content and organisation of the Primary Year 4 Scheme of Work.....	7
2. Scheme of Work Template: Supporting Information	10
3. Pre-lesson and Post-lesson tasks	13
4. Differentiation strategies for Primary pupils	25
5. Glossary of terms in Year 4.....	28
6. Scheme of Work: Lessons 1–160.....	35
Unit 1	35
Unit 2	52
Unit 3	70
Unit 4	87
Unit 5	106
Unit 6	123
Unit 7	141
Unit 8	159
Unit 9	176
Unit 10	193

2019 National Schools (SK)

Primary Year 4 Scheme of Work

Content overview

The purpose of this document is to provide teachers with support and information on planning, creating and delivering their lessons throughout the year. Teachers will need to refer to this document when planning and delivering both their textbook-based and non-textbook-based lessons.

The Scheme of Work is divided to sections which provide the following information and content:

1. Content and organisation of the Scheme of Work

This section provides teachers with an introduction to the Scheme of Work and an explanation of how the textbook-based and the non-textbook-based lessons are organised within the Scheme of Work.

2. Supporting information

This section provides teachers with an explanation of the information contained within the Scheme of Work template. This section also gives teachers advice on completing the Scheme of Work template for their own non-textbook-based lessons.

3. Pre-lesson and post-lesson tasks

In this section, teachers will find some suggestions for pre-lesson and post-lesson tasks. Pre-lesson tasks are short tasks that come at the beginning of the lesson to help pupils warm up and to introduce or review learning. Post-lesson tasks come at the end of the lesson to review, summarise, personalise or talk about learning in the lesson, so they consolidate learning and provide closure to the lesson. Many lessons in the Scheme of Work guide teachers to choose pre- and post-lesson activities from this section.

4. Differentiation strategies for Primary pupils

This section provides teachers with a number of suggested differentiation strategies that teachers may wish to use in their planning to help meet the needs of the pupils in their class.

5. Glossary of terms in Year 4

Teachers should refer to the Content and Learning Standards contained within the Scheme of Work when planning their lessons. These Content and Learning Standards come from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework documents.

This section provides teachers with supporting explanations for some of these Content and Learning Standards. It also provides explanations of important terms used in some of the lessons. These terms are mainly found in the Learning Outline section (see the first table in the Glossary of Terms).

6. Scheme of Work (Lessons 1–160)

This is the main section of the scheme of work. It provides teachers with details for the textbook-based and non-textbook-based lessons.

1. Content and organisation of the Primary Year 4 Scheme of Work

What is the Primary Year 4 Scheme of Work and how can it help teachers?

The Scheme of Work gives teachers an overview of every lesson in Year 4, including the **Content and Learning Standards which must be covered within each lesson**. The Scheme of Work will assist teachers in their daily, weekly and longer-term planning of lessons.

What does the Primary Year 4 Scheme of Work consist of?

The Scheme of Work consists of **160 lesson outlines**, each lesson lasting a total of **60 minutes**. If lessons are organised into 30-minute lessons, teachers will need to plan and adapt their lessons accordingly. Each lesson in the Scheme of Work is numbered from Lesson 1 to Lesson 160.

The Scheme of Work consists of the following **two** types of lessons:

- A. Textbook-Based Lessons:** The materials for these lessons includes learning activities from the selected Year 4 textbook. This textbook is *Get Smart plus 4*. Year 4 covers the whole textbook from Unit 1 to Unit 10.
- B. Non-Textbook-Based Lessons:** There are four types of non-textbook based lessons: Skills-based lessons, Language Arts lessons, Project-Based Learning lessons and Language Awareness lessons. The learning outline in skills-based and Language Awareness lessons is generally related to the material in the textbook, but does not use material from it.

Material for Language Arts lessons is taken from the Contemporary Children's Literature (CCL) which consists of poems, short stories and graphic novels. See Year 4 Syllabus and the CCL module for more information.

The content of Project-Based lessons is designed according to the Ministry of Education guidelines for this lesson type. Teachers are expected to prepare activities that incorporate project work and promote independent learning.

How are the Primary Year 4 Scheme of Work lessons organised?

Most lessons in the Scheme of Work are textbook-based lessons. Language Awareness lessons can be based on the textbook content (e.g. Revision sections) or otherwise designed to address learning needs using additional materials. So they can be textbook-based or non textbook-based lessons. A few skill-based lessons (e.g. Writing, Speaking) are marked as non textbook-based lessons. Teachers are expected to find or create materials that meet the Learning Standards for these lessons. Language Arts lessons should be based on CCL module, not on the textbook. Project-Based Learning lessons should be designed according to the Ministry of Education instruction.

Typical lesson cycles

Year 4 Scheme of Work units consist of 16 lessons each. The Year 4 textbook, *Get Smart plus 4*, contains 10 units (or modules, but these will also be referred to as units). The textbook units typically provide teachers with enough material for three cycles of the four skills (Listening, Speaking, Reading, Writing). Exceptions are marked as non-textbook based lessons. There

are three Language Arts lessons per Scheme of Work unit and one Language Awareness or a Project-Based Learning lesson. See the lesson cycles in Unit 1 in the Scheme of Work as an example:

Lesson	Skill/Focus
1	Listening
2	Speaking
3	Reading
4	Writing
5	Language Arts
6	Listening
7	Speaking
8	Reading
9	Writing
10	Language Arts
11	Listening
12	Speaking
13	Reading
14	Writing
15	Language Arts
16	Language Awareness*

*Language Awareness lessons are replaced by Project-Based Learning lessons in Units 5 and 10.

Teachers should note the following:

1. Textbook-based lessons will utilise material from the textbook as well as other suggested activities or material to help prepare pupils for new learning, to consolidate or extend learning.
2. Pupils are expected to have their own copy of the Student's Book and use it in every lesson. This includes many non-textbook-based lessons, which sometimes ask pupils to look at some content that can act as a starting point for a non textbook-based lesson. Pupils should also have their own notebook and bring it to every lesson.
3. **Teachers should be able to access the Teacher's Book for every lesson**, including non-textbook-based lessons, which sometimes ask them to refer to the Student's Book. If teachers do not have regular access to the Teacher's Book they should prepare a few lessons in advance while they have the Teacher's Book. If access to the Teacher's Book is very limited, teachers are advised to be proactive and collaborative by planning together

and consulting with the English Head or a senior English teacher at their school. The Teacher's Book provides a lot of guidance and ideas as well as the listening audio script, thus considerably saving preparation time. It is therefore very useful for all teachers to access it, even if only periodically.

4. **Teachers are expected to plan lessons based on the lesson outline in the Scheme of Work.** They may need to develop and produce worksheets, create flashcards (these are picture cards that can be printed or drawn by the teacher) and prepare other material and resources for most lessons.
5. Language Awareness lessons will focus specifically on the language taught in the unit. The Scheme of Work offers suggestions to teachers for these lessons, but teachers are expected to plan these lessons based on the needs of their pupils. Teachers also expected to refer to the syllabus which contains an overview of the language, vocabulary and the text types and other areas that are suitable for the grade.
6. **Pre-lesson and post-lesson** stages in the lesson outline are important stages in the lesson. **They should not be neglected or rushed.** See Section 3 for more information.
7. At the end of every unit, pupils are expected to review and assess their learning in that unit. This self-assessment is guided using a worksheet which identifies the language covered in the unit. Teachers can use the suggested worksheets at the end of every unit in the Scheme of Work or modify/produce their own. **Self-assessment should be completed in class time, not given for homework.** Pupils will need guidance from the teacher to complete it, especially in the first part of the year. The teacher should collect the self-assessment worksheets and note common answers as well as any particular problems some pupils think they are having. Pupils' skills in self-assessment may begin the year at a very basic level but will develop over the year.

2. Scheme of Work Template: Supporting Information

1. Lesson

Each lesson within the Scheme of Work is given a number followed by the lesson type. For example, Lesson: 6 (Listening 2); Lesson: 21 (Language Arts 4).

2. Main Skill Focus

Each lesson has one main skill focus. If the focus of the lesson is not on language skills (Listening, Speaking, Reading, Writing), then the main skill focus will reflect the focus area of the lesson (e.g. Language Awareness, Language Arts, Project-Based Learning lesson).

3. Theme

The three given themes are:

- World of Self, Family and Friends
- World of Knowledge
- World of Stories

4. Topic

Topics are taken from the textbook in textbook-based lessons. Topics for non-textbook lessons are either suggested for these lessons, guided by CCL content or decided by the teachers.

5. Cross-Curricular Elements

Each cycle of lessons has been assigned one Cross-Curricular Element or more. Teachers will need to refer to the section on Cross-Curricular Elements in Standards-Based Curriculum and Assessment Document (DSKP) for further guidance. Teachers are encouraged to link to other Cross-Curricular Elements within a lesson cycle, in addition to the suggested one given, if they identify opportunities where relevant cross-curricular connections can be made.

6. Language/Grammar Focus

This is related to the grammatical structure/function (for example, Present Simple and Past Simple) that is the focus of the lesson. This language/grammar is usually presented and practised using a skill (Listening, Speaking, Reading or Writing). It is not expected that language is taught explicitly or formally.

7. Content Standards and Learning Standards

The given Content and Learning Standards are taken from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework document. **These should be followed as they appear in the lessons to ensure the Learning Standards are covered as intended.**

8. Main Skill and Complementary Skill

Each lesson within the Scheme of Work focuses on one Main Skill and one Complementary Skill. To ensure that pupils receive sufficient exposure to and practice in every Learning Standard within the Curriculum Framework, each Learning Standard appears at least once in the Scheme of Work. Learning Standards are covered as a main skill or as a complementary skill. It is therefore critical that teachers ensure that **both** the Main Skill and the Complementary Skill are covered in each lesson. **The Complementary Skill is not an optional skill** that can be ignored or dropped from the lesson. Doing so may mean that pupils do not receive adequate practice in and exposure to all the given Learning Standards within the Curriculum Framework. When teachers are planning their lessons, they must therefore ensure that both the Main Skill and Complementary Skill are each assigned a suitable lesson Learning Objective.

Teachers should also be aware that the Main Skill and Complementary Skill are not normally given equal time and attention within the lesson. Teachers will need to ensure that the Complementary Skill is covered, but the degree of attention this receives in comparison to the Main Skill will be up to the teacher's own professional judgement as they will know better the specific learning needs of their pupils.

Please note that some Learning Standards appear less frequently than others. **Less frequent Learning Standards must be covered as they appear in the Scheme of Work.**

9. Learning Outline

The Learning Outline provides guidance to teachers for the delivery of a lesson. Three main stages of every lesson are highlighted: Pre-lesson, Lesson Delivery and Post-lesson. Teachers will also need to refer to the Teacher's Book, which provides detailed information about the delivery of the textbook activities for textbook-based-lessons.

The **Lesson Delivery** stage is where the main and complementary skills should both be addressed to develop pupils' language skills. Teachers should create their own Learning Objectives for each lesson based on the specified Learning Standards - both for the main skill and the complementary skill. The Learning Objectives should relate to and reflect the activities in the Lesson Delivery stage.

Textbook-based lessons in the Learning Outline provide teachers with a structured description for what and how teachers can plan their lessons. They refer to specific activities in the Student's Book and associated guidance available in the Teacher's Book. Some additional explanation or instruction may be provided in the Lesson Delivery to ensure teachers plan activities that relate to the main and complementary Learning Standards specified for the lesson. Please note that textbook-based activities may not appear in the same order as in the Student's and Teacher's Book. This is to ensure the best activities are selected for the stated Learning Standards and to follow the lesson cycle (Listening, Speaking, etc.).

As teachers are working with pupils and supporting their learning, they should be aware of their pupils' development and the emerging challenges. Throughout the lessons, teachers are

expected to use formative assessment strategies (e.g. questioning, scanning) to assess pupils progress and give clear and meaningful feedback. This feedback should enable pupils to understand which areas they need to pay attention to and how to improve. Of course, teachers are not expected to give every pupil feedback after every activity in every lesson. However, teachers should use all opportunities available to communicate feedback to pupils and help them take ownership of their own learning, even as young as Year 4 pupils.

Teachers are encouraged to follow the instruction provided in the lesson delivery stage because it reduces lesson preparation time and addresses the learning standards.

Pre-lesson activities activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a short activity as an opportunity for pupils to share what they already know about the lesson topic. Post-lesson activities take place at the end of lessons to review and consolidate the learning from a lesson. Pre- and post-lesson stages are important elements in lesson plans and should always be included in every lesson. Please see the next section for more information about pre-lesson and post-lesson activities.

10. Materials / References

The relevant page numbers of the Student's Book and Teacher's Book have been given for the textbook-based lessons.

11. Differentiation strategies

This column refers to Section 4 which lists seven strategies. It also provides advice tailored around the lesson specifics and expected challenges. Teachers should, however, consider the most suitable strategies for differentiating learning with each of their own individual classes, based on the learning needs of the pupils in those classes.

3. Pre-lesson and Post-lesson tasks

Pre-lesson activities activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a short activity as an opportunity for pupils to share what they already know about the lesson topic or language. Pre-lesson activities provide an opening to the lesson and get pupils in the right frame of mind for listening to and using English. They are often whole class activities which are fun and engaging. Pupils are all active in these activities physically as well as mentally. This can help teachers to manage energy levels before settling pupils into their learning.

Post-lesson activities are short activities that take place at the end of lessons to review and consolidate the learning from a lesson. Although post-lesson activities can be fun and should not be too challenging so that pupils leave the class in a positive frame of mind, they are an important stage that should be planned by the teachers. During the post-lesson stage, teachers can conduct a quick and informal evaluation of the lesson and the pupils' understanding of the learning that have taken place. Post-lesson activities can be used for formative assessment and can give teachers an overall evaluation of the pupils' development and indicate any issues individual pupils might have. Evaluating learning in the post-lesson stage is particularly useful when new language is introduced for the first time or followed up from a previous lesson. Therefore teachers should give careful consideration to the purpose of the post-lesson activities that they choose for their lessons. Post-lesson activities are **not** optional extras to be done if there is time. Teachers should plan and make sure to leave a few minutes for post-lesson activities, even if they are running short of time in their main lesson stages.

Each lesson includes a suggestion for Pre-lesson and Post-lesson tasks. Some of these are outlined in the Learning Outline, and sometimes teachers are directed to the textbook. In other lessons, teachers can refer to and choose a suitable task from the lists below. Teachers can also create their own pre- and post-lesson activities provided that they fulfil the function described above.

Suggested Pre-lesson tasks

Below are 12 lesson tasks which teachers may choose from or adapt for the Pre-lesson section within the Learning Outline in the Scheme of Work. These pre-lesson tasks are suitable to begin almost any skills-focused lesson and require minimal materials and preparation. They are simple for pupils to participate in. Teachers can, of course, use their own pre-lesson tasks whenever they think that these would be more suitable for the pupils they teach. Each pre-lesson task takes about 5–10 minutes of class time.

These tasks are the same for Primary Years 4-6. The language and vocabulary focus will be different, however, and some tasks can be modified for more proficient pupils, as noted in the task description.

Note: Those marked with an asterisk* could be used at both pre- and post-lesson stages.

PRE-LESSON TASK 1: ABCs*

AIM: To review vocabulary

MATERIAL: Board, notebooks and pens

1. Put pupils in small groups or pairs.
2. Orally, give pupils a letter of the alphabet and a topic (e.g. *M*; *A drink*).
3. Pupils work in their groups/pairs to write one (or more) word beginning with that letter related to that topic (e.g. *milk*). Give a very short time limit, e.g. 10 seconds
4. Repeat a few times.
5. Have pairs/groups share their answers with the class by coming out and writing on the board.

PRE-LESSON TASK 2: GUESS THE ANSWER

AIM: To practise checking own predictions

MATERIALS: Board

1. Write questions on the board for a Listening or Reading text, that pupils will answer during the lesson.
2. Provide two or three possible answers for each question, for example, 'What did Sara do at the weekend?'
 - a. played football
 - b. watched TV
 - c. went shopping (make sure one is the correct answer!)
3. Ask pupils to guess which one they think is the correct answer.
4. Pupils listen to or read the text as part of the lesson and check their predictions.

PRE-LESSON TASK 3: SEQUENCE THE INFORMATION

AIM: To practise putting information in a logical order

MATERIALS: Board

1. Write a list of events in the Listening or Reading text in a random order or use pictures to illustrate them. For example, if the text is a story, list the events in any order (*Mohamed went camping. He saw a mouse in the tent at night. His mother screamed! The mouse ran away.*)
2. Put pupils in pairs to decide on the order.
3. Invite pupils to compare their ideas in groups.
4. Pupils then listen to or read the text as part of the lesson and check their predictions.

PRE-LESSON TASK 4: I'M GOING TO...

AIM: To set individual lesson goals to develop pupil autonomy

MATERIALS: Notebook

1. Write on the board *In this lesson, I'm going to...*
2. Explain that pupils are going to write their own goals for the lesson. Give some realistic example goals that focus on observable behaviour or learning pupils may need to

improve, such as *In this lesson, I'm going to speak in English with my friends* or *In this lesson, I'm going to remember at least two words*.

3. Elicit some more ideas from pupils.
4. Have pupils write one or two lesson goals in their notebooks.
5. Ask pupils to review their goals at the end of the lesson. This can be the post-lesson activity.

PRE-LESSON TASK 5: SIT DOWN, STAND UP*

AIM: To review topic vocabulary

MATERIALS: True and false sentences about the topic

1. Prepare some simple True/False sentences about the topic to check pupils' knowledge or to prepare them for the content of the lesson.
2. Read a sentence out, for example, if the topic is space, '*We can't see the moon from the Earth*', '*The sun is the biggest planet in our solar system*' etc).
3. If it is True, pupils stay sitting at their desks. If it is False, pupils stand up. Invite pupils to correct any false sentences. You could change the action to suit the topic of the lesson or to review other vocabulary, especially verbs.
4. If there is time, pairs of pupils can create their own True/False sentences to use with other pairs or with the whole class.

PRE-LESSON TASK 6: FINGER-WRITING*

AIM: To practise spelling of topic vocabulary

MATERIALS: Board

1. Choose some words that pupils will need for the lesson. These should be words pupils already know, so are reviewing.
2. Divide pupils into pairs.
3. Tell one pupil in the pair to look at the board, and the other pupil to cover their eyes or put their head down on the desk so that they can't see the board.
4. Write a topic word on the board, ask pupils to read and remember it, and then rub the word off the board. You could use a picture if pupils may benefit from using a visual aid.
5. Tell pupils who did not see the board to stand with their back to their partner while the partner writes the word on their back by using their finger.
6. Each pupil works out what word their partner is writing.
7. Reverse the roles so that each pupil gets the chance to write.
8. Repeat for other topic words and/or extend to phrase or sentence level, depending on the topic.

Note: When pupils know this activity, they can choose their own words.

PRE-LESSON TASK 7: BEAT THE TEACHER*

AIM: To create interest in the lesson and to review and practise spelling of topic vocabulary

MATERIALS: Board

1. Choose a key topic word from the lesson.
2. Write lines to correspond to each letter on the board with a space in between as in the example below _ _ _ _ _ (*planet*).
3. Draw a circle/oval on the board. It is a head without the parts (eyes, nose, ears, mouth, hair).
4. Explain that the aim of the game is to guess the word before the face is completed.
5. Tell pupils to put up their hands if they want to guess a letter.
6. If they guess correctly, write the letter into the correct letter space. If they guess incorrectly, draw one part of the head (e.g. the mouth or the hair). Write the incorrect letter on the side of the board to remind pupils it has already been used.
7. If pupils guess the word before the face is completed, they have beaten the teacher. If not, the teacher has won!

Note: You can change the picture you build for this, perhaps using a topic-related picture, as long as it has a good number of parts (e.g. 6 or 7).

PRE-LESSON TASK 8: PREDICT THE CONTENT

AIM: To help and prepare pupils for a Listening or Reading text

MATERIALS: Board and pictures

1. Ask pupils to look at a picture or pictures which accompany a Listening or Reading text they will have in the lesson, or tell them the title of the story, song, etc.
2. Ask pupils to work in small groups to predict words they might hear/read. Give groups a fixed time, e.g. 2 minutes.
3. Review their answers and provide correct spelling by writing the words on the board.
4. As pupils read or listen to the text in the lesson, they can if any of their predictions are correct.

PRE-LESSON TASK 9: MEMORY CHAIN*

AIM: To review topic vocabulary

MATERIALS: None

1. Ask pupils to stand or sit in circles.
2. Join one of the circles yourself to demonstrate the activity while others watch. Give the beginning of the memory chain sentence, for example: *Yesterday, I went to the supermarket and I bought an apple.*
3. Ask the pupil to your right to repeat the sentence and add another item: *Yesterday, I went to the supermarket and I bought an apple and a banana.*
4. The next pupil adds a third item: *Yesterday I went to the supermarket and I bought an apple, a banana and a cake.*
5. Continue in the chain. Either so that each pupil adds one item or until the chain is broken.
6. Repeat so that different pupils can experience more and less memory challenge.

Note:

You could make the chain alphabetical, which makes it more challenging to find a word, but easier to remember the previous words.

Limit the size of the groups to limit the number of words pupils need to remember.

Focus on vocabulary as well as pronunciation (intonation in lists), use and position of 'and' and use of articles.

Vary the sentence stem according to the topic of the lesson.

7. Give feedback on the chains of each group by inviting pupils to tell the class their chain(s).

PRE-LESSON TASK 10: SAY WHAT'S MISSING*

AIM: To review topic vocabulary

MATERIALS: Flashcards or real/plastic objects, a table and a cloth, or sheet

1. Choose about 7 or 8 topic words that pupils will need for the lesson.
2. Put flashcards or real objects of these vocabulary items on a table.
3. Ask pupils to work in pairs or small groups and to say the words.
4. Check briefly with the whole class.
5. Place a cloth over all the items on the table.
6. Take one or two vocabulary items away.
7. Remove the cloth, keeping the removed items in it.
8. Pupils say which items are missing.

Note: You can use pictures on the board with sticky tape or magnets, an overhead projector or an interactive whiteboard for this activity. Real objects (realia) are stimulating when available, though.

PRE-LESSON TASK 11: WORDS THAT SOUND THE SAME (PHONICS)

AIM: To practise distinguishing different sounds

MATERIALS: Board (or flashcards)

1. Choose some words that contain the sound(s) you are/have been working on and some other topic words you would like to review.
2. Write the words in chains of three or four on the board, containing one example of the phoneme you are focusing on, e.g. for /r/ *cat : dog : fish : rat*
3. Ask pupils to guess which word has the sound.
4. Say the words (you can say just the word or you could say it in a short sentence) to let pupils check their answers.
5. Ask pupils to read all the words aloud.

Note: This task can be adapted to have chains of rhyming words or as an odd-one-out (where one is different from the others). Pictures could be used instead of words to check vocabulary production rather than reading recognition.

Although phonics is a focus of the Year 3 Content and Learning Standards, working with sounds and written words is still valuable to pupils in Year 3 from time to time, especially with sounds that pupils find particularly difficult to hear or say.

PRE-LESSON TASK 12: WORD SALAD*

AIM: To review vocabulary or language

MATERIALS: Word cards

1. Prepare word cards for each group or pair of pupils so that each set of word cards makes a sentence. You could have the same or different sentences for each group or pair. Prepare an extra set to use as an example. Vary the sentences according to the vocabulary and language to review as well as topic. You could also vary the level of complexity of the sentences.
2. Using the example set, put the word cards on the board, jumbled up.
3. Elicit from pupils how to change them to make a sentence.
4. Put pupils in pairs or groups of three or four. Give each pair/group one or more sets of cards.
5. Pupils work together to make a sentence from the word cards.
6. Invite pupils to tell the class their sentences or they could write them on the board for peer checking.

Suggested post-lesson tasks

Below are 12 tasks which teachers may choose from or adapt for the post-lesson section within the Scheme of Work. These post-lesson tasks are suitable for ending almost any skills-focused lesson. They are simple for pupils to participate in. Each post-lesson task takes about 5–10 minutes of class time. Teachers can, of course, use their own post-lesson tasks to undertake formative assessment of learning whenever they think that these would be more suitable for the pupils they teach.

Please note that these tasks are the same for Primary Years 4-6. The language and vocabulary focus will be different, however, as these depend on the lesson and pupils' needs, and some tasks can be modified for slightly more proficient pupils, as noted in the task description.

POST-LESSON TASK 1: SPOT THE DIFFERENCES

AIM: To provide practice in listening for detail

MATERIALS: Text

1. Before the lesson, identify 3 or 4 factual changes you could make to a Listening or Reading text that pupils will work on in the lesson (e.g. *Mike's favourite season is winter* instead of *Mike's favourite season is summer*).
2. During the lesson, after pupils have worked on a Listening or Reading text and understood it, tell them they are going to listen to the text again but this time there are some differences.
3. Ask pupils to listen and put their hands up each time they hear something different from the original text, and to be ready to correct the difference.
4. Read out your text with changes.
5. Pupils listen and correct the differences to make it the same as the original.

POST-LESSON TASK 2: MAKE CONNECTIONS

AIM: To review topic vocabulary and grammar

MATERIALS: Flashcards, pens and board

1. Before the lesson, choose or prepare between 3 and 6 flashcards that represent the content of a text that pupils will work on in the lesson.
2. During the lesson and after pupils have worked on the text, place the flashcards on the board and elicit ideas from pupils about items in the pictures.
3. Ask pupils how the pictures link to the text (e.g. if a flashcard shows some animals, the link may be *The story is about a farm*).

To extend, if time allows:

4. Put pupils into pairs and give them a short time (1 or 2 minutes) to tell each other everything they can remember from the text, using the flashcards to help them.
5. Ask pupils to tell you the connections they have made between the pictures and the text.
6. If you want pupils to practise Writing as well as Speaking, pupils could come up to the board and write information under the corresponding flashcard or work with a partner to write sentences about each picture.

POST-LESSON TASK 3: TEST MY FRIENDS

AIM: To review topic vocabulary or language

MATERIALS: Notebooks

1. Put pupils in pairs. Ask three or four quiz questions about vocabulary, language or content of the lesson. Pupils write the answers the questions in their notebooks.
2. Ask pairs to write a set or minimum number of questions to quiz their classmates.
3. Put pairs in groups so that there are three pairs (6 pupils) in each group. Have pupils ask and answer each other's questions in groups.
4. Give feedback as a class by asking groups to tell the class the most challenging questions.

POST-LESSON TASK 4: CORRECT THE MISTAKE

AIM: To review topic language, and to review spelling and punctuation

MATERIALS: Board, words or sentences with errors from pupils' written work, notebooks

1. During the lesson, identify 4 or 5 words or sentences with mistakes that pupils made in a Writing or a Speaking task. These should be common mistakes made by more than one pupil which are related to the learning focus of the lesson (or previous lessons) and/or be correctable by pupils.
2. Write the sentences on the board (with the mistake).
3. Ask pupils to form groups or pairs to identify the errors and to correct them.
4. Elicit answers with the whole class.
5. Ask pupils – a different pupil for each mistake – to come up to the board to write the corrected versions.

POST-LESSON TASK 5: WHISPER AND WRITE*

AIM: To review topic language and spelling

MATERIAL: Board

1. Draw 4 columns on the board.
2. Divide the class into 4 teams. Ask each team to stand in a line facing the board.
3. Give each pupil at the front of the line some chalk or a board pen.
4. Go to the back of the line and ask the 4 pupils at the back of each line to come to you. Whisper a topic word, phrase or short sentence (e.g. *Nahla loves camping.*) or instruction (e.g. *Draw a huge fish and a tiny elephant.*)
5. The pupils go back to their lines and whisper the topic language to the next pupil in the line. This continues until it reaches the pupil at the front of the line, who writes down the language, or follows the instruction.
6. Each team gets 1 point for a correct answer. The team who finishes first gets an extra point if their answer is correct. Depending on the focus of your lesson, you can insist on accurate spelling, or allow some mistakes. Alternatively, you can avoid giving points for these kinds of game but offer praise yourself and from the other pupils when teams do well.
7. Continue with new language or instructions. Change the order in the line each time (e.g. pupil at the front goes to the back, so that there is a new pupil at the front).

POST-LESSON TASK 6: MAKE A WORD LADDER*

AIM: To review topic vocabulary, to practise spelling

MATERIALS: Board

1. Divide the class into 4 or 5 teams, depending on your class size. There should be about 4 or 5 pupils in each team.
2. Ask each team to stand in a line facing the board. Give each pupil at the front of the line some chalk or a board pen.
3. Write the lesson topic on the board (e.g. *School*) and draw a ladder of at least 4 spaces for each team (at least one for each pupil in a team).
4. The pupil at the front of each line writes a word connected to the topic at the bottom of the ladder. They then pass on the chalk or pen to the second pupil, who writes a word in the next space on the ladder. Pupils can help each other with spellings if needed.
5. You can either continue until each pupil has had a turn to write a word or you can continue for a fixed time, e.g. 3 minutes, if you have more time available.

Each team gets 1 point for a word which is related to the topic and correctly spelled. If a team has a word which no other team has, they get an extra point. Alternatively, you can avoid giving points for these kinds of game but offer praise yourself and from the other pupils when teams do well.

POST-LESSON TASK 7: READ YOUR FRIEND'S MIND

AIM: To review topic vocabulary, to practise Listening, Speaking and Reading

MATERIALS: Board

1. Write target language on the board (e.g. food, like/love/don't like): about 5–7 target items is a good number. Write a number in front of each target language item.
2. Quickly review the target language with pupils.
3. Ask a pupil to come to the front and whisper to you or write down on a piece of paper the number of the target language item she is thinking of.
4. Give the pupil about 5 seconds to pretend to 'transmit' the word or message in their mind to their classmates, who pretend to be mind readers.
5. The other pupils write down the number they think the pupil at the front has chosen. If your class is large, pupils can work in pairs to agree a number together and write it down.
6. Quickly check around the class, asking each pupil to say the phrase they guessed.
7. The pupil at the front keeps a score by ticking or making a mark on the board against the number of each target language item suggested.
8. Calculate the pupil's score. For example, if they were thinking of the phrase *I like pizza*, and 4 pupils guessed this correctly, the pupil scores 4 points.
9. Repeat this with a new pupil coming to the front, to see if they can beat the score of the previous pupil.

POST-LESSON TASK 8: TEST YOUR MEMORY

AIM: To review topic vocabulary and grammar (e.g. *some/any*)

MATERIALS: Picture in the textbook with some details in it, or a picture you have chosen from another source

1. Make sure that each pupil can see the textbook picture or your chosen picture.

2. Give them 1 minute to look at the picture and remember what's in it.
3. Ask them to close their books. Hide the picture if you are not using the textbook.
4. Make True/False statements (e.g. *There are some purple flowers in the picture.*).
5. Pupils tell you if your statements are True or False, and correct any False statements.
6. Divide the class into groups and ask pupils to continue the game in their groups: give them more time to look at the picture if they need to do this in order to make their statements.

POST-LESSON TASK 9: WHAT ABOUT ME?

AIM: To review and personalise topic content or vocabulary, and encourage pupils to make links between English learning and their own lives

MATERIALS: Board and/or pictures, notebooks

1. Choose some key words, phrases, expressions or language from the lesson. Write the words on the board and ask pupils to read them.
2. Look at the board and act as if you are thinking carefully. Say: *'What about me?'* Choose and circle one of the pictures/words. This should be something you can connect to your personal life (e.g. *a cat* – You like cats or you have a cat).
3. Pupils ask you Yes/No questions to find out why you circled *cat*. E.g. *Do you have a cat?*
4. Ask pupils to do the activity in pairs by telling the word to their partner, who should try to guess what the connection is using yes/no questions.

POST-LESSON TASK 10: WHAT ABOUT YOU?

AIM: To reflect on and share learning

MATERIALS: Notebooks

1. Act as if you are thinking and say *'What can you remember?'* Give a key word from the lesson. Write it on the board.
2. Invite some pupils to tell you by asking: *'What about you? What can you remember?'* Write their answers on the board. Note that it may be vocabulary, language or content.
3. Ask pupils to work in pairs to share what they remember from the lesson. They should note their answers in their notebooks.
4. Review some of pupils' learning by asking volunteers or nominating pupils to tell the class what they have written.

POST-LESSON TASK 11: PEER MEDALS AND FUTURE MISSIONS

AIM: To reflect on learning and offer peer feedback

MATERIALS: Notebooks

1. Using the Missions and Medals model, ask pupils to give feedback on their partner's participation in the lesson (or recent lessons). Guide the focus of the feedback, for example on use of the target language, participation in group work, pronunciation, accuracy etc.

2. Pupils prepare by making notes in their notebooks. First, they give the 'medals' (for example 3 things their partner did well), then set one 'mission' (what the partner could improve on in future lessons).
If you do this activity regularly, pupils will become better at giving useful, constructive feedback to their partners. Encourage pupils to develop these skills by gradually increasing the task, for example by asking pupils to suggest *how* their partner can improve, or by saying how they could help their partner.
3. Pairs give their feedback orally to one another.
Be sure to monitor carefully, especially when this activity is new to pupils.
4. If time allows, collect some of the 'medals' from pairs by inviting pupils to share their positive feedback with the class.

POST-LESSON TASK 12: LEARNING JOURNAL

AIM: To reflect on learning and to develop critical thinking and independent learning skills

MATERIALS: Notebooks (or separate learning journal)

1. At the beginning of the year, introduce the idea of a learning journal, where pupils reflect on what they have learnt during a lesson or series of lessons. They can talk about:
 - Something they did well (e.g. a language skill)
 - Something they are proud of
 - A goal they reached
 - New words they learned
 - New language they learned
 - How they worked co-operatively with other pupils
 - Something they would like to do better in future
 - A goal for upcoming lesson(s)Etc.
2. Allow time for explanation when you first ask pupils to keep learning diaries. You may want to prepare a model and/or use pupils' L1.
3. Pupils will probably not reflect in detail or deeply at first, but their reflection skills will develop if you ask them questions and guide their diary-keeping.
4. Remember to collect in their diaries and make positive comments on the content.
Avoid marking diaries for language accuracy or grading them in any way.
If you ask pupils to keep a learning diary regularly, they will soon be able to do them more quickly and will become skilled at it.

4. Differentiation strategies for Primary pupils

The Scheme of Work suggests at least one differentiation strategy for each lesson. These suggestions are related directly to the focus of that lesson and are often similar to the strategies below. However, every class is different, and teachers are encouraged to reflect on the learning needs of their individual pupils in each class in order to select and adapt the strategies they use in a lesson. They may choose to follow the suggestions in the Scheme of Work, and/or follow one or more strategies from the list below.

Strategy 1: Differentiate by the task pupils are given

If teachers are using the same task for the whole class, using open-ended tasks such as brainstorming allows a large number of correct responses. Open-ended tasks (e.g. *Tell me the food words you know*, or *What will happen next?*) allow more proficient pupils to contribute more unusual words, more complex language, or more original ideas. Sometimes, the teacher can also give different tasks to more proficient and less proficient groups of pupils according to their needs and interests: see Strategy 5 for more on this.

Strategy 2: Differentiate by the type and amount of support provided

The teacher can support pupils to understand and use language with:

- their own instruction (e.g. *'It's an animal we have in Malaysia. It begins with the letter M. It lives in the trees in the jungle.'*)
- with gestures
- with visuals (e.g. flashcards on the board to help pupils understand or use vocabulary)
- with written words (e.g. written words on a worksheet or the board to help pupils with spelling).

Different types and amount of support can be given to less proficient pupils, depending on their needs, and extra challenge can be provided for more proficient pupils. For example, you can give more proficient pupils more verbal instructions without using gestures.

Strategy 3: Differentiate by the outcome expected from pupils

The teacher may expect more language from some pupils, and less from others. The main aim is that every pupil says or writes something, so that they feel successful. Two useful strategies here are:

A. Compulsory plus optional

Here, the teacher sets pupils targets such as *With your partner, write 2 sentences or more*, or *In your group, write 5 words or more*. The minimum target (2 sentences, 5 words) is compulsory, and everyone needs to achieve this to be successful. But the 'or more' is optional, and gives a chance for more proficient language pupils to challenge themselves. Some pupils will stop at the minimum target at first, but with more practice, they will soon get the idea of going beyond the minimum target.

B. Remember and share

If pupils are asked to remember and share, they have to tell the teacher words or ideas they learned in a previous lesson or task (e.g. *Look at the objects on my table. In one minute, I'll cover them... Now, share with your group what you remember. Make a list*

together and then tell me). Sometimes, less proficient pupils have good memories, so as well as different outcomes, this task also allows different pupils to make successful contributions to a group task.

Strategy 4: Differentiate by the time pupils are given to complete a task

Some pupils need longer than others to complete tasks, especially when writing is involved. When it is appropriate, these pupils should be given a little more time to finish, and extra tasks for pupils who complete the task early should be provided (e.g. *Note another example from your imagination; Try to name all the things in this picture in the textbook; Talk with your friend in English: you choose what to talk about*). Rewarding fast finishers with something 'fun' to do (such as playing with toys or drawing a picture) should be avoided, as this will encourage pupils to work quickly, rather than to work carefully at their own speed. Extra tasks should extend and enrich learning.

Strategy 5: Differentiate by supporting individual learning preferences and needs

When appropriate, teachers can support preferences by letting pupils make choices about what they do and how they do it. Sometimes, for example, pupils decide for themselves which tasks they want to do (e.g. the gestures they create for an action song, or a revision game), depending on the ways they prefer to learn (for example visually, through speaking or listening, or through movement).

Different pairings and groupings will allow pupils to work in different ways – teachers can sometimes pair up pupils who can help and support each other (e.g. one who can write well and one who still has difficulty writing) or who enjoy working together. Sometimes teachers might want to mix girls and boys, or have single-sex pairs/groups. In some tasks, pupils can be assigned different roles to do, for example a group manager, writer or artist. Teachers should make sure to vary pairing and grouping over time.

Teachers can support needs by setting individual tasks and targets for pupils based on teacher assessment. For example, if a number of pupils are not able to read fluently yet, a teacher might decide on a reading target for each pupil and provide them with different tasks from those pupils who can already read English very well. If a few pupils are very proficient or fast readers, they could be given extra tasks.

Strategy 6: Differentiate by the types of question asked

Closed questions are questions in which the choice of possible answers is limited. They often involve very short responses. Open questions usually have more possible answers, and longer responses. Asking closed questions to less proficient pupils (e.g. *Which boy is James? Is he eating noodles or rice?*) gives them a chance to produce accurate answers, as they are usually easier to answer than open questions. Asking open questions to more proficient pupils (e.g. *What can Mandy do now? or How do you think Maya feels at the end of the story?*) provides extra challenge. As less proficient pupils grow in confidence and competence, teachers can ask them more open questions. Sometimes there are also good reasons for asking more proficient pupils easier questions, as this involves them in the lesson and helps the pace of the lesson.

Strategy 7: Differentiate by the feedback given

Feedback given to pupils should be varied according to their ability to act on the feedback. For example, if a pupil who is less proficient at Writing has tried hard and produces work with a number of misspellings or grammatical mistakes, feedback can be given on what they did well, and only 2 or 3 common misspellings or mistakes highlighted. The pupil should respond to this feedback because the suggested improvement is achievable for them. If a stronger pupil writes well and makes 2 mistakes, the teacher can tell them the lines in which the mistakes are, and perhaps the kind of mistakes they are, and ask them to find and correct them. The pupil should be able to respond to the extra challenge built in to this feedback. The same principle applies to giving feedback on pupils' spoken language.

5. Glossary of terms in Year 4

Each lesson in the Scheme of Work includes a Learning Outline with guidance for delivering a lesson. Teachers may find useful the following explanations of important terms used in Learning Outlines.

Term in Year 3 Scheme of Work	Meaning
<i>brainstorm (vb)</i>	This is when pupils work with one or more other pupils to put all their ideas together. They should be able to give all their ideas without worrying about accuracy. It may be listing, categorising etc.
<i>coordinating conjunction</i>	These are words which connect sentences or parts of sentences together, such as <i>but</i> , <i>so</i> . They are also known as <i>cohesive devices</i> .
<i>differentiation (n)</i>	Differentiation is the variety of teaching techniques and lesson adaptations that teachers use to teach a class with diverse learning needs.
<i>discourse skills (n)</i>	Discourse is any speech or writing that is longer than a sentence, e.g. a conversation. At this level, pupils are beginning to use more language at this level, so teachers will support pupils in developing these skills in Year 4.
<i>drill (vb)</i>	Drilling is where the pupils hear a word, phrase or sentence and repeat it. Often the teacher says the words and pupils repeat it a few times, but the word may be recorded and pupils may repeat more/fewer times, individually/in pairs/groups. This gives practice in pronunciation and helps pupils remember. It can be done in different fun ways.
<i>elicit (vb)</i>	This technique is where the teacher gets the information, answer, language from pupils, rather than telling them. It will help the teacher see what pupils know and makes pupils more active in their learning and language use.
<i>fast finishers (n)</i>	Pupils who are able to work at a faster pace on a specific task than the majority of pupils in a class. They are therefore ready to move on to the next task sooner than the majority of pupils because they finish earlier than the others.
<i>feedback (n) / feed back (vb)</i>	This is the response given to something a pupil does. It can be in writing or it can be spoken, and it can be given by the teacher or peers. Feedback should always be motivating, formative and constructive (i.e. it should show the pupils what they did well and how they can improve in a child-friendly way).
<i>gapped text (adj)</i>	This is a text which has missing words or phrases. Pupils should read and decide which words or phrases to complete the text. This is also known as 'fill in the blanks' activity.
<i>gist(n)</i>	Listening or reading for global/general understanding.

Term in Year 3 Scheme of Work	Meaning
<i>Letter / word jumble (n)</i>	This kind of activity is where pupils have words for a sentence in a mixed-up order, and should re-order them to form a correct sentence, focussing on sentence structure and form. This can also be done with letters to make a word, and will support spelling skills.
<i>mingling activity (n)</i>	When pupils mingle, they move around the classroom and talk to several different pupils. They may choose who they speak to, or they may have to speak to a certain number of pupils to complete a task, e.g. <i>Find six pupils in the class who have a pet cat.</i>
<i>monitor (v)</i>	Teachers monitor when they walk around the classroom to see and watch pupils. This is to check that they know what to do, that they are doing what they should be doing, to answer any questions and, importantly, to check their work and give individual support and feedback.
<i>peer-assessment (n)</i>	This is when pupils give feedback to other pupils on specific aspects of their learning, such as a specific aspect of the quality of their speaking. The feedback can take the form of two things that were good (stars) and one area for improvement (wish).
<i>phoneme (n)</i>	Phonemes are the sounds that make up words in spoken language.
<i>post-lesson (adj)</i>	Activity at the end of a lesson to review and consolidate the learning.
<i>pre-lesson (adj)</i>	Activity at the beginning of a lesson to activate pupils' prior knowledge.
<i>pre-teach (vb)</i>	Sometimes teachers need to teach pupils key language before they listen or read a text or do a speaking or writing activity. This will help them understand the text and/or achieve the activity objectives.
<i>prior knowledge (n)</i>	Knowledge and skills which pupils already have. Pupils possibly acquired from previous lessons or previous years.
<i>realia (n)</i>	These are the 'real thing', used in the classroom as props to help pupils learn and remember language. For example, the teacher shows an apple to teach the word 'apple', rather than using a picture.
<i>self-assessment (n)</i>	This is when pupils are asked to assess themselves on specific aspects of their learning. For example, learning diaries kept by pupils can reveal areas that need clarification or specific skills that need further development.
<i>target language (n)</i>	This is the language teachers want pupils to use and learn in the lesson.
<i>TPR activity (n)</i>	TPR = Total Physical Response. This is a way of teaching which combines movement and language to help pupils learn more deeply. It also lets teachers check understanding. Pupils listen and mime only, or they can mime and repeat at the same time.

Each lesson in the Scheme of Work contains specific Content and Learning Standards. Teachers may find useful the following explanations of some of the terms used.

Term in Year 4 curriculum framework	Meaning
Listening	
Listening 1.1.1 Recognise and reproduce with support a wide range of target language phonemes	<p style="text-align: center;">a wide range of target language phonemes</p> <p>Phonemes are the sounds that make up words in spoken language. By the end of Year 4, pupils should be able to hear and say most of the phonemes, including most of the less common ones.</p>
Listening 1.2 Understand meaning in a variety of familiar contexts	<p style="text-align: center;">a variety of familiar contexts</p> <p>Familiar contexts are ones which pupils know. Examples include contexts linked to topics covered in the <i>Get Smart Plus 4</i> textbook, such as <i>Celebrations</i>, <i>Eating right</i>, and <i>Helping out</i>, as well as those linked to previous learning (Years 1-3 topics).</p> <p>Pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Please consider your local context to decide what is familiar to your pupils.</p>
Listening 1.2.1 Understand with support the main idea of longer simple texts See also Listening 1.2.2	<p style="text-align: center;">longer simple texts</p> <p>Short simple texts are those with more than four or five utterances or sentences. They usually contain one or paragraphs. They should be easy for pupils to understand.</p>
Listening 1.2.3 Understand with support short simple narratives on a range of familiar topics	<p style="text-align: center;">short simple narratives</p> <p>Short narratives are stories which are around 10–12 pages. They may be longer if in book form. Progression from Year 3 relates to the range of familiar topics.</p> <p>The simple narratives contain language which pupils can understand and which are familiar. In Year 4, narratives should be on a range of different topics.</p> <p>Please use your own judgement when selecting short simple narratives, based on the level, context and interest of the pupils you teach.</p>

Listening 1.2.4 Understand longer supported classroom instructions	longer supported classroom instructions Classroom instructions are the instructions teachers use to direct pupils to do activities. In Year 4, these should be longer, for example using full sentences and combining two or more instructions into a sequence (e.g. First, I'd like you to listen to the people talking. As you listen, please write down three place names you hear. You can use your notebook.) Support classroom instructions using modelling, demonstration, miming and closed questions to check understanding of all pupils.
Listening 1.2.5 Understand a wide range of longer supported questions	supported questions Supporting questions involves using mime and gesture, modelling and routines. This also includes using pictures and objects to visually support meaning.
Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by the knowledge of the topic	unfamiliar words These are words pupils do not already understand or produce in English.
Speaking	
Speaking 2.1 Communicate simple information intelligibly	simple information Simple information is frequent, everyday information which is simple cognitively. Examples include pupils talking about themselves, giving personal information or saying what they like. <i>Get Smart Plus 4</i> provides frequent opportunities for pupils to communicate simple information orally.
Speaking 2.1.1 Explain and give reasons for basic opinions	basic opinions Basic opinions are expressed in simple language and are simple in meaning and the thinking behind it, for example <i>I like/don't like /adore...</i> or giving an opinion about a film (e.g. <i>It was amazing.</i>)
Speaking 2.1.3 Give a longer sequence of basic directions	longer sequence of basic directions Basic directions are short, are often two or three words long and use imperative verb forms, for example <i>"Turn left"</i> . More than three or four of these together make a longer sequence of basic directions

Speaking 2.2.1 Keep interaction going in short exchanges	short exchanges An exchange is a dialogue – that is, when there are two people communicating (or more than two). A short exchange will usually include two turns but could include up to three or four turns if they are very short (e.g. one word/phrase). The turns may be just one word or phrase, a fixed expression, or may be short simple sentences.
Speaking 2.3.1 Narrate short basic stories	short basic stories Where pupils are asked to tell stories themselves, they are narrating the story. The stories should be around a paragraph long and be simple in nature. The stories may be pupil-made or be based on other input.
Reading	
Reading 3.2.4 Recognise and use with little or no support key features of a simple monolingual dictionary	key features of a simple monolingual dictionary A monolingual dictionary is one which has only English (the words and the definitions). Various titles are available specifically for children learning English or for CEFR A1 level learners.
Reading 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	A1 fiction/non-fiction print and digital texts These are reading texts for young learners of English at CEFR A1 level. Examples include stories, quizzes, emails, etc.
Writing	
Writing 4.1.2 Use cursive handwriting in written work	cursive writing This is where a writer joins letters together in a word (also known as joined-up writing or longhand). It makes the process of writing faster and is used by native writers of alphabetic scripts. Pupils should be using cursive writing fluently in hand-written work, where appropriate, by the end of Year 4.
Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	basic information Basic information means the same as simple information (see Speaking 2.1 above). a range of purposes

	The range of purposes is described in the learning standards for Years 1-6. These purposes involve finding out about and giving personal details and opinions.
Writing 4.2.1 Explain and give reasons for simple opinions	simple opinions These are the expression of opinions such as what pupils like, dislike, prefer, or what they think of, for example, an idea or some unusual food or clothes. The language used here will be very simple and the opinions at a basic level.
Writing 4.2.2 Make and respond to simple offers and invitations	simple offers and invitations These may be in the form of an invitation card or a short letter or email, or they may be oral. Information included in the invitation is basic and may include date, time, place etc. of an event which is familiar to pupils.
Writing 4.2.3 Describe basic everyday routines	basic everyday routines These are actions and short series of actions which pupils do each day and are, therefore, very familiar to pupils. They should be basic in nature and language, and generally require present simple (e.g. I get up at 7 o'clock, and I brush my teeth.)
Writing 4.2.4 Describe people and objects using suitable statements	suitable statements Pupils should be able to describe something effectively by the end of Year 4. In order to do this, they should be able to communicate sufficient and accurate detail about that person or object in a simple way. It may include the pupils themselves.
Writing 4.2.5 Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns	coherent paragraph This is a paragraph which is made up of sentences that fit together in meaning and through appropriate use of linking words. basic coordinating conjunctions These are linking words which join words, sentences or parts of sentences to bring them together. They should be simple in Year 4, such as <i>and, but, or</i> . reference pronouns A word which represents a noun, In Year 4, these should be simple, such as <i>he/she, this/that</i> etc.

<p>Writing 4.3.1</p> <p>Use capital letters, full stops, question marks and commas appropriately in guided writing at discourse level</p> <p>See also Writing 4.3.2</p>	<p>guided writing</p> <p>Pupils may follow models for writing, or the teacher will give other support with content, vocabulary and language.</p> <p>discourse level</p> <p>The writing should be longer than a single sentence.</p>
<p>Writing 4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>high frequency words</p> <p>High frequency words are words which pupils use often in Year 1-4 classroom activities, especially in writing.</p>
<p>Writing 4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p>	<p>feedback</p> <p>Here, feedback may come from the teacher or from other pupils (peer feedback). It is also possible for pupils to review drafts of their own writing and revise them based on this. In this case, the feedback would come from self-assessment.</p>

6. Scheme of Work: Lessons 1–160

Unit 1

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK: —	LESSON: 1 (Listening 1)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Values / Language / Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: Present simple for personal information (All persons)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p>	<p>Pre-lesson</p> <p>1. Review self-introductions by playing a game. Pupils should give their names: <i>Hi! My name is....</i> For example, pupils could sit in a circle. They throw a soft ball or piece of crumpled paper to each other to ask for and give their names.</p> <p>Lesson delivery</p> <p>2. Use the flag flashcards to introduce the vocabulary. This is to address the complementary skill.</p> <p>3. Follow instructions in Teacher’s Book for Activity 1 (CD 1 - Track 3). Pupils sing or say the words to the song. Note that the focus of this lesson should be on listening, so you could adapt the activity (e.g. hide the song lyrics or ask pupils to close their books when listening the first time) in order to help the pupils to focus on listening not reading.</p> <p>4. Have pupils draw the Malaysian flag. Talk to pupils about the colours and patterns in English. The activity is not about making the flags as much as it is on having the pupils listen to you talking about the colours in English.</p> <p>5. Continue the lesson with a speaking activity, where pupils practise introducing themselves using the flags.</p> <p>Post-lesson</p> <p>6. Choose a suitable activity from the post-lesson tasks which reviews and consolidates learning in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student’s Book and Teacher’s Book (page 18)</p> <p>Flashcards of the flags from Student’s Book</p> <p>Paper and pencils for making flags</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>This lesson is likely to be a review lesson for many pupils, although some will remember language more than others. Plan an extra activity for fast finishers, such as a writing activity related to the flags that pupils have drawn.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 2 (Speaking 1)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Present simple for personal information (All persons)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.4</p> <p>Understand longer supported classroom instructions</p>	<p>Pre-lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or use your own short activity to review key learning from the previous lesson in a fun, active way.</p> <p>Lesson delivery</p> <p>2. Begin the main part of the lesson with an activity to match country names to flags (flashcards)</p> <p>3. Follow instructions in Teacher’s Book for Activity 3.</p> <p>4. Ask pupils to choose and draw a country flag of their choice. It could be one from the textbook or of a country whose flag they know.</p> <p>5. Have pupils use their flags to do a speaking role-play Activity 2. Use small paper and give strict time limits for drawing the flags. Some pupils may want to spend a long time colouring, but need to learn to work within a time limit. They can use unfinished flags for the activity and finish them at home.</p> <p>Note: To achieve the complementary skill, focus on giving clear classroom instructions in English, and helping pupils understand them using demonstration. You could make a classroom display to show key words and phrases that you will use for classroom instructions throughout the year. Pupils can then refer to this when they need to.</p> <p>Post-lesson</p> <p>6. Play the song from Activity 1 (CD 1 - Track 3) and have pupils sing along or choose a suitable activity from the list of post-lesson tasks to ask pupils to reflect on their learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3</p> <p>Student’s Book page 5 and Teacher’s Book page 18</p> <p>Country flag flashcards from Lesson 1</p> <p>Paper and pencils for making flags (keep these flags for later lessons)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may feel shy to speak in front of the class or a large group. Plan a pair work activity so that these pupils can practise quietly with a partner.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK: —	LESSON: 3 (Reading 1)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: Values / Language	LANGUAGE/GRAMMAR FOCUS: Present simple for personal information (questions, all persons): <i>Where are you from? I'm from...; Nationalities: I'm...</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.4</p> <p>Understand longer supported classroom instructions</p>	<p>Pre-lesson</p> <p>1. Introduce the topic of the lesson using the picture of a mummy to find out what pupils know about this topic.</p> <p>Lesson delivery</p> <p>2. Follow instructions in Teacher's book for <i>Vocabulary (CD1 – Track 6)</i>.</p> <p>3. Show pupils the picture of the mummy again. Use this to encourage pupils to guess the meaning of <i>alive</i>.</p> <p>4. Follow instructions in Teacher's Book for <i>Activity 1 (CD1 – Track 7)</i>.</p> <p><i>(If time allows, teachers could follow instructions in Teacher's Book for Activity 2).</i></p> <p>5. Follow instructions in Teacher's Book for <i>Grammar Box</i> and <i>Activity 3</i>.</p> <p>Note: To achieve the complementary skill, remember to use clear instructions and demonstrations using set phrases and words consistently. Focus on these specifically so that pupils begin to understand them more easily.</p> <p>Post-lesson</p> <p>6. Choose a suitable activity from the post-lesson tasks which reviews and consolidates learning in this lesson. Focus on content or language.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-3 Student's Book and Teacher's Book pages 20-21</p> <p>Picture of an Egyptian mummy</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may have limited background knowledge of the topic. In this case, you could prepare some more pictures and talk a little about Egyptian civilisation to extend their understanding at the beginning of the lesson.</p> <p>Some pupils may have difficulty with English names. You could put names from this unit on word cards and have pupils work in mixed proficiency pairs to read the names and say if they are male or female.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 1)

WEEK: _____	LESSON: 4 (Writing 1)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Present simple for personal information (questions, all persons): <i>Where are you from? I'm from...</i> ; Nationalities: <i>I'm...</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>Pre-lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or use your own short activity to review key learning from the previous lesson in a fun, active way.</p> <p>You can also use this stage to introduce new vocabulary for the lesson.</p> <p>Lesson delivery</p> <p>2. Plan a fun and communicative lesson which helps pupils develop the main and complementary writing skills using the language/grammar given for this lesson. Activities in the lesson should focus on writing words accurately and developing sentences which describe where different people are from. Pupils may use other skills as well in the lesson (Reading, Speaking, Listening). Activities could include spelling games, and those which help everybody get to know each other better.</p> <p>Post-lesson</p> <p>3. Choose a suitable Post-lesson task from the list, for example from the tasks which ask pupils to reflect on their learning in this sequence of lessons (post-lesson tasks 10-12).</p>	<p>You could create a worksheet(s) and/or use pupil-made materials for this lesson.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Pupils may differ a lot in their writing skills competence. Be sure to plan support (e.g. models and extra time) for less proficient pupils as well as extension for more proficient pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 5 (Language Arts 1)	MAIN SKILL FOCUS: Language Arts	THEME: World of Self, Family and Friends
	TOPIC: Holiday Memories (Poem)	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Tenses (Simple Past)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems, and cartoon stories.</p> <p>Other imaginative responses as appropriate.</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Carry out Steps 1 and 2 of Activity 1 (page 7) of <i>Contemporary Children's Literature (CCL) Teaching Guidebook</i>.</p> <p>Note: Make copies of pictures on pages 8-11 in the CCL Teaching Guidebook.</p> <p>Lesson delivery</p> <p>2. Group work: Continue Steps 3 to 7 of Activity 1.</p> <p>Note: Teacher facilitates pupils' reading of poems, checks on pronunciation and intonation.</p> <p>3. In the same group, take pupils through Steps 3 to 5 of Activity 2 (page 13) of <i>CCL Teaching Guidebook</i>.</p> <p>Note: Make copies of Worksheet 1 (page 14) of <i>CCL Teaching Guidebook</i>.</p> <p>4. Recite poems (with the added line) in respective groups.</p> <p>Post-lesson</p> <p>5. Have pupils show a smiley face to represent their feelings of the lesson.</p>	<p><i>Anthology of Poems</i></p> <p><i>Contemporary Children's Literature Teaching Guidebook</i> (BPK) – Poetry</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils might not be able to read independently. Teacher will then have to lead the reading, or model read a few times before asking pupils to do so.</p> <p>Or</p> <p>If your class is mixed ability, have the more proficient pupils lead the reading.</p> <p>(Strategy 2)</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK: _____	LESSON: 6 (Listening 2)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Present simple for personal information (questions, all persons): <i>Where are you from? I'm from... ; Nationalities: I'm...</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or use your own short activity to review key learning from the previous lesson in a fun, active way.</p> <p>Lesson delivery</p> <p>2. Begin the lesson with a matching activity where pupils review country and nationalities.</p> <p>3. Follow instructions for Activity 4 (CD 1 -Track 8) in the Teacher's Book.</p> <p>Note: Some pupils may have difficulty with pronunciation, especially as word stress changes between country and nationality. Provide plenty of drilling activities and support pupils who have difficulty in pronouncing certain phonemes and word stress. Give feedback and encourage pupils to practise.</p> <p>Post-lesson</p> <p>4. Choose a suitable activity from the post-lesson tasks which reviews and consolidates learning from this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 4</p> <p>Student's Book and Teacher's Book page 21.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Monitor carefully while pupils are doing the activity. Support less proficient pupils as needed. Note common problems (e.g. in pronunciation or change from noun to adjective) and review these with the whole class before the post-lesson stage.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK: _____	LESSON: 7 (Speaking 2)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Present simple for personal information (questions, all persons): <i>Where are you from? I'm from... ; Nationalities: I'm... / You're...</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2.1</p> <p>Keep interaction going in short exchanges by:</p> <p>using suitable words</p> <p>(i) to show understanding</p> <p>(ii) to ask for clarification</p>	<p>Pre-lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or use your own short activity to review key learning from the previous lesson in a fun, active way.</p> <p>Lesson delivery</p> <p>2. Play a game to review countries and nationalities.</p> <p>3. Follow instructions for Activity 5 in Teacher's Book (page 21). Note that pupils can use the flags they made in previous lesson(s).</p> <p>4. Play the CD (Track 9) and ask pupils to listen and follow the text with their finger. Play it again and ask pupils to repeat.</p> <p>5. Explain to pupils how the speaker is using words to show understanding (by saying the nationality in response).</p> <p>6. Elicit or give alternative phrases such as '<i>Really? So, you're Brazilian</i>'. Then practise the dialogue using open pairs (modify voice, volume, etc., to make it more fun).</p> <p>7. Introduce the famous people and do a role-play activity based on these using similar language. Have pupils clarify your instructions before beginning the activity.</p> <p>Post-lesson</p> <p>8. Choose a suitable activity from the post-lesson tasks which reviews and consolidates learning from this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 5</p> <p>Student's Book and Teacher's Book</p> <p>If possible pictures of famous people or popular characters from different countries.</p> <p>Pupil-made flags from previous lesson(s)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You could ask pupils to tell you the names of famous Malaysian and non-Malaysian people they know and/or like, or you could have them choose their own people in Stage 5. This will give individual pupils ownership of the activity and increase motivation.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 8 (Reading 2)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Adverbs of frequency to describe routine: e.g. <i>I always + verb</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title and topic</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Choose a suitable Pre-lesson task from the list which introduces the lesson topic in a fun and active way (e.g. miming everyday activities)</p> <p>Lesson delivery</p> <p>2. Give pupils the title of the text(s). Using the pictures, elicit the meaning of <i>figure skater</i> and <i>chess player</i>.</p> <p>3. Have pupils read the text to find the meaning of the key vocabulary (see Student's Book (Page 8), topic: ice-skate and ice-skating rink).</p> <p>4. Follow instructions for <i>Activity 1</i> (Track 11) in Teacher's Book (page 22).</p> <p>5. Follow instructions for <i>Activity 2</i> in Teacher's Book (page 23).</p> <p>Post-lesson</p> <p>6. Choose a suitable activity from the post-lesson tasks which extends and personalises learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2 Student's Book and Teacher's Book</p> <p>Pictures of the children from Student's Book</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may find reading a longer text challenging. For the first reading (Stage 3), you could give half of the class one text and the other half use the other text. Pupils can then make pairs and share their answers before feeding back as a whole class. This will allow pupils to support each other and work collaboratively.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 9 (Writing 2)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Adverbs of frequency to describe routine: e.g. <i>I always + verb</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1</p> <p>Form letters and words in neat legible print using cursive writing</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.3</p> <p>Describe basic everyday routines</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1.2</p> <p>Use cursive writing in written work</p>	<p>Pre-lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or use your own short activity to review key learning from the previous lesson in a fun, active way.</p> <p>Lesson delivery</p> <p>2. Follow instructions for <i>Grammar Box</i> in Teacher's Book (page 22).</p> <p>3. Play a group or pair spelling game which focusses on the spelling of adverbs in this lesson. Support pupils in the use of cursive writing if necessary.</p> <p>4. Follow instructions for Activity 3 (Track 12) in Teacher's Book (page 23).</p> <p>Note: Remind pupils to focus on accurate spelling and to use cursive writing. Support pupils and provide models using cursive writing if necessary.</p> <p>5. Follow instructions for Activity 4 (Track 13) in Teacher's Book (page 23).</p> <p>6. Have pupils write sentences about their day in their notebooks.</p> <p>Note: Remind them to use cursive writing and to take care when forming and joining the letters in words so that their writing is legible.</p> <p>7. Ask pupils to compare their sentences with some others in the class (as a mingling or a large group activity).</p> <p>Note: They should try to find another pupil with the same (or very similar) sentence as theirs.</p> <p>Post-lesson</p> <p>8. Choose a suitable activity from the post-lesson tasks which asks pupils to reflect on their recent learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4 Student's Book and Teacher's Book</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Give pupils a minimum number of sentences to write in Stage 5 (e.g. two). Less proficient pupils can write two sentences, while other pupils can write more.</p> <p>Depending on your pupils' proficiency level, you may need to review vocabulary for everyday activities and times. You could use mime and a model clock.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 1)

WEEK: _____	LESSON: 10 (Language Arts 2)	MAIN SKILL FOCUS: Language Arts	THEME: World of Self, Family and Friends
	TOPIC: <i>At the Playground</i> (Poem)	CROSS-CURRICULAR ELEMENT: <i>Language / Values (Safety)</i>	LANGUAGE/GRAMMAR FOCUS: Vocabulary; Adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly.</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel.</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinion.</p>	<p>Pre-lesson</p> <p>1. Review related vocabulary of the poem <i>At the Playground</i> (Steps 1 to 4 of Activity 1, page 26) of the <i>CCL Teaching Guidebook</i>.</p> <p>Note: Make copies of pictures on page 27.</p> <p>Lesson delivery</p> <p>2. Follow Steps 1 to 4 of Activity 3 (page 30) in the <i>CCL Teaching Guidebook</i>.</p> <p>Note: Teacher needs to make copies of Worksheet 2 (page 31) for pupils.</p> <p>3. Guide pupils to give reasons for their feeling based on the flow map.</p> <p>Post-lesson</p> <p>4. Recite poems with feelings as indicated in the flow map.</p> <p>Note: Encourage other pupils to identify the feelings shown and shout out loud the words.</p>	<p><i>Anthology of Poems</i></p> <p><i>Contemporary Children's Literature Teaching Guidebook</i> (BPK) – Poetry</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Completing the flow map might be difficult for some pupils. Teacher may want to provide the necessary vocabulary, or help pupils with the words if they use L1.</p> <p>(Strategy 1 and 2)</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK: _____	LESSON: 11 (Listening 3)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Stories
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Sound: /s/ and /z/ for third person singular of the Simple Present Tense

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p>	<p>Pre-lesson</p> <p>1. Choose or adapt a suitable Pre-lesson task from the list which can focus third person singular of the Simple Present Tense in a fun way.</p> <p>Lesson delivery</p> <p>2. Using one of the pictures from the story (Student's Book, pages 12-13), introduce the characters of the story.</p> <p>3. Put all four pictures on the board, in an incorrect order.</p> <p>4. Ask pupils to listen to the story and think about which order the pictures go in. Play the CD (Track 16).</p> <p>5. Check pupils' answers and play once again if necessary.</p> <p>6. Ask a few further questions about the pictures that relate to the focus of the story (e.g. about karate, China, etc.). Ask pupils what they think of the story.</p> <p>7. Follow instructions for Activities 1 & 2, Phonics 1 (Teacher's Book, page 98).</p> <p>7. Ask pupils to work in pairs to find examples of /s/ and /z/ in the story. They listen to the CD (Track 16) again to check their answers.</p> <p>Post-lesson</p> <p>8. Play a fun game which focuses on distinguishing /s/ and /z/</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book (pages 12-13) and Teacher's Book</p> <p>Large copies of pictures from story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>The focus is on extensive listening in this lesson. Some pupils may want to see the story in written form sooner. In this case, allow them to read the story as they listen an extra time after stage 5.</p> <p>Depending on your pupils, you may want to extend or reduce the focus on pronunciation of the plural -s using extra, fun activities, or by leaving out Activity 2 phonics.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK: _____	LESSON: 12 (Speaking 3)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: Present continuous questions in third person: e.g. <i>What is he doing?</i> ; and answers: e.g. <i>He's ...ing</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or use your own short activity to review key learning from the previous lesson in a fun, active way. You could re-use the flags from previous lessons.</p> <p>Lesson delivery</p> <p>2. Begin the main lesson with revision (see <i>Revision</i> box, in the Teacher's Book, page 30)</p> <p>3. Follow the instructions for Activity 1 (Track 17) in the Teacher's Book (page 30).</p> <p>Note: This activity addresses both main and complementary skills.</p> <p>4. Ask pupil to make two cards similar to the ones in Activity 2 in Student's Book. They could draw these or could write the cards.</p> <p>5. Ask pupils to work in small groups. They play a game using their cards and the question and answer forms from this lesson (Student's Book, page 14), for example a guessing game.</p> <p>Post-lesson</p> <p>6. Choose a post-lesson activity from the list which allows you to evaluate the pupils' learning from this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1, Student's Book and Teacher's Book</p> <p>Blank cards (2 per pupil)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Encourage more proficient pupils to use different vocabulary in Step 4. When they play the game in Step 5, they can peer teach to other pupils in the group.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK: _____	LESSON: 13 (Reading 3)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Present simple to describe oneself

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill Reading 3.2.1</p> <p>Understand the main idea of simple texts of one or two paragraphs</p> <p>Complementary Skill Reading 3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> Using a picture of a child, play a guessing game about their personal details (age, nationality, where they're from, family, hobbies etc.) to review key language. <p>Lesson delivery</p> <ol style="list-style-type: none"> Explain that the child in the picture sent them an email. Hand out the example email (Student's Book, page 11) and tell pupils it is the email from this child. Pupils read the email and check their answers (from the pre-lesson stage). Follow the instructions for <i>Activity 1 (Track 15) & Activity 2</i> in Teacher's Book (page 26). <p>Note: Ask pupils to bring (or draw) pictures of themselves doing a sport in the next lesson.</p> <p>Post-lesson</p> <ol style="list-style-type: none"> Choose a suitable activity from the post-lesson tasks which reviews or consolidates learning. 	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2 Student's Book and Teacher's Book</p> <p>An example email using email in the Student's Book as a model</p> <p>Picture of the child who wrote the email</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You can make the content of the example email simpler or more challenging by varying vocabulary and length. Try not to introduce new vocabulary or form in this email, however.</p> <p>You could create more than one version of the email, with different levels of difficulty, so that more proficient pupils are challenged as much as less proficient pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 14 (Writing 3)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Present simple to describe oneself

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a suitable Pre-lesson task from the list which reviews key language and vocabulary in a fun and active way. You could re-use the flags from previous lessons.</p> <p>Lesson delivery</p> <p>2. Begin the main lesson with <i>Warm-up</i> activity: follow instructions in Teacher's Book (page 26).</p> <p>3. Using the pictures that pupils brought to this lesson, follow the instructions for <i>Optional</i> activity in the Teacher's Book (page 27).</p> <p>4. Follow the instructions for <i>Writing Tip</i> in the Teacher's Book (page 26).</p> <p>5. Have pupils write their own email, based on the pictures they brought. If possible, have pupils use computers for this activity and/or send their email to a classmate. Otherwise, you could create a worksheet that looks like an email.</p> <p>6. If possible, have pupils send/give their emails to a friend.</p> <p>7. Pupils respond informally (orally or in writing) to the email they received.</p> <p>Post-lesson</p> <p>8. Choose a suitable post-lesson task which asks pupils to reflect on recent learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Writing Tip Student's Book and Teacher's Book</p> <p>Pupils bring pictures of themselves</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Encourage pupils to use the model email in the Student's Book as much or as little as they need to. Some pupils will need this support more than others. Encourage more proficient pupils to write more.</p> <p>Monitor carefully and support all pupils, giving feedback and helping them extend their language to say what they want to say about themselves.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 15 (Language Arts 3)	MAIN SKILL FOCUS: Language Arts	THEME: World of Self, Family, and Friends
	TOPIC: <i>Sounds like Magic</i> (Poem)	CROSS-CURRICULAR ELEMENT: Values / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Tenses (Simple Past)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media.</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems, and cartoon stories.</p> <p>Other imaginative responses as appropriate.</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements.</p>	<p>Pre-lesson</p> <p>1. Follow Steps 3 to 5 of Activity 1 (page 38) of <i>CCL Teaching Guidebook</i>.</p> <p>Lesson Delivery</p> <p>2. Follow Steps 1 to 9 of Activity 2 (page 40) of <i>CCL Teaching Guidebook</i>.</p> <p>3. Tell pupils that the theme for today's lesson is 'Magic'.</p> <p>4. In groups, pupils discuss and decide what other sounds they can hear from the objects in the poem (seashell, eggshell, hollow coconut, teacup).</p> <p>6. Pupils then rewrite any one stanza of the poem, with the new sound that they hear.</p> <p><u>Example:</u> I listened to a coconut and thought I could hear <u>the sound of a fish swimming</u> inside my ear.</p> <p>Post-lesson</p> <p>7. Have pupils recite their new stanza in front of the class.</p>	<p><i>Anthology of Poems</i></p> <p><i>Contemporary Children's Literature Teaching Guidebook</i> (BPK) – Poetry</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Creating a line to describe the new sound they hear may be difficult for some pupils. Teacher may have to scaffold this activity by leading pupils to list down relevant vocabulary, and model write with them.</p> <p>(Strategy 2)</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 16 (Language Awareness 1)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: <i>teacher to complete</i>
	TOPIC: Where are you from?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 1

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in the DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Follow the instructions in the Teacher's Book for the <i>Warm up</i> activity.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activities 1 to 3. You could also use the <i>Optional</i> activity in the Teacher's Book.</p> <p>Note:</p> <ul style="list-style-type: none"> • Plan any further activities for this lesson to develop language skills according to your pupils' needs. • You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. • The information could include your observation of pupils interacting in classroom activities and their performance in written activities. • Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>3. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below) and notes in differentiation strategies column.</p> <p>4. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Revision 1, Activities 1-3 Student's Book and Teacher's Book</p> <p>Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Pupils will need support understanding and completing the self-assessment worksheet, especially at the beginning of the year. Pupils can complete it in their own language if necessary.</p>

How did I do in Unit 1? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about countries and nationalities	Great _____	OK _____	A little _____
...talk about what I do every day	Great _____	OK _____	A little _____
...talk about my free time	Great _____	OK _____	A little _____
...write an e-mail to a new friend	Great _____	OK _____	A little _____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better / more.

Unit 2

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK: —	LESSON: 17 (Listening 4)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Expressing likes and skills (present tense): e.g. <i>I like/love... / I'm good at...</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill Listening 1.1 Recognise and reproduce target language sounds</p>	<p>Main Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill Listening 1.1.1 Recognise and reproduce with support a wide range of target language phonemes</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> Choose a suitable Pre-lesson task from the list which introduces the topic in a fun and active way. <p>Lesson delivery</p> <ol style="list-style-type: none"> Introduce the subjects vocabulary using the flashcards and ask pupils to raise their hands to say if they like and/or are good at a subject. Ask pupils to repeat the words after you. Play a matching game/activity where pupils match the pictures to the written words. This activity is leading in to the listening activity and aims to support pupils with vocabulary in written form. It can be an optional activity. Follow the instructions in the Teacher's Book for Activity 1 (Track 19). <p>Note: The focus of this lesson should be on listening, so you could adapt the activity (e.g. hide the song lyrics or ask pupils to close their books when listening the first time) in order to help the pupils to focus on listening not reading.</p> <ol style="list-style-type: none"> Draw attention to the rhyming words in the song (too & you). Follow up with an activity which practises this sound. Follow the instructions in the Teacher's book for <i>TPR activity</i>. 	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 15) and Teacher's Book (page 32)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Depending on the needs and level of your pupils, you could extend the vocabulary in this lesson by asking pupils about the subjects that they cover in their weekly time table. Note that some pupils may not join in with the song. In this case, you could consider having them say or chant the words instead.</p>

		Post-lesson 7. Finish the lesson with an activity from the post-lesson tasks which reviews and consolidates learning.		
--	--	--	--	--

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK: —	LESSON: 18 (Speaking 4)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Questions (present simple) to ask about preference: <i>What's your favourite [subject]?</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson tasks to review vocabulary your pupils found challenging in the previous lesson.</p> <p>Lesson delivery</p> <p>2. Ask pupils to look at their timetable and try to elicit subjects they learn in their school day.</p> <p>3. Have pupils write down three subjects they like. Ask some pupils what their favourite subject(s) is/are, and elicit basic ideas for why they like these subjects.</p> <p>4. Follow the instructions in the Teacher's Book for Activity 3. Encourage pupils to give reasons for their answer as best they can.</p> <p>5. Follow the instructions in the Teacher's Book for the <i>optional</i> activity.</p> <p>Post-lesson</p> <p>6. Choose an activity from the post-lesson tasks to evaluate learning or play the song again and have pupils sing or do a fun task as they listen.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3 Student's Book (page 15) and Teacher's Book (page 33)</p> <p>Pupils' timetable</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If pupils have difficulty writing the words in their notebooks, remind them to check the spelling in the Student's Book.</p> <p>Provide plenty of controlled practice of the question-answer in this lesson to support less confident pupils.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: Lesson 19 (Reading 4)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Present simple for talking about regular actions (school timetable)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.1</p> <p>Understand the main idea of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Follow the instructions for <i>Warm up</i> in the Teacher's Book. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Introduce the characters in the story using pictures. 3. Ask pupils to read the story quietly, on their own. 4. Ask pupils some questions, e.g. <i>Where are they? What are they looking at? Do they have the same timetable or different timetables?</i> 5. Follow up by asking pupils for their opinions on the story. 6. If time allows, play a true-false activity about the story. <p>Post-lesson</p> <ol style="list-style-type: none"> 7. Review the story using a post-lesson task form the list. 	<p><i>Get Smart Plus 4</i></p> <p>A story in the Student's Book (page 16) and Teacher's Book (pages 34-35)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Pupils may not be used to reading in this way in English. Encourage them to read silently and remind them they can take as long as they need to read and understand the story. Make sure they are sitting comfortably.</p> <p>If you have more proficient pupils in your class, make sure to plan for fast finishers so that they don't move on to the next Page. Avoid rewarding pupils for finishing quickly, but provide a meaningful task which will extend/review their learning.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK: _____	LESSON: 20 (Writing 4)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Questions in present simple with <i>How often.</i> : e.g. <i>How often do you have [subject]?</i> ; adverbs of frequency: e.g. <i>Three times a week.</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill Writing 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill Writing 4.2.4 Describe people and objects using suitable statements</p> <p>Complementary Skill Reading 3.2.2 Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> Choose a pre-lesson task from the list which will introduce the lesson and review the vocabulary. <p>Lesson delivery</p> <ol style="list-style-type: none"> Re-introduce the story and follow instructions for Activity 1 (Track 22). Focus on specific understanding of the text by following instructions for Activity 3. Draw attention to the target language by following the instructions for <i>Grammar box</i>. Have pupils write more True/False statements as a quiz for other pupils. If time allows, have pupils write (or say) sentences about their timetable/week at school. <p>Post-lesson</p> <ol style="list-style-type: none"> Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons. 	<p><i>Get Smart Plus 4</i> Activities 1-2</p> <p>Student's Book (pages 16-17) and Teacher's Book (pages 34-35)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If some pupils have difficulty writing true/false sentences, show the class how to change words in the sentence (e.g. the person's name, the adverb of frequency, the day) using models on the board. Leave models there on the board for pupils to work from.</p> <p>Give a minimum number of sentences to write so that more proficient pupils can write more.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 21 (Language Arts 4)	MAIN SKILL FOCUS: Language Arts	THEME: World of Self, Family and Friends
	TOPIC: <i>Grandma's House</i> (Poem)	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Wh-questions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts 5.3 Express an imaginative response to literary texts.</p> <p>Complementary Skill</p> <p>Listening 1.2 Understand meaning in a variety of familiar contexts.</p>	<p>Main Skill</p> <p>Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems, and cartoon stories.</p> <p>Other imaginative responses as appropriate.</p> <p>Complementary Skill</p> <p>Listening 1.2.5 Understand a wide range of longer supported questions.</p>	<p>Note: Ask pupils to bring household item toys. Teacher brings shoe boxes.</p> <p>Pre-lesson</p> <p>1. Follow Steps 1 to 4 (page 46) of Activity 1 in <i>CCL Teaching Guidebook</i>.</p> <p>Lesson delivery</p> <p>2. Follow Steps 6 to 8 (page 46) of Activity 1 in <i>CCL Teaching Guidebook</i>.</p> <p>Note: Make copies of Worksheet 1 on page 47.</p> <p>3. Making a Diorama: Follow Step 2 of Activity 4 (page 55) in <i>CCL Teaching Guidebook</i>.</p> <p>Post-lesson</p> <p>4. Pupils describe their dioramas in at least 4 sentences.</p>	<p><i>Anthology of Poems</i></p> <p><i>Contemporary Children's Literature Teaching Guidebook</i> (BPK) – Poetry</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may need more time to complete the dioramas. Teacher can give them more time and check with them the product at a specified time.</p> <p>(Strategy 4)</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK: —	LESSON: 22 (Listening 5)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Questions in present simple with <i>How often</i> :. e.g. <i>How often do you have</i> [subject]?; adverbs of frequency: e.g. <i>Three times a week</i> .

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p>	<p>Pre-lesson</p> <p>1. Play a game to review activities vocabulary.</p> <p>Lesson delivery</p> <p>2. Review the story from <i>Activity 1</i> (Track 22) by asking pupils to listen again and respond to questions <i>Why do the girls go to the wrong classroom? / Do the girls solve their problem? / How do the girls feel at the end of the story? Why?</i></p> <p>3. Provide sentence strips to pupils about the story that they have read/ listened. Ask pupils to sequence the sentence strips according to the story to show their understanding.</p> <p>Post-lesson</p> <p>3. Review learning using an activity from the post-lesson tasks list.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student's Book (pages 16-17)</p> <p>Sentence strips</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>For Stage 6, provide support for making these sentences according to the level of your pupils.</p> <p>Consider extending the speaking exchange into a longer dialogue (e.g. by adding responses such as <i>Oh, lucky you!</i>), depending on the level of your class or individual pupils. You could pair more proficient pupils together for this.</p> <p>Presenting to a group rather than to the whole class can support less confident pupils. It will also help the pace of the lesson giving time for pupils to speak more, especially in large classes.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 23 (Speaking 5)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Will</i> for prediction

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.1</p> <p>Explain and give reasons for simple opinions</p>	<p>Pre-lesson</p> <p>1. Play a game to review school subjects vocabulary.</p> <p>Lesson delivery</p> <p>2. Play a game where pupils talk about or match adjectives and school subjects (e.g. English / fun)</p> <p>3. Have pupils look at their timetables (or the example one). In pairs, they talk about how each day will be, e.g. <i>I think Monday will be great because we have maths</i>. Pupils may need a lot of support in forming this sentence. Be sure to model it carefully and have pupils practise in a drilling activity before the pair work.</p> <p>4. Hand out strips of paper, two (or more) per pupil. Pupils write a sentence on each paper to say what they think about a subject and why.</p> <p>5. In groups, pupils put their papers together. They mix them up. Pupils take a paper in turn, read it, and guess who wrote the paper. They then say if they agree or disagree with the opinion.</p> <p>Post-lesson</p> <p>6. Review the lesson using an activity from the post-lesson task list.</p>	<p>Pupils' timetables, if available or an example timetable as a worksheet</p> <p>Strips of paper</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Be sure to model language pupils need and provide practise before the speaking and writing stages. In Stage 4, pupils could have two or more strips of paper to write on.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 24 (Reading 5)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: Questions about obligation using <i>have to</i> in present simple

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title and topic</p>	<p>Pre-lesson</p> <p>1. Introduce vocabulary in the text using mime and by following instructions for <i>Warm up</i> in the Teacher's Book. Avoid introducing <i>feed</i> and <i>jobs</i>.</p> <p>Lesson delivery</p> <p>2. Ask a question for general understanding, e.g. <i>Which child is most like you?</i> Then follow the first two instructions for Activity 1 in the Teacher's Book. Have pupils read and listen (Track 25) to the text.</p> <p>4. Ask pupils to find and guess the meaning of unfamiliar words in the text. Remind them to think about the topic of the text and the sentences around the words.</p> <p>5. Follow the remaining instructions for Activity 1 in the Teacher's Book.</p> <p>Note: pupils do not do the writing task at the bottom of the Page in this lesson.</p> <p>6. Follow the instructions for Activity 2 in the Teacher's Book.</p> <p>Post-lesson</p> <p>7. Finish with a game to further consolidate understanding of the language point (<i>have to</i>) in a personal way.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2</p> <p>Student's Book (pages 18-19) and Teacher's Book (pages 36-37)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some of the topic content of this lesson may need adapting to suit your pupils' context. Make sure to draw connections between the language, topic and pupils' own lives as much as possible, while reminding them that children in other countries have to do different jobs to help around the house.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 25 (Writing 5)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: <i>Have to</i> (present simple) to talk about obligation

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level</p>	<p>Pre-lesson</p> <p>1. Do a fun activity with pupils to review spelling of two or three most relevant vocabulary relating to helping at home. During feedback, help pupils to extend phrases for helping at home.</p> <p>Lesson delivery</p> <p>2. Have pupils list the jobs they do at home and talk to a partner about their list.</p> <p>3. Use a pre-prepared paragraph as a model to draw attention to features of punctuation. You could have pupils insert the punctuation (on a separate worksheet prepared before the lesson).</p> <p>4. Ask pupils to write about what they have to do at home (see writing question in Student's book, bottom of reading paragraphs). They can follow the model you have provided for support as well as the paragraphs in the Student's Book.</p> <p>5. Have pupils exchange their writing with a partner to check for mistakes. Provide guidance on what to check for as necessary, and monitor carefully giving additional support when needed.</p> <p>6. Have pupils re-write their work based on feedback from their peers.</p> <p>Post-lesson</p> <p>7. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p>Student's Book (page 18) and Teacher's Book (page 36)</p> <p>Model paragraph about you or your family</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may find writing a paragraph challenging. You can provide support through your model paragraph, including using it as an example for length. You could ask pupils to sit with a partner, and pair more proficient pupils with less proficient, so that they can support them.</p> <p>If you have fast finishers, ask them to help you monitor and support others in the classroom.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 26 (Language Arts 5)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Self, Family and Friends</i>
	TOPIC: Clap your hands (Poem)	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Imperative verbs</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories</p>	<p>Pre-lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or create your own short activity to review key learning from the previous lesson in a fun, active way.</p> <p>You can also use this stage to introduce new vocabulary for the lesson.</p> <p>Lesson delivery</p> <p>2. Follow instructions for Activity 1 in the CCL Teaching Guidebook-Poetry (page 59). Explain the use of imperative verbs in the poem.</p> <p>3. Distribute peer-assessment checklist to pupils. Follow instructions for Activity 2 in the CCL Teaching Guidebook-Poetry (page 60).</p> <p>Post lesson</p> <p>4. Choose a suitable activity from the post-lesson tasks which extends and personalises learning.</p>	<p>Anthology of poems</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook-Poetry (BPK)</p> <p>Peer-assessment checklist</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Teacher can get pupils to choose to perform according to their learning preferences/styles.</p> <p>(Strategy 5)</p>
<p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 27 (Listening 6)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: <i>Have to</i> (present simple questions) to ask about obligation

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Review key vocabulary using an activity from the list of pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Play a game where pupils listen and identify the phrases for jobs around the house.</p> <p>3. Follow instructions in the Teacher's Book for <i>Grammar Box</i> to review the target language, and continue grammar focus with a short, interactive language practice activity.</p> <p>4. Follow instructions for Activity 3 (CD1, Track 26) in the Teacher's Book.</p> <p>5. Based on Activity 4 (CD1, Track 37), have pupils ask and answer about what they have to do at home in a fun way.</p> <p>Post-lesson</p> <p>6. Play a game or choose an activity from the list of post-lesson tasks to consolidate vocabulary and focus on spelling/form.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4</p> <p>Student's Book (page 19) and Teacher's Book (page 37)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Try to personalise learning by helping your pupils talk more about the jobs they do at home in English.</p> <p>If pupils find the vocabulary (or phrases) difficult, you could provide written models for them to refer to, perhaps as part of Stage 2.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 28 (Speaking 6)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: <i>Have to</i> (present simple yes/no questions) to ask about obligation

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Follow instructions for the <i>Optional</i> activity ('seat switch') or choose a suitable pre-lesson task from the list to review learning in the unit of follow instructions for <i>Warm up</i> in the Teacher's Book.</p> <p>Lesson delivery</p> <p>2. Follow instructions for Activities 1-3 in the Teacher's Book.</p> <p>Note: When pupils present their work to the class, make sure to set a task for the pupils who are listening, so that they have a reason to listen carefully.</p> <p>Post-lesson</p> <p>3. Review pupils' work in this lesson and give positive feedback on their efforts. Ask for more peer feedback. Alternatively, you could use a post-lesson task from the list to review and assess learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-3 Student's Book (page 21) and Teacher's Book (pages 40-41)</p> <p>Pens, pencils, rulers</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You could ask more proficient pupils to make questions to answer while listening to the presentations.</p> <p>Have a task ready for pairs who finish quickly, or ask them to help others.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK: —	LESSON: 29 (Reading 6)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Social Studies (CLIL 1)	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Review of present simple to describe and talk about routine.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> Choose an activity from the list of pre-lesson tasks to introduce the topic of the lesson. <p>Lesson delivery</p> <ol style="list-style-type: none"> Introduce the topic further using the pictures of different schools in Malaysia. Ask pupils to describe them however they can in English and help them with useful new words in English. Ask them to compare these schools to their own in a basic way. Write the new words (library, country, special, strange, forest) on the board. Have pupils work in pairs or small groups to check one or more of these in the dictionary. Pupils check their understanding of the words by looking at the pictures in the student's book at the top of the Page. Follow the <i>Lesson plan</i> (Steps: <i>Warm up</i> (Track 35, listen & repeat), <i>Vocabulary, Activity 1</i> (Track 36) and <i>Activity 2</i> in the Teacher's Book. Follow up by asking pupils to re-read the sentences in <i>Activity 2</i> and, in pairs, create four 'true' statements about their school. <p>Note: This could be done orally and/or in writing.</p> <p>Post -lesson</p> <ol style="list-style-type: none"> Ask pupils to reflect on their learning by using an activity from the list of post-lesson tasks. 	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2 (page 129)</p> <p>Student's Book and Teacher's Book (page 193)</p> <p>Monolingual dictionaries</p> <p>Pictures of different schools in various areas of Malaysia</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If you have extra time at the end of this unit, you could do the <i>Optional Project work</i> outlined in the Teacher's Book.</p> <p>If you think your class may have difficulty reading three texts, you could share out the texts so pupils read just one (or two) and answer the True/false questions for their text only. They can then share their information to complete <i>Activity 2</i>.</p> <p>Allow pupils to work together in pairs or even small groups to support each other in understanding the texts.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 30 (Writing 6)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>Have to</i> (present simple questions, 3 rd person) to ask about obligation

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>	<p>Pre-lesson</p> <p>1. Review spelling of key vocabulary in this lesson and other related vocabulary words/phrases which are useful for pupils to review. If pupils may need support with spelling these words in the main lesson, leave them on the board for now.</p> <p>Lesson delivery</p> <p>2. Play '<i>hot card pantomime</i>' (see instructions in the Teacher's Book for <i>Revision</i>).</p> <p>Note: Instead of preparing the cards yourself, have pupils write their own cards. Focus on accurate spelling at this point.</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book.</p> <p>4. Follow instructions for Activity 2 (<i>CD2, Track 29</i>) in the Teacher's Book.</p> <p>5. <i>Play the 'hopscotch' game</i>, if time allows.</p> <p>Post-lesson</p> <p>6. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1-2</p> <p>Student's Book (page 20) and Teacher's Book (pages 38-39)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>In Stages 3 and 4, consider pairing more proficient pupils with those who have more difficulty. Encourage pupils to give each other feedback, in particular feedback related to the learning standards of this lesson.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 31 (Language Arts 7)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Knowledge</i>
	TOPIC: Poem (<i>Noisy Food</i>)	CROSS-CURRICULAR ELEMENT: <i>Values, Science and Technology</i>	LANGUAGE/GRAMMAR FOCUS: Adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre lesson</p> <p>1. Conduct Steps 1-6 of Activity 1 in the CCL Teaching Guidebook-Poetry (page 65).</p> <p>Lesson delivery</p> <p>2. Conduct Steps 8-11 of Activity 1 in the CCL Teaching Guidebook-Poetry (page 65). Explain the use of adjectives to describe people and objects.</p> <p>3. Follow instructions for Activity 3 in the CCL Teaching Guidebook-Poetry (pages 69-70).</p> <p>4. Conduct Steps 1-10 of Activity 2 in the CCL Teaching Guidebook-Poetry (pages 67-68).</p> <p>Post lesson</p> <p>5. Distribute peer-assessment checklist. Finally, conduct Gallery Walk.</p>	<p>Anthology of poems</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook-Poetry (BPK)</p> <p>Peer-assessment checklist</p> <p>Pre-recorded sounds of food being eaten</p> <p>Worksheet 1</p> <p>Placard</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Teacher can encourage more proficient pupils to produce more than one shape poem (according to stanza).</p> <p>(Strategy 3A)</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2)

WEEK:	LESSON: 32 (Language Awareness 2)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: <i>World of Self, Family and Friends</i>
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 2

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in the DSKP curriculum document.	Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in the DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Review homework vocabulary with an activity from the list of pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activities 1 (Track 35) to 2. You could also use the <i>Optional</i> activity in the Teacher's Book.</p> <p>Note:</p> <ul style="list-style-type: none"> • Plan any further activities for this lesson to develop language skills according to your pupils' needs. • You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. • The information could include your observation of pupils interacting in classroom activities and their performance in written activities. • Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>3. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below – the next page, and note in differentiation strategies column) *</p> <p>4. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Revision 2 Activity 1-2 Student's Book (page 26) and Teacher's Book (page 47)</p> <p>Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Pupils will need support understanding and completing the self-assessment worksheet, especially at the beginning of the year. Pupils can complete it in their own language if necessary.</p>

How did I do in Unit 2?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about school subjects

Great _____ OK _____ A little

...talk about weekly schedules

Great _____ OK _____ A little

...talk about housework

Great _____ OK _____ A little

...talk about my duties (what I have to do)

Great _____ OK _____ A little

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better / more.

Unit 3

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK: —	LESSON: 33 (Listening 7)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Knowledge
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Past simple (regular and irregular verbs)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.1</p> <p>Understand with support the main idea of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Show pictures about Ancient Egypt to introduce the topic and elicit what pupils may know.</p> <p>Lesson delivery</p> <p>2. Show the pictures again and tell pupils that they are about the past. Put the pictures on the board.</p> <p>3. Read or play the text that you have prepared and get pupils to guess which pictures are mentioned in the text.</p> <p>4. Introduce the vocabulary at the top of the page and ask pupils to work in pairs to complete the quiz.</p> <p>5. Discuss the answers with pupils. You can check the answers at the end of the Student's Book (page 118).</p> <p>Post-lesson</p> <p>6. Review learning by asking pupils to tell each other what they learned from the quiz. Focus on what pupils remember, rather than on accurate use of language.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book page 27 and Teacher's Book (page 48)</p> <p>Picture of a mummy and other items from the theme of ancient Egypt.</p> <p>A text (recording or spoken) based on the quiz.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Depending on your pupils' context, they may have a lot or a little knowledge of Ancient Egypt. Some pupils will know more than others. Allow pupils to use first language to talk about what they know and what they have found out in the lesson, and ask for their opinions on the topic as a whole-class discussion involving all pupils in the class.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 34 (Speaking 7)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Past simple (regular and irregular verbs)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.2</p> <p>Find out about and describe experiences in the past</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list which reviews/reintroduces the theme of ancient history.</p> <p>Lesson delivery</p> <p>2. Write some new words from the previous lesson on the board, including some verbs. Ask pupils to identify two or three they don't remember well. Have them check the meaning in the dictionary in pairs.</p> <p>3. Do an activity where pupils talk about ancient cultures in and around Malaysia, sharing what they know.</p> <p>. Using the verbs in Simple Past Tense, have pupils work in pairs to say sentences about ancient cultures in and around Malaysia.</p> <p>5. Choose a few pairs to present their discussions.</p> <p>Post-lesson</p> <p>7. Follow instructions for 'line jumping', the <i>Optional</i> activity.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 2</p> <p>Student's Book page 27 and Teacher's Book pages 48 - 49</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p> <p>Grammar explanations may be complex for some pupils. At this stage of the unit, support those pupils by focussing on the context of <i>when</i> we use simple past tense. Introduce the past forms of irregular verbs without complex explanation about spelling rules at this point. You can return to these later. Avoid using grammar terminology when explaining this.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 35 (Reading 7)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Past simple yes/no questions with <i>did</i> and <i>was/were</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.1</p> <p>Understand the main idea of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p>	<p>Pre-lesson</p> <p>1. Elicit from pupils what they did yesterday using one of the activities in the pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Play the CD (CD1 – Track 39) for Activity 1 with the Student’s Book shut. Tell pupils they’ll hear Greg and Anna talking. Follow the instruction in Activity 1.</p> <p>3. Ask pupils to read the text on the page to check their answers.</p> <p>4. Follow the instructions for <i>Vocabulary</i> (CD1 – Track 38) in the Teacher’s Book.</p> <p>Post-lesson</p> <p>5. Review some of the past tense verbs by playing a word game or choosing an activity from the list of post-lesson tasks.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student’s Book (page 28) and Teacher’s Book (page 50)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You could vary the questions/statements in Stage 5 so that different pupils have more or less challenge in this activity, according to their proficiency level.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 36 (Writing 7)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Past simple yes/no questions with <i>did</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Play a game where pupils listen and express their own answer/response (e.g. pre-lesson task 5) to review past tense questions/statements.</p> <p>Lesson delivery</p> <p>2. Ask pupils to read the text from last lesson again and find examples of questions in past tense.</p> <p>3. Follow instructions for <i>Grammar Box</i> in the Teacher's Book. Draw attention to punctuations (use of comma, full stop and apostrophe) and word order in writing questions in past tense.</p> <p>4. Prepare a set of questions in past tense without punctuations. Get pupils to punctuate correctly.</p> <p>5. Then, follow instructions for Activity 3 in the Teacher's Book.</p> <p>Post-lesson</p> <p>7. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3</p> <p>Student's Book (pages 28 – 29) and Teacher's Book (pages 50 - 51)</p> <p>A set of questions without punctuations</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Consider pairing pupils with different proficiencies so they can support each other; or pair similar proficiencies so that you can offer support to those who need it. In this case, be sure to prepare a useful activity for fast finishers.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 37 (Language Arts 7)	MAIN SKILL FOCUS: Language Arts	THEME: World of Knowledge
	TOPIC: <i>Woodpecker (Poem)</i>	CROSS-CURRICULAR ELEMENT: <i>Environmental Sustainability / Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: 'Wh' questions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories</p>	<p>Pre lesson</p> <p>1. Conduct Steps 1-4 of Activity 2 in the CCL Teaching Guidebook-Poetry (page 75).</p> <p>Lesson delivery</p> <p>2. Conduct Steps 1-4 of Activity 3 in the CCL Teaching Guidebook-Poetry (page 79). Highlight the use of 'wh' questions in understanding the poem.</p> <p>3. Continue Activity 3 by conducting Steps 5 and 6.</p> <p>4. Get pupils act out the dialogue.</p> <p>Post lesson</p> <p>5. Conduct Steps 7-10 of Activity 2 in the CCL Teaching Guidebook-Poetry (page 75).</p>	<p>Anthology of poems</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook-Poetry (BPK)</p> <p>Picture puzzle</p> <p>Sticker</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Teacher can encourage more proficient pupils to share what they remember from the poem.</p> <p>(Strategy 3B)</p>
<p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Complementary Skill</p> <p>Writing</p> <p>4.2.1</p> <p>Explain and give reasons for simple opinions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 38 (Listening 8)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Past simple yes/no questions with <i>did</i> ; Past simple (regular & irregular verbs)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.2</p> <p>Find out about and describe experiences in the past</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list which reviews/reintroduces questions in simple past tense.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 4 (CD1 – Track 40).</p> <p>3. Prepare a matching activity with verbs + nouns/noun phrases from listening text (see transcript on Teacher's Book), e.g. 'dry + hair', 'wrap + present'. Have pupils do this activity Focus on pupils' understanding of the meaning of these verb phrases.</p> <p>4. Follow the instructions in the Teacher's Book for Activity 5 (CD1 – Track 41). You could adapt this activity to be more like the 'line jumping' activity or to include movement in another way.</p> <p>Post-lesson</p> <p>5. Choose a post-lesson task from the list that reviews learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 4-5 Student's Book (page 29) and Teacher's Book (page 51)</p> <p>Matching activity with verbs + nouns/noun phrases</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may find it useful to work with pictures in the matching activity. You could include a drawing game (e.g. 'Pictionary' to help these pupils understand and remember the phrases).</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 39 (Speaking 8)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Past simple (review)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.3</p> <p>Give a longer sequence of basic instructions or directions</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.2</p> <p>Find out about and describe experiences in the past</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the list of pre-lesson tasks which introduces or reviews language focus for this lesson in a fun way.</p> <p>Lesson delivery</p> <p>2. Plan a lesson which reviews past simple (regular and irregular forms as well as questions). Focus in particular on areas of language your pupils have had difficulty with or need more practice in.</p> <p>Note:</p> <ul style="list-style-type: none"> • The lesson should focus on developing both the main and the complementary skills. • Activities could involve pupils miming sequences of actions and then asking about them, for example a 'hot seat' activity in small groups. <p>Post-lesson</p> <p>3. Choose an activity from the list of post-lesson tasks which reviews and consolidates learning.</p>	<p>Choose and create your own materials and resources to suit your lesson.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>When developing activities and materials, take into account that some of your pupils may lack confidence when speaking in English, while others may find it difficult to use language accurately. Give different amounts and types of support to these pupils, and make sure to give different feedback to different pupils, depending on their individual achievements to develop confidence or accuracy as appropriate.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 40 (Reading 8)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Past simple questions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Choose an activity from the list of pre-lesson tasks which introduces or reviews the in a fun way Lesson delivery 2. Use the <i>Background Note</i> (see Teacher’s Book) to set the scene for the story. Explain as much as possible in simple, clear English, and use some of pupils’ own language where necessary. 3. Follow the instructions for <i>Vocabulary</i> (CD 1 – Track 42) in the Teacher’s Book. 4. Tell pupils they will read about ‘The Curse’. Ask pupils to discuss some prediction questions with their partner (e.g. <i>What did Carter and Carnarvon find in the desert/tomb?</i>). You could put the questions on the board, or you could put them on a worksheet. Encourage pupils to explain their predictions when giving feedback. 5. Ask pupils to read the text in the Student’s Book. Then they check their predictions. 6. Ask pupils to read the text again and tell each other a personal response (e.g. what they found interesting, how they would feel if they found a tomb entrance in the jungle). You could put these questions on a worksheet to keep the pupils focused on the task. <p>Post-lesson</p> <ol style="list-style-type: none"> 7. Choose a post-lesson activity which reviews the text. 	<p><i>Get Smart Plus 4</i></p> <p>Student’s Book page 30 and Teacher’s Book page 52</p> <p>Picture of a pyramid and/or Tutankhamun, and other items from the theme of ancient Egypt.</p> <p>Optional: worksheets based on pupils’ needs</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may find the text challenging. Consider having different sets of prediction questions to extend or reduce the load of this task.</p> <p>When giving feedback on pupils’ predictions, ask more confident or proficient pupils to justify their answers.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 41 (Writing 8)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Past simple questions and statements

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to review learning about ancient Egypt.</p> <p>Lesson delivery</p> <p>2. Follow instructions for <i>Grammar Box</i> in the Teacher's Book.</p> <p>3. Have pupils listen to the text 'The Curse' (CD1 – Track 43) and answer the questions. Pupils review their answers by reading the story and work together to write the answers to the questions in full sentences (Activity 2). Note: they don't read the story, only listen to it.</p> <p>4. In pairs, pupils write one or more statement about the characters in the story. Select some pairs to read aloud their statements.</p> <p>Post-lesson</p> <p>6. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 2</p> <p>Student's Book page 31 and Teacher's Book page 53</p> <p>Question strips</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may need support to write full sentences. Provide this support by reviewing the language in the <i>Grammar Box/</i> by reviewing past forms/ by having more proficient pupils support those who need help and/or by giving extra individual or small group tutoring to less proficient pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 42 (Language Arts 8)	MAIN SKILL FOCUS: Language Arts	THEME: World of Self, Family and Friends
	TOPIC: <i>Sand Castle (Poem)</i>	CROSS-CURRICULAR ELEMENT: <i>Environmental Sustainability / Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Past Simple</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.2</p> <p>Find out about and describe experiences in the past</p>	<p>Pre lesson</p> <p>1. Follow instructions for Activity 1 in the CCL Teaching Guidebook - Poetry (page 85).</p> <p>Lesson delivery</p> <p>2. Follow instructions for Activity 2 in the CCL Teaching Guidebook-Poetry (pages 86-89). Highlight the use of past tense when describing their experience at the beach.</p> <p>3. Conduct Steps 1-5 of Activity 3 and Step 3 of Activity 5 for advanced pupils. For average and lower-intermediate pupils, conduct Steps 1-5 of Activity 6 in the CCL Teaching Guidebook-Poetry (pages 96-97).</p> <p>Post lesson</p> <p>4. Choose a suitable activity from the post-lesson tasks which extends and personalises learning.</p>	<p>Anthology of poems</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook-Poetry (BPK)</p> <p>Worksheet 1</p> <p>Worksheet 2</p> <p>Worksheet 4</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Teacher can give different tasks to more proficient and less proficient groups of pupils according to their needs and interests.</p> <p>(Strategies 1 and 5)</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 43 (Listening 9)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Knowledge
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Language / Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: <i>Past simple</i> (pronunciation of <i>-ed</i> endings)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson tasks to review common verbs in past tense.</p> <p>Lesson delivery</p> <p>2. Use the verbs from the pre lesson task to introduce the different sounds for the past simple <i>-ed</i> ending. Then continue with this by following the instructions in the Teacher's Book for Activity 1 (CD 3 – Track 10) Phonics 3.</p> <p>3. Follow the instructions for Activity 2 (CD 3 – Track 11) in the Teacher's Book.</p> <p>4. Draw three column on the whiteboard and label each column with /d/, /t/ and /id/. Get pupils to write the verbs from the chant in the column to check their understanding. Then, have pupils look at Unit 3 (Student's Book pages 27-31) of their books. Ask them to find examples of verbs with each ending. (e.g. /d/: opened; /t/: wrapped; /id/: painted).</p> <p>5. You could add more regular past tense verbs here so that pupils practise the different sounds for the past tense endings.</p> <p>Post-lesson</p> <p>6. Choose an activity from the post-lesson tasks which reviews learning of language focus and/or content in this lesson, or design a short activity where pupils give their opinion on what they have found out.</p>	<p><i>Get Smart Plus 4</i></p> <p>Phonics 3</p> <p>Activities 1-2</p> <p>Student's Book page 121 and Teacher's Book pages 177 – 178.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If some of your pupils need extra practice hearing or saying the past tense <i>-ed</i> sounds, you could add an activity such as the <i>Optional</i> activities described in Teacher's Book, Phonics 3.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 44 (Speaking 9)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Patriotism / Creativity and Imagination</i>	LANGUAGE/GRAMMAR FOCUS: Past simple (regular and/or irregular statements)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.3</p> <p>Communicate appropriately to a small or large group</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.3.1</p> <p>Narrate short basic stories</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.2</p> <p>Find out about and describe experiences in the past</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson tasks which focuses on reviewing prior knowledge related to this lesson.</p> <p>Lesson delivery</p> <p>2. Plan a lesson where pupils work in groups to organise jumbled notes into a story about some historical figures. Pupils should work collaboratively so that some act a scene and other describe what happened (narrate the story). As this is a speaking lesson, pupils should use notes, rather than write and learn a script.</p> <p>3. Have groups perform their scenes.</p> <p>Post-lesson</p> <p>4. Plan a post-lesson stage where you give and ask for positive feedback on pupils' efforts and use of language.</p>	<p>Information (e.g. a short text) about key figures from one particular time in Malaysian or local history.</p> <p>Alternatively, you can recycle language used in previous lessons about ancient Egypt.</p> <p>Pictures of chosen historical figures.</p> <p>Notes that together form a story that can be performed</p> <p>You could provide props or costumes, if appropriate.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>As this is a speaking lesson, encourage pupils to use notes rather than to write a script for the story narration. Help groups assign roles for this collaborative activity if necessary so that different pupils can be successful in the role that they play (e.g. more confident pupils may be better narrators, where as those who are less confident in English may be actors). Make sure all participate in devising the scene in English, however.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 45 (Reading 9)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: <i>Present & Past simple</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Listening 1.2.4</p> <p>Understand longer supported classroom instructions</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to introduce new vocabulary based on 'Facts about Egypt Past and Present'.</p> <p>Lesson delivery</p> <p>2.</p> <p>3. Prepare a set of sentences on a worksheet. There should be nine sentences from the textbook and two or more <u>false</u> sentences about Egypt mixed into these. (The number of sentences in this activity can make up a paragraph so it meets the main skill.)</p> <p>4. Give the worksheet and ask pupils to read and guess in pairs which sentences are false.</p> <p>5. Discuss with pupils their answers.</p> <p>6. Follow the instructions in the Teacher's Book for Activity 2 (CD1 – Track 47).</p> <p>Post-lesson</p> <p>7. Play 'Hangman' or 'Do as I say' (see instructions for <i>Optional 1 or 2</i> activity in the Teacher's Book).</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1-2 Student's Book page 32 and Teacher's Book pages 54 - 55</p> <p>Sentences from Activity 1 on a worksheet, plus two or more additional false sentences about Egypt</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You could create different versions of the worksheet, varying the level of difficulty of the sentences and vocabulary.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 46 (Writing 9)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: In the Past	CROSS-CURRICULAR ELEMENT: Information and Communications Technology <i>Science & Technology</i>	LANGUAGE/GRAMMAR FOCUS: <i>Past simple; use of adjectives; coordinating conjunctions: and; / but</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.5</p> <p>Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to elicit pupils' experiences on writing or receiving email.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activity 1(CD1 – Track 49). <i>Skip reading aloud in the Teacher's Book notes as it does not develop reading skills and will be time consuming in this lesson.</i></p> <p>3. Follow the instructions in the Teacher's Book for Activity 2.</p> <p>4. Focus on the <i>Writing Tip</i> and use the guidelines in the Teacher's Book to talk to your class about the four writing points.</p> <p>5. Ask pupils to find examples of the four points in the email in Activity 1.</p> <p>6. Have pupils write an email to a friend about a trip they made using the four points in the <i>Writing Tip</i>. They could finish the email with a question, to encourage a reply. Have pupils sit in pairs and support each other in their writing. If possible, have pupils use computers or other devices to write the emails.</p> <p>7. Pupils send or exchange the emails with another pupil, who reads it and gives feedback on it. If time allows, pupils can write a reply, or can do so as homework.</p> <p>Post-lesson</p> <p>8. Choose a suitable and short Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1 & 2 Student's Book (page 33).</p> <p>Teacher's Book (page 56). An email printed (or on the screen)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Set different targets for different pupils, for example the number of words to write or the number of sentences. However, all pupils will benefit from writing their paragraph(s) as an email.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 47 (Language Arts 9)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Language / Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary – features of a book cover</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill Language Arts</p> <p>5.2</p> <p>Express personal responses to literary text</p> <p>Complementary Skill Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p>	<p>Pre lesson</p> <p>1. Choose a suitable activity to introduce the book features (title/ illustrator/ author/ publisher/ synopsis) (refer to pages 71-72).</p> <p>Lesson delivery</p> <p>2. Follow the steps from the Teaching Guidebook on page 70.</p> <p>3. Encourage pupils to talk about the cover and predict the story.</p> <p>4. Get the pupils to complete Worksheet 1 (page 73).</p> <p>Post lesson</p> <p>5. Show another story book and get pupils to identify the features on the cover to reconsolidate the lesson learnt.</p>	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK) – Short story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategy 2):</p> <p>You could ask pupils to tell you other books that they have read (title/author/cover). This will give individual pupils ownership of the activity and increase motivation.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 3)

WEEK:	LESSON: 48 (Language Awareness 3)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: <i>teacher to complete</i>
	TOPIC: In the past	CROSS-CURRICULAR ELEMENT: <i>Language / Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 3

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Follow the instructions in the Teacher's Book for the <i>Warm up</i> activity. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Follow the instructions in the Teacher's Book for Activities 1 to 3. You could also use the <i>Optional</i> activity in the Teacher's Book. 3. Plan any further activities for this lesson to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <ol style="list-style-type: none"> 4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and note in differentiation strategies column). 5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons. 	<p><i>Get Smart Plus 4</i></p> <p>Revision 3 Activities 1-3 (Activity 2 CD 1 – Track 51) Student's Book page 36 and Teacher's Book pages 60 - 61</p> <p>Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Some pupils will continue to need support understanding and completing the self-assessment worksheet. Other pupils may be able to complete it more independently by this stage of the year.</p> <p>Pupils can complete it in their own language if necessary, but encourage more proficient pupils to complete it in English as much as they can.</p>

How did I do in Unit 3? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about things that happened in the past

Great _____

OK _____

A little

...ask information using questions about the past

Great _____

OK _____

A little

...see the difference between past and now

Great _____

OK _____

A little

...write about a trip

Great _____

OK _____

A little

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better / more.

Unit 4

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 49 (Listening 10)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Knowledge
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Ordinal numbers

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.1</p> <p>Understand with support the main idea of longer simple texts</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title and topic</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Play a game or do an activity to introduce the broad topic of celebrations. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Follow instructions for <i>Warm up</i> in the Teacher's Book. 3. Introduce the ordinal numbers by following instructions for <i>Vocabulary (CD1, Track 52)</i> in the Teacher's Book. 4. Follow the instructions for <i>Activity 1 (CD1, Track 53)</i> in the Teacher's Book. Note that the focus of this lesson should be on listening, so you could adapt the activity (e.g. hide the song lyrics or ask pupils to close their books when listening for the first time) in order to help the pupils to focus on listening not reading. 5. Highlight a few words from the song such as <i>celebrate, celebration, fun</i> and <i>special</i>. Give pupils the worksheet, which has a choice of definitions for each word in clear and simple English (one definition is correct for each word). Pupils choose the correct definitions. 6. Play the song again and have pupils sing along, following the words in the student's book. 7. Optional: Follow the instructions in the Teacher's Book for <i>Optional 2, 'bingo' game</i>. <p>Post-lesson</p> <ol style="list-style-type: none"> 8. Choose an activity from the post-lesson task list to consolidate learning. 	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 37) and Teacher's Book (pages 62-63)</p> <p>Matching activity worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 50 (Speaking 10)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Questions with <i>when</i> ; Giving dates using <i>on / no preposition</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.2.1</p> <p>Keep interaction going in short exchanges by:</p> <p>using suitable words</p> <p>(i) to show understanding</p> <p>(ii) to ask for clarification</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to review ordinal numbers.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 3 (<i>CD1, Track 54</i>).</p> <p>3. Show or elicit from pupils how to make the exchange more natural, e.g. by adding in expressions such as <i>Really?</i> or a comment like <i>Oh, that's soon</i> to show understanding. They could also join the exchanges together to make them more interactive. Give pupils models for language to ask for clarification. Talk to pupils about the importance of such discourse skills using pupil-friendly language.</p> <p>4. Ask some pupils to perform their dialogue to the class.</p> <p>Post-lesson</p> <p>6. Ask pupils to reflect on their learning and give each other feedback. You could do this using or adapting a post-lesson task from the list.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3</p> <p>Student's Book (page 37) and Teacher's Book (pages 62-63)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If some of your pupils have difficulty with an extended dialogue, repeat the activity by pairing more and less proficient pupils together so that they have the support of each other as well as of the extra examples.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 51 (Reading 10)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Patriotism / Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to future for planned actions (optional) / choice</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to introduce the theme of celebrations/festivals using pictures.</p> <p>Lesson delivery</p> <p>2. Ask pupils to read the text and highlight new words. Write these words on the board (e.g. you may also include the vocabulary at the top of the page).</p> <p>3. Then, they work in pairs to look at and discuss the meaning of the words. Get the pupils to find the words in the dictionary to check their answers.</p> <p>4. Ask pupils to read the story again and tell their partner what they will dress up as if they go to the parade.</p> <p>5. Get pupils to share with the class what they will dress up as.</p> <p>Post-lesson</p> <p>8. Choose a post-lesson task which will review or consolidate learning in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book (page 38)</p> <p>Pictures of celebrations</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You may need to support some pupils more than others when they are talking freely about the story. If you have very proficient pupils in your class, you could ask them to help less proficient pupils when they have finished talking to their own partners.</p>
<p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Complementary Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 52 (Writing 10)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to future for planned actions</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1</p> <p>Form letters and words in neat legible print using cursive writing</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1.2</p> <p>Use cursive writing in written work</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to review the topic of Independence Day.</p> <p>Lesson delivery</p> <p>2. Follow the instructions for <i>Vocabulary (CD1, Track 55)</i> in the Teacher's book.</p> <p>3. Draw attention to the <i>Grammar Box</i> and follow instructions for this in the Teacher's Book. Check pupils' understanding of this as a future form by asking plenty of questions about their plans for tomorrow/the weekend. Follow instructions for Activity 3 in the Teacher's Book.</p> <p>4. Get pupils to draw their costume for the Independence Day parade and write 3-5 sentences to describe their costume.</p> <p>5. Ask pupils to pay attention to their handwriting in this activity. Monitor closely and work with individual pupils who need extra support in this area.</p> <p>Note: The activities should be done in cursive writing.</p> <p>Post-lesson</p> <p>6. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-3</p> <p>Student's Book (page 38) and Teacher's Book (pages 64-65)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may continue to have difficulty with the form of cursive writing and/or neatness. You could ask pupils to draft their answers in their notebooks so that you can monitor carefully and help where needed. Then ask pupils to write the final answers in their notebooks as well, and collect these in to review for content, language and handwriting.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 4)

WEEK: —	LESSON: 53 (Language Arts 10)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary (nouns related to kite-making and sewing)</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary text</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre lesson</p> <p>1. Choose a suitable activity from the list of pre-lesson tasks or use your own short activity (<i>show a video on kite-making and sewing</i>) to review key learning from the previous lesson in a fun, active way. You could reuse the book cover from the previous lesson.</p> <p>Lesson delivery</p> <p>2. Ask pupils to skim through the book and find the pages which match the headings of the first and second mind maps - things needed to make a kite (page 10) and things needed for sewing (page 9).</p> <p>3. Ask pupils to complete the mind maps given.</p> <p>4. Ask pupils what the two main characters in the story are doing. (Anil – making kites; Anil’s mother - sewing)</p> <p>Post lesson</p> <p>5. Give pupils a template of a kite. In groups, pupils design the kite creatively.</p> <p>6. Have the groups present their work in front of the class.</p>	<p>The King of Kites</p> <p>Contemporary Children’s Literature (CCL) Teaching Guidebook (BPK) – Short story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategies 1-7):</p> <p>Some pupils may find it difficult to sit still and quietly to read. Try to find somewhere comfortable and away from distraction, especially for pupils who are easily distracted.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 54 (Listening 11)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language / Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to future for planned actions</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to re-introduce / review the topic from the previous textbook-based lessons.</p> <p>Lesson delivery</p> <p>2. Remind pupils of the story they read on page 38. Ask pupils what they remember about the story.</p> <p>3. Distribute the worksheet to pupils. Tell pupils that they will listen to the story again and they have to answer the True and False questions on the worksheet. Play the CD (<i>CD1, Track 56</i>) for the story in Activity 1. Discuss the correct answers with pupils.</p> <p>4. Prepare pupils for the next listening activity by having them work with the pictures in Activity 4 in the Student's Book in a speaking activity.</p> <p>5. Follow instructions for Activity 4 in the Teacher's Book.</p> <p>6. Have pupils work in pairs to exchange their opinions of Independence Day based on what they have learned in the student's book. You may need to support pupils' language by giving some adjectives to help them do this in English.</p> <p>7. If time allows, extend the activity so that pupils give their opinions of familiar celebrations.</p> <p>Post-lesson</p> <p>8. Choose a suitable post-lesson activity which reviews or evaluates learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1 and 4 Student's Book (pages 38-39) and Teacher's Book (pages 64-65)</p> <p>Worksheet: True and false questions based on the story on page 38</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You will find the transcript for the listening activity in the Teacher's Book. Consider pre-teaching or reviewing some of the key vocabulary in stage 2 of the lesson.</p> <p>If possible, encourage pupils to express their true opinions. Many pupils can use some fixed phrases for this, but more proficient pupils can be encouraged to use language more freely.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 55 (Speaking 11)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: <i>World of Self, Family and Friends</i>
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to</i> (questions) future for planned actions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to introduce time expressions to show a time in the future, e.g. tomorrow, next week etc. .</p> <p>Lesson delivery</p> <p>2. Follow instructions for Activity 5 (<i>CD1, Track 58</i>) in the Teacher's Book. Extend the activity by having pupils respond to each other's plans, giving an opinion, e.g. <i>'That sounds fun/exciting!'</i> Encourage pupils to practise the language for checking instructions, either by asking you for clarification or by asking each other. Remind pupils about the verb phrases that they have learnt in the previous lesson (refer to Grammar Box on page 39).</p> <p>3. Get pupils to complete the table in Activity 5 by asking another friend in the class about what they are going to do tomorrow. Provide pupils with the steps for this task:</p> <ul style="list-style-type: none"> • Step 1: Find another friend to ask what they are going to do tomorrow. • Step 2: Complete the table in Activity 5 in your notebook with your friend's answer. • Step 3: Your friend will ask you the same question. Answer your friend's question. • Step 4: Present to the class. <p>Note: Remind pupils to use the dialogue from Activity 5.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 5</p> <p>Student's Book (page 39) and Teacher's Book (page 65)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>			

		<p>4. When pupils are presenting their answers, ask pupils if they have completed the steps needed for the task.</p> <p>Post-lesson</p> <p>7. Choose a post-lesson task which reviews the form <i>going to</i> in a fun way.</p>		
--	--	--	--	--

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 56 (Reading 11)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Values / Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to</i> (negatives) future for planned actions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.1</p> <p>Understand the main idea of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs.</p>	<p>Pre-lesson</p> <p>1. Use the pictures to introduce the topic of celebrations. Find out what pupils know about the celebrations. Write new words on the board where they are useful.</p> <p>Lesson delivery</p> <p>2. Follow instructions for <i>Vocabulary (CD1, Track 59)</i> in the Teacher's Book.</p> <p>3. Write <i>China</i> and <i>The US</i> on the board. Give half of the pupils the text about Chinese New Year and half of the pupils the text about Independence Day. Ask pupils to read the text and say if it is about China or the US.</p> <p>4. Follow instructions for Activity 2 in the Teacher's Book. Pupils answer about the text they have read only. Have pupils check their answers with a partner who has the same text.</p> <p>5. Follow instructions for <i>Grammar Box</i> in the Teacher's Book.</p> <p>6. Pair pupils who have read different texts. Have them exchange their answers for Activity 2 using full sentences, so that they both complete the table.</p> <p>Post-lesson</p> <p>7. Review the vocabulary from this lesson by asking which words belong to which celebration. Ask for pupils' opinion of these celebrations.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1-2</p> <p>Student's Book (page 40) and Teacher's Book (pages 66-67)</p> <p>Pictures of different celebrations around the world</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>There may be some first language spoken in this stage of the lesson. Support pupils in saying some of what they want to say in English.</p> <p>Lunar New Year may be familiar to pupils, and this may make the text a little easier to follow. Plan in advance which pupils will have which text, so that you can offer more support to those who need it.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 57 (Writing 11)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to future for planned actions</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level.</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to review the topic celebrations.</p> <p>Lesson delivery</p> <p>2. Prepare some questions using main question words (who/what/when, etc) based on the texts on page 40, e.g. 'What is the celebration? Who do you celebrate it with? What do you do on that day?' etc.</p> <p>3. Ask pupils to answer these questions. Draw pupils' attention to main question words (who/what/when, etc) when answering the questions.</p> <p>3. Based on the question under the texts on page 40 in the student's book, ask pupils in pairs to think of a celebration they like. In their notebooks, they make notes about the celebration using the question words.</p> <p>4.</p> <p>5. Pupils write about the celebration in their notebooks, individually. Remind pupils to use the correct punctuations when writing their answers.</p> <p>6. Have pupils exchange their work and review it. Offer guidance for pupils to give feedback on the writing, both language and content, with a particular focus on punctuation and use of capitals. Monitor and offer feedback as well.</p> <p>7. Pupils re-write their work.</p> <p>Post-lesson</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book (page 40)</p> <p>Questions using main question words (who/ what/ when, etc) based on the texts on page 40</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may need more support in writing than others. Pupils can use the texts as models. Monitor closely and offer support for those pupils who need it.</p> <p>More proficient pupils can write more than less proficient pupils. They can also support other pupils. It is a good idea to pair more proficient pupils together so that they can both receive valuable feedback when checking their work</p>

		8. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.		
--	--	--	--	--

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 58 (Language Arts 11)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary text</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre lesson</p> <p>1. Choose an activity from the pre-lesson task list to introduce the main events of the story. For example, they can do the sequencing activity in Worksheet 4 (page 30).</p> <p>Lesson delivery</p> <p>3. Choose an appropriate reading method to read the story with the class. (reading aloud/ guided reading/ choral reading/ group reading).</p> <p>4. Distribute jumbled up strips (Worksheet 3 – page 28) in an envelope to each group.</p> <p>5. Pupils arrange sentence strips according to the events of the story.</p> <p>Post lesson</p> <p>6. Check answers through individual and whole class feedback.</p> <p>7. Select a few pairs to present in front of the class.</p>	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK) – Short story</p> <p>Worksheet 4</p> <p>Worksheet 3 (Jumbled up strips)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategies 1-7):</p> <p>Some pupils may find it difficult to sit still and quietly to read. Try to find somewhere comfortable and away from distraction, especially for pupils who are easily distracted.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 59 (Listening 12)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language / Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to</i> future (statements positive/negative) for planned actions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.1</p> <p>Understand with support the main idea of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson task list to review Grammar Box on page 41.</p> <p>Lesson delivery</p> <p>2. Play Track 61 and ask pupils what the conversation is about. Elicit from pupils why they think that is the answer.</p> <p>3. Follow instructions for Activity 3 and 4 in the Teacher's Book.</p> <p>Post-lesson</p> <p>4. Follow instructions for <i>Revision</i> box in the Teacher's Book</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4</p> <p>Student's Book (pages 40-41) and Teacher's Book (pages 66-67)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may need support with listening. Prepare them for the activity by introducing/ reviewing key vocabulary and/or asking a gist question for each of the four dialogues (e.g. about who is speaking, what/who they are speaking about).</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 60 (Speaking 12)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to future</i> (statements positive/negative) for planned actions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson task list to review some key vocabulary from page 42.</p> <p>Lesson delivery</p> <p>2. Follow instructions for <i>Warm up</i> in the Teacher's Book.</p> <p>3. Follow instructions for Activity 1 in the Teacher's Book. Pupils should justify why they think the person is going to do this, e.g. ...<i>because I can see a pool / ...because he has a school bag.</i></p> <p>4. Have pupils choose some pictures from the magazines and continue the same activity from stage 3. You may need to monitor carefully and support pupils with language for this.</p> <p>5. Pupils choose one (or more) picture. They take it and stick it onto their paper/notebook.</p> <p>6. Pupils write a sentence to go with their picture, e.g. <i>I think he's going to go to bed because he is wearing pyjamas.</i> Remind pupils to focus on accurate spelling in this activity. Encourage them to check spelling for themselves if they are unsure, using appropriate resources.</p> <p>7. Have pupils present their work in groups.</p> <p>Post-lesson</p> <p>8. Choose an activity from the post-lesson tasks which reviews the language pupils have used in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student's Book (page 42) and Teacher's Book (pages 68-69)</p> <p>Lots of pictures of various people, e.g. from a magazine (or copies of magazines to cut up & scissors)</p> <p>Glue</p> <p>Paper/ notebook</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If pupils have particular difficulty with spelling, consider including an activity which focuses more on spelling.. If necessary, write and leave key words on the board for pupils to use as models for their own work.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 61 (Reading 12)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to</i> future (statements positive/negative) for planned actions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1</p> <p>Form letters and words in neat legible print using cursive writing</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1.2</p> <p>Use cursive writing in written work</p>	<p>Pre-lesson</p> <p>1. Use the diary/picture to introduce the idea of diary-keeping, based on the instructions in the Teacher's Book for <i>Warm up</i>.</p> <p>Lesson delivery</p> <p>2. Follow the instructions for Activity 1 (<i>CD1, Track 65</i>) in the Teacher's Book for reading Sabrina's diary.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book. Have pupils work in pairs to support each other in writing the longer answer. Encourage them to focus on their cursive handwriting to make it neat and legible.</p> <p>4. To personalise this lesson, ask pupils to talk to a partner about their own plans for their birthdays (see the end of instructions for Activity 1 in the Teacher's Book).</p> <p>Post-lesson</p> <p>5. Choose a lesson from the post-lesson tasks which further personalises and consolidates learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1-2</p> <p>Student's Book (page 43) and Teacher's Book (page 70)</p> <p>A diary, if possible (or picture of one)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Set a number of sentences to write in answering question 2 in the Student's book. This could be a number for all pupils, or you could have different pupils write a different number of sentences.</p> <p>If your pupils need support with their handwriting, provide this before step 3.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK: —	LESSON: 62 (Writing 12)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language / Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>going to</i> future (questions, statements positive/negative) for planned actions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.5</p> <p>Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.2</p> <p>Make and respond to simple offers and invitations</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which focusses on the topic of birthdays and celebrations.</p> <p>Lesson delivery</p> <p>2. Ask pupils to think about an upcoming celebration (national or personal) and tell their partner what their plans are.</p> <p>3. Use the model diary entry to highlight the use of conjunctions (e.g. and/but/because) and reference pronouns (he/she/we/it, etc).</p> <p>4. Follow instructions for <i>Writing Tip</i> in the Teacher's Book</p> <p>5. Have pupils write a diary entry for an upcoming celebration (for example see step 2)</p> <p>6. Pupil invite one person in the class to join them for the celebration. They should approach the pupil and ask them '<i>I'm going to... Can you join me?</i>'</p> <p>7. The pupil reads their diary entry and decides if they can come or not (e.g. they may be busy). They will write their response on a piece of paper. Model language for accepting and declining invitations politely before beginning the activity.</p> <p>Post-lesson</p> <p>7. Choose a suitable Post-lesson task from the list, which asks pupils to give feedback on their writing and/or reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book (page 43) and Teacher's Book (page 70)</p> <p>Papers with celebrations written on them (see Teacher's Book)</p> <p>Model diary entry using conjunctions and reference pronouns</p> <p>A piece of paper for each pupil to respond to the invitation</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Vary the support you give pupils when asking questions and giving feedback so that they can practise and develop their writing skills according to their level of proficiency. You can also ask different pupils for more/less detail or length.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 63 (Language Arts 12)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Adjectives (characteristics of a person)</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary text</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements.</p>	<p>Pre lesson</p> <p>1. Choose an activity from the pre-lesson task list to introduce adjectives to describe characters.</p> <p>Lesson delivery</p> <p>3. Give examples of adjectives. (Example: friendly, honest, kind, and etc...)</p> <p>4. Distribute Worksheets 6a (page 38) and 6b (page 39) to each group.</p> <p>5. Ask pupils to fill in the blanks with suitable adjectives to describe the character in each picture.</p> <p>Post lesson</p> <p>6. Give pupils feedback and list the answers on the board.</p>	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK)</p> <p>– Short story</p> <p>- Worksheets 6a & 6b</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategies 1-7):</p> <p>Some pupils may need a lot of support conceptually and with completing the mind map. You could ask more proficient pupils to support other pupils in the class when they have finished.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 4)

WEEK:	LESSON: 64 (Language Awareness 4)	MAIN SKILL FOCUS <i>Language Awareness</i>	THEME: <i>teacher to complete</i>
	TOPIC: Celebrations	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 4

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Follow the instructions in the Teacher's Book for the <i>Warm up</i> activity.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activities 1 to 3. You could also use the <i>Optional</i> activity in the Teacher's Book.</p> <p>3. Plan any further activities for this lesson to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way.</p> <p>Post-lesson</p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and note in differentiation strategies column).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Revision 4 Student's Book (page 48) and Teacher's Book (pages 76-77)</p> <p>Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Some pupils will continue to need support understanding and completing the self-assessment worksheet. Other pupils may be able to complete it more independently by this stage of the year.</p> <p>Pupils can complete it in their own language if necessary, but encourage more proficient pupils to complete it in English as much as they can.</p>

How did I do in Unit 4? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...say the ordinal numbers (first, second, third, etc)

Great ____

OK ____

A little

...ask and answer questions about dates

Great ____

OK ____

A little

...talk about future plans

Great ____

OK ____

A little

...talk about celebrations

Great ____

OK ____

A little

...talk about things that are about to happen

Great ____

OK ____

A little

- I'm proud of myself because I _____ very well.
- In the next unit, I will _____ better / more.

Unit 5

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 65 (Listening 13)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Phonemes

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.3</p> <p>Use appropriate listening strategies in a variety of contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.3.1</p> <p>Guess the meaning of unfamiliar words from clues provided by knowledge of the topic</p>	<p>Pre-lesson</p> <p>1. Introduce and review food vocabulary from the pre-lesson activities with a categorisation activity (e.g. sweet foods, fruit, etc).</p> <p>Lesson delivery</p> <p>2. Introduce the new vocabulary by following instructions for <i>Vocabulary</i> (Track 70) in the Teacher's Book.</p> <p>3. Ask pupils to close their books and listen to the song (Track 71). Ask pupils to highlight words they don't know in the text (e.g. yummy, market), or direct them to these words. Get them to guess the meaning of these words based on the topic knowledge. Provide pupils with various possible definitions for these words and ask them to think about the topic to decide what the words mean.</p> <p>4. Follow the instructions for Activity 1 (Track 71) in the Teacher's Book. Note that the focus of this lesson should be on listening, so you could adapt the activity (e.g. hide the song lyrics or ask pupils to close their books when listening the first time) in order to help the pupils to focus on listening, not reading or speaking.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 (Track 71) , Activities 1-2 Student's Book (page 49) and Teacher's Book (page 78)</p> <p>Activity 1 (phonics), Teacher's Book (page 175) and Student's Book (page 120)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p>	<p>5. Ask pupils to find a word with the sound /eə/ in the song [pear]. Focus on this sound using the instructions for Activity 1 in Teacher's Book Phonics* (page 175) and Student's Book (page 120).</p> <p>6. Ask pupils to brainstorm more words with each of the three sounds. Pupils could work in groups on one sound each group.</p> <p>7. Optional: Follow instructions for TPR Activity in the Teacher's Book.</p> <p>Post-lesson</p> <p>8. Choose an activity from the post-lesson tasks which focuses on reviewing and consolidating either the main or complementary skill in this lesson.</p>	<p><i>Vocabulary</i> (Track 70)</p>	

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 66 (Speaking 13)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>want</i> and <i>need</i> + (un)countable nouns

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.2.1</p> <p>Keep interaction going in short exchanges by:</p> <p>using suitable words</p> <p>(i) to show understanding</p> <p>(ii) to ask for clarification</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>	<p>Pre-lesson</p> <p>1. Revise food vocabulary from the pre-lesson activities. Focus on countable and uncountable nouns.</p> <p>Lesson delivery</p> <p>2. Focus on the <i>Grammar Box</i> using the instructions in the Teacher's Book.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 3 (CD1, Track 72). Some of the dishes may be unfamiliar to your pupils. Talk to pupils about these dishes and ask for pupils' opinion of them.</p> <p>4. Have pupils re-do Activity 3 but this time they should change the ingredient to confuse their partner. Their partner should ask for clarification, e.g. Omelette: eggs and chocolate: <i>Sorry, did you say chocolate?</i></p> <p>5. Have pupils talk to their partner about ingredients needed for other dishes they like. You may need to help with vocabulary here.</p> <p>Post-lesson</p> <p>6. Play the song again and have pupils sing along.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3</p> <p>Student's Book (page 49) and Teacher's Book (page 79)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Presenting to a group rather than to the whole class can support less confident pupils. It will also help the pace of the lesson giving time for pupils to speak more. This is especially true in large classes.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 67 (Reading 13)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: (un)countable nouns with <i>some / any</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Play the game <i>Market Races</i> (see Teacher's Book, <i>Optional</i> activity – Teacher's Book, page 79)</p> <p>Lesson delivery</p> <p>2. On the board, write the words of the new vocabulary (at the top of student's book). Hand out dictionaries to pairs/groups and have pupils look for the definitions of the words. Note that many of these are noun phrases, so pupils may need to look up more than one word for each item.</p> <p>3. Pupils check their understanding by looking in the student's book.</p> <p>4. Follow instructions in the Teacher's Book for Activity 1.</p> <p>5. Follow instructions in the Teacher's Book for Activity 3.</p> <p>Post-lesson</p> <p>7. If time allows, have pupils do a speaking activity where they talk about the food they can see in the story and compare it to the food they have in their own kitchen. This will help pupils to go over new vocabulary they learned during the lesson and use them in sentences.</p> <p>8. Ask pupils to complete exit cards writing three words they learned today from their reading, including those they checked in the dictionary. Check their exit cards and address emerging learning needs (e.g. weak spelling, new words not mentioned). Address these needs in the next lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1&3 Student's Book (pages 50 &51) and Teacher's Book (pages 79 & 80)</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If you have fast readers in your class, you could ask them to make more true/false questions in Student's Book (page 51) about the text.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK: _____	LESSON: 68 (Writing 13)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Entrepreneurship</i>	LANGUAGE/GRAMMAR FOCUS: (Un)countable nouns; listing items

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson tasks which focusses on spelling of a word pupils found challenging in the previous lesson.</p> <p>Lesson delivery</p> <p>2. Introduce the idea of a picnic and relate it to pupils' own experience. Tell them that they are going to follow the instructions in the Teacher's Book for Activity 5. Focus on the spelling of the list.</p> <p>3. Pupils write sentences in their notebook, saying what they are going to buy for their picnic, e.g. <i>We're going to buy some eggs, some juice and a packet of crisps.</i> Remind pupils how to use commas in lists,</p> <p>Post-lesson</p> <p>4. Choose a suitable Post-lesson task from the list, which asks pupils to give feedback on their writing and/or reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 4-5 Student's Book (page 51) and Teacher's Book (page 81)</p> <p>Activity 4 (CD1, Track 75)</p> <p>Activity 5 (CD1, Track 76)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 69 (Language Arts 13)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>Adjectives (feelings and emotions)</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary text</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre lesson</p> <ol style="list-style-type: none"> 1. Choose an activity from the pre-lesson task list which introduces feelings and emotions. 2. Ask pupils to identify the emotions of the characters found on selected pages. Example: Elicit emotions seen on page 5 (happy). <p>Note: Ask pupils to identify other situations where they feel happy. Teacher provides pictures of people showing different emotions.</p> <p>Lesson delivery</p> <ol style="list-style-type: none"> 3. Distribute Worksheet 5 (pages 80-81) to pupils and ask pupils to fill in the suitable social expressions. <p>Post lesson</p> <ol style="list-style-type: none"> 4. Ask pupils to check their answer with their partner. 5. Get pupils' feedback and list answers on the board. <p>Note: Accept any suitable answers. For intermediate learners, list options for answers.</p>	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK)</p> <p>– Short story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategy 3):</p> <p>The teacher may expect more language from some pupils, and less from others. The main aim is that every pupil says or writes something, so that they feel successful.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 70 (Listening 14)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Questions with <i>How much/many/often...?</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which introduces the topic 'health' or follow instructions in the Teacher's Book for <i>Warm up</i> and <i>Vocabulary</i> (CD1, Track 77).</p> <p>Lesson delivery</p> <p>2. Teacher prepares a worksheet based on Health Quiz on page 52. (Remove the questions and retain the answers for the questions). Teacher reads the quiz questions from Activity 1 aloud. Pupils listen and choose the best answer individually in the worksheet.</p> <p>3. Have pupils talk about their answers in pairs, following instructions in the Teacher's Book for Activity 2.</p> <p>4. Follow instructions in the Teacher's Book for Activity 3 (CD1, Track 79).</p> <p>Post-lesson</p> <p>5. Choose a post-lesson task from the list which consolidates learning in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-3 Student's Book (pages 52-53) and Teacher's Book (pages 82-83)</p> <p><i>Vocabulary</i> (CD1, Track 77).</p> <p>Activity 3 (CD1, Track 79).</p> <p>Worksheet with the answer choices to the quiz questions</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK: —	LESSON: 71 (Speaking 14)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Questions with <i>How much/many/often...?</i> ; Statements with countable and uncountable nouns + determiners

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.3</p> <p>Describe basic everyday routines</p>	<p>Pre-lesson</p> <p>1. Review the use of collective nouns (e.g. A cup of tea, a carton of milk, a bottle of water) by following instructions in the Teacher's Book for the <i>Revision</i> activity ('Call it out') page 82.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 4, CD1, Track 80.</p> <p>3. Have pupils tell each other how healthy they think they and their partner are, based on their answers to the questions in Activity 4. You will probably need to model language for this, e.g. <i>I think Aisha is very healthy (but/and) I'm (not) very healthy (too).</i></p> <p>4. Have pupils write sentence(s) about their partner in their notebooks, e.g. <i>Sadia drinks two cans of lemonade every day. I think this is not very healthy.</i></p> <p>Post-lesson</p> <p>5. Talk to pupils about the importance of having a healthy diet in childhood using English language that can be understood by your pupils. Use as much English as possible.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 4 Student's Book (page 53) and Teacher's Book (pages 82 & 83, CD1, Track 80)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may need a lot of support with language (both written and spoken in this lesson). If necessary, focus on language and provide written models on the board for pupils to work from. Be sure to give pupils a chance to practise saying the models too, e.g. by drilling, so that they are all ready to participate in the activities.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK: _____	LESSON: 72 (Reading 14)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of (un)countable nouns

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>Pre-lesson</p> <p>1. Review food vocabulary from previous lessons. You can plan a game or an activity. Introduce any new food vocabulary which is relevant to your pupils' daily lives. Then follow instructions in the Teacher's Book for <i>Warm up</i> for one to two words in each category.</p> <p>Lesson delivery</p> <p>2. On the worksheet, have pupils work in pairs or small groups. They brainstorm more words to go into each category. They don't need to focus on spelling at this point. Also see differentiation section for more details.</p> <p>3. Talk to pupils about the importance of each food group..</p> <p>4. Follow the instructions in the Teacher's Book for Project Activity 1, CD1, Track 83.</p> <p>5. Follow the instructions in the Teacher's Book for Project Activity 2. Remind pupils to focus on correct spelling.</p> <p>6. Have pupils review the spelling of the words in the worksheet earlier. They could use a dictionary, refer to the Student's Book or teacher can support them in this. .</p> <p>Post-lesson</p> <p>7. Choose an activity from the post-lesson tasks to review any vocabulary pupils found challenging in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Project Activities 1-2 Student's Book (page 55) and Teacher's Book (page 87, CD1, Track 83)</p> <p>Worksheet with food categories</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>The categorisation of foods may be challenging to some pupils. Spend plenty of time checking their understanding of the different food categories and letting them brainstorm more foods in each category.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 73 (Writing 14)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of (un)countable structures; conjunction: <i>or / but</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.5</p> <p>Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.3</p> <p>Describe basic everyday routines</p>	<p>Pre-lesson</p> <p>1. Play ‘supermarket frenzy’ (see Teacher’s Book, <i>Optional</i> activity)</p> <p>Lesson delivery</p> <p>2. Have pupils categorise the foods from the pre-lesson stage into their food groups.</p> <p>3. Teachers prepares a worksheet based on the table in Activity 2. Note that the table should be empty except for the food/activity type column. Replace ‘Tony’ with ‘You/I’. Talk to pupils about the column ‘How much you need’ and decide together what to put in that column. Ensure the conjunction ‘or’ is included here.</p> <p>4. Follow the instructions in the Teacher’s Book for <i>Writing Tip</i>. Hand out the worksheet and have pupils write their answers on the worksheet.</p> <p>5. Introduce the word and concept of ‘enough’ (He had/didn’t have enough xxx yesterday). Have pupils share their worksheets in groups and say whether they had enough fruits/vegetables/sleep etc. yesterday.</p> <p>8. Pupils add sentences to the worksheet to say something they had enough/not enough of yesterday: <i>I need xxx every day, but yesterday I didn’t have enough xxx.</i></p> <p>Post-lesson</p> <p>7. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student’s Book (page 55) and Teacher’s Book (page 87)</p> <p>Worksheet based on the table in Activity 2</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may need a lot of support. Consider pairing more and less proficient pupils together, having one worksheet per pair so that they can enter both pupils’ details in the table. Alternatively, you could ask more proficient pupils to support other pupils in the class when they have finished.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 74 (Language Arts 14)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary (settings)</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response literary texts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories.</p>	<p>Pre lesson</p> <ol style="list-style-type: none"> Choose an activity from the pre-lesson task list which introduces the setting of the story. Follow instructions on page 41. <p>Note: Ask pupils to bring materials to set up a mini corner for sewing and kite making.</p> <p>Lesson delivery</p> <ol style="list-style-type: none"> Distribute Worksheets 7(a) (page 43) and 7(b) (page 44). Follow instructions on page 42 to create a pop-up storyboard. <p>Post lesson</p> <ol style="list-style-type: none"> Get pupils to present their pop-up storyboard at the mini corner. 	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK) – Short story Worksheet 7a & 7b</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategy 7):</p> <p>Feedback given to pupils should be varied according to their ability to act on the feedback.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK: —	LESSON: 75 (Listening 15)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Knowledge
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Value</i>	LANGUAGE/GRAMMAR FOCUS: Functional language: <i>Would you like...? / Yes, please. I'd like + a/some</i> (un)countable noun

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2.1</p> <p>Keep interaction going in short exchanges by:</p> <p>using suitable words</p> <p>(i) to show understanding</p> <p>(ii) to ask for clarification</p>	<p>Pre-lesson</p> <p>1. Introduce to pupils the concept and the vocabulary related to eating at a restaurant such as 'menu', 'order', 'pay', 'fork and knife', 'table for two' etc. You should also introduce the roles of a waiter and a customer in a restaurant.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activity 3. Be sure to read the questions aloud and practise them orally with pupils when checking answers in order to address the main skill.</p> <p>3. Develop the dialogue so that it is more natural, to include language to show and clarify understanding (e.g. by repeating a word: <i>Would you like anything to drink? / To drink? Yes, please...</i>).</p> <p>4. Provide pupils with the sample menu. Follow instructions in the Teacher's Book for Activity 4. Pupils can re-use questions from Activity 3 and the example menus for this activity.</p> <p>Post-lesson</p> <p>5. Have pupils talk about their favourite restaurants, what they like to eat and other experiences of eating out that may be relevant to them.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4</p> <p>Student's Book (page 57) and Teacher's Book (page 89)</p> <p>An example menu (simple and with a few choices suitable for Year 4 pupils)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p> <p>Consider pairing/grouping very low proficiency pupils with more proficient ones, who can support them in the dialogue practice.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 76 (Speaking 15)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of (un)countable structures

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Follow instructions in the Teacher's Book for <i>Warm up</i> and <i>Vocabulary</i> (CD1, <i>Track 81</i>).</p> <p>Lesson delivery</p> <p>2. Prepare a set of instructions to play the board game based on Activity 1 (pg.54). The instructions should have some blanks so that pupils can check the steps needed to play the game.</p> <p>3. Tell pupils they will play a board game in the Student's Book. Hand out the instructions to pairs or groups of pupils. They read the instructions and fill the blanks with the correct words. Have pupils ask questions to complete the instructions. Discuss the answers.</p> <p>4. Pupils play the board game in small groups following the written instructions together. Follow instructions for Activity 1. Focus on describing the objects on the board game when playing the game using collective nouns.</p> <p>Post-lesson</p> <p>5. Finish with an error correction activity based on mistakes you hear pupils make in the language and vocabulary covered in this unit (or previous units). Do not name or point at individual pupils who made the errors.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 54) and Teacher's Book (page 84)</p> <p>Written, gapped instructions (See Activity 1, Teacher's Book) for the game (see student's book Activity 1).</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Monitor as pupils play the board game. Note language problems that they still have and return to these (anonymously) at the end of the lesson.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 77 (Reading 15)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Prepositional verbs: <i>be good for</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title and topic</p>	<p>Pre-lesson</p> <p>1. Adapt an activity from the pre-lesson tasks or create your own activity which asks pupils to categorise healthy and unhealthy foods.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 1 (CD3, Track 38).</p> <p>3. Prepare a worksheet for matching new words from Activity 1 and their definitions. These should be words that are probably new to pupils and can be guessed from topic knowledge e.g. strong, half. Have pupils find and underline or highlight the words from the worksheet in the text. Then ask them to match the words with their definitions on the worksheet. You could also include definitions for the new vocabulary presented at the top of the page, which would help consolidate it.</p> <p>4. Follow the instructions in the Teacher's Book for Activity 2.</p> <p>Note: In the next lesson, pupils will do a poster project (see Lesson 78 for details). Set up the project task for next lesson if you expect your pupils to research information at home.</p> <p>Post-lesson</p> <p>5. Follow instructions for the <i>Before leaving</i> activity in the Teacher's Book.</p>	<p><i>Get Smart Plus 4</i></p> <p>CLIL 2 Student's Book (page 130) and Teacher's Book (page 194)</p> <p>Worksheet for matching new words and their definitions</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may read very slowly, while others may race through the text as quickly as they can. Try to discourage reading too quickly. Avoid giving fast finishers something 'fun' to do. You could set a gist reading question for them to write the answer to while they wait.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 78 (Writing 15)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Eating right	CROSS-CURRICULAR ELEMENT: <i>ICT</i>	LANGUAGE/GRAMMAR FOCUS: Review of (un)countable structures; Prepositional verbs: <i>be good for</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.1</p> <p>Form letters and words in neat legible print using cursive writing</p>	<p>Main Skill</p> <p>Writing</p> <p>4.1.2</p> <p>Use cursive writing in written work</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which lets pupils review challenging and/or useful language for the posters in a fun way.</p> <p>Lesson delivery</p> <p>2. Plan a lesson where pupils work on a poster project in small groups. The posters should present information about the health value of foods of their choice. These could be their favourite foods, healthy foods, foods to avoid etc. They could choose one or more foods each to put on their posters.</p> <p>Emphasise to pupils that they should take particular care with their handwriting as their work will be displayed. Depending on their level, when they draft the text, they could pay particular attention to handwriting. Monitor and support pupils with this aspect of their work in particular.</p>	<p>Resources for posters (paper, pens, etc)</p> <p>Tacks etc for displaying posters</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Consider having different pupils play different roles in the group (e.g. writer, designer, manager, artist etc). This can allow pupils to work in a way they feel most able.</p>
<p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes</p>	<p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>They will need to research information about the foods. This could be done in class if you have access to the internet, or pupils could be asked to do this research at home before the lesson. Make sure to give plenty of clear guidance and suggested sites to look at so that pupils can use the internet safely. They should do this with an adult.</p> <p>Have pupils work collaboratively in the lesson so that they all participate in creating and presenting the posters. Remind them that effort in presentation is important, so they should take care with handwriting, spelling etc.</p> <p>Post-lesson</p> <p>3. Ask pupils to think about their learning and performance in this unit and the year so far. They then complete the self-assessment worksheet (see below). Most pupils will be able to complete the self-assessment worksheet with just a little support. Continue to</p>		

in print and digital media		<p>explain the criteria to pupils so they understand them clearly. Support pupils where needed and allow pupils to write in their own language if necessary. You could then help them to express themselves in English.</p> <p>4. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p> <p>Talk to individual pupils about their progress in this first half of the year.</p>		
----------------------------	--	---	--	--

How did I do in Unit 5? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about food and containers	Great _____	OK _____	A little _____
...ask and answer questions about food and drink	Great _____	OK _____	A little _____
...talk about keeping healthy	Great _____	OK _____	A little _____
...write a health log	Great _____	OK _____	A little _____

- I'm proud of myself because I _____ very well in this unit.
- So far this year, I have been good at _____.
- In the next unit, I will _____ better / more.

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 79 (Language Arts 15)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary (giving opinions and reasons)</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories.</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre lesson</p> <ol style="list-style-type: none"> Choose an activity from the pre-lesson task list which introduces the message/ moral of the story. Follow instructions on page 52. <p>Note: Teacher can prepare pictures in the text with different situations as prompts.</p> <p>Lesson delivery</p> <ol style="list-style-type: none"> Distribute Task sheet 3 (page 53). Get pupils to share their responses based on the situations given. <p>Post lesson</p> <ol style="list-style-type: none"> Provide feedback to pupils' responses. 	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK) – Short story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategy 7):</p> <p>Feedback given to pupils should be varied according to their ability to act on the feedback.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 5)

WEEK:	LESSON: 80 (Project-Based Learning 1)	MAIN SKILL FOCUS: <i>Project-Based Learning</i>	THEME: <i>Teacher to select</i>
	TOPIC: <i>Teacher to select</i>	CROSS-CURRICULAR ELEMENT: <i>Teacher to select</i>	LANGUAGE/GRAMMAR FOCUS: <i>Teacher to select</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils.	Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils.	Teachers will need to develop their own lessons based on topic/themes and resources that they select. Ideas for projects should be based on the needs and interests of the pupils.	Teacher to select their own materials	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

Unit 6

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK: —	LESSON: 81 (Listening 16)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Knowledge
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Imperative statements (positive & negative)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p>	<p>Main Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p>	<p>Pre-lesson</p> <p>1. Follow instructions in the Teacher's Book for <i>Warm up</i> and <i>Vocabulary (CD 2, Track 2)</i>.</p> <p>Lesson delivery</p> <p>2. Prepare a set of flashcards to introduce rhyming words from the song..</p> <p>3. Show large-sized pictures 1-6. Have pupils predict in pairs what the song will say about each picture (e.g. <i>This is dangerous/okay/a good idea. I think this is (un)safe.</i>) Ask pupils to justify why they think it is safe or unsafe.</p> <p>Note that the focus of this lesson should be on listening, so you could adapt the activity (e.g. hide the song lyrics or ask pupils to close their books when listening the first time) in order to help the pupils to focus on listening not reading or writing.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 59) and Teacher's Book (page 92)</p> <p><i>Vocabulary (CD 2, Track 2)</i>.</p> <p>Flashcards to show rhyming words from song (e.g. Jules-rules; Joe-window; handlebars-cars)</p> <p>Large-sized pictures (1-6 in Activity 1)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Provide a simple model to give reasons for their predictions, but also encourage pupils to give their opinions more freely using as much language as they have available to them. Support pupils in saying what they want to say so that each pupil can work at their own level.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p>	<p>Post-lesson</p> <p>4. Follow instructions in the Teacher's Book for Activity 1 (CD 2, Track 4), then have pupils check their predictions from the previous step.</p> <p>5. Follow instructions in the Teacher's Book for <i>TPR activity</i>.</p>		

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 82 (Speaking 16)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Imperative statements (positive & negative)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1</p> <p>Form letters and words in neat legible print using cursive writing</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.3</p> <p>Give a longer sequence of basic instructions or directions</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.1.2</p> <p>Use cursive writing in written work</p>	<p>Pre-lesson</p> <p>1. Review the safety rules in the song by playing it again and having pupils sing along.</p> <p>Lesson delivery</p> <p>2. Have pupils read the song and underline the rules. Use this to introduce the target language, following instructions in the Teacher's Book for <i>Grammar Box</i>.</p> <p>3. Get pupils to discuss in groups/pairs on the rules when they are in the car, on the bike and in the street. Encourage pupils to add more rules besides the ones mentioned in the song using sequences of imperative verb forms.</p> <p>4. Ask pupils to write these rules in cursive writing. Remind pupils to pay attention to neatness and clarity of their handwriting as it will be displayed.</p> <p>5. Then, get pupils to present their rules to the class.</p> <p>Post-lesson</p> <p>6. Review the safety rules by showing the flash cards and asking pupils to identify what is safe and what is not safe. Pay attention to pupils who are still struggling and plan further support during the coming lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 2</p> <p>Student's Book (page 59) and Teacher's Book (page 92)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 83 (Reading 16)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Values / Language</i>	LANGUAGE/GRAMMAR FOCUS: Prepositions; Question forms

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.1</p> <p>Understand with support the main idea of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Follow the instructions in the Teacher's Book for Vocabulary.(CD2, Track 5)</p> <p>Lesson delivery</p> <p>2. Follow the relevant instructions in the Teacher's Book for Activity 1 (CD2, Track 6) and play the listening track. Pupils listen and answer the question.</p> <p>3. Follow instructions in the Teacher's Book for Activity 3</p> <p>Optional: Ask pupils to think about a school trip they had recently. Plan a speaking activity where they talk about the trip using Activity 3 as a guide for what to say.</p> <p>Post-lesson</p> <p>4. Choose a post-lesson task from the list which reviews learning and/or the text pupils worked with in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1&3</p> <p>Student's Book (pages 60-61) and Teacher's Book (pages 94-95)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK: _____	LESSON: 84 (Writing 16)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Descriptive language (present simple); Prepositions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p>	<p>Pre-lesson</p> <p>1. Put the pictures of the famous buildings on the board and elicit vocabulary related to them. Write the vocabulary on the board. Follow the instructions in the Teacher's Book for Warm up and Vocabulary (CD3, Track 39).</p> <p>Lesson delivery</p> <p>2. Introduce vocabulary that may be new to pupils (e.g. Danish). Divide the class in half. Follow the instructions for Activity 1 (without listening track), so that half of the class reads text A and half of the class reads text B. Note: the texts may be challenging for many Year 4 pupils. Try to simplify them by either providing extra support or revising them and giving the revised versions on handouts.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 2, so that pupils tick in the relevant boxes for the building they read about.</p> <p>4. Pupils check their answers with someone who read the other text. They should have a full table of ticks.</p> <p>5. Hand out worksheets (the questions should match the information asked about in Activity 2, e.g. <i>Where is it? What does it look like? What can you do there?</i>). Pupils match the questions to the statements 1-4 in Activity 2.</p> <p>6. Pairs of pupils choose a famous building (they could use one from the pictures introduced in the pre-lesson stage). They make notes about the building based on the questions on the worksheet. They may need to find out more information about the building at home, which they will use as a plan for writing in Lesson 89.</p> <p>7. Pupils can begin writing the first draft of a description of the building if there is time in this lesson. They will finish it in Lesson 89. Ask pupils to bring a picture of their famous building to Lesson 89.</p>	<p><i>Get Smart Plus 4</i></p> <p>CLIL 3 Student's Book (page 131) and Teacher's Book (page 195)</p> <p>Pictures of famous buildings (in Malaysia and other countries, including those in Student's Book)</p> <p>Sets of questions on a worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Allow pupils to choose a building to write about of their choice. They may prefer to write about something that is familiar to them, for example a famous building in Malaysia (e.g. the Petronas Towers), or a building in another country they have visited or a record-breaking building (e.g. Burj Khalifa). Giving pupils the choice of building will motivate them to find out and write about it.</p>
<p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>			

		Post-lesson		
		8. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.		

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 85 (Language Arts 16)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response literary texts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories.</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p>	<p>Pre lesson</p> <p>1. Introduce pupils to a song about being a good friend - "Count On Me" by Bruno Mars.</p> <p>2. Ask pupils to watch the video clip of the song on Youtube.</p> <p>Note: Teacher can prepare the lyrics of the song (page 56).</p> <p>Lesson delivery</p> <p>3. Ask pupils to listen for information on how they help their friend from the song.</p> <p>Note: Teacher may repeat the song as many times as possible.</p> <p>4. Get pupils to brainstorm and discuss on how they can help their friends based on the song.</p> <p>5. Get pupils to share their responses based on the song.</p> <p>Post lesson</p> <p>6. Get pupils to complete a double bubble map between the song (Count On Me) and the story (The King of Kites) to compare what good friends do.</p>	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK) – Short story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategy 4):</p> <p>Some pupils need longer than others to complete tasks, especially when writing is involved. When it is appropriate, these pupils should be given a little more time to finish, and extra tasks for pupils who complete the task early should be provided</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 86 (Listening 17)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Prepositions; Question forms

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson task list which reintroduces and reviews the vocabulary of time in the previous lessons. Focus on distinguishing between, for example 14 and 40 or 16 and 60.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for <i>Grammar Box</i>. Have pupils find examples of the target language in the text to give context.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 4 (<i>CD2, Track 7</i>).</p> <p>4. Plan a pairwork activity, where pupils practise similar conversations, based on the questions in the Grammar box, the statements in Activity 4 and their answers to Activity 3.</p> <p>Post-lesson</p> <p>5. Review learning in this lesson based on your observation of pupils during the activities. You could do this based on one of the post-lesson tasks in the list.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book Activity 4 (page 61) Teacher's Book (pages 94 & 95)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Be sure to instruct clearly and model the language, showing where pupils can find the information on the page. Use some more proficient pupils to help you demonstrate and model the conversations.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 87 (Speaking 17)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Prepositions; Question forms; Making invitations: <i>Would you like to come?</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.2.1</p> <p>Keep interaction going in short exchanges by:</p> <p>using suitable words</p> <p>(i) to show understanding</p> <p>(ii) to ask for clarification</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.2</p> <p>Make and respond to simple offers and invitations</p>	<p>Pre-lesson</p> <p>1. Review vocabulary of time by choosing or modifying an activity from the pre-lesson task list.</p> <p>Lesson delivery</p> <p>2. Have pupils do an activity (e.g. a matching activity) to review prepositions.</p> <p>3. Follow instructions in the Teacher's Book for Activity 5. Extend the dialogue so that it becomes a more natural interaction (e.g. add: <i>Really?</i> or <i>That sounds fun!</i>).</p> <p>4. In pairs, have pupils write an invitation to another pair to join them on their trip. Be sure to help pupils with the language for this, e.g. <i>We're going to... Would you like to come with us?</i></p> <p>5. Pairs deliver their invitations, and reply to other invitations.</p> <p>Post-lesson</p> <p>6. Choose a post-lesson task which reviews learning. You could also give feedback on pupils' trips and see which ones sound the most fun.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 4</p> <p>Student's Book (page 61) and Teacher's Book (page 95)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>A model invitation will be useful for pupils who need extra support in writing. Prepare one if necessary.</p> <p>Remember to vary your questions and feedback for different pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 88 (Reading 17)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability / Values</i>	LANGUAGE/GRAMMAR FOCUS: Gerunds (Noun + <i>ing</i>)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Follow the instructions in the Teacher's Book for <i>Warm up</i> and <i>Vocabulary (CD2, Track 9)</i>.</p> <p>Lesson delivery</p> <p>2. Put the pictures of the three vehicles on the board and ask some questions (avoid giving away detail from the texts).</p> <p>3. Divide the class into three groups. Assign pupils in each group a different text (one group has the text on tuk-tuks, one on gondolas, the other on snowmobiles). Ask pupils to decide which picture their text refers to by reading their text quietly.</p> <p>4. Follow instructions in the Teacher's Book for Activity 2. Note that pupils give answers just for the vehicle they have read about.</p> <p>5. Invite pupils to describe their experiences with these vehicles, if they have any, and/or whether they'd like to go on any of them. Note pupils' progress and plan future support accordingly.</p> <p>Post-lesson</p> <p>6. Choose an activity from the post-lesson tasks which asks pupils for their personal response to the text and/or what they remember about what they have read.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1-2 Student's Book (page 62) and Teacher's Book (pages 96-97)</p> <p>Large-sized pictures of vehicles on page 62</p> <p><u>**Remind pupils to bring their research about buildings to the next lesson.</u></p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If some pupils have had experience of the vehicles in the texts but are unable to talk about it in English, allow them to use their first language to tell the class. Help them say some words and phrases in English as well.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 89 (Writing 17)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Patriotism / Creativity and Innovation / ICT</i>	LANGUAGE/GRAMMAR FOCUS: Review of descriptive language

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to reintroduce the theme of buildings. Try to incorporate the pictures of the buildings from lesson 84.</p> <p>Lesson delivery</p> <p>2. Plan a lesson where pupils write about a famous building.</p> <p>In lesson 84, in pairs, they chose a building and planned what to write about it, based on Activity 2. At home, they will have researched more information and found a picture. You will have reminded pupils about this homework in the previous lesson so they should come prepared. Have some material prepared for pupils who may not have done the research or have forgotten to bring their homework.</p> <p>In this lesson, pupils use the information to fill out their plan for writing. They will then write a first draft individually. Pairs then work together to review both their writing and formulate a single final draft.</p> <p>3. Pupils present their final draft along with the picture to the class.</p> <p>Post-lesson</p> <p>4. Have pupils review each other's work and give feedback to one another and/or choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>CLILL 3 Student's Book (page 131) (for reference) Teacher's Book (page 195)</p> <p>Research about buildings done by pupils*</p> <p>Pupils' pictures of a famous building</p> <p>Pupils' writing plans from Lesson 84</p> <p>Pictures of buildings from Lesson 84</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Pupils will need a lot of individual support in this lesson. It is important to work with both more and less proficient pupils to help them work to the best of their ability. Allow pairs to support each other as much as possible.</p> <p>Provide plenty of positive feedback and avoid too much marking of errors on pupils' writing. Focus on recent target language when highlighting mistakes.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 90 (Language Arts 17)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Information and Communications Technology</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary (invitation)</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response literary texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories.</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.2</p> <p>Make and respond to simple offers and invitations</p>	<p>Pre lesson</p> <p>1. Introduce pupils to samples of wedding invitations/ congratulatory cards.</p> <p>2. Get pupils to talk about the contents of the card. For example: date, time, venue, RSVP, etc...</p> <p>Note: Teacher asks pupils to bring samples of wedding invitations/ congratulatory cards.</p> <p>Lesson delivery</p> <p>3. Assign pupils to create their own card according to their creativity using MS Powerpoint.</p> <p>4. Pupils present their work.</p> <p>Note: Teacher may refer to page 66 for instructions on this activity.</p> <p>Post lesson</p> <p>5. Teacher assesses their work and provides feedback.</p>	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK) – Short story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategy 2):</p> <p>Different types and amount of support can be given to less proficient pupils. For example, you can give more proficient pupils more verbal instructions without using gestures.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 91 (Listening 19)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Gerunds (Verb + <i>ing</i>) used as a noun

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.3</p> <p>Describe basic everyday routines</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to pre-teach any key concepts or vocabulary in the listening (Activity 3, see Teacher's Book for transcript) that may be new to pupils.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for <i>Activity 3 (CD2, Track 11)</i>.</p> <p>3. Follow the instructions in the Teacher's Book for <i>Grammar box</i>.</p> <p>4. Follow the instructions in the Teacher's Book for <i>Activity 4 (CD2, Track 12)</i>.</p> <p>5. Extend the language and have pupils do an interactive writing activity where they use the target language in Activity 4 to talk about transport they use daily (e.g. I go to school by bus every day. Travelling by bus is fun).</p> <p>Post-lesson</p> <p>6. Choose a post-lesson task which reviews language learning and/or the content of the listening texts.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4 Student's Book (page 63) and Teacher's Book (page 97)</p> <p>**Remind pupils to bring recycle materials needed to create their favourite transports</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 92 (Speaking 18)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Financial Education</i>	LANGUAGE/GRAMMAR FOCUS: Imperative forms.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p>	<p>Pre-lesson</p> <p>1. Follow instructions in the Teacher's Book for <i>Warm up</i> activity.</p> <p>Lesson delivery</p> <p>2. Teacher prepares a set of instructions to create a model transport. Ensure that the instructions include materials and steps needed for the project.</p> <p>3. Teacher inform pupils that they are going to create their favourite transports. Follow the instructions in Activity 1. Before they begin the project, get pupils to check the steps needed to complete the project with the pupil next to them. Teacher provides questions for pupils to check the steps, i.e. 'What is step 1? What do we do next?'</p> <p>4. Get pupils to complete their favourite transport. Pupils will present their transports and explain the steps they took to create it. Teacher supports by adding connectors such as 'First, Second...'. </p> <p>Post-lesson</p> <p>5. Review vocabulary used in this activity using post-lesson tasks.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student's Book (page 65) and Teacher's Book (pages 100 & 101)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>In stages of the lesson which develop the main and complementary skills, make sure that all pupils have the opportunity to participate. Different types and amount of support can be given to less proficient pupils.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.3</p> <p>Give a longer sequence of basic instructions or directions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 93 (Reading 18)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from previous lessons.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list which introduces the story and pre-teach key vocabulary from the story that is new to the pupils.</p> <p>Lesson delivery</p> <p>2. Show the pictures from the story, one by one. The pictures should be in random order. Elicit from pupils some details about the pictures. Introduce the characters and the main background to the story at this stage.</p> <p>3. Ask pupils to decide in pairs on the correct order of the pictures. They note their answer in their books. Play the CD of the story (<i>CD2</i>, Track 16) and have pupils listen if they arranged the pictures correctly.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book (pages 66-67) and Teacher's Book (pages 102-103)</p> <p>Large-sized pictures from the story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.3</p> <p>Communicate appropriately to a small or large group</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.3.1</p> <p>Narrate short basic stories</p>	<p>4. Have pupils read the story quietly from the student's book. Ask for pupils' reactions to the story – Did they enjoy it? This isn't the end of the story – how do they feel about finding out what happens?</p> <p>5. Have pupils use the pictures to narrate the story to each other in pairs.</p> <p>6. Follow instructions in the Teacher's Book for the <i>after reading</i> stage. Include story narration at this stage, perhaps using the pictures only.</p> <p>Post-lesson</p> <p>7. Choose a post-lesson task which reviews the story.</p>		

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 94 (Writing 18)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Stories
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Creativity and Imagination</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from previous lessons.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.1</p> <p>Explain and give reasons for simple opinions</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Follow instructions for <i>Warm Up</i> and <i>Vocabulary</i> on Teacher's Book page 99.</p> <p>Lesson delivery</p> <p>2. Follow instructions for Activity 1.</p> <p>3. Teacher prepares an advertisement that shows different types of public transportation, prices for each ticket and time these transports leave to a tourist attraction (e.g., Melaka, Zoo Negara, KL Tower).</p> <p>4. Get pupils to work in pairs to decide which public transportation they would choose by describing the transportation and give simple reasons for their choice in their notebook.</p> <p>Post-lesson</p> <p>5. Conduct a gallery walk for pupils to share their work.</p>	<p>Optional:</p> <p><i>Get Smart Plus 4</i></p> <p>Student's Book (page 64) and Teacher's Book (page 99)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p> <p>Pupils will need a lot of individual support in this lesson. It is important to work with both more and less proficient pupils to help them work to the best of their ability. Allow pairs to support each other as much as possible.</p> <p>Provide plenty of positive feedback and avoid too much marking of errors on pupils' writing. Focus on recent target language when highlighting mistakes.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 95 (Language Arts 18)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The King of Kites	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary (words of encouragement)</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response literary texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories.</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.3 Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p>	<p>Pre lesson</p> <ol style="list-style-type: none"> 1. Introduce pupils to samples of notes of encouragement. 2. Ask pupils when do they give it and why. 3. List pupils' answers on the board. <p>Lesson delivery</p> <ol style="list-style-type: none"> 4. Follow instructions on page 60 for the activity. 5. Distribute Worksheets 10(a) (page 62) and Worksheet 10(b) (page 63). <p>Post lesson</p> <ol style="list-style-type: none"> 6. Check answers through individual and whole class feedback. <p>Note: Teacher may refer to page 64 for optional activity (role play)</p>	<p>The King of Kites</p> <p>Contemporary Children's Literature (CCL) Teaching Guidebook (BPK) – Short story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following (Strategy 7):</p> <p>Feedback given to pupils should be varied according to their ability to act on the feedback.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6)

WEEK:	LESSON: 96 (Language Awareness 5)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: World of Knowledge
	TOPIC: Getting around	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 6

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a main skill and complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Follow the instructions in the Teacher's Book for the <i>Warm up</i> activity. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Follow the instructions in the Teacher's Book for Activities 1 to 3. You could also use the <i>Optional</i> activity in the Teacher's Book. 3. Plan any further activities for this lesson to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <ol style="list-style-type: none"> 4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and note in differentiation strategies column). 5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons. 	<p><i>Get Smart Plus 4</i></p> <p>Revision 6 Student's Book (page 70) and Teacher's Book (page 106) Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Most pupils will be able to complete the self-assessment worksheet with just a little support. Continue to explain the criteria to pupils so they understand them clearly.</p> <p>Support pupils where needed and allow pupils to write in their own language if necessary. You could then help them to express themselves in English.</p>

How did I do in Unit 6? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about street safety	Great _____	OK _____	A little _____
...tell the time	Great _____	OK _____	A little _____
...talk about transport and vehicles	Great _____	OK _____	A little _____
...talk about prices and schedules	Great _____	OK _____	A little _____

- I'm proud of myself because I _____ very well.
- In the next unit, I will _____ better / more.

Unit 7

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK: —	LESSON: 97 (Listening 19)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: Transitive verbs: e.g. <i>help</i> + object pronoun <i>me/him/her/etc.</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title and topic</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Introduce the topic of 'helping out' using one of the activities from the pre-lesson tasks. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Follow the instructions in the Teacher's Book for <i>Warm up</i> and <i>Vocabulary (Track 20)</i>. 3. Follow the instructions in the Teacher's Book for Activity 1 (Track 21). 4. Ask pupils to find the words 'give you a hand', 'hurry up' and 'getting dark' in the text in the Student's Book. Pupils decide on the meaning of these words, based on the context of the song. 5. Follow instructions in the Teacher's Book for the <i>TPR</i> activity. 6. Follow instructions in the Teacher's Book for the <i>Optional 2</i> activity. <p>Post-lesson</p> <ol style="list-style-type: none"> 7. Choose a post-lesson task to review and consolidate learning. 	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 71) and Teacher's Book (page 108)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils will need guidance with the complementary skill for this lesson. Remember to vary your questions so that you can support the understanding of less proficient pupils, and ask more proficient pupils to help explain this reading strategy.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK: _____	LESSON: 98 (Speaking 19)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: Transitive verbs: e.g. <i>help</i> + object pronoun <i>me/him/her/etc.</i> ; Past simple review; Present continuous review

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Play the song from Lesson 97 (Track 21) again and have pupils mime as they listen. They can sing along with the song if they wish.</p> <p>Lesson delivery</p> <p>2. Review vocabulary by following instructions in the Teacher's Book for the <i>Optional 1</i> activity.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 2 (Cursive Writing).</p> <p>4. Follow instructions in the Teacher's Book for Activity 3 (Track 22) to review the usage of Present Continuous Tense.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 2</p> <p>Student's Book (page 71) and Teacher's Book (pages 108 – 109)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Spend time before stage 5 of this lesson reviewing key vocabulary. Some pupils will remember it well, but others may have more difficulty. Use the board to keep a record of the vocabulary you are reviewing so that pupils can refer to it during the activity.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.2</p> <p>Find out about and describe experiences in the past</p>	<p>5. Have pupils do a speaking activity in pairs or small groups where they talk about an experience of helping someone. For example, pupils could mime a short sketch to a group, who guess what they did – e.g. <i>You helped him clear the table</i>. Use this opportunity to review some vocabulary from earlier units, as well as the past tense.</p> <p>Post-lesson</p> <p>6. Review and/or reflect on learning using an activity from the post-lesson tasks.</p>		

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 99 (Reading 19)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: Questions with <i>Whose..?</i> ; Personal possessive pronouns: e.g. <i>mine/yours</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Introduce the theme of camping using realia (where possible) and/or an activity from the pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for <i>Warm up</i> and <i>Vocabulary</i> (Track 23).</p> <p>3. Follow the first three instructions in the Teacher's Book for Activity 1 (Track 24).</p> <p>4. Ask pupils whether they have any camping experiences. If not, ask them how they might feel if they were to go camping. Share some ideas about camping related to the story.</p> <p>5. Follow the remaining instructions in the Teacher's Book for Activity 1. Have pupils change the content of the story (e.g. the children find a different animal in their sleeping bag/tent).</p> <p>6. Divide pupils into groups to act out the story read. – Activity 2, Teacher's Book</p> <p>Post-lesson</p> <p>7. Choose a post-lesson task which asks pupils to evaluate their performance.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book and Teacher's Book (page 110).</p> <p>Camping realia if possible.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils will be more creative than others in Stage 5. Monitor and help individual pupils and groups develop their ideas and with the language they need to express them.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 100 (Writing 19)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Stories
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Questions with <i>Whose..?</i> ; personal possessive pronouns :e.g. <i>mine/yours</i> ; possessive apostrophe 's; personal object pronouns: e.g. <i>me/him</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Review the story using a short whole class quiz.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for <i>Grammar Box</i>. Use examples from the text to support this.</p> <p>3. Review the possessive 's (e.g. <i>Mei's bag</i>) with an explanation and short activity. Focus in particular on punctuation that makes it different from the plural s (e.g. <i>three bananas</i>). <i>Include an activity to differentiate these, if necessary.</i></p> <p>4. Follow instructions in the Teacher's Book for Activity 3. Remind pupils to use capital letters and full stops.</p> <p>5. Draw attention to the difference between the pronouns in this lesson and in earlier lessons. Plan an interactive reading and/or writing activity to contrast these.</p> <p>Post-lesson</p> <p>6. Choose a post-lesson task to review and consolidate the language covered in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3</p> <p>Student's Book (page 73) and Teacher's Book (page 111).</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>You may need to spend more time reviewing the possessive 's, and to contrast the pronouns in this sequence of lessons (<i>mine/his</i> etc.) with those in the previous one (<i>me/him</i> etc.). Plan extra time to help pupils understand the difference with these and give individual support where necessary.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 101 (Language Arts 19)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-Lesson</p> <ol style="list-style-type: none"> Ask pupils to talk about the front and back covers of the book. e.g.: the attire, facial expression of the boy and the setting, author, blurb, etc. Elicit pupils' understanding from the title of the book. <p>Lesson delivery</p> <ol style="list-style-type: none"> Follow the instructions in the Teaching Guidebook page 27 (Steps 1 – 3). Get pupils to talk about the characteristics of the animals. Have pupils guess the relationships between the animals. <p>Post – Lesson</p> <ol style="list-style-type: none"> Have pupils draw their favourite animal(s) that live in the jungle. Get pupils to share their feelings about their animal(s) 	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK)</p> <p>- Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Depending on the needs and level of your pupils, you could extend the vocabulary in this lesson by asking pupils about the subjects that they cover in their weekly time table.</p> <p>Strategy 3: Differentiate by the outcome expected from pupils</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 102 (Listening 20)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Language / Values</i>	LANGUAGE/GRAMMAR FOCUS: Questions with <i>Whose...? & Which...?</i> ; Personal possessive pronouns: e.g. <i>mine/yours</i> ; possessive 's

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to review the camping theme.</p> <p>Lesson delivery</p> <p>2. Review language and grammar focus (Possessive 's) from the activity in the previous lesson or other similar activities.</p> <p>3. Set the scene for the listening activity and review key vocabulary using the flashcards.</p> <p>4. Follow instructions in the Teacher's Book for Activity 4 (Track 25).</p> <p>5. Ask pupils to give feedback on the answers in pairs and ask pupils to explain their answers using descriptive language.</p> <p>6. Ask pupils to do a guessing activity in pairs using pictures story or activities in the Student's Book to ask and answer questions using the target language. Alternatively, you could prepare some different materials for this activity.</p> <p>Post-lesson</p> <p>7. Choose a post-lesson task to finish the lesson in a fun way and review language.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 4</p> <p>Student's Book (page 73) and Teacher's Book (page 111).</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>A range of language forms are covered in this lesson, which may be confusing for some pupils. If some pupils become confused, avoid complicated language explanations and use plenty of pupils' own ideas to make example sentences (and questions) which clearly show the difference between the grammar points. Use the board and leave examples of language on the board. Pair more proficient pupils with less proficient pupils so that they can support them in addition to your support.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 103 (Speaking 20)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Questions with <i>Whose...?</i> ; Personal possessive pronouns (e.g. <i>mine/his</i>)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to review vocabulary for classroom items (e.g. <i>notebooks, pens, rulers</i> etc.).</p> <p>Lesson delivery</p> <p>2. Collect some items from pupils (e.g. pens, notebook, etc.). Use the items to ask <i>Whose... is this?</i> for pupils to answer <i>It's mine</i>.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 5 (Track 26).</p> <p>4. Have pupils do a further practice activity in pairs or small groups. You could ask pupils to draw something which is theirs on a piece of paper. Their group/classmates then have to guess whose it is.</p> <p>5. Finish the main part of the lesson with an activity to focus on the vocabulary you have reviewed in this lesson.</p> <p>Post-lesson</p> <p>6. Choose a post-lesson task to consolidate learning in this lesson, such as an error correction activity.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 5 Student's Book (page 73) and Teacher's Book page 111</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Depending on the level of your pupils, you could review the question from Activity 3 (<i>Which..?</i>) in stage 2, and include this language in the pairwork activity. Consider doing this for all pupils or for more proficient pupils only.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 104 Reading (20)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Environmental Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Indefinite pronouns: e.g. <i>someone/ everything</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.1</p> <p>Understand the main idea of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Introduce the topic of recycling using an activity from the pre-lesson task list.</p> <p>Lesson delivery</p> <p>2. Use the flashcard for 'recycle' to elicit materials that can be recycled. Ask pupils what they recycle.</p> <p>3. Follow the instructions in the Teacher's Book for <i>Warm up</i> and <i>Vocabulary</i> (Track 27) as necessary.</p> <p>4. Show pupils the paragraph headings (These could be as questions, e.g. <i>What is recycling? / What can we recycle? / How can we recycle?</i>)</p> <p>5. Have pupils read the text about recycling and match the paragraphs to the headings.</p> <p>6. Follow instructions in the Teacher's Book for Activity 1 (Track 28).</p> <p>7. Including examples from the text, follow instructions in the Teacher's Book for <i>Grammar Box</i>.</p> <p>8. Follow instructions in the Teacher's Book for Activity 2 (Teacher's Book).</p> <p>Post-lesson</p> <p>9. Choose a post-lesson task which consolidates learning in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2 Student's Book (pages 74-75) and Teacher's Book (pages 112 – 113).</p> <p>Sentences (in strips or on a worksheet): paragraph headings for the text</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If this topic is not appropriate in your context, you could replace this text, or broaden it so that it addresses issues local to you and your pupils.</p> <p>Allow pupils to work in pairs for reading activities so that they can share their ideas and understanding.</p> <p>If the complete text is too long for your pupils, consider modifying the heading matching task so that pupils only read one paragraph each and match it to a heading.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 105 (Writing 20)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Environmental Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Indefinite pronouns (e.g. <i>someone, everything</i>); present tense review; adverbs of frequency review

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.3</p> <p>Describe basic everyday routines</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which reviews the theme of recycling.</p> <p>Lesson delivery</p> <p>2. Have pupils play a spelling game to review and consolidate the spelling of the indefinite pronouns.</p> <p>3. Review the target language by repeating steps of <i>Grammar Box</i> (see instructions in the Teacher's Book).</p> <p>4. Follow instructions in the Teacher's Book for Activity 3.</p> <p>5. Have pupils do an interactive, communicative writing activity where they write about their own recycling habits. For example, pupils could write true and false sentences about what, when and how they recycle (e.g. <i>I always recycle every glass bottle I use.</i>) / <i>Everyone in my family puts bottles in the recycling bin</i>). Note the use of present simple for routines. Other pupils read the sentences and decide which are true/false.</p> <p>6. At the end of the lesson, follow instructions in the Teacher's Book for Activity 4 (Track 29), if time allows.</p> <p>Post-lesson</p> <p>7. Talk to pupils more about recycling as an environmental concern. Find out what pupils can do more of to help global or local problems with rubbish and recycling. This may be in their first language, but try to include English where possible.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4</p> <p>Student's Book page 75 and Teacher's Book page 113.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Plan plenty of support in the writing activity for pupils who need it. Have pupils work on their own as much as possible, so that you can monitor and evaluate their language progress, but allow them to seek help from their classmates as well as from you. Encourage them to use English for this.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 106 (Language Arts 20)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>Simple Past Tense</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p>	<p>Pre-Lesson</p> <ol style="list-style-type: none"> 1. Play sounds of the five animals that they have learnt from the previous Language Arts lesson. 2. Get pupils to name the animals and mimic the sounds. <p>Lesson delivery</p> <ol style="list-style-type: none"> 3. Have pupils read Chapters 1 & 2. 4. Explore the features in the graphic novel. (Teaching Guidebook pages 6-12) 5. Get pupils to sit in groups to retell the plot of the story in Chapters 1 & 2. <p>Post – Lesson</p> <ol style="list-style-type: none"> 6. Have pupils predict the storyline in the following chapter. 7. Get pupils to share their predictions and state the reason(s). 	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children’s Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 2: Differentiate by the type and amount of support provided</p> <p>Strategy 3: Differentiate by the outcome expected from pupils</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 107 (Listening 21)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Stories
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Review of forms from recent learning

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topics</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Show one of the pictures from Part One of the story (and find out what pupils remember about the story).</p> <p>Lesson delivery</p> <p>2. Have pupils put in order the pictures from Part 1 of the story and retell the story in pairs. Then use instructions from <i>Warm up</i> to fully review part one of the story.</p> <p>3. If pupils wrote a story ending in Lesson 94 for The Lost Boy 1, ask them to re-read their writing to remember their predictions. Prepare an alternative ending to the story and give it out to pupils who did not pre-write a story ending. Make sure pupils understand the alternative ending before the next stage.</p> <p>4. Play the CD of the story. Have pupils listen to find similarities between the story and their predictions.</p> <p>5. Pupils read the story to check again. Have them read together while sitting comfortably. Have pupils talk about the story together. This is a free speaking activity – Pupils may use some of their first language. Monitor and support them, helping them to express themselves in English.</p> <p>6. Enhance listening activity by playing the CD (Track 32) and then get the pupils to answer comprehension questions. Some comprehension questions are available in the <i>after reading</i> activity in the Teacher's Book .</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book (pages 66-67) and Teacher's Book (pages 118 – 119)</p> <p>Pictures from story and an alternative story ending</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Provide support for pupils who need it while listening. You could use the pictures from the story to help pupils see the basic storyline before they listen or to pre-teach any important vocabulary. Encourage pupils to close their eyes while they listen. This will help some pupils concentrate, especially those who are easily distracted.</p>

		Post-lesson 7. Follow instructions for the <i>post-reading</i> activity in the Teacher's Book <u>Ask pupils to bring empty jars, boxes, plastic and other containers from home to the next lesson.</u>		
--	--	--	--	--

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 108 (Speaking 21)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Entrepreneurship</i>	LANGUAGE/GRAMMAR FOCUS: Review of imperative verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.3</p> <p>Give a longer sequence of basic instructions or directions</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p>	<p>Pre-lesson</p> <p>1. Review the topic of recycling, emphasising the idea of ‘reuse’ (when we make something into something else).</p> <p>Lesson delivery</p> <p>2. Follow instructions for <i>Warm up</i> in the Teacher’s Book.</p> <p>3. Follow instructions for Activity 1.</p> <p>5. Based on the instructions in the Teacher’s Book for Activity 2, have pupils make something new with their containers. They can work in pairs. Note that this will leave some containers spare. Save them for a later lesson.</p> <p>6. Have pupils work in groups to present what they made (based on Teacher’s book, Activity 3). They should explain the process of making it (e.g. <i>First, (you) wash the container, then (you) paint it.</i>), as well as describing what it was and how to use it now.</p> <p>7. When pupils have finished, they should ask questions to their friends to check the steps to reuse the containers.</p> <p>Post-lesson</p> <p>7. Choose a post-lesson task which evaluates and gives feedback on pupils’ work in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student’s Book (pages 76 and 77) and Teacher’s Book (page 116).</p> <p>Empty containers (supplied by you and/or pupils)</p> <p>Scissors, glue, etc.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Many pupils will need a model of language to present their work. It is a good idea to prepare something yourself so that you can model the show and tell language.</p> <p>Ask pupils questions about their work when they present, so that you ask simple questions to give confidence to less proficient pupils and more complex questions to those who are more proficient or confident.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 109 (Reading 21)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Entrepreneurship / Financial Education</i>	LANGUAGE/GRAMMAR FOCUS: Review of forms from recent learning

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.1</p> <p>Understand the main idea of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Choose a suitable pre-lesson task to introduce the theme of the lesson.</p> <p>Lesson delivery</p> <p>2, To begin the main lesson, include an activity which develops pupils' skills at using a monolingual dictionary (e.g. a dictionary race using words needed in the lesson).</p> <p>3. Find or write a short, simple text about a recycling or another environmental project in your local area. Focus on the cross-curricular elements in this lesson, i.e. talk about the financial impact as well as entrepreneurship of this project, and include a range of different language that has been covered recently and in earlier units. Ensure that language used is suitable for pupils' proficiency level (avoid using words like entrepreneurship; financial, sustainability, which are above the level).</p> <p>4. Ask two or three gist questions before pupils read the text.</p> <p>5. Follow up the reading with an activity that is related to the topic and which asks for pupils' personal response to the text.</p> <p>Post-lesson</p> <p>6. Choose an appropriate post-lesson task to review and consolidate or evaluate learning (language and/or content) in this lesson.</p>	<p>A short, simple text.</p> <p>You may need to develop more materials for this lesson, see learning outline and the learning standards.</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Differentiate through the support you give in preparing pupils for the reading text and the time you give for reading.</p> <p>You could share the words for the dictionary activity so that faster pupils check more words than those who find dictionaries challenging. Make sure to check all pupils understand the dictionary definitions of the words.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 110 (Writing 21)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of question forms

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of short simple texts</p>	<p>Pre-lesson</p> <p>1. Follow the instructions in the Teacher's Book for the <i>Optional</i> activity.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for <i>Vocabulary</i> (Track 31) and review other key vocabulary at this stage.</p> <p>3. Follow the instructions in the Teacher's Book for <i>Grammar box</i>.</p> <p>4. Follow the instructions in the Teacher's Book for Activity 1.</p> <p>5. Give each group a board game template. Groups make a new board game by writing questions in each space. Remind pupils to punctuate and use capital letters carefully on their board game.</p> <p>6. Pupils play their games in their groups.</p> <p>Post-lesson</p> <p>7. Choose a suitable Post-lesson task from the list, which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book and Teacher's Book (page 115).</p> <p>Board game templates</p> <p>Student's Book (page 76).</p> <p>Coins</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may dominate group work. Set the task so that each pupil should write at least 2 questions (for example) on the board. This will ensure each pupil has practice.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 111 (Language Arts 21)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Simple Past Tense</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories</p>	<p>Pre-Lesson</p> <ol style="list-style-type: none"> 1. Get pupils to recap Chapters 1 & 2 of the story from the previous Language Arts lesson. 2. Have pupils share their predictions from the previous Language Arts lesson. <p>Lesson delivery</p> <ol style="list-style-type: none"> 3. Have pupils read Chapters 3 & 4. 4. Follow the instructions in the Teaching Guidebook page 35 & 36. (Steps 1 – 7). Note: Use pictures from Chapters 1 to 4. 5. Check the sequence of the pictures. <p>Post – Lesson</p> <ol style="list-style-type: none"> 6. Provide pupils with four random pictures from Chapter 5. (The Jungle Book) 7. Get pupils to predict the sequence of the pictures. 8. Have pupils share their predictions and state the reason(s). 	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children’s Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 2: Differentiate by the type and amount of support provided</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7)

WEEK:	LESSON: 112 (Language Awareness 6)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: World of Self, Family and Friends
	TOPIC: Helping out	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 7

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Follow the instructions in the Teacher's Book for the <i>Warm up</i> activity.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activities 1 to 3. You could also use the <i>Optional</i> activity in the Teacher's Book.</p> <p>3. Plan any further activities for this lesson to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way.</p> <p>Post-lesson</p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and note in differentiation strategies column).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Revision 7 Student's Book and Teacher's Book (page 120).</p> <p>Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Most pupils will be able to complete the self-assessment worksheet with just a little support. Continue to explain the criteria to pupils so they understand them clearly.</p> <p>Support pupils where needed and allow pupils to write in their own language if necessary. You could then help them to express themselves in English.</p>

How did I do in Unit 7? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about helping people

Great _____

OK _____

A little _____

...talk about what people have (possession)

Great _____

OK _____

A little _____

...talk about recycling and the environment

Great _____

OK _____

A little _____

- I'm proud of myself because I _____ very well.

In the next unit, I will _____ better / more.

Unit 8

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK: —	LESSON: 113 (Listening 22)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language / Values</i>	LANGUAGE/GRAMMAR FOCUS: Comparative adjective forms: adjective + <i>-er than</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.3</p> <p>Use appropriate listening strategies in a variety of contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.3.1</p> <p>Guess the meaning of unfamiliar words from clues provided by knowledge of the topic</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to elicit from pupils the animals they already know.</p> <p>Lesson delivery</p> <p>2. Make flash cards to introduce new animals (use pictures of animals from Activity 1). Stick the pictures on the whiteboard and ask pupils to tell you what they know about these animals.</p> <p>3. Point to the picture of the camels. Write 'hump' on the board. Have pupils guess what this word means and other words related to the animals such as 'heavy', 'strong', 'big', 'fast' and 'small'.</p> <p>4. Read aloud the quiz questions from Activity 1 on page 81 and get a few pupils to guess the answers by pointing to the correct pictures on the whiteboard. You may add other questions related to the pictures. Focus on the adjectives to describe the animals. Post-lesson</p> <p>5. Choose a post-lesson activity which consolidates vocabulary in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 81) and Teacher's Book (page122)</p> <p>Pictures of the animals</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 114 (Speaking 22)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Comparative adjective forms: adjective + <i>-er than</i> ; Comparative questions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to review the spelling of animal words. You could use the pictures of animals from the previous lesson in this activity.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activity 2.</p> <p>3. Have pupils write animal names on cards. Insist on correct spelling; have pupils check spelling in a dictionary or in the Student's Book.</p> <p>4. Have pupils play a speaking game to compare animals using the cards they have just made based on the instructions in the Teacher's Book for the <i>Optional</i> activity.</p> <p>Post-lesson</p> <p>5. Review areas of learning that pupils had difficulty with in this lesson, especially if related to the main or complementary skills.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 2</p> <p>Student's Book and Teacher's Book</p> <p>Pictures of animals they learned in Lesson 113</p> <p>Blank cards</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Give pupils plenty of time to write the words on the cards. If they are unsure of the spelling, encourage them to check in the dictionary or the Student's Book rather than ask for help. This is a useful skill for all pupils. Less proficient pupils may write fewer cards than more proficient ones.</p>
<p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 115 (Reading 22)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Comparative adjective forms: adjective + <i>-er</i> / <i>more</i> + adjective + <i>than</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task using the picture of the dinosaur to introduce the topic and find out what pupils know.</p> <p>Lesson delivery</p> <p>2. Review adjectives and animals by asking pupils to compare the dinosaur to some of the animals. This could be a pairwork activity. Focus on short adjectives (one or two syllables adjectives) and draw attention to the –er ending (refer to Grammar Box on pg.81).</p> <p>3. Ask pupils to read the text in the Student’s Book and write any new words in their notebooks.</p> <p>4. Have pupils check the new words in the dictionary. Facilitate and assist pupils when they are using the dictionary.</p> <p>5. Follow the relevant instructions in the Teacher’s Book for Activity 1.</p> <p>Post-lesson</p> <p>6. Choose or adapt an activity from the post lesson tasks which reviews the text.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student’s Book (page 82) and Teacher’s Book (pages 124 & 125)</p> <p>Picture of a dinosaur</p> <p>Animal pictures</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Many pupils should be able to use the monolingual dictionary independently by now. Have pupils do this activity on their own and offer individual support to pupils who still need it.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK: _____	LESSON: 116 (Writing 22)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS Comparative adjective forms: adjective + <i>-er</i> / <i>more</i> + adjective + <i>than</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>Pre-lesson</p> <p>1. Play a game to brainstorm adjectives to compare animals and dinosaurs.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for <i>Grammar Box</i>. Compare short and long comparative adjectives. Include an extra activity here if your pupils would benefit from it.</p> <p>3. Have pupils write a description of an animal on one side of the paper using a comparative adjective. On the other side, they write the name of the animal. Another group of pupils can try to guess the animal by reading the clue, then checking their answer on the other side of the card.</p> <p>4. <i>Optional:</i> Follow instructions in the Teacher's Book for Activity 2.</p> <p>Post-lesson</p> <p>5. Finish the lesson with a post-lesson task which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 2</p> <p>Student's Book (page 82) and Teacher's Book (pages 124 & 125)</p> <p>Animals & dinosaur flashcards</p> <p>Blank cards</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may not be aware about syllables in words before, so introduce the concept to them. Tell them that syllables are parts of a word, the number of "chunks" that a word breaks into when you say it.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 117 (Language Arts 22)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Adjectives</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre-Lesson</p> <p>1. Elicit responses from pupils pertaining to the characters of the story. (e.g. their relationships, feelings, deeds)</p> <p>Lesson delivery</p> <p>2. Have pupils recap Chapters 1 to 4 and then read Chapter 5.</p> <p>3. On page 63 of The Jungle Book, in pairs, pupils discuss their opinions on what would happen to Mowgli next.</p> <p>4. Get pupils to rearrange the 5 strips of synopsis and write Mowgli's feelings in each strip. (Teaching Guidebook pages 33 – 34)</p> <p>Note: Remove the chapter number of each strip.</p> <p>Post – Lesson</p> <p>5. Have pupils share their thoughts and feelings about the whole story.</p>	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 6: Differentiate by the types of question asked</p> <p>Strategy 7: Differentiate by the feedback given</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 118 (Listening 23)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Review of comparative adjective forms: adjective + <i>-er</i> / <i>more</i> + adjective + <i>than</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.3</p> <p>Use appropriate listening strategies in a variety of contexts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Listening</p> <p>1.3.1</p> <p>Guess the meaning of unfamiliar words from clues provided by knowledge of the topic</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p>	<p>Pre-lesson</p> <p>1. Review comparative forms, for example by playing ‘animal comparisons’ (see <i>Optional</i> activity in the Teacher’s Book).</p> <p>Lesson delivery</p> <p>2. Plan a listening lesson to meet the main and complementary learning standards, which focuses on comparing animals native to Malaysia. Pupils should have the opportunity to learn about endangered wildlife in Malaysia, and the people’s duty to protect the natural environment.</p> <p>You could find a listening text on this topic, or you could prepare and read something aloud. Alternatively, pupils can listen to each other. Pupils may predict content and/or comparisons which will be made.</p> <p>Post-lesson</p> <p>3. Choose a post-lesson task that is appropriate for your lesson. This may involve discussion with pupils about the content of the lesson (endangered animals in Malaysia).</p>	<p>Use plenty of pictures in this lesson. You may also want to prepare a worksheet for this lesson.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>This lesson focuses on content as well as language learning and practice. The language in the lesson may be challenging for some pupils, so allow them to use some of their first language.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 119 (Speaking 23)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of comparative adjective forms: adjective + <i>-er</i> / <i>more</i> + adjective + <i>than</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task using the picture to review dinosaurs and adjectives.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 3.</p> <p>3. Introduce more dinosaurs using pictures. You may need to research some information about these dinosaurs.</p> <p>4. Have pupils write adjectives on the cards. In small groups, they play a comparisons game, where they take a card and use it to compare two of the dinosaurs. Review language for checking instructions at this point. Nominate various pupils to check the instructions with you, or they could do this in pairs.</p> <p>Post-lesson</p> <p>5. Choose a post-lesson task which asks pupils to reflect on their learning and performance in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3 Student's Book (page 83) and Teacher's Book (page 125)</p> <p>Various dinosaur pictures</p> <p>Blank cards</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Try to nominate some shy or less proficient pupils to check the instructions. If you still have this language on the classroom wall, they can use it as a model.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 120 (Reading 23)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Comparative forms: as [adjective] as [noun]

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.4</p> <p>Give reasons for simple predictions</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task using the picture to introduce dinosaurs' body parts. These should include the vocabulary at the top of page 84 as well as the body parts in the text.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 1. Draw attention to the usage of comparisons using Grammar Box on pg.85. Continue with Activity 2.</p> <p>3. Show pictures of two different dinosaurs. Have pupils predict what will happen if these two dinosaurs meet. Ask pupils to give reasons for their predictions, e.g. Tyrannosaurus Rex would eat Gallimimus, because T-Rex was a carnivore. Repeat with other dinosaurs.</p> <p>Post-lesson</p> <p>4. Choose a post-lesson task which consolidates learning in this lesson. It could relate learning to pupils' own lives or their interests, or it could focus on any findings of prehistoric life locally/nationally/within Asia.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1-2 Student's Book (pages 84 & 85) and Teacher's Book (pages 126 & 127)</p> <p>Enlarged dinosaur pictures</p> <p>Body parts flashcards</p> <p>(Optional) worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Pupils may find it difficult to pronounce the dinosaur names. Allow them to give the dinosaurs nicknames.</p> <p>Give plenty of support to pupils when they give reasons for their predictions, especially to less proficient pupils, who may lack vocabulary and/or ideas. You could do this by asking questions and suggesting vocabulary.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 121 (Writing 23)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: Review of comparative forms

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task using the picture to review the dinosaur topic and vocabulary.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activity 3.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 4.</p> <p>4. Have pupils work in pairs to 'create' a new dinosaur. They should draw the dinosaur and write a description of it, using language from this and previous lessons.</p> <p>Post-lesson</p> <p>5. Have pupils present and evaluate each other's work in a positive way.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4</p> <p>Student's Book (pages 84-85) and Teacher's Book (page 127)</p> <p>Various dinosaur pictures</p> <p>Body parts pictures</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may need more support in writing than others. Consider providing a clear model for pupils to follow and help pupils use the material in the textbook to base their ideas on and to find useful vocabulary. Have pupils write in pairs, but try to pair pupils with similar levels of proficiency so that they both participate more equally and can gain confidence, working to the best of their ability. Give extra support to pairs of less proficient pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 122 (Language Arts 23)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary/ Simple Present Tense</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p>	<p>Pre-Lesson</p> <p>1. Choose a pre-lesson task which reviews/reintroduces the story.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teaching Guidebook on page 48. (Steps 1 – 5)</p> <p>3. Have pupils give feedback to each group.</p>	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children’s Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 1: Differentiate by the task pupils are given</p>
<p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Post – Lesson</p> <p>4. Get pupils to vote for the best group and reward them.</p>		

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 123 (Listening 24)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Phonology (vowel sounds, with focus on /ə/ sound).

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Follow the instructions in the Teacher's Book for <i>Warm up</i>. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Follow the instructions in the Teacher's Book for Activity 1. 3. Follow the instructions in the Teacher's Book for <i>the Optional 1</i> activity. 4. Give each team of pupils a few dictionaries. When you call out a word, the pupils must find the word as quickly as possible. The first person in the team to call out the correct page number wins the round. The winner wins a point for the whole team rather than individually. 5. Follow the instructions in the Teacher's Book for Activity 2. <p>Post-lesson</p> <ol style="list-style-type: none"> 6. Choose a post-lesson task to consolidate learning. 	<p><i>Get Smart Plus 4</i></p> <p>Phonics 9 Student's Book page 127) and Teacher's Book (pages189-190)</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 124 (Speaking 24)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Asking about and giving reasons for preferences; Review of comparative forms (optional)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre-lesson</p> <p>1. Follow instructions in the Teacher's Book for <i>Warm up</i> (page 129) to review the animal names in Activity 1 (Student's Book page 86).</p> <p>Lesson delivery</p> <p>2. Follow instructions in the <i>Vocabulary</i>.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 1.</p> <p>4. Follow the instructions in the Teacher's Book for the <i>Optional</i> activity.</p> <p>Post-lesson</p> <p>5. Choose a post-lesson task which asks pupils to reflect on and evaluate their learning in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student's Book (page 86) and Teacher's Book (pages 128 & 129)</p> <p>Sets of small pictures of the animals</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Based on your observation of pupils in recent lessons, if you think some of your pupils need more practice in comparative forms, you could include this in this lesson.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 125 (Reading 24)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Review of descriptive language

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which will link to the story in this lesson (Student's Book pages 88 & 89).</p> <p>Lesson delivery</p> <p>2. Introduce the story using pictures of the characters. Have pupils read the story. 3. Have pupils do an activity in groups where they tell each other what they liked about the story. Encourage pupils to use the adjectives from previous lessons.</p> <p>3. Have the groups discuss what they think will happen at the end. Get pupils to choose one or two person(s) to narrate the story to the class. The rest of the group members can act out the story.</p>	<p><i>Get Smart Plus 4</i></p> <p>Student's Book (pages 88-89)</p> <p>Pictures of the main characters of the story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils will find it challenging to read without understanding every word. Remind pupils that they don't need to understand every word. Encourage them to use strategies to guess the meaning of new words.</p> <p>You could include an activity towards the end of the lesson which focuses on new vocabulary, but remind pupils who are concerned that they can enjoy a story without completely understanding of it.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.3</p> <p>Communicate appropriately to a small or large group</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.3.1</p> <p>Narrate short basic stories</p>	<p>Post-lesson</p> <p>4. Choose a post-lesson task which reviews the story in the lesson or focuses on particular language points pupils still find challenging.</p> <p><u>Ask pupils to bring pictures of their favourite animals to the next lesson.</u></p>		

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 126 (Writing 24)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation / Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of descriptive language

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.5</p> <p>Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which reviews the animal vocabulary.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for <i>Warm up</i>.</p> <p>3. Follow instructions in the Teacher's Book for Activity 1.</p> <p>4. Follow instructions in the Teacher's Book for Activity 2.</p> <p>5. Follow instructions in the Teacher's Book for <i>Writing tip</i>. Have pupils find examples of conjunctions in the text in Activity 1 and draw attention to the mind map in Activity 2 as a technique for planning.</p> <p>6. Have pupils make a writing plan about their favourite animal. Have pupils write about their favourite animal using the plan. If time does not permit, this could be finished as a homework.</p> <p>Post-lesson</p> <p>7. Follow instructions in the Teacher's Book for <i>Optional 1</i> activity. Pupils use their plans for this activity.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2 Student's Book (page 87) and Teacher's Book (pages 130 & 131)</p> <p>Pupils' pictures of their favourite animals</p> <p>Animal pictures</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Have pupils work in mixed proficiency pairs for steps 3 and 4 so that more proficient pupils can support less proficient ones. Offer plenty of support so that pupils can work quickly but effectively. Note that more time should be spent on writing the paragraphs.</p> <p>Setting homework can give you the opportunity to see how individual pupils are progressing in their written work. Make sure that all pupils understand exactly what and how much they should write.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 127 (Language Arts 24)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Verbs</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>Pre-Lesson</p> <ol style="list-style-type: none"> 1. Get random pupils to pick a verb card each and act it out. 2. Have other pupils name the verbs. <p>Lesson delivery</p> <ol style="list-style-type: none"> 3. Provide a sample jazz chant to pupils. (Teaching Guidebook page 62) 4. Follow the instructions in the Teaching Guidebook on page 62. (Steps 1 – 4) <p style="padding-left: 40px;">Note: Ask pupils to replace some of the words in the jazz chant with other verbs.</p> <ol style="list-style-type: none"> 5. Write out the jazz chants. 6. Get pupils to present their jazz chants. <p>Post – Lesson</p> <ol style="list-style-type: none"> 7. Have pupils do a gallery walk awarding stars/ smileys and wishes. 	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children’s Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 7: Differentiate by the feedback given</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8)

WEEK:	LESSON: 128 (Language Awareness 7)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: <i>teacher to complete</i>
	TOPIC: Amazing animals	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 8

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Follow the instructions in the Teacher's Book for the <i>Warm up</i> activity. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Follow the instructions in the Teacher's Book for Activities 1 to 3. You could also use the <i>Optional</i> activity in the Teacher's Book. 3. Plan any further activities for this lesson to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <ol style="list-style-type: none"> 4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and note in differentiation strategies column). 5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons. 	<p><i>Get Smart Plus 4</i></p> <p>Revision 8 Student's Book and Teacher's Book</p> <p>Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Most pupils will be able to complete the self-assessment worksheet with just a little support. Continue to explain the criteria to pupils so they understand them clearly.</p> <p>Support pupils where needed and allow pupils to write in their own language if necessary. You could then help them to express themselves in English.</p>

How did I do in Unit 8? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...describe animals	Great _____	OK _____	A little _____
...compare animals	Great _____	OK _____	A little _____
...talk about what I like and don't like	Great _____	OK _____	A little _____
...say why I like or don't like something	Great _____	OK _____	A little _____
...write about my favourite animal	Great _____	OK _____	A little _____

- I'm proud of myself because I _____ very well.
- In the next unit, I will _____ better / more.

Unit 9

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK: —	LESSON: 129 (Listening 25)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Expressing degrees of likes and dislikes: e.g. <i>I like/love/hate + gerund</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.1</p> <p>Understand with support the main idea of longer simple texts</p>	<p>Pre-lesson</p> <p>Note: The focus of this lesson should be on listening so pupils do not need to open the textbook for Steps 1-3 in this lesson.</p> <p>1. Review/pre-teach the adjectives from page 93 Student's book without introducing the sports topic.</p> <p>Lesson delivery</p> <p>2. Write some topics for the song on the board, including the correct one 'sports', e.g. <i>Animals / Food / Sports / School</i>.</p> <p>3. Play the song and ask pupils to listen to it to tell you what the topic of the song is (sports) and continue with instructions in the Teacher's Book for Activity 1.</p> <p>4. Follow instructions in the Teacher's Book for <i>TPR activity</i>.</p> <p>5. Optional: If time allows, have pupils do a speaking activity where they practise the sports vocabulary in pairs or small groups.</p> <p>Post-lesson</p> <p>6. Choose a post-lesson task which personalises learning.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student's Book (page 93) and Teacher's Book (pages 138 & 139)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 130 (Speaking 25)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Expressing degrees of liking and disliking: e.g. <i>I like/love/hate + gerund</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2.1</p> <p>Keep interaction going in short exchanges by:</p> <p>using suitable words</p> <p>(i) to show understanding</p> <p>(ii) to ask for clarification</p>	<p>Pre-lesson</p> <p>1. 1. Choose a pre-lesson task to review sports vocabulary and adjectives from the previous lesson.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for <i>Grammar Box</i>.</p> <p>3. Follow instructions in the Teacher's Book for Activity 3. Extend the dialogue to make it more natural and to help support development of the complementary learning standard.</p> <p>4. Have pupils conduct a survey where they talk to each other about the sports they like/dislike. You may want to prepare a worksheet for this activity. Then, get pupils to share their findings.</p> <p>Post-lesson</p> <p>5. Follow instructions in the Teacher's Book for the <i>Optional</i> activity 'sing the next line'.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 2 Student's Book (page 93) and Teacher's Book (pages 138 & 139)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>A worksheet for the survey activity could help some pupils understand what to say and how to record the information they hear.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 131 (Reading 25)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / best / worst</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill Reading 3.2.2 Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill Reading 3.2.1 Understand the main idea of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Review and extend the sports topic by having pupils do <i>Warm up and Vocabulary</i>.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activity 1.</p> <p>3. Ask pupils to discuss in groups the best title for this story. Extend by asking them to give reasons for their answer.</p> <p>4. Follow the instructions in the Teacher's Book for Activity 2.</p> <p>5. Follow the instructions in the Teacher's Book for <i>Grammar Box</i>.</p> <p>Post-lesson</p> <p>6. Play a mime game to review vocabulary and concepts covered in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1 & 3 Student's Book (page 94) and Teacher's Book (pages 140 & 141)</p> <p>Flash cards</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If pupils have no experience or knowledge of the sports in this lesson, use some extra pictures or video clips to talk to pupils about the sports.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 132 (Writing 25)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / best / worst</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.2</p> <p>Make and respond to simple offers and invitations</p> <p>Complementary Skill Writing</p> <p>4.2.5</p> <p>Connect sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to suit the lesson you have planned.</p> <p>Lesson delivery</p> <p>2. Plan a writing lesson which develops the main and complementary skills and practises superlative forms.</p> <p>For example, pupils plan a fun mini competitions/challenges for a class ‘activities day’ in groups (e.g. to see who can make the tallest tower out of books). Ask pupils to give a name to their activity. The planning stage may be done in L1.</p> <p>Show pupils the model invitation to support them in writing their own invitations to their classmates to take part in their competition(s).</p> <p>The competitions take place and pupils work in groups to organise their findings and prepare a very short report on them (in a short paragraph). Note that pupils may need a model report for this.</p> <p>Collect the reports and provide feedback.</p> <p>Post-lesson</p> <p>3. Choose a post-lesson task which reviews recent learning and asks pupils to reflect on their learning in this sequence of lessons.</p>	<p>Develop some materials or bring some resources to this lesson.</p> <p>A model invitation</p> <p>A model report</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Think about the amount of support pupils may need in developing the activities for their competition. You could give them some ideas or you could give them a choice of pre-planned activities.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 133 (Language Arts 25)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Verbs</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre-Lesson</p> <ol style="list-style-type: none"> 1. Quiz questions to recap the events in Chapter 3. 2. Draw the picture of the red flower. (Based on pupils' understandings) <p>Lesson delivery</p> <ol style="list-style-type: none"> 3. Follow the instructions in the Teaching Guidebook page 63. (Steps 1 – 3) 4. Have pupils share their answers. (Flying Carpets Activity) <p>Post – Lesson</p> <ol style="list-style-type: none"> 5. Elicit pupils' responses on why Mowgli said it was a red flower. 	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 7: Differentiate by the feedback given</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 134 (Listening 26)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / best / worst</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to review sports vocabulary.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 4 so that pupils listen to the three interviews and complete the activity in the book.</p> <p>3. Review the language in the <i>Grammar Box</i> in the Student's Book on page 93 and 95 Show an example of a paragraph to describe a sport you like or dislike using these adjectives.</p> <p>4. Ask pupils to write a paragraph about a sport they like or dislike. Encourage pupils to use the language in the Grammar Box.</p> <p>Post-lesson</p> <p>5. Offer feedback on pupils' writing and on the process of self-editing.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 4 Student's Book (page 95) and Teacher's Book (pages 140 & 141)</p> <p>A sample paragraph about a sport you like or dislike</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils may find self-editing process challenging. You could review their writing beforehand, note some common mistakes in English and add an error correction stage. Monitor closely as pupils work on self-correcting their work.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 135 (Speaking 26)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / best / worst</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Review adjectives from previous lessons and review/introduce their superlative forms in a game such as a matching activity.</p> <p>Lesson delivery</p> <p>2. Review the reading lesson text.</p> <p>3. Follow instructions in the Teacher's Book for Activity 5. Draw pupils' attention to the change from sport to person (high jump – high jumper; windsurfing – windsurfer; javelin – javelin thrower).</p> <p>4. You can add other characters in the story for this game, e.g. Greg and Carlos.</p> <p>Post-lesson</p> <p>5. Choose a post-lesson task which extends and consolidates pupils learning in this lesson.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 5 Student's Book (page 95) and Teacher's Book (page 141)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>If the sports in the book are very unfamiliar or inappropriate for your context, you could extend this so that pupils talk about sports they do at school, which will be more familiar, interesting and relevant to them.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 136 (Reading 26)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Global Sustainability</i>	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / the most + adjective</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.1</p> <p>Understand the main idea of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task from the list to extend the topic of sports using a pre-lesson task from the list.</p> <p>Lesson delivery</p> <p>2. Tell pupils they will read about three sports. Put the pictures on the board and elicit what pupils already know about them.</p> <p>3. Check detailed understanding by asking comprehension questions following the relevant instructions in the Teacher's Book for <i>Activity 1</i>.</p> <p>4. Pupils check their answers and respond to a gist question.</p> <p>5. If time allows, ask pupils for their experiences and opinions of these three sports.</p> <p>Post-lesson</p> <p>6. Review vocabulary using an activity from the post-lesson tasks.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 96) and Teacher's Book (page 142)</p> <p>Pictures of the sports in the texts</p> <p>Sports flashcards</p> <p>Sports equipment</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Try to vary the questions you ask to different pupils about the text. This builds confidence as well as motivation for all your pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 137 (Writing 26)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Patriotism</i>	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / the most + adjective</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Review sports vocabulary using an activity from the pre-lesson tasks. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Prepare a true/false memory quiz about the information in the texts from previous lesson. 3. Follow instructions in the Teacher's Book for Activity 2. 4. Follow instructions in the Teacher's Book for <i>Grammar Box</i>. 5. Based on the sports flashcards, ask pupils to talk about some of the sports. 6. In pairs, ask pupils to write about a sport which is popular in their school/Malaysia. They describe the sport and can also write their opinion of it. 7. Review and share pupils' work by asking pupils to do a gallery walk activity. <p>Post-lesson</p> <ol style="list-style-type: none"> 8. Review learning in this sequence of lessons using a post-lesson task form the list. 	<p><i>Get Smart Plus 4</i></p> <p>Activity 2 Student's Book (page 97) and Teacher's Book (page 143)</p> <p>Sports flashcards</p> <p>True/false memory quiz</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>To support pupils' writing, have them work in pairs. Pupils can use the questions in Activity 2 to structure their writing. For those pupils who need extra support, highlight the verb forms used. Have all pupils plan the content before writing.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 138 (Language Arts 26)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: Simple Past Tense

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.3</p> <p>Communicate appropriately to a small or large group</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.3.1</p> <p>Narrate short basic stories</p>	<p>Pre-Lesson</p> <p>1. Get pupils to respond to the question 'If you were Mowgli, how would you plan to get rid of Shere Khan?'</p> <p>2. Randomly have pupils share their plans with the rest of the class.</p> <p>Lesson delivery</p> <p>3. Follow the instructions in the Teaching Guidebook page 68. (Steps 1 – 4)</p> <p>Note: For the lower-intermediate pupils, please refer to the Teacher's Note on page 68 and the suggested answers on page 69 of the Teaching Guidebook.</p> <p>4. Have pupils present their work creatively to the rest of the class.</p> <p>Note: Can be presented in the form of a story, poem, etc.</p> <p>Post – Lesson</p> <p>5. Use the assessment form for group work on page 128 of the Teaching Guidebook.</p>	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 1: Differentiate by the task pupils are given</p> <p>Strategy 7: Differentiate by the feedback given</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 139 (Listening 27)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language / Values</i>	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / the most + adjective</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.1</p> <p>Understand with support the main idea of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Review adjectives from recent lessons using an activity from the pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Prepare an activity to distinguish between adjectives which take <i>-est</i> and those which take <i>most</i>. Make sure pupils are working with the words in meaningful sentences related to the theme, not a drill type of activity.</p> <p>3. Put the flashcards of the sports on the board. These should include all the sports mentioned in the listening text and some extra.</p> <p>4. Follow instructions in the Teacher's Book for Activity 3. Ask pupils to listen to track 60 in the CD to identify which sports they hear. Based on this track, pupils should also say which sport is the best for the boys to play (basketball).</p> <p>5. Follow instructions in the Teacher's Book for Activity 4. See <i>differentiation strategies</i> for extension ideas if needed.</p> <p>Post-lesson</p> <p>6. Review and check understanding in this lesson using an activity from the post-lesson tasks.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4 Student's Book (page 97) and Teacher's Book (page 143)</p> <p>Sports flashcards including those in Activity 3</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>To challenge more proficient pupils, you could ask them to compare two sports. This will review and contrast comparative forms with superlatives. Alternatively, they can brainstorm more adjectives and/or decide together which sport is best for them.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Ask about and express basic opinions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 140 (Speaking 27)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Verb + preposition: e.g. <i>be good/bad at</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre-lesson</p> <p>1. Follow instruction in the Teacher's Book for the <i>Revision</i> activity.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 1.</p> <p>3. Optional: If you have time, show pupils how to represent data in a simple chart (e.g. a bar chart) and have pupils present the data about themselves and their partner from Activity 1.</p> <p>4. Follow instructions in the Teacher's Book for Activity 2. Have pupils talk about their friend in groups, rather than to the whole class.</p> <p>Post-lesson</p> <p>5. Follow the instructions in the Teacher's Book for the <i>Optional</i> activity.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2</p> <p>Student's Book (page 98) and Teacher's Book (pages 144-145)</p> <p>Sample charts</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Presenting to a group rather than to the whole class can support less confident pupils. It will also help the pace of the lesson giving time for pupils to speak more. This is especially true in large classes.</p> <p>Use models and the board to show pupils how to make a bar chart (or another kind of chart) from their data.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.5</p> <p>Describe people, and objects using suitable statements</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 141 (Reading 27)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: Review of superlative adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Review Part 1 of the story (See Lesson 125).</p> <p>Lesson delivery</p> <p>2. Show pupils the five pictures of the story (Part 2). Have them predict in pairs which order they come in in the story.</p> <p>3. Give pupils the headings for each of the five sections of the story to match to the pictures.</p> <p>4. Have pupils sit comfortably and read quietly on their own. After reading, they check their predictions.</p> <p>5. Play the CD and follow the instructions in the Teacher's Book for Activity 1 (While reading)</p> <p>6. Follow instructions in the Teacher's Book for the After reading activity.</p> <p>Post-lesson</p> <p>7. Have pupils express their opinions of the story in a pairwork or small group activity.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student's Book (pages 100 & 101) and Teacher's Book (pages 148 & 149)</p> <p>Pictures from story, cut up</p> <p>Headings for each section of the story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Vary the questions you ask as pupils follow the story so that you provide the right challenge to different proficiencies while checking that all pupils have understood the text. You could ask pupils to answer some of the questions in pairs so that more pupils have the chance to answer.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 142 (Writing 27)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Verb + preposition: e.g. <i>be good/bad at</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.1</p> <p>Explain and give reasons for simple opinions</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p>	<p>Pre-lesson</p> <p>1. Follow instructions in the Teacher's Book for the <i>Warm up</i> activity.</p> <p>Lesson delivery</p> <p>2. Follow instructions in the Teacher's Book for Activity 1.</p> <p>3. Follow instructions in the Teacher's Book for Activity 2.</p> <p>4. Follow instructions in the Teacher's Book for <i>Writing Tip</i>.</p> <p>5. Ask pupils to answer the questions in the <i>Writing tip</i> for a famous person they know. Have pupils say what they think of this person as well. You could organise this activity to be a project-based activity using ICT.</p> <p>6. Pupils write about the famous person, using their answers in the previous step as a plan, but do not give the name.</p> <p>Post-lesson</p> <p>7. Have pupils read each other's writing by conducting a gallery walk. They should try to guess who the famous person are. If you don't have time for this stage, pupils could do this at the beginning of Lesson 144 (Language Awareness lesson).</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2</p> <p>Student's Book (page 99) and Teacher's Book (page 146)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Set different word limits for different pupils. You could add one or more questions to the planning stage for more proficient pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 143 (Language Arts 27)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Adjectives</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p>	<p>Pre-Lesson</p> <ol style="list-style-type: none"> 1. Show a picture of 'Akela'. 2. Have pupils to discuss the importance of Akela to Mowgli. 3. Discuss how Akela died and what can be done to honour her. <p>Lesson delivery</p> <ol style="list-style-type: none"> 4. Follow the instructions in the Teaching Guidebook on page 70. (Steps 1 – 4) 5. Have pupils discuss Mowgli's feelings on Akela's death. <p>Post – Lesson</p> <ol style="list-style-type: none"> 6. Have pupils write the poem in cursive writing. 	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 2: Differentiate by the type and amount of support provided</p>
<p>Complementary Skill</p> <p>Writing</p> <p>4.1</p> <p>Form letters and words in neat legible print using cursive writing</p>	<p>Complementary Skill</p> <p>Writing</p> <p>4.1.2</p> <p>Use cursive writing in written work*</p> <p>*all children</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)

WEEK:	LESSON: 144 (Language Awareness 8)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: <i>teacher to complete</i>
	TOPIC: Get active!	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 9

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing). Teachers can use Year 4 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Follow the instructions in the Teacher's Book for the <i>Warm up</i> activity. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Follow the instructions in the Teacher's Book for Activities 1 to 3. You could also use the <i>Optional</i> activity in the Teacher's Book. 3. Plan any further activities for this lesson to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <ol style="list-style-type: none"> 4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and note in differentiation strategies column). 5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons. 	<p><i>Get Smart Plus 4</i></p> <p>Revision 9 Student's Book and Teacher's Book</p> <p>Self-assessment worksheet</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Most pupils will be able to complete the self-assessment worksheet with just a little support. Continue to explain the criteria to pupils so they understand them clearly. Support pupils where needed and allow pupils to write in their own language if necessary. You could then help them to express themselves in English.</p>

How did I do in Unit 9? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about sports	Great _____	OK _____	A little _____
...talk about what we use for different sports	Great _____	OK _____	A little _____
...talk about what I like and don't like	Great _____	OK _____	A little _____
...compare people and sports	Great _____	OK _____	A little _____

- I'm proud of myself because I _____ very well.
- In the next unit, I will _____ better / mor

Unit 10

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK: —	LESSON: 145 (Listening 28)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>have got: What's the matter? I've got...</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.3</p> <p>Use appropriate listening strategies in a variety of contexts</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.1</p> <p>Recognise and reproduce target language sounds</p>	<p>Main Skill</p> <p>Listening</p> <p>1.3.1</p> <p>Guess the meaning of unfamiliar words from clues provided by knowledge of the topic</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.1.1</p> <p>Recognise and reproduce with support a wide range of target language phonemes</p>	<p>Pre-lesson</p> <p>1. Choose an activity from the pre-lesson tasks to introduce the topic health.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for <i>Warm up</i>. Use flashcards to show the vocabulary. Leave on the board.</p> <p>3. Play the song and have pupils listen and raise their hand when they hear the words on the board.</p> <p>4. Get pupils to work with a partner to decide on the meaning of the new words, based on their knowledge of the topics. Note that the focus of this lesson should be on listening, so you could adapt the activity (e.g. hide the song lyrics or ask pupils to close their books when listening the first time) in order to help the pupils to focus on listening not reading.</p> <p>5. Follow the instructions in the Teacher's Book for the <i>TPR</i> activity.</p> <p>6. Follow the instructions in the Teacher's Book for <i>Vocabulary (Track 6B)</i>.</p> <p>Optional: Focus on the rhyming words in the song. You could play a game where pupils identify more words which rhyme. This could use the same sound as the song, or it could focus on a sound which is more challenging for pupils. See remaining phonics pages in the Teacher's Book.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1</p> <p>Student's Book (page 103) and Teacher's Book (page 152)</p> <p>Flashcards</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Pupils will be used to this activity style by now, but some may still not feel comfortable singing along. As the lesson focuses on rhyming words, give pupils the choice of saying or singing the words.</p>

		Post-lesson 7. Review learning in this lesson of vocabulary or sounds, depending on the needs of your pupils. Choose an appropriate activity from the post-lesson tasks.		
--	--	---	--	--

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 146 (Speaking 28)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: <i>have got: What's the matter? I've got...</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.2.1</p> <p>Keep interaction going in short exchanges by:</p> <p>using suitable words</p> <p>(i) to show understanding</p> <p>(ii) to ask for clarification</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Pre-lesson</p> <p>1. Review the previous vocabulary using an activity from the pre-lesson tasks or play the song again, following instructions in the Teacher's Book for <i>TPR activity</i>.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for <i>Grammar Box</i>.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 3.</p> <p>4. Talk to pupils and elicit some ideas for extending the dialogue so that it is more natural and includes expressions such as '<i>Really?</i>' / '<i>A headache? Oh poor you!!</i>' etc.)</p> <p>5. Give pairs the lines of an extended dialogue you have prepared. They should put them in the correct order, then practise the dialogue.</p> <p>6. Have pupils create, practise then perform a new dialogue in pairs.</p> <p>Post-lesson</p> <p>7. Play 'hot card pantomime' in groups (see Teacher's Book, <i>Optional activity</i>).</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3</p> <p>Student's Book (page 103) and Teacher's Book (page 153)</p> <p>Lines of extended dialogue, mixed up</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>In Stage 6, pupils could simply substitute the sickness vocabulary, or they could change the dialogue, depending on their proficiency level.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 147 (Reading 28)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Stories
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: modal verb (<i>should</i>)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title and topic</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support short simple narratives on a range of familiar topic</p>	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Choose a pre-lesson task to introduce the vocabulary. Lesson delivery 2. Follow the instructions in the Teacher's Book for <i>Grammar Box</i>. 3. Write the word <i>should</i> on the board. Ask pupils what it means. 4. Show the pictures from the story. Have pupils tell each other words they know in the pictures. 5. Ask pupils some questions about the story (e.g. <i>Why can the children stay longer at the end of the story?</i>). Play the CD and ask pupils to listen and look at the pictures, then answer the gist question. 6. Follow instructions in the Teacher's Book for Activity 1 (Track 72). <p>Post-lesson</p> <ol style="list-style-type: none"> 7. Complete Activity 3 from the Student's Book. 	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 104) and Teacher's Book (page 154)</p> <p>Enlarged pictures from the story</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>* It is a good idea to check before the lesson that none of the pupils in your class has traumatic experiences relating to health (their own or someone close to them). In this case, you can leave out Stage 7 and other personalised activities, or plan them so that pupils are not reminded of or need to talk about these experiences.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 148 (Writing 28)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Science and Technology / Values</i>	LANGUAGE/GRAMMAR FOCUS: Modal verbs: <i>should / shall</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.2</p> <p>Make and respond to simple offers and invitations</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.1</p> <p>Explain and give reasons for simple opinions</p>	<p>Pre-lesson</p> <p>1. Play hot card pantomime (see instruction in the Teacher's Book) to review vocabulary or choose a pre-lesson activity from the list.</p> <p>Lesson delivery</p> <p>2. Give pupils a model conversation (see materials).</p> <p><i>Sandy: I have <u>a cut on my finger</u>. (cause)</i></p> <p><i>Greg: Let me help you <u>put on a plaster</u>. (offer)</i></p> <p><i>Sandy: Why?</i></p> <p><i>Greg: <u>You will feel better</u>. (reason)</i></p> <p><i>Sandy: Yes, thank you.</i></p> <p>3. Give pupils a worksheet and ask them to write a conversation using these phrases. Focus on giving simple opinions, as well as making and responding to offers.</p> <p>Post-lesson</p> <p>4. Choose an appropriate activity from the post-lesson tasks.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 3 Student's Book (page 105) and Teacher's Book (page 155)</p> <p>Worksheet designed to look like a text message conversation</p> <p>Model text message conversation</p> <p>Mobile phones (optional)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>When writing the model text message conversation, keep your pupils in mind. Think about their experiences and their needs as well as the level of language you use. It should be a useful and clear model for pupils to base their own writing on. See suggestions in Stage 4.</p> <p>Focus on and highlight the English language for the learning standards (<i>I think... / Shall I...?</i>) and have pupils practise it before stage 5 if necessary.</p>

sore throat
stomach ache
toothache

take medicine
get a glass of water
call a doctor

Sandy: I have _____ .

Greg: _____ .

Sandy: Why?

Greg: _____ .

Sandy: Yes, thank you.

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 149 (Language Arts 28)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Language / Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: <i>Present/Past Simple Tense</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.1</p> <p>Use capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level</p>	<p>Pre-Lesson</p> <ol style="list-style-type: none"> 1. Show video clips of scenes in a village and a jungle. 2. Have pupils to state where would they want to live and give reason(s) <p>Lesson delivery</p> <ol style="list-style-type: none"> 3. Follow the instructions in the Teaching Guidebook on page 73. (Steps 1 – 2) 4. Have pupils share their opinions in class. <p>Post – Lesson</p> <ol style="list-style-type: none"> 5. Get a consensus of what the class thinks Mowgli should do. 	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children’s Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 3: Differentiate by the outcome expected from pupils</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 150 (Listening 29)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: modal verb: <i>should</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre-lesson</p> <p>1. Review key vocabulary through an activity from the pre-lesson task list.</p> <p>Lesson delivery</p> <p>2. Use the pictures of the people in Activity 4 to review vocabulary for different health problems/sicknesses. Have pupils practise these in an interactive activity.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 4 (<i>CD2</i>, Track 73).</p> <p>4. Follow the instructions in the Teacher's Book for Activity 5 (<i>CD2</i>, Track 74). Note that the dialogue could be developed to meet the complementary learning standard, for example: <i>He's got a fever, so I think he should...</i></p> <p>Post-lesson</p> <p>5. Review and consolidate learning with an activity from the post-lesson tasks.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 4-5 Student's Book (page 105) and Teacher's Book (page 155)</p> <p>Pictures of each of the people in Activity 4</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Note the names in Activity 3. Some pupils may be unsure of English names. It will help them in the listening to know whether they are boys' or girls' names.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 151 (Speaking 29)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Knowledge
	TOPIC: <i>teacher to complete</i>	CROSS-CURRICULAR ELEMENT: <i>ICT / Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: modal verb: <i>should/shouldn't</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which will introduce the theme of the lesson.</p> <p>Lesson delivery</p> <p>2. Plan a non-textbook based lesson where pupils use <i>should</i> to give their opinions about <u>what we should/shouldn't do to learn English</u>. This can include in the classroom and outside the classroom (at home or in the local environment).</p> <p>The lesson should help develop the main and complementary learning standards and can also help pupils develop independent learning skills for the future. Bring resources to show pupils, including computer-based resources if possible (e.g. language learning games, stories and online activities).</p>	<p>Different learning resources in English, including computer-based resources if possible.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Your pupils may have access to different resources at home, some more than others. Be aware of this when making suggestions for how to practise and develop English skills outside of the classroom.</p>
<p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening</p> <p>1.2.5</p> <p>Understand longer supported questions</p>	<p>Pupils could practise speaking skills in an activity where they ask each other for advice with their language learning, or they could conduct a survey with teachers in English, of appropriate.</p> <p>You may want to introduce <i>shouldn't</i> in this lesson.</p> <p>Post-lesson</p> <p>3. Review pupils' learning and the content of the lesson using a post-lesson task.</p>		

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 152 (Reading 29)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: modal verb: <i>should/shouldn't</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.4</p> <p>Recognise and use with little or no support key features of a simple monolingual dictionary</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task to introduce the context of 'at home'.</p> <p>Lesson delivery</p> <p>2. Write some of the new vocabulary on the board (2-4 words). Have pupils check the words in the dictionary and talk to a partner about their meanings.</p> <p>3. Follow the instructions in the Teacher's Book for <i>Warm up and Vocabulary (CD2, Track 75)</i>. Pupils check their answers to step2 at this point.</p> <p>4. Follow the instructions in the Teacher's Book for Activity 1 (<i>CD2, Track 76</i>).</p> <p>5. Optional: Follow the instructions in the Teacher's Book for <i>Grammar Box</i>. Pupils may have used <i>shouldn't</i> in the previous lesson, but it is helpful to review it again in this lesson. Follow the instructions in the Teacher's Book for Activity 2.</p> <p>Post-lesson</p> <p>6. Review pupils' learning with a mime game. Focus in particular on pupils' ideas in stage 6.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2 Student's Book (pages 106-107) and Teacher's Book (pages 156-157)</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Stage 6 allows pupils to think about the rules in their own home. Their home may be quite different from the one in the textbook. Support all pupils to express themselves in this personalised activity.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 153 (Writing 29)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Knowledge
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: modal verb: <i>should/shouldn't</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell most high frequency words accurately in guided writing</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which reviews parts of the body and health vocabulary.</p> <p>Lesson delivery</p> <p>2. Plan a non-textbook based lesson where pupils focus on the topic of 'Health'. They should create posters giving advice about how to be healthy. Pupils could, for example, draw a person on their poster. Then they choose a number of parts of the body, label them and add a written suggestion for how to keep that part of the body healthy (e.g. <i>brain (head) – We should drink lots of water // teeth – We should brush our teeth twice a day</i>). Alternatively, have pupils work as a class to make a single large-sized poster/display, with pairs or groups focussing on more detailed advice for one body part each.</p> <p>Pupils should focus on accurate spelling and should plan their writing before putting it on to the poster.</p> <p>Post-lesson</p> <p>3. Choose a post-lesson task which asks pupils to reflect on their learning in this sequence of lessons.</p>	<p>Dictionaries</p> <p>Resources for making and putting up posters</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Pupils will need a lot of help with vocabulary in this lesson. Monitor carefully and help pupils with vocabulary, provide dictionaries for them to check spellings and if you have very proficient pupils, they can help you.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 154 (Language Arts 29)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: <i>Vocabulary, Adjectives</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.2</p> <p>Express personal responses to literary texts</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.2.1</p> <p>Say in simple words and phrases how a text makes them feel</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people and objects using suitable statements</p>	<p>Pre-Lesson</p> <p>1. Elicit responses from pupils pertaining to the characters of the story. (e.g. their relationships, feelings, behaviour, deeds, etc)</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teaching Guidebook page 77. (Steps 1 – 8)</p> <p>Post – Lesson</p> <p>3. Have pupils do a gallery walk by awarding stars/ smileys and wishes.</p>	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children’s Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 7: Differentiate by the feedback given</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 155 (Listening 30)	MAIN SKILL FOCUS: <i>Listening</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Values</i>	LANGUAGE/GRAMMAR FOCUS: modal verb: <i>should/shouldn't</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening</p> <p>1.2.2</p> <p>Understand with support specific information and details of longer simple texts</p>	<p>Pre-lesson</p> <p>1. Choose a pre-lesson task which re-introduces the theme of safety at home.</p> <p>Lesson delivery</p> <p>2. Review new vocabulary for Activity 3. Then, get pupils to listen and say the new vocabulary.</p> <p>3. Check pupils' understanding of the pictures in Activity 3, then follow the instructions in the Teacher's Book for <i>Activity 3</i>.</p> <p>4. Follow the instructions in the Teacher's Book for <i>Activity 4 (CD2, Track 78)</i>. Have pupils explain the reasons for their suggestions using <i>because</i>. Partners can say if they agree or not.</p> <p>Post-lesson</p> <p>5. Choose a post-lesson task which reviews and consolidates <i>should</i> and <i>shouldn't</i>.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 3-4</p> <p>Student's Book (page 107) and Teacher's Book (page 157)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction.</p>
<p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Complementary Skill</p> <p>Speaking</p> <p>2.1.1</p> <p>Explain and give reasons for basic opinions</p>			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 156 (Speaking 30)	MAIN SKILL FOCUS: <i>Speaking</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Yes/no questions with modal verb: e.g. <i>Should I...? / Yes, you should.</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.4</p> <p>Understand longer supported classroom instructions</p>	<p>Pre-lesson</p> <p>1. Review any key vocabulary using a word game from the pre-lesson task list.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for <i>Warm up and Vocabulary (CD2, Track 79)</i>.</p> <p>3. Follow the instructions in the Teacher's Book for <i>Grammar Box</i>.</p> <p>4. Follow the instructions in the Teacher's Book for Activity 1.</p> <p>5. Follow the instructions in the Teacher's Book for the <i>Optional</i> activity, 'silly advice'.</p> <p>Post-lesson</p> <p>6. Finish the lesson with a post-lesson activity which reviews and positively evaluates some of the contributions that pupils have made to the lesson's activities.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activity 1 Student's Book (page 108) and Teacher's Book (page 159)</p> <p>Set of instructions for the board game.</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Depending on how much your class has practised checking instructions during the year, they may need some support with language for this. If you have a classroom poster displaying the language, then you could ask pupils to refer to it (but only if they really need to).</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK: _____	LESSON: 157 (Reading 30)	MAIN SKILL FOCUS: <i>Reading</i>	THEME: World of Knowledge
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Science and Technology</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 10 and/or learning in the year.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple texts of one or two paragraphs</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title and topic</p>	<p>Choose either one reading text from the following:</p> <p>a) <i>What are germs?</i> (Student's Book page 110) or</p> <p>b) <i>Teeth facts!</i> (Student's Book page 133)</p> <p>Pre-lesson</p> <p>1. Choose a pre-lesson task to introduce the topic of the reading text you have chosen.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for <i>Warm up, Vocabulary, Activity 1</i> and Activity 2.</p> <p>3. Ask pupils to guess the meaning of some unknown words in the text, based on their knowledge of the topic. They could check these in the dictionary.</p> <p>4. Follow up the Student's Book activities with an activity to extend the chosen topic, where pupils react to the text either using spoken or written language.</p> <p>Post-lesson</p> <p>5. Finish the lesson with a post-lesson activity to review the text, such as a true/false quiz.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2</p> <p>Student's Book (pages 110-111) and Teacher's Book (pages 162-163)</p> <p>or</p> <p>CLIL 5 Student's Book (page 133) and Teacher's Book (page 197)</p> <p>Monolingual dictionaries</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>There are two texts to choose from for this lesson. Choose the text based on the interests and needs of your pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 158 (Writing 30)	MAIN SKILL FOCUS: <i>Writing</i>	THEME: World of Self, Family and Friends
	TOPIC: What's the matter?	CROSS-CURRICULAR ELEMENT: <i>Values / Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: modal verb: <i>should/shouldn't</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one paragraph for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.2.2</p> <p>Check steps needed to complete short classroom tasks</p>	<p>Pre-lesson</p> <p>1. Follow the instructions in the Teacher's Book for <i>Revision</i> or the instructions in the Teacher's Book for <i>Warm up</i>.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teacher's Book for Activity 1*. Have pupils check the instructions in English with their classmates. Then elicit questions they may still have. Note that pupils write the safety instruction on the safety poster. Pupils plan their work and draft it in their notebook before making the poster.</p> <p>3. Follow the instructions in the Teacher's Book for Activity 2. Have pupils present in groups and listen to see how many original ideas they each had (i.e. a safety instruction that no-one else had on their poster).</p> <p>4. Optional: Follow the instructions in the Teacher's Book for the <i>Optional</i> activity.</p> <p>Post-lesson</p> <p>5. Ask pupils to think about their learning and performance in this unit and the year. They then complete the self-assessment worksheet (see below).</p> <p>6. Collect the worksheets from pupils and talk to them individually about their progress. Allow plenty of time for this stage of the lesson. Provide a small group review activity for pupils to work on as you talk to individuals.</p>	<p><i>Get Smart Plus 4</i></p> <p>Activities 1-2</p> <p>Student's Book (page 109) and Teacher's Book (pages 160-161)</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*You may want to change the context of the safety poster if this is culturally inappropriate. If you do this, you will need to rewrite the instructions, but pupils can still use the model in Activity 2 to help with language and concept.</p>

How did I do in Unit 10? Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about health problems and illnesses

Great ____ OK ____ A little

...give advice

Great ____ OK ____ A little

...say what I think and why I think it

Great ____ OK ____ A little

...talk about safety

Great ____ OK ____ A little

...compare people and sports

Great ____ OK ____ A little

- I'm proud of myself because I _____ very well in this unit.

- This year, I think I was good at:

1. _____

2. _____

3. _____

- Next year, I will try to _____ more/better.

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 159 (Language Arts 30)	MAIN SKILL FOCUS: Language Arts	THEME: <i>World of Stories</i>
	TOPIC: <i>Graphic Novel – The Jungle Book</i>	CROSS-CURRICULAR ELEMENT: <i>Creativity and Innovation</i>	LANGUAGE/GRAMMAR FOCUS: Pronunciation and Intonation

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Language Arts</p> <p>5.3</p> <p>Express an imaginative response to literary texts</p>	<p>Main Skill</p> <p>Language Arts</p> <p>5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple picture stories, simple poems and cartoon stories</p>	<p>Pre-Lesson</p> <p>1. Get pupils to watch a video clip on a Readers' Theatre.</p> <p>Lesson delivery</p> <p>2. Follow the instructions in the Teaching Guidebook on pages 84-88. (Steps 1 – 7)</p> <p>3. Use the assessment form for group work on page 128 of the Teaching Guidebook.</p> <p>Post – Lesson</p> <p>4. Have pupils give medals and missions to other groups.</p>	<p>Year 4 Graphic Novel – The Jungle Book</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) - Graphic Novel</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Strategy 2: Differentiate by the type and amount of support provided</p> <p>Strategy 3: Differentiate by the outcome expected from pupils</p>
<p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p>			

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 10)

WEEK:	LESSON: 160 (Project-Based Learning 2)	MAIN SKILL FOCUS: <i>Project-Based Learning</i>	THEME: <i>Teacher to select</i>
	TOPIC: <i>Teacher to select</i>	CROSS-CURRICULAR ELEMENT: <i>Teacher to select</i>	LANGUAGE/GRAMMAR FOCUS: <i>Teacher to select</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils.	Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils.	Teachers will need to develop their own lessons based on topic/themes and resources that they select. Ideas for projects should be based on the needs and interests of the pupils.	Teacher to select their own materials	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.