

Every Day

Day: _____

YEAR 3

Date: _____

1 Look, say, cover, write, check.

Look at the word and say it. Cover it with your hand. Write it two times. Tick (✓) if it is right.

Look and say	Write 1	Write 2	Check
 teeth			☐
 bath			☐
 breakfast			☐
 school			☐
 homework			☐

2 Add -s. Write the new word.

When we talk about **one** person (Zul, Alicia, he, she), we add **-s** to the action word: I read
→ Alicia reads.

read → reads

wake →

eat →

walk →

play →

★ Challenge: brush → _____ go → _____ Be careful! Add **-es**.

3 Look and write.

This is Alicia's morning. Use your -s words from Part 2 to finish each sentence: **wakes, eats, walks.**



Alicia _____ up at six o'clock.



Alicia _____ bread for breakfast.



Alicia _____ to the bus stop.

4 Draw and write.

Draw one thing you do every day and colour it. Then write about your day.

A large, empty rectangular box with rounded corners, intended for a child to draw an illustration of a daily activity.

In the morning, I always _____.

After school, I _____.

Think!

This sentence has **three** mistakes. Can you find them? Write it correctly.

zul always brush his teeth

Colour a star for each thing you can do.

☆ I can spell teeth, bath, breakfast, school and homework.

☆ I can add -s to action words.

☆ I can write sentences about my day.

Rancangan Pengajaran Harian • Daily Lesson Plan

MATA PELAJARAN <i>Subject</i>	Bahasa Inggeris	TAHUN <i>Year</i>	3
MASA <i>Time</i>	_____ hingga _____ (60 to 90 minutes)	KELAS <i>Class</i>	
TEMA / TAJUK <i>Theme / Topic</i>	World of Self, Family and Friends Unit 2: Every day • Focus: Writing		
STANDARD PEMBELAJARAN <i>Learning standards</i>	Main skill • 4.3.3 Plan, draft and write an increased range of simple sentences Complementary skill • 4.3.1 Use capital letters, full stops and question marks appropriately in guided writing at sentence level		
OBJEKTIF PEMBELAJARAN <i>Learning objectives</i>	At the end of the lesson, pupils should be able to: 1. write at least 2 out of 3 sentences about Alicia's morning with the correct -s action word. 2. write 2 sentences about their own day with a capital letter and a full stop.		
AKTIVITI <i>Activities</i>	Pre-Lesson - Teacher mimes three actions. Pupils say "You brush your teeth!" - Pupils say the actions from Lesson 1 as the teacher points to the pictures. Lesson Delivery - Teacher shows "Look, say, cover, write, check" with <i>teeth</i>. Pupils spell the five words two times each (Part 1). - Teacher writes on the board: <i>I read. Alicia reads.</i> and circles the -s. Pupils add -s and write the new words (Part 2). - Teacher shows that <i>brush</i> and <i>go</i> add -es: brushes, goes. Fast finishers do the Challenge. - Pupils look at Alicia's pictures and write the missing words (Part 3). - Teacher shows a model on the board: "In the morning, I always eat breakfast. After school, I play with my brother." Pupils plan by drawing first, then write their own two sentences (Part 4). - Pupils find the three mistakes in the sentence and write it correctly (Think!). Post-Lesson - Pupils colour a star for each "I can" they achieved. - Pupils read their sentences about their day to a friend. The friend checks the capital letter and full stop. - For a 90-minute lesson: spelling relay (teacher draws two columns on the board; teams take turns to write a word the teacher says).		
REFLEKSI <i>Reflection</i>			

Before the lesson

Advanced pupils: in Part 4, add a third sentence with *never* ("I never go to bed late.") and a fourth about a family member with -s ("My father drives a car.").

Remedial learners: in Part 2, let them say the new word aloud before writing. In Part 3, point to the picture and ask "What does Alicia do?" before they write. In Part 4, let them copy an action from Lesson 1, Part 1.

Answers

Part 2: wakes, eats, walks, plays. Challenge: brushes, goes.

Part 3: wakes; eats; walks.

Part 4: any routine, e.g. In the morning, I always brush my teeth. After school, I do my homework.

Think!: Zul always brushes his teeth. (capital Z, brushes, full stop)