

# FINCO Reads

## Teacher Resource Pack



An initiative by:



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## Financial Industry Collective Outreach

The Financial Industry Collective Outreach (FINCO) is the largest collective impact initiative for corporate social responsibility in Malaysia. FINCO is supported by all the financial institutions in Malaysia with the guidance of Bank Negara. FINCO's goal is to provide underprivileged children and youth with the aspiration and educational tools to achieve their life goals.

## FINCO Reads

We believe that students who are proficient in English have access to more opportunities and therefore a better future. To support this objective, FINCO Reads is implemented in primary schools with a focus on reading proficiency. FINCO Reads encompasses four elements:

1. Upskilling workshops for standard 4 teachers in strategies for teaching reading with a focus on Assessment for Learning and Differentiation
2. Resources which are aligned to the curriculum and support the use of best practice pedagogy in the classroom
3. In-school support by dedicated FINCO activators in every state or region
4. Activity fairs in schools funded by a FINCO grant and supported by volunteers from financial institutions

## About this resource pack

This resource pack provides teachers with ready-to use classroom differentiation materials and formative assessment tasks. The materials are aligned to the Ministry of Education's Standards-Based Curriculum and Assessment Document (DSKP KSSR Semakan 2017) and Scheme of Work for Year 4, which was implemented beginning year 2020. This Standards-Based English Language Curriculum is aligned to the Common European Framework of References (CEFR) for Languages.

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## **Assessment for Learning:**

### **What?**

In classrooms, formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately.”

OECD/CERI International conference

### **Why?**

Quantitative and qualitative research on formative assessment has shown that it is perhaps one of the most important interventions for promoting high-performance ever studied.

“... formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions.

OECD/CERI International conference

### **How?**

Assessment for learning assessment provides the evidence to enable teacher and student to answer three key questions:

- What is to be learned?
- How is learning progressing?
- What will be learned next? (Hattie 2003)

## **Learning to learn:**

Formative assessment builds students’ “learning to learn” skills by:

- Placing emphasis on the process of teaching and learning, and actively involving students in that process.
- Building students’ skills for peer- and self-assessment.
- Helping students understand their own learning, and develop appropriate strategies for “learning to learn”.




### Creating a culture of learning to learn:

If assessment for learning is to benefit every student fully, the teacher has to create a classroom in which:

- Every learner feels safe and comfortable
- Every learner is willing to take risks
- There is a culture of collaboration and sharing
- Learners understand the value of learning to learn
- Learners understand how they learn
- Learners receive regular formative feedback on their learning

### How to evaluate assessments created for learning activities?

Ask yourself the questions below:	(Yes/No)
1. Is the assessment based on the learning outcomes of the lesson?	
2. Does the assessment provide an opportunity for learners to produce evidence of learning? i.e. does it allow them to use the target language again?	
3. Does the assessment provide opportunity for learners to practice the language/structure in a slightly different way?	
4. Does the assessment challenge learners to use their higher order thinking skills (if appropriate)?	
5. Does the assessment provide information for the teacher on what has been learned and how learning is progressing?	

Topic: Assessment for Learning		Name:
		Date:
<p>What do I know?</p> 	<p>What do I want to know?</p> 	<p>What have I learned?</p> 
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Match the type of assessment with its description.**

<p><b>Summative assessment</b></p>		<p>Learners monitor their own progress and decide how well they are doing and what they need to work on. Learners assess their own work or performance using clear criteria. This type of assessment allows students to become more independent.</p>
<p><b>Assessment for learning</b></p>		<p>Learners give feedback to their classmates on their work. Learners assess each other's work using a set of criteria. This type of assessment is seen to have educational value, as the learners assessing are also learning at the same time.</p>
<p><b>Informal assessment</b></p>		<p>This is developmental. It gives teachers information about learners' understanding and helps them to identify areas they may need to reteach or spend time on. Teachers also give feedback to learners on what they need to do to improve. Effective feedback will affect what the teacher and the learners do next. It is not graded pass or fail.</p>
<p><b>Peer assessment</b></p>		<p>A purposeful and selective collection of a learner's work and their self-assessment. It is used to document progress and achievement over time with regard to specific criteria. Learners usually select the samples of their work.</p>
<p><b>Self-assessment</b></p>		<p>This assessment results from teachers' day-to-day observations of how learners behave and perform during usual classroom activities. This type of assessment offers important insight into the learners' understanding and ability that may not be represented accurately through formal assessment.</p>
<p><b>Portfolio assessment</b></p>		<p>This type of assessment is pre-planned and standardised and designed to find out what the learners have learned. The majority of assessment in educational settings is this type and is usually in the form of tests. There are clear right and wrong answers, and learners receive a grade or score to show whether they have passed or failed.</p>

## Quick AFL Strategies

STRATEGY	EXPLANATION
KWL Chart	A KWL table, or <b>KWL chart</b> , is a graphical organizer designed to help in learning. The letters <b>KWL</b> are an acronym, for what students, in the course of a lesson, already know, want to know, and learnt.
Traffic Light Cards	<p>While the teachers are teaching, they can ask students to hold up a coloured card to assess if they should proceed to the next topic or not.</p> <p>Students can voluntarily show a coloured card indicating their current level of understanding. They can change the coloured card several times during a single lesson. In this way, the student can bring their understanding to the teacher's notice without disturbing other classmates or the flow of the lesson. Teachers can address the student at an appropriate time.</p> <p>While working independently in groups, students can display their coloured card on the table to indicate their current status. Teachers can visit the student to provide assistance.</p>
Checklist	Students assess each other's work using clear criteria. Providing a checklist or a rubric provides structured guidance for self and peer assessment.
Fist to Five	A qualitative rating scale by which students can express their opinions, levels of confidence, comprehension, and readiness for task, to reach a general consensus. This quick, simple strategy serves as a feedback tool and can be used to rate the effectiveness of various strategies and materials introduced in the class
Mini Whiteboards	Students write their responses and show it together as a class to the teacher. Responses can help the teacher to determine which student requires more support.



### Evaluating Assessment for Learning Activities

Think about the activities you have tried or talked about and answer the question for each one.

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Is the assessment based on the learning outcomes of the lesson?					
Does the assessment provide an opportunity for learners to produce evidence of learning? i.e. does it allow them to use the target language again?					
Does the assessment provide opportunity for learners to practice the language/structure in a slightly different way?					
Does the assessment challenge learners to use their higher order thinking skills (if appropriate)?					
Does the assessment provide information for the teacher on what has been learned and how learning is progressing?					

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## Assessment for Learning Methods and Activities

There are many different activities that can be used to assess for learning. We're just going to focus on a few.

<b>Discussions</b>	Discussions allow learners to explore topics further and express themselves more freely. Discussions should be semi-structured and based on learning objectives. They provide an opportunity for higher level students to use their HOTS.
<b>Quizzes</b>	Quizzes can be fun, short, interactive and can provide immediate feedback. Quizzes are good for all levels of learners. Now with the internet, they are easy to create.
<b>Hot-seats</b>	Hot seats are an excellent way for students to practice vocabulary, and structures. They provide the teacher with very good feedback on whether learners can use the language and whether they have understood target concepts.
<b>Structured practice of language</b>	This is a very good way for intermediate and low-level students to display their knowledge and use of the target language and structures. Most textbooks have plenty of structured practice activities. The teacher should think about how the activity can be adapted to provide practice for the students that is slightly different to that in the textbook.
<b>Review activities</b>	Reviews should take place at the beginning of the lesson to review previous language learned and at the end of the lesson to recap the current lesson. Review activities are very important and help learners to consolidate prior learning before moving onto new learning.

<p><b>Different questioning techniques</b></p>	<p>Closed questions are useful for learners to practice structures with each other and help learners to understand more abstract concepts.</p> <ul style="list-style-type: none"> <li>• Is X important?</li> <li>• Why is X important?</li> <li>• Why does...?</li> <li>• What if...?</li> <li>• How would you...?</li> <li>• Can you explain...?</li> </ul> <p style="text-align: right;"><a href="https://www.teachingenglish.org.uk/article/assessment-learning-activities-0">https://www.teachingenglish.org.uk/article/assessment-learning-activities-0</a></p>
<p><b>Spot checks</b></p>	<p>Open questions can be used by the teachers to encourage the use of thinking skills, communication and eliciting more information. Examples of good question stems:</p> <ul style="list-style-type: none"> <li>• Is X important?</li> <li>• Why is X important?</li> <li>• Why does...?</li> <li>• What if...?</li> <li>• How would you...?</li> <li>• Can you explain...?</li> </ul>

These are quick, easy, on-the-spot checks of understanding to reassure the teacher before moving on with the activity.

These are not always planned and can be done on the spur of the moment if the teacher feels it necessary. For spot checks, it's a good idea to have 'True'/'False' cards pre-prepared for every learners or green/red cards to show agreement/disagreement.

## Assessment for Learning Activity 1

### Structured language practice

<b>SCHEME OF WORK:</b> TEXTBOOK BASED LESSON (Unit 2) <b>WEEK:</b> __	<b>LESSON:</b> 22 (Listening 5)	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
<b>TOPIC:</b> My Week	<b>CROSS-CURRICULAR ELEMENT:</b> <i>Language</i>	<b>LANGUAGE/GRAMMAR FOCUS:</b> 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>	

As part of the unit, learners have completed the table below (Student's Book p. 35):

How often do you.....	You	Your friend
...have English		
...go to the park?		
...go swimming?		
...go to the cinema?		
...play sports?		

We can use this to develop assessment for learning activities.

Aims:

- To review the target language and skills
- To extend the activity by asking learners to complete the questions with their own endings
- To personalise the target structure

**For lower proficiency learners:**

1. Give out the worksheet **How often...?**
2. Ask learners to write down things they do every day. Give learners an example or show them some pictures of activities to stimulate thinking and invite them to share as a whole class before they write.
3. Ask them to write down things they do every week. Encourage these answers to be different to the first brainstorm. Give learners an example or show them some pictures of activities to stimulate thinking and invite them to share as a whole class before they write.
4. Ask learners to choose 4 of their favourite activities from the brainstorms and write them in the table below.
5. They then interview a friend and write down their answers.
6. Depending on time and how closely the class has been monitored during the activity, the teachers can invite learners to share what they learned about their friend with the rest of the class.

How often do you.....	Your friend

## Assessment for Learning Activity 1a

### Questioning

#### Extension activity for higher proficiency learners

If there is time, extend learning by having a discussion about why some activities are done more often than others.

This will:

- Stimulate HOTS (Higher Order Thinking Skills)
  - Provide more information to the teacher about learner understanding and application of the language in this unit.
1. Follow up with learners using questions like:
    - Why do you go to school every day? Why is it important?
    - What would happen if you didn't go to school every day?
    - Why do you go to the market with your parents just once a week?
    - How would you feel if you had to do the washing up every day?

These questions will come from the previous activity and they will encourage students to think more critically about regular activities.



## Assessment for Learning Activity 2

### Spot check

<b>SCHEME OF WORK:</b> TEXTBOOK BASED LESSON (Unit 5) <b>WEEK:</b> __	<b>LESSON:</b> 72 (Reading 14)	<b>MAIN SKILL FOCUS:</b> <i>Reading</i>	<b>THEME:</b> World of Knowledge
<b>TOPIC:</b> Eating Right	<b>CROSS-CURRICULAR ELEMENT:</b> <i>Language</i>	<b>LANGUAGE/GRAMMAR FOCUS:</b> Review of (un)countable nouns	

Objectives:

- To write a health log
- To revise and consolidate vocabulary and structures learnt in previous lessons

#### *Activity 1 Class CD 1- Track 83*

This activity asks learners to listen and follow a text about Tony. As one of the objectives is to revise and consolidate vocabulary and structures, this is a good time to do a spot check activity.

Spot checks give the teacher a very visual indication of general understanding in the class. They are quick, easy and their usefulness in quick assessments should not be under-estimated.

1. Give each learner the relevant food flashcards for this text.
2. Play the CD and ask learners to hold up the food flashcards as they hear them. This is a very simple and quick way of checking basic understanding before going into the activity as it is planned in the Teacher's book.
3. Depending on the response, you may want to play the CD twice. As a result of doing this initial activity, teachers may want to adapt how the main activity is implemented.

### Assessment for Learning Activity 3

#### Hot seat

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

#### For lower proficiency learners

Hot seats or variations of them provide an opportunity:

- For learners to practice target language with each other
- For teachers to be able to assess individual learner’s grasp of specific language and understanding of specific concepts

The teacher should demonstrate this activity first.

1. The teacher sits in a chair at the front of the class.
2. The teacher thinks of a mode of transport (e.g. train) but should not tell the learners.
3. The aim of the activity is for learners to guess the word the teacher is thinking of. Learners know what the topic is. They guess the word by asking ‘closed’ questions, i.e. questions that only have a ‘yes’ or ‘no’ answer. For example, they might ask:
  - Does it have wheels?
  - Can it transport many people?
  - Does it need a driver?

For a list of possible questions, see Teacher Resource **20 questions**.

4. The teacher can only answer yes or no.
5. The learners are allowed only 20 questions. They may get the answer right before they have asked all the questions but if they do not, they have to guess the answer after the 20 questions.
6. The teacher should have a set of transport flashcards.
7. Invite a learner to sit in the chair and give them a flashcard. The learner should not show the flashcard to the rest of the class.
8. The class then has 20 closed questions to help them guess the name of the transport on the flashcard. Give turns to as many students as time allows.

### Assessment for Learning Activity 3a

#### Structured practice and discussion

#### For higher proficiency students

As part of the unit, learners may have completed the table below:

Optional: Means of transport survey.

	train	bus	boat	bike
1				
2				
3				
4				

In order to encourage further discussion and HOTS, here is a variation to the table:

Ask your friends about their favourite mode of transport. Then, ask them why? Write your friends' name and the reasons in the box below.

Transport	Name	Why?
train		
bus		
boat		
bike		

1. Give out the worksheet **Transport survey**.
2. This can be done as a mingle activity. Demonstrate the activity with a couple of students.
3. In order to answer the 'why' question, the teachers should highlight the speech bubbles at the bottom of the worksheet.
4. Facilitate feedback as a whole class.
5. Ask learners to explain why they like a particular mode of transport. This will help them to practice adjectives that they have learnt earlier in the unit. This will also help the teacher to assess what learners have achieved and where there still might be possible gaps that may need to be supported with additional work.

## **Assessment for Learning Activity 4**

### **Self-assessment**

There is a self-assessment activity at the end of every unit in the Scheme of Work. At the beginning, learners will need help with self-assessment. They will need to know why it is important and how it can benefit their learning.

1. At the very beginning of term, a self-assessment activity like this can be done like a spot check. Give each student 3 different cards with either the faces on them, or the words, or both.
2. Go through each statement with the whole class and ask them to hold up the relevant card. This gives the teacher an idea of whether learners understand the activity and whether they understand the concept of self-assessment.
3. After a few times of doing the activity as a class, slowly move onto asking learners to do the activity individually on paper and collect the worksheets to check learner responses.
4. These worksheet responses form a very good basis for individual discussion with learners.
5. It is important to respond to every learner, even if the response is 'well done' or 'good work' or 'keep trying'. However, for self-assessments that indicate learners need support, a longer individual conversation may be necessary.
6. If there is a pattern among learners that highlights an area needing extra support, this should be planned into subsequent lessons before moving onto new material.

## Assessment for Learning Activity 5

### Review

<b>SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9)</b> <b>WEEK: __</b>	<b>LESSON: 137 (Writing 26)</b>	<b>MAIN SKILL FOCUS: <i>Writing</i></b>	<b>THEME: World of Knowledge</b>
<b>TOPIC: Get active!</b>	<b>CROSS-CURRICULAR ELEMENT: <i>Patriotism</i></b>	<b>LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: <i>the adjective + -est / the most + adjective</i></b>	

Word-searches help learners with word recognition and also spelling. Word-searches are easy to make using [puzzlemaker.com](http://puzzlemaker.com).

### For lower proficiency learners

Aim:

To review vocabulary related to sports and sports equipment

1. Ask students to close their textbooks and give them the worksheet, **Sports and sports equipment**
2. Ask them to label the pictures with words
3. Then ask learners to find the words in the two word-searches

## **Assessment for Learning Activity 5a**

### **Review**

#### **For intermediate students**

Aim:

To review vocabulary related to sports and sports equipment

1. Ask students to close their textbooks and give them the worksheet, **Sports and sports equipment**
2. Ask them to label the pictures
3. Ask them to find the words in the word-search

## **Assessment for Learning Activity 5b**

### **Structured practice of language**

#### **For higher proficiency learners**

One way of assessing whether learners understand and can use the language is to provide opportunities to use the same language in a slightly different way.

Aim:

To practice target language in a structured way. There is no worksheet for this activity.

1. Put learners in groups of 3 or 4.
2. Ask them to brainstorm 5 sports they like. They have to agree as a group on the 5 sports.
3. Then write the word, 'exciting' on the board

4. Learners have to rank the sports they have written in the order of most exciting first to the least exciting last. They have to agree on the order as a group.
5. In order to do this, they will have to justify their answers to each other. For example, “I think badminton is the most exciting because.....”, “I disagree, swimming is more exciting than badminton because....” Etc.
6. Practice a few sentence stems with the learners before they begin the activity.
7. Do the same exercise with the following adjectives: hard, dangerous, popular, interesting, boring.

### *Extension activity*

Aim:

To assess learner writing as well as speaking.





- Learners write 6 sentences about the group decisions. For example, ‘Cycling is the most interesting because.....’



## 20 Questions for Transport

1	Does it have wheels?
2	Can it transport many people?
3	Does it need a driver?
4	Does it go on water?
5	Can it travel a long way?
6	Do you need to buy a ticket to use it?
7	Is it just for one person?
8	Does it fly?
9	Does it have wings?
10	Does it go fast?
11	Is it comfortable?
12	Do you have to pedal it?
13	Is it cheap to travel with this?
14	Do you use this transport every day?
15	Can you use this transport in this city/town?
16	Is this transport just for one person?
17	Does it need a pilot?
18	Is it good for the environment?
19	Does it help you to exercise?
20	Is it.....(Name the mode of transport)?

Activity 3a - Transport Survey

Transport	Name	Why?
		
		
		
		

...because it's fast!

...because it's fun!

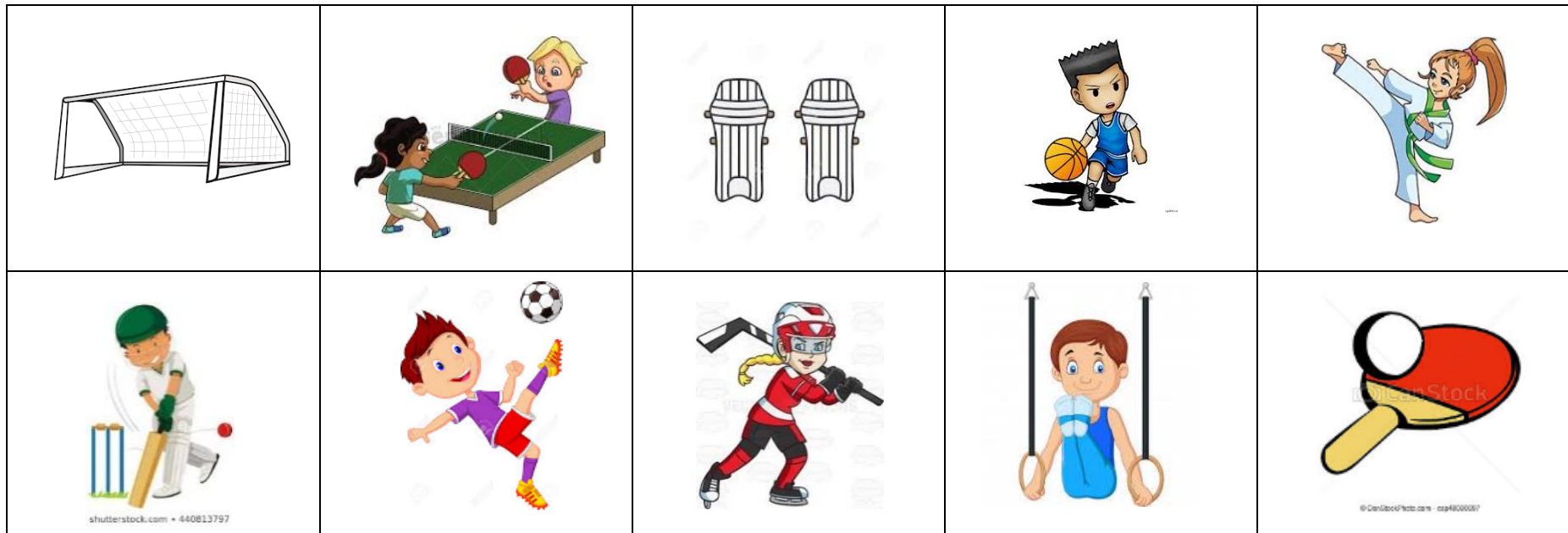
...because it's slow....

...because it's comfortable




## Activity 5 - Sports and Sports Equipment

Label the pictures below with words from the box.

football	table tennis	cricket	kneepad	net
basketball	ice hockey	karate	gymnastics	bat



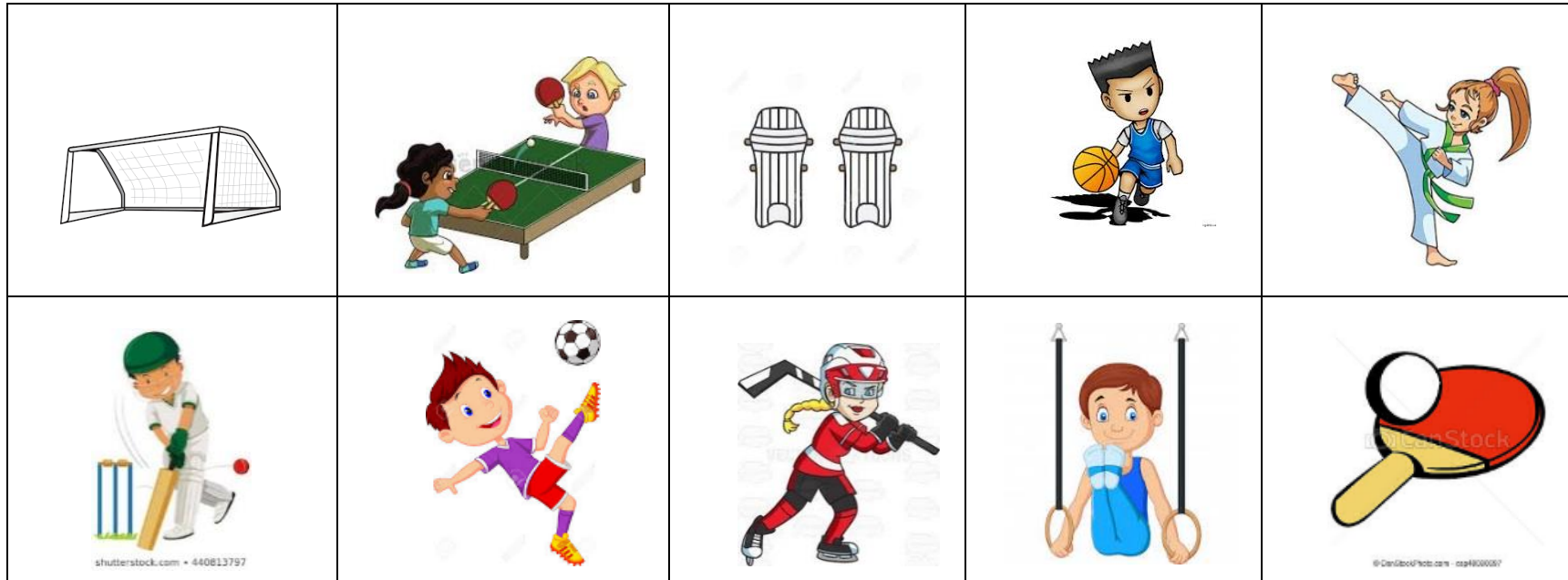
Find the names of 7 sports and 3 items of equipment in the word search below.

Words can be found ,  and .

m	e	t	i	p	f	d	l	v	v	s	i	u	e	f
v	u	t	l	c	i	c	s	p	c	g	j	c	e	o
v	f	g	a	y	e	e	m	i	s	d	e	x	g	o
s	f	c	b	r	h	h	t	u	n	m	j	a	q	t
i	y	a	t	b	a	s	o	o	g	y	u	e	d	b
n	d	a	w	c	a	k	c	c	g	r	b	r	q	a
n	b	j	o	n	q	r	l	z	k	a	u	r	k	l
e	j	v	m	m	i	m	d	s	j	e	o	b	z	l
t	z	y	s	c	q	m	b	b	i	k	y	h	i	u
e	g	t	k	d	a	p	e	e	n	k	m	a	r	i
l	g	e	s	u	s	b	v	g	e	r	d	x	q	w
b	t	n	w	b	b	a	s	k	e	t	b	a	l	l
a	k	n	p	e	p	o	w	l	n	t	q	i	r	b
t	k	g	m	z	y	x	v	h	h	j	g	z	s	u
c	m	h	d	d	d	h	m	g	u	k	z	m	z	o

Activity 5a - Sports and sports equipment

Think about words you have learned about sports and sports equipment. Label the pictures below.



Find the names of 7 sports and 3 items of equipment in the word search below.

Words can be found



m e t i p f d l v v s i u e f  
 v u t l c i c s p c g j c e o  
 v f g a y e e m i s d e x g o  
 s f c b r h h t u n m j a q t  
 i y a t b a s o o g y u e d b  
 n d a w c a k c c g r b r q a  
 n b j o n q r l z k a u r k l  
 e j v m m i m d s j e o b z l  
 t z y s c q m b b i k y h i u  
 e g t k d a p e e n k m a r i  
 l g e s u s b v g e r d x q w  
 b t n w b b a s k e t b a l l  
 a k n p e p o w l n t q i r b  
 t k g m z y x v h h j g z s u  
 c m h d d d h m g u k z m z o

## Differentiation in Teaching and Learning

### 1.0 Differentiation is Part of Ministry of Education’s (MOE) Teacher Competency Framework

1.1. Differentiation in teaching and learning is in MOE’s teacher competency evaluation and in the Year 4 Scheme of Work. Standard 4 on teaching and learning in MOE’s Teacher Competencies Framework specifies the importance of differentiation:

<p><b>4.1</b></p> <p><b>Guru sebagai Perancang</b></p>	<p>Guru merancang pelaksanaan PdPc dengan:</p> <ul style="list-style-type: none"> <li>• Menyediakan RPH yang mengandungi objektif yang boleh diukur dan aktiviti pembelajaran yang sesuai</li> <li>• Menentukan kaedah pentaksiran dalam PdPc</li> <li>• Menyediakan ABM/BBM/BBB/TMK.</li> </ul>	<p>Tindakan dilaksanakan:</p> <ul style="list-style-type: none"> <li>• <b>Mengikut pelbagai aras keupayaan murid</b></li> <li>• Mengikut peruntukan masa yang ditetapkan</li> <li>• Mengikut ketetapan kurikulum/arahan yang berkuatkuasa</li> </ul>
<p><b>4.2</b></p> <p><b>Guru sebagai Pengawal</b></p>	<p>Guru mengawal proses pembelajaran dengan:</p> <ul style="list-style-type: none"> <li>• Mengelola isi pelajaran/skop pembelajaran yang dirancang</li> <li>• Mengelola masa PdPc selaras dengan aktiviti pembelajaran</li> <li>• Memberi peluang kepada penyertaan aktif murid</li> </ul>	<p>Tindakan dilaksanakan:</p> <ul style="list-style-type: none"> <li>• Dengan menepati objektif pelajaran</li> <li>• <b>Mengikut pelbagai aras keupayaan murid/pembelajaran terbeza</b></li> <li>• Secara berterusan dalam PdPc.</li> </ul>

Taken from ‘Borang Penskoran PDPC (Sekolah)’

Aspects 4.3 and 4.4 in the framework also include differentiation as a key competency.

- i) MOE’s Year 4 Scheme of Work suggests at least one differentiation strategy for each lesson. These suggestions are related directly to the focus of that lesson. The Scheme of Work states:

“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.” (p. 26, MOE, 2019)

The Year 4 Scheme of Work lists seven strategies for differentiation (page 26 – 28).

## 2.0 What is Differentiation?

It might be helpful to clarify what differentiation is, and is not.

Differentiation is not....!	Differentiation is.....!
... planning individualised lessons for every student	... knowing your students
... about assigning more or less work	... looking at students' level of readiness and learning styles (based on formative assessment) and planning lessons based on this
... 'dumbing down' materials	... varying between whole class, smaller groups, and individual activities
	... having different activities for different groups of students (so that it is not one-size-fits-all)

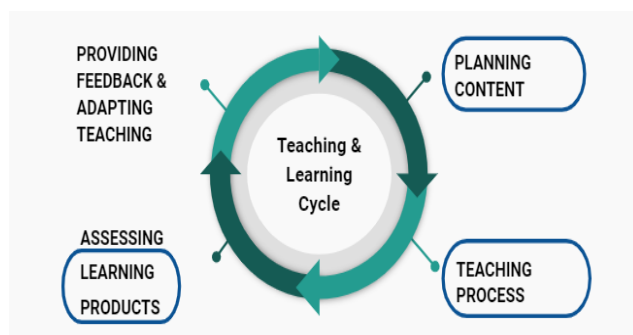
### Differentiation is ...

“To look at the skill levels of students and ask: ‘What are we going to do to increase depth, broaden, extend and improve upon the knowledge and the skill base of every student in the class, regardless of the starting point’ (Lockhart, 2019).

## 3.0 How to Carry Out Differentiation in Teaching and Learning?

Carol Ann Tomlinson, an expert in differentiated learning, suggests four areas of differentiation:

- 1) Content
- 2) Process
- 3) Products
- 4) Learning environment



Based on continual assessment of students' abilities, as a teacher you may differentiate in any of these four areas by including differentiation strategies into your teaching and learning cycle.



- 1) Assessment for learning
  - What can students do and what are they ready to learn?
- 2) Lesson plan
  - How can you create a collaborative learning environment?
  - How will you incorporate group work or individual work as part of the lesson?
  - What is the content different students need to know?
- 3) Classroom teaching process
  - What can you do to support students in the classroom teaching process?
- 4) Assess student learning products
  - What are the learning product students should show?

### 3.1. Different Strategies

MOE’s Year 4 Scheme of Work lists 7 differentiation strategies (page 26 – 28). These strategies are included below along with additional suggestions.

#### 3.1.1. Strategies to create a collaborative learning environment

##### a. Think - Pair – Share

T (Think)	Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.
P (Pair)	Each student is paired with another student.
S (Share)	Students share their thoughts with their partner. Teachers expand the sharing into a whole-class discussion.

Read more: <https://www.readingrockets.org/strategies/think-pair-share>

b. Whole Brain Teaching

<b>Step 1</b>	Attention getter. Class? Yes!
<b>Step 2</b>	Brain Engager. Mirror Words
<b>Step 3</b>	Collaborative Learning. Teach - Okay!

Watch: [https://www.youtube.com/watch?v=ksb\\_azVeiY8&t=187s](https://www.youtube.com/watch?v=ksb_azVeiY8&t=187s)

c. Have flexible grouping

The Year 4 Scheme of Work states: 'Different pairings and groupings will allow pupils to work in different ways. Teachers should make sure to vary pairing and grouping over time.' (MOE, 2019)

Looking at students' work from the previous lesson, decide on the type of grouping that would work best for the learning standard.

For example:

- Same ability groups/pairs

Students with similar ability levels may be grouped together to work on improving a particular skill. For example, students with lower literacy may be grouped together to improve their reading of basic words, students who are on Year 4 literacy level may work in groups to read a text for its main idea, and students with higher proficiency may work in groups to evaluate and give their opinions about a text.

- Mixed ability groups/pairs

For some lesson objectives, students may benefit from being in mixed ability groups. Students will help each other and work together on tasks. Assigning roles to group members (such as timekeeper, materials manager, etc.) allows all students to contribute to the learning process.

Some groups may be teacher-led, and some may be student-led.

Practical tips:

- Give neutral names to groups, such as colours, to avoid students being pigeon-holed according to proficiency level.
- Use a flexible grouping chart to assign groups in each lesson.
- Allocate a fixed location in the classroom for each group. Teach students to independently refer to the grouping chart and sit in their groups at the start of each lesson.

For example:



d. Have station rotations

Plan for three different learning stations. Groups of students will spend time in each station, then rotate to another station. With this strategy, students will access learning through multiple learning preferences.

Example of learning stations:

- Teacher Station: Students read and discuss a text with the teacher.
- Hands-on Station: Students work hands-on to sort words and sentences, create a poster, or create a diorama or poster related to the text.
- Computer Station: Students watch a video related to the reading topic, or do an interactive activity related to the lesson

Practical tip:

- Teach students how to move from one station to another and allow time to practice this.

Watch: <https://www.youtube.com/watch?v=Kq38A1qqYiE>

### 3.1.2. Strategies to differentiate learning content and products

- Decide on a learning outcome for different groups of students.
- Plan tasks and materials for students to achieve their learning outcomes.
- Identify what products will show that each group of students achieves their learning outcomes.
- Provide compulsory and optional tasks to students

Year 4 Scheme of Work:

‘Set students targets such as ‘Write 2 to 5 words...’, or ‘Write 3 sentences or more...’ The minimum target (2 words, 5 sentences) 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.’ (p. 26, MOE, 2019)

- Allow students different amounts of time to complete tasks.

‘Some pupils need longer than others to complete tasks. 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. 27, MOE, 2019, Year 4 SOW)




Use a bonus task menu to let students choose extra tasks to do in class or as homework (see appendix).

### 3.1.3. Strategies to differentiate the teaching and learning process

- i. Differentiate by type and amount of support provided  
For example, you may give more proficient students their task instructions using a written sheet, and give verbal instructions, gestures, and flashcards for less proficient students. (MOE, Year 4 SOW)
- ii. Differentiate by the types of questions asked  
'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. 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'. (p. 27, MOE, Year 4 SOW)
- iii. Differentiate by feedback given  
Give students suggested improvements that is achievable for them. The feedback should guide students in what they can do to improve in a specific skill or extend their learning. (MOE, Year 4 SOW)

### 3.1.4. Lesson planning for differentiation

- You should decide how to incorporate these strategies when planning a lesson for a class.
- This resource pack contains example lesson plans for differentiated teaching and learning. You can use these examples as a template to adapt lessons for your classes.

<p>Topic: Differentiation Strategies</p>		<p>Name:</p>
		<p>Date:</p>
<p>What do I know?</p> 	<p>What do I want to know?</p> 	<p>What have I learned?</p> 
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Sample Lesson Plans for Differentiated Teaching and Learning

Each lesson plan is based on the same learning standard and lesson outline provided in the current Year 4 SK Scheme of Work (MOE, 2019). In these examples, we have added differentiation strategies into the lesson outline that you may implement in your class.

### SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 2, p. 56)

WEEK: ____	LESSON: 19 (Reading 4)	MAIN SKILL FOCUS: Reading	THEME: World of Stories
	TOPIC: My Week	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Present simple for talking about regular actions (school timetable)
<b>LEARNING STANDARD</b> <b>Main skill:</b> Reading 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest  <b>Complementary skill:</b> Reading 3.2.1 Understand the main idea of simple texts of one or two paragraphs			
	<b>LEARNING OUTLINE</b>	<b>MATERIALS</b>	<b>NOTES</b>
Whole Class	<b>Pre-lesson</b> Ask students to refer to the grouping chart and sit in their groups.  <i>(Warm up activity, Get Smart Plus 4 Teacher's Book, p. 34)</i> <ul style="list-style-type: none"> <li>• Draw a school timetable on the board.</li> <li>• Direct students' attention to the timetable you've drawn on the board. Ask students what days they have English. Fill in the</li> </ul>	<del>Get Smart Plus 4</del>  Student's Book (page 16) and Teacher's Book (pages 34-35)	

For this lesson's learning standard, same ability grouping is selected for teachers to provide extra support to students with lower literacy.

Yellow group (lower proficiency students)

Green (students who meet Year 4 targets)

Blue (higher proficiency students)

	<ul style="list-style-type: none"> <li>• appropriate slots of the timetable by writing the words or sticking in the flashcards.</li> <li>• Ask students what subjects they would like to have more hours of and what subjects they'd like less hours of.</li> </ul> <p><b>Lesson delivery:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the characters in the story using pictures.</li> <li>2. Ask students to read and understand the dialogue in their groups, while the teacher will go around to give each group their activity.</li> <li>3. Optional task: Explain that students who complete their tasks early during this lesson may choose to do a task from the bonus task menu.</li> </ol>			
OUTCOMES	PRODUCTS	TASKS	MATERIALS	NOTES
<p><b>Blue Group (Higher proficiency)</b></p> <p>Students will read, enjoy, and relate the story to details in their everyday life.</p>	<p>Students read, show understanding, and add personal details to the story.</p>	<p>Teacher gives verbal instruction on the task.</p> <ul style="list-style-type: none"> <li>• Students will read the dialogue quietly.</li> <li>• Students practice the following dialogue in pairs, replacing the subject and answers based on their own timetables.</li> </ul> <p><i>How often do you have <u>Maths</u>?</i>  <i>I have <u>Maths</u> once / twice / three times a week.</i>  or  <i>I have <u>Maths</u> every day</i></p>	<p>Get Smart Plus Student's Book</p>	<p>Teacher assesses students by listening to their dialogue practice and looking at their sentences.</p>

Relating the text to students' lives, evaluating or giving opinions about a text, and producing original language are ways to push HOTS to extend the learning of more proficient students.



		<ul style="list-style-type: none"> <li>Students discuss in pairs to create one sentence on what the story is about.</li> </ul>		
<p><b>Green Group (On target)</b></p> <p>Students will read, enjoy, and understand the main idea of the dialogue.</p>	<p>Students read and show understanding of the story.</p>	<p>Teacher gives verbal instruction on the task.</p> <ul style="list-style-type: none"> <li>Students read the whole story quietly.</li> <li>Students practice reading the story aloud in pairs.</li> <li>Students discuss in pairs to create one sentence on what the story is about.</li> </ul>		<p>Teacher listens to students' reading, offers feedback on pronunciation and intonation, and checks for understanding.</p> <p>If students need support to summarise the story, teacher may provide a sentence stem, e.g. <i>Anna and Sandy</i></p> <p>_____</p> <p>and prompt by asking questions like 'What do they do?,' 'What are they talking about?'</p>

Providing sentence stems is a good way of scaffolding to support students to produce language.

<p><b>Yellow Group (Lower proficiency)</b></p> <p>Students will read some phrases in an A1 fiction text and understand the main idea of the story.</p> <p>]</p>	<p>Students read the text in pictures 1 and 2.</p>	<p>Teacher plays the audio of the dialogue (Class CD 1, Track 22)</p> <ul style="list-style-type: none"> <li>• Students listen and point to the dialogue in pictures 1 and 2.</li> <li>• Teachers may ask some closed questions to encourage understanding. For example:             <ul style="list-style-type: none"> <li>○ <i>Are they in school or at the playground?</i></li> <li>○ <i>Does Sandy have PE once a week or four times a week?</i></li> <li>○ <i>Does Anna like Art?</i></li> </ul> </li> </ul>	<p>Get Smart Plus 4 Student's Book (page 16)</p> <p>Flashcards for words <i>once, twice, three times</i>.</p>	<p>Give extra support to this group by teaching the key vocabulary, then modelling reading the text and allowing students to practice repeated reading aloud.</p> <p>Assess students' ability to read aloud.</p>
<p><b>Whole Class</b></p>	<ol style="list-style-type: none"> <li>4. Assign groups of students a character (Anna or Sandy) for a choral reading of the story.</li> <li>5. Ask students some questions, e.g. Where are they? What are they looking at? Do they have the same timetable or different timetables? What is one sentence to summarise what the story is about?</li> <li>6. If time allows, play a true-false activity about the story.</li> </ol>			

Decide on outcome, products and tasks based on students' ability. This example is for students with low literacy.

Differentiate questions asked with closed questions and open-ended questions, to allow all students to contribute answers.

	<p><b>Post-lesson</b> Taken from Year 4 SOW, Post-Lesson Task 10 (p. 24)</p> <ol style="list-style-type: none"> <li>7. Act as if you are thinking and say, ‘What can you remember?’ Give a key word from the lesson. Write it on the board.</li> <li>8. Invite some students 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.</li> <li>9. Ask students to work in pairs to share what they remember from the lesson. They should note their answers in their notebooks.</li> <li>10. Review some of students’ learning by asking volunteers or nominating students to tell the class what they have written.</li> </ol>		
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<b>WEEK:</b> ____	<b>LESSON:</b> 88 (Reading 17)	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> Getting around	<b>CROSS-CURRICULAR ELEMENT:</b> Global Sustainability / Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Gerunds (Noun + <i>ing</i> )
<b>LEARNING STANDARD</b>			
<b>Main skill:</b> Reading			
3.2.2 Understand specific information and details of simple texts of one or two paragraphs			
<b>Complementary skill:</b> Speaking			
2.1.5 Describe people and objects using suitable statements			

SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 6, p. 132)

	LEARNING OUTLINE	MATERIALS	NOTES
Whole Class	<p><b>Pre-lesson</b> Ask students to check the grouping chart and sit in their groups.</p> <p><i>Taken from Get Smart Plus 4 Teacher’s Book, p. 96</i></p> <ol style="list-style-type: none"> <li>1. Stick flashcards of <i>motorbike</i>, <i>taxi</i> and <i>tourist</i> on the board. Point to each one and encourage students to say the words.</li> <li>2. Sit comfortably in your chair and say <i>This chair is comfortable</i>. Repeat the sentence and have students repeat after you. Ask students what they think <i>comfortable</i> means. Repeat this with the adjectives <i>exciting</i> and <i>slow</i>.</li> <li>3. Ask students which means of transport they usually use.</li> <li>4. Direct students’ attention to the vocabulary section at the top of pages 62 – 63 in the Student Book.</li> <li>5. Say the words again in random order and have students point and repeat.</li> </ol>	<p>Notebook</p> <p>Get Smart Plus Teachers Book (page 96-97) and Student’s Book (page 62)</p>	

For this lesson, mixed ability groups are used. Students work together to do a range of scaffolded tasks

	<p><b>Lesson delivery</b></p> <ol style="list-style-type: none"> <li>6. Direct students' attention to the pictures and ask them if they recognise the three means of transport depicted.</li> <li>7. Divide the class into three groups. Assign students in each group a different text (one group has the text on tuk-tuks, one on gondolas, the other on snowmobiles).</li> <li>8. Write student's tasks on the board:             <ol style="list-style-type: none"> <li>I. In pairs, practice reading the text.</li> <li>II. In groups, work together to underline details from the text.</li> <li>III. In groups, match your text to the picture of the vehicle.</li> <li>IV. List adjectives to describe your vehicle.</li> <li>V. Write sentences to describe your vehicle.</li> </ol> </li> </ol>		
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Scaffolded tasks enables students of all abilities to contribute and expand their learning.

Students may be given roles, such as *Encourager, Time keeper, Scribe, Materials Manager, etc.* Students of all abilities may make a valuable contribution.

OUTCOMES	PRODUCTS	TASKS	MATERIALS	NOTES
<p>Students will understand specific information from the text.</p> <p>Students will describe objects using adjectives</p>	<p>Students retell details about the vehicles based on their reading.</p> <p>Students describe the vehicles using adjectives.</p>	<ul style="list-style-type: none"> <li>• Students complete the tasks as listed on the board.</li> <li>• Use a graphic organiser (see appendix) to support students in noting specific details from the text.</li> </ul>	<p>Student’s book (page 62)</p> <p>Graphic organiser (in this resource pack)</p>	<p>Teacher goes from group to group, supports them in doing the tasks, and asks comprehension questions, such as:</p> <ul style="list-style-type: none"> <li>• <i>What does a tuk-tuk look like?</i></li> <li>• <i>How many people can sit in the back?</i></li> <li>• <i>Are tuk-tuks faster or slower than taxis?</i></li> </ul> <p>If students face difficulty talking about the vehicle in English, allow them to use their first language and guide them to use some English words and phrases.</p>

Differentiate questions asked with closed questions and open-ended questions, to allow all students to contribute answers.

Using graphic organisers helps students visualise parts of the text. It supports students in reading for main ideas, specific details, and summarising

<p><b>Whole Class</b></p>	<ol style="list-style-type: none"> <li>11. Explain that the class will share information about the three vehicles that they read about.</li> <li>12. Ask questions based on the texts, following the example questions for Activity 2 in the Teacher’s Book (p. 97)</li> <li>13. Ask students to match the texts to the correct picture.</li> <li>14. Invite students to share a statement to describe each vehicle. For example:</li> </ol> <p><i>Tuk-tuks:</i>  <i>It looks like a motorbike.</i>  <i>It has three wheels.</i>  <i>It is exciting.</i></p> <p><i>Gondolas:</i>  <i>It is a long boat.</i>  <i>It is very slow.</i>  <i>It isn’t very comfortable.</i></p> <p><i>Snowmobiles:</i>  <i>It can go very fast.</i>  <i>It can get very cold on a snowmobile.</i></p>		<p>Encourage students of all proficiencies to share a description. It could be a simple statement, as given in the examples, or a statement in pupil’s own words based on their understanding.</p>
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	<p><b>Post-lesson</b></p> <p>15. Ask students to respond with one of the following, either:</p> <p><i>One thing they remember about what they read, or</i></p> <p><i>Which vehicle they would like to go on and why.</i></p>		
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Giving an option in the post-lesson task allows students to respond on a level they are comfortable with, ranging from a word that they remember, to giving opinions.

**SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 7, p. 144)**

<b>WEEK:</b> _____	<b>LESSON:</b> 99 (Reading 19)	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Helping out	<b>CROSS-CURRICULAR ELEMENT:</b> Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Questions with Whose...? Personal possessive pronouns: e.g. mine/yours
<p><b>LEARNING STANDARD</b></p> <p><b>Main skill:</b> Reading 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest</p> <p><b>Complementary skill:</b> Listening 1.2.3 Understand with support short simple narratives on a range of familiar topics</p>			



	LESSON OUTLINE	MATERIALS	NOTES	
Whole Class	<p><b>Pre-lesson</b></p> <ol style="list-style-type: none"> <li>Write on the board: <i>In this lesson, I'm going to...</i></li> <li>Explain that students are going to write their own goals for the lesson.</li> </ol> <p>Give some examples:</p> <ul style="list-style-type: none"> <li><i>In this lesson, I'm going to remember two/three/four/ five words.</i></li> <li><i>In this lesson, I'm going to tell my friend a story based on my reading.</i></li> </ul> <ol style="list-style-type: none"> <li>Students write one or two lesson goals in their notebooks.</li> <li>Introduce the theme of camping using real examples of camping items (where possible).</li> </ol> <p><b>Lesson delivery</b>  <i>Taken from Get Smart Plus 4 Teacher's Book, (p. 110)</i></p> <ol style="list-style-type: none"> <li>Stick the flashcards of <i>sleeping bag, torch, tent, peanuts, squirrel</i> on the board. Point to each one, say the word and get students to repeat after you.</li> <li>Have students look at the pictures in the comic and ask them different questions, e.g. <i>Where are the children? What are they doing?</i></li> <li>Ask students to tell you what they think is happening.</li> <li>Ask students 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.</li> </ol>	<p>Notebook</p> <p>Get Smart Plus Teachers Book (page 110) and Student's Book</p>	<p>Guide students to write their lesson goals based on their assessed needs.</p> <p>For this pre-reading discussion on camping, use open-ended questions to encourage all students to respond.</p> <p>Weaker students may offer ideas in L1, and teacher may help them with filling in with English words.</p>	<p>Giving students the choice of their lesson goals encourages ownership, self-assessment, and the chance for</p> <p>This lesson uses same ability grouping for teachers to provide extra support to students with lower literacy.</p> <p>Yellow group (lower proficiency students)</p> <p>Green (students who meet Year 4 targets)</p> <p>Blue (higher proficiency students)</p>

	<p>9. Students follow along the words as they listen to a reading of the story (Class CD 2 – Track 24)</p> <p>10. Students shadow read as they listen to the reading a second time.</p> <p>11. Model acting out the dialogue, with intonation and gestures, with three students. Explain that students should practice the dialogue in their groups while the teacher goes around the class to support the different groups.</p>			
OUTCOMES	PRODUCTS	TASKS	MATERIALS	NOTES
<p><b>Blue Group (Higher proficiency)</b></p> <p>Students will read, enjoy, and be able to relate an A1 story to life</p>	<p>Students read, enjoy, and modify details in the story.</p>	<p>Teacher provides written instructions to the group.</p> <ul style="list-style-type: none"> <li>In the story, a <i>squirrel</i> took the <i>peanuts</i> and the <i>sleeping bag</i>. What words could be used to replace these details from the story?</li> <li>In pairs, replace the words <i>peanuts</i> and <i>squirrels</i> in the story with your own words.</li> <li>Practice reading the dialogue in your group.</li> </ul>		<p>Check that students understand the written instructions. Provide examples on replacing target details (for example, <i>peanuts</i> may be replaced with <i>biscuits</i> and <i>squirrel</i> may be replaced with <i>mouse</i>).</p> <p>Teacher listens as students read, offers feedback on pronunciation and intonation, and checks for understanding.</p>

<p><b>Green Group (Year 4 target proficiency)</b></p> <p>Students will read and enjoy an A1 story</p>	<p>Students read and act out the story with intonation and gestures that show understanding.</p>	<p>Teacher gives verbal instruction.</p> <ul style="list-style-type: none"> <li>• Students practice the dialogue with intonation and gestures.</li> </ul>		<p>Teacher listens as students' practice reading, offers feedback on pronunciation and intonation, and checks for understanding.</p>
<p><b>Yellow Group (Lower proficiency students)</b></p> <p>Students will read and understand phrases in the text.</p>	<p>Students read and act out phrases with possessive words, with support.</p>	<p>Teacher models reading the dialogue in frames 2 and 3.</p> <ul style="list-style-type: none"> <li>• Students practice reading the text in frames 2 and 3 with intonation and gestures.</li> </ul>		<p>Give extra support to students by modelling the phrases and having students repeat them with intonation and gestures (especially <i>ours, mine, his</i>)</p>

<b>Whole Class</b>	<p>11. Nominate groups of students to act out the story.</p> <p><b>Post-lesson</b></p> <p>12. Ask students to review if they have achieved their lesson goals.</p> <p>13. Nominate students or invite volunteers to share their goal. For example:</p> <p><i>In this lesson, I remembered two/three/four/ five words. They are...</i></p>		<p>Assess fluency of students reading, use of intonation and gestures that show understanding.</p>
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**SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 8, p. 167)**

<b>WEEK:</b> ____	<b>LESSON:</b> 120 (Reading 23)	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> Amazing animals	<b>CROSS-CURRICULAR ELEMENT:</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Comparative forms: <i>as</i> [adjective] <i>as</i> [noun]
<p><b>LEARNING STANDARD</b></p> <p><b>Main skill:</b> Reading 3.2.2 Understand specific information and details of simple texts of one or two paragraphs</p> <p><b>Complementary skill:</b> Speaking 2.1.4 Give reasons for simple predictions</p>			

	LEARNING OUTLINE	MATERIALS	NOTES
Whole Class	<p><b>Pre-lesson</b></p> <ol style="list-style-type: none"> <li>Put on the board a covered-up picture of a dinosaur labelled according to the vocabulary at the top of page 84 as well as the body parts in the text.</li> <li>Tell students they will play a memory game. Show them the words and parts of the dinosaur one by one, without revealing the whole picture. Say each word as you show it and have students repeat the words.</li> <li>Cover the picture and ask students to respond with the words they can remember.</li> <li>Ask students what they think the picture is. After students make their guesses, reveal the picture of the dinosaur. Ask students what they know about dinosaurs.</li> </ol>	<p>Notebook</p> <p>Get Smart Plus Teachers Book (page 126-127) and Student's Book (84-85)</p>	

This lesson uses mixed ability groups and station rotation to enable students with various learning styles and preferences to engage in learning. All groups will rotate to spend an amount of time (about 20 minutes) in each station.

	<p><b>Lesson delivery</b></p> <p>5. Explain that students will read and learn about dinosaurs in three different learning stations.</p> <ul style="list-style-type: none"> <li>• Explain where the three stations (Read and Talk Station, Watch Station, and Create Station) are located.</li> <li>• Assign a group of students to each station.</li> <li>• Explain that when students hear the teacher’s instruction (or bell), they will rotate to another station. Spend a few minutes allowing students to practice rotating stations before starting the activity</li> </ul>		
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OUTCOMES	PRODUCTS	TASKS	MATERIALS	NOTES
<p><b>STATION 1</b> <b>Read and Talk Station</b> (Teacher-led group)</p> <p>Students read a paragraph and understand specific information.</p>	<p>Students read and talk about specific information about dinosaurs.</p>	<ul style="list-style-type: none"> <li>• Students read the text with the teacher. The teacher may choose from several ways to read with the students, for example, shadow reading, reading circle, pair reading, shared reading.</li> <li>• Teacher and students discuss the text and talk about dinosaurs.</li> </ul>	<p>Get Smart Plus Student’s Book (p. 84)</p>	<p>The teacher may choose from several ways to read with the students, for example, shadow reading, reading circle, pair reading, shared reading.</p> <p>Students may respond with one-word answers, or answer in their first language, and the teacher may guide them to use some English words.</p>

Differentiate for students by varying the types of questions asked, providing English words or sentence stems to support language production, and giving suitable feedback.

<p><b>STATION 2</b> <b>Hands-on Station</b></p> <p>Students identify specific details from the text.</p>	<p>Students create a dinosaur replica presenting information about dinosaur parts or features.</p>	<ul style="list-style-type: none"> <li>• Students work in groups create a diorama of a scenery from the time of dinosaurs using clay or Play-Doh. They can include the dinosaurs from their student’s book or any other dinosaurs they know about.</li> <li>• They then label the dinosaurs and include a short-written description for the dinosaurs in their diorama.</li> </ul>	<ul style="list-style-type: none"> <li>• Play-Doh/clay</li> <li>• Plain or coloured A3 papers</li> </ul>	<p>Allow students to produce creatively and based on their own abilities.</p> <p>For example, a student may create only one simple replica of a dinosaur and label the parts of the body based on the vocabulary in their students’ book.</p> <p>Less proficient students may use words to describe the dinosaurs, while more proficient students may use a few sentences to describe a whole diorama.</p>
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<p><b>STATION 3: Watch and Listen Station</b></p> <p>Students learn information about dinosaurs</p>	<p>Students retell information about dinosaurs.</p>	<p>Students watch and listen to a short clip about dinosaurs or do an interactive activity on the topic.</p>	<p>Appropriate number of computers/Chromebooks.</p> <p>Get Smart Plus 4 Interactive Whiteboard Materials</p>	
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<p><b>Whole Class</b></p>	<p>11. Get students to talk about their group’s dinosaur replica / diorama and describe the dinosaurs.</p> <p>12. Show pictures or dinosaur replicas. Ask students to predict (guess) what would happen if two of the dinosaurs meet and give reasons for their predictions.</p> <p><b>Post-lesson</b></p> <p>13. Talk about what students have learned in this lesson. Ask questions to relate their learning to their own lives or interests, for example, if they can relate the words, they have learned with other animals they know about.</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>
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**SCHEME OF WORK: TEXTBOOK BASED LESSON (Unit 9, p. 184)**

<b>WEEK:</b> _____	<b>LESSON:</b> 136 (Reading 26)	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge	
	<b>TOPIC:</b> Get active!	<b>CROSS-CURRICULAR ELEMENT:</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> Superlative adjectives: + <i>-est</i> / <i>the most</i> + adjective	
<p><b>LEARNING STANDARD</b></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>				
	<b>LESSON OUTLINE</b>	<b>MATERIALS</b>	<b>NOTES</b>	
<b>Whole Class</b>	<p><b>Pre-lesson</b></p> <ol style="list-style-type: none"> <li>1. Tell students they will read information about three sports.</li> <li>2. Ask students to write their own goals for the lesson. Write on the board: <i>In this lesson, I'm going to...</i></li> </ol>	<p>Notebook</p> <p>Get Smart Plus</p> <p>Teachers Book (page 142) and Student's</p>	<p>The option of 2 to 5 words / information allows students to set their goals according to their own ability.</p> <p>Supported students may gain a sense of achievement with learning 2 words, and top students may challenge themselves by targeting to</p>	

	<p>Give some examples:</p> <ul style="list-style-type: none"> <li>• <i>In this lesson, I'm going to remember 3 to 5 words about sports.</i></li> <li>• <i>In this lesson, I'm going to learn 3 to 5 details about sports.</i></li> <li>• <i>In this lesson, I'm going to understand the main idea of a text about sports.</i></li> </ul> <p>3. Students write one or two lesson goals in their notebooks.</p> <p><b>Lesson delivery</b></p> <ol style="list-style-type: none"> <li>3. Put flashcards of <i>bat, net, helmet, ice hockey, cricket, table tennis</i> on the board and elicit what students already know about them.</li> <li>4. Point to each flashcard, say the word and ask students to repeat after you.</li> <li>5. Ask students which of the three sports they think is popular in China, Russia, and Australia.</li> <li>6. Ask students to follow and point along as they listen to a reading of the text (CD 2 – Track 59).</li> <li>7. Explain that students are going to shadow read as they listen to the text again. Explain that after their reading, students will decide which of these options is the main idea of the text.</li> </ol>	<p>Book (page 96)</p>	<p>learn 5 points of information from a text.</p> <p>Guide students to write their goals based on their assessed learning needs.</p>
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	<p>The main idea of the text is:</p> <ul style="list-style-type: none"> <li>• In table tennis, two or four players hit a ball with bats.</li> <li>• Ice hockey is played on a hockey rink.</li> <li>• Each cricket team has got eleven players.</li> <li>• The most popular sports in three countries.</li> </ul> <p>8. Students shadow read as they listen to the text.</p> <p>9. Tell students they will now read the text in their groups and may take their time to learn specific information about each of the three sports.</p> <p>10. Teacher goes around to assign each group their activity list and support each group.</p>		
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OUTCOMES	PRODUCTS	TASKS	MATERIALS	NOTES
<p><b>Blue Group (Higher proficiency)</b></p> <p>Students will understand specific information and the main idea of the text.</p>	<p>Students list specific information of the text.</p> <p>Student state the main idea of the text.</p> <p>Student gives their opinion about the text.</p>	<p>Teacher gives written instructions to the blue group:</p> <ul style="list-style-type: none"> <li>• Students underline parts of the text that provide details.</li> <li>• Students fill in the graphic organiser with details from the text and the main idea.</li> <li>• Students discuss in pairs               <ul style="list-style-type: none"> <li>○ What you think about the sports,</li> <li>○ Which sport you like the most.</li> <li>○ Your favourite sport in Malaysia and compare it with the sports in the text.</li> </ul> </li> </ul>	<p>Instruction worksheet</p> <p>Students book</p> <p>Graphic organiser 2 (in this resource pack)</p>	<p>If needed, provide sentence stems to students.</p> <p>For e.g., <i>I think that table tennis is...</i></p> <p><i>I like .... The most because....</i></p>

This lesson uses same ability grouping for teachers to provide extra support to students with lower literacy.

Yellow group (lower proficiency students)

Green (students who meet Year 4 targets)

Blue (higher proficiency students)

<p><b>Green Group (Year 4 Target)</b></p> <p>Students will understand specific information and the main idea of the text.</p>	<p>Students answer questions about specific information.</p> <p>Students identify the main idea of the text.</p>	<p>Teacher gives written instructions to the green group:</p> <ul style="list-style-type: none"> <li>• Students underline parts of the text that provide information.</li> <li>• To help you find the important information, think of answering <i>What? Where? How? When?</i> questions:             <ul style="list-style-type: none"> <li>- <i>What is a popular sport in China?</i></li> <li>- (Students underline <i>table tennis</i>.)</li> </ul> </li> </ul> <p><i>How do you play it?</i></p> <ul style="list-style-type: none"> <li>• Students fill in the graphic organiser with details from the text and the main idea.</li> </ul>	<p>Instructions worksheet</p> <p>Students book</p> <p>Graphic organiser 2 (in this resource pack)</p>	<p>If needed, teacher shows an example of identifying and underlining details by thinking of questions.</p>
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<p><b>Yellow Group (Lower proficiency)</b></p> <p>Students will read specific information from the text.</p>	<p>Students answer questions about specific information from the text.</p>	<p>Guide students to focus on the parts of the text with information about the sports. You may ask them to underline it in their book.</p> <ol style="list-style-type: none"> <li>1. <i>Table tennis</i> <i>You play the game on a table with a net. Two or four players hit a ball back and forth with bats.</i></li> <li>2. <i>Ice hockey</i> <i>You play this sport on a hockey rink. There are six players in each team.</i></li> <li>3. <i>Cricket</i> <i>In a cricket match there are two teams. Each team has got eleven players.</i></li> </ol> <ul style="list-style-type: none"> <li>• Ask students to practice reading this text aloud in pairs.</li> <li>• Ask students to try completing the graphic organiser.</li> </ul>	<p>Students book</p> <p>Graphic organiser 2 (in this resource pack)</p>	<p>Adjust the target text according to pupil needs. For example, if there are students with very low literacy, you may just ask them to focus on practicing reading the information from one of the sports.</p> <p>Teacher models, listens, and gives feedback on reading.</p>
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<p><b>Whole Class</b></p>	<p>11. Check detailed understanding by asking questions given in the example of Activity 1 in the Teacher’s Book.</p> <p>12. Ask students what the main idea of the text is, referring back to the options given at the start of the lesson.</p> <p><b>Post-lesson</b></p> <p>13. Ask students to review if they have achieved their lesson goals.</p> <p>14. Nominate students or invite volunteers to share their goal. For example:</p> <ul style="list-style-type: none"> <li>• <i>In this lesson, I remembered 3 words about sports.</i></li> <li>• <i>In this lesson, I learned 4 details about sports.</i></li> </ul>		<p>Vary the questions you ask to allow all students to build the confidence and motivation. Ask simpler, closed questions for supported students to answer, for example:</p> <ul style="list-style-type: none"> <li>• Do you play table tennis with a bat or with a stick?</li> <li>• Are there two teams or three teams in a cricket game?</li> </ul>
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OUTCOMES	PRODUCTS	TASKS	MATERIALS	NOTES

Whole Class	Post-lesson		
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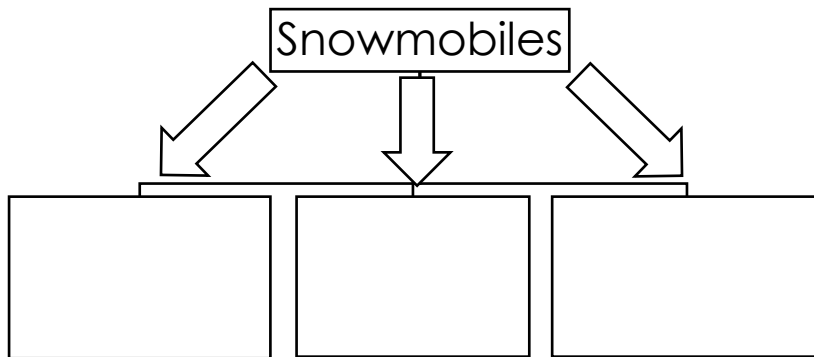
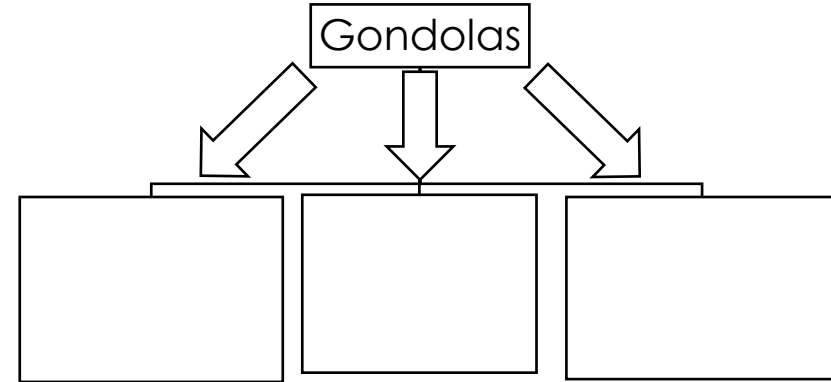
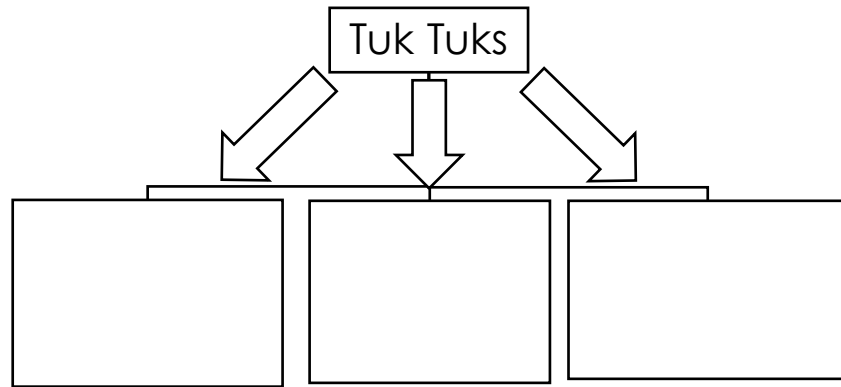
## Bonus Task ! 😊

If you complete your tasks early, pick one bonus task of your choice!

Easy	Write down 5 new words you learned today.	Draw a picture of what you learned today.	Write two words about a character you like in the story.
Moderate	Write down 3 subjects you like in school.	Create a poster of today's story.	Write a dialogue with your friend about what you learned today.
Difficult	Create 3 questions for the story.	Draw a comic to guess what happens at the end of the story.	Write a song about today's story.

Unit 6, Lesson 88 (Reading 17)  
Student Book (page 62)

After reading the text in Student Book page 62, write 3 details about each form of transport.



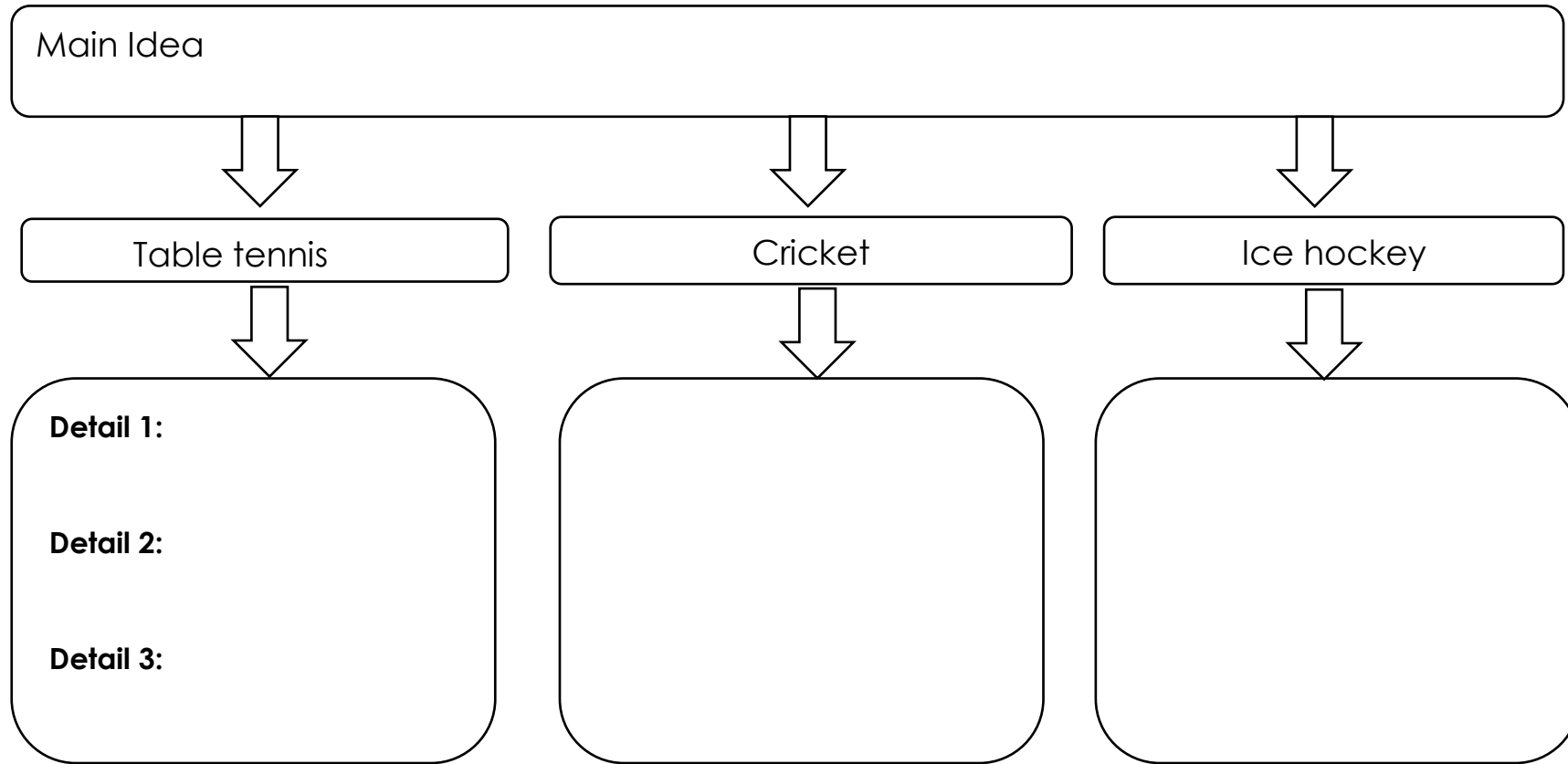
Write 2 to 5 words to describe a form of transport.

Write 2 sentences or more about a form of transport.

It can...

It has...

It is...



**Bonus: Write**

- which sport you like the most
- your favourite sport