



KEMENTERIAN
PENDIDIKAN
MALAYSIA

Modul Teknologi Maklumat & Komunikasi

Modul Aplikasi

BAHASA INGGERIS

Tahun 2



Modul Teknologi Maklumat & Komunikasi

Bahasa Inggeris
Tahun 2

JAZZ CHANT

Learning Standard

- 5.1.1 Demonstrate appreciation through non-verbal responses to:
 - i) simple chants and raps
- 5.1.2 Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation:
 - i) simple chants and raps

LESSON PLAN

Title

Jazz Chant

Time

1 hour

Theme

The World of Self, Family and Friends

Skill

Listening and reading

Content Standard

5.1 Enjoy and appreciate rhymes, poems and songs

Learning Standard

5.1.1 Demonstrate appreciation through non-verbal responses to:

i) simple chants and raps

5.1.2 Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation:

i) simple chants and raps

ICT Skill

4.3 Cite source of information obtained online.

Teaching Aids

For teacher

- Computer
- Projector
- Microsoft Powerpoint file
English Year 2 Lesson 5..1.2.pptx

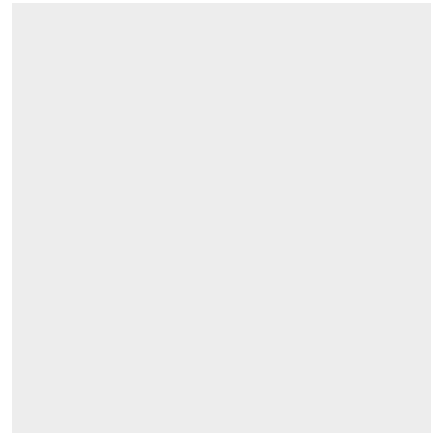
For pupils

- **Worksheet 5.1.2**

© Lesson Objective

Pupils will be able to:

- i. Recite the jazz chant and tapping on the table to indicate rhythm and stress.
- ii. Recite the jazz chant with correct pronunciation, rhythm and intonation.
- iii. Cite the source of information obtained online.



SET INDUCTION

⌚ Time

5 minutes

🧩 Suggested Activities

1. Teacher shows **Slide 1** of the Microsoft Powerpoint file **English Year 2 Lesson 5..1.2.pptx** to pupils.



Slide 1

2. Teacher asks the questions below one at a time. Pupils are asked to answer the questions individually. Then teacher allows others who have different answers to add on.

🗣️ What do you see in this picture?

Possible answer:

A boy is using the computer to go on the internet.

🗣️ What does the boy find on the internet?

Possible answer:

Things that he thinks are good for his project.

🗣️ Do you think it is wrong for him to copy and paste from the internet and say it is his work? Why?

Possible answers:

- It is wrong because the work belongs to others. The boy cannot say that it is his. It is like stealing.
- It is not wrong.

💡 Teacher's Note

Recall vocabulary learnt previously:

- computer
- internet
- copy
- paste

New vocabulary:

- website

💻 ICT Skill

- 4.3 Cite source of information obtained online.

If any pupil says that it is not wrong, ask how would the pupil feel if:

- He/she has written a good essay;
 - Another pupil copies his/her essay and scores a high mark;
 - The teacher thinks that the pupil is good in writing essays; and
 - The teacher thinks that he/she has copied the pupil's work instead.
3. Teacher links the picture to the jazz chant that they will recite. The jazz chant is about what is right or wrong when copying from the internet.

STEP 1

Suggested Activities

1. Teacher guides pupils to read the chant on the Powerpoint slides (**Slide 2 to 7**), line by line (teacher models, pupils follow). Teacher and pupils tap on the table each time they come across a syllable or word in **bold**.
2. On **Slide 5**, teacher tells students that it is not enough to know what is wrong but they also need to know what is the right thing to do. The right thing to do is what "they should do".

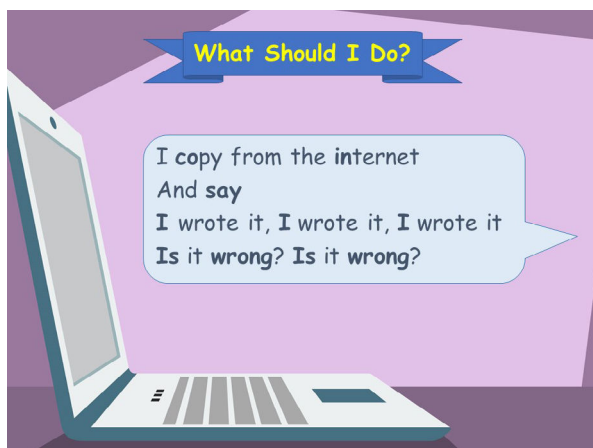
Time

10 minutes

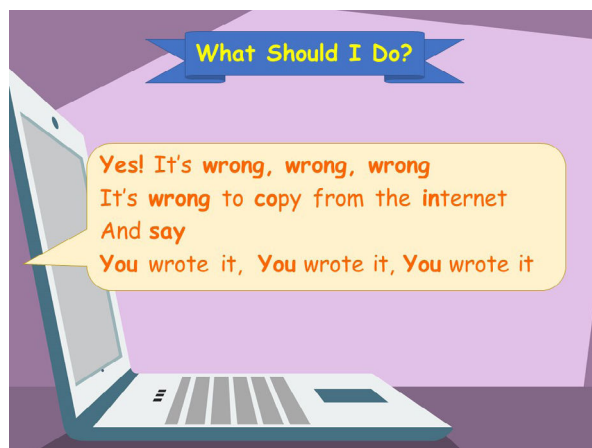
Teacher's Note

Teacher recites the chant and pupils follow. Focus on correct word stress, pronunciation and intonation.

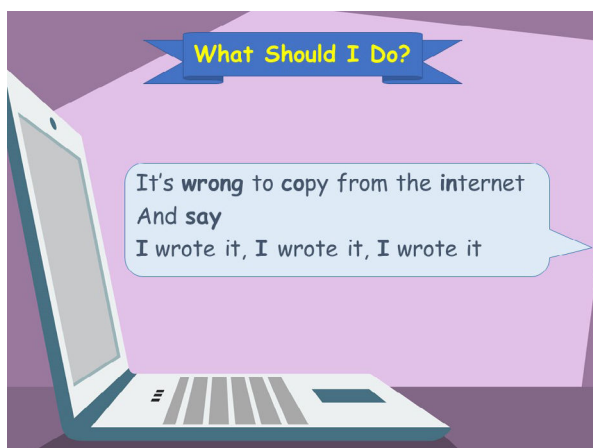
Words or syllables in **bold** should be stressed.



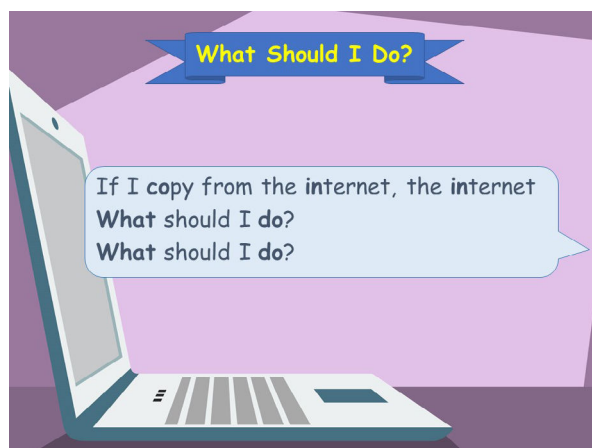
Slide 2



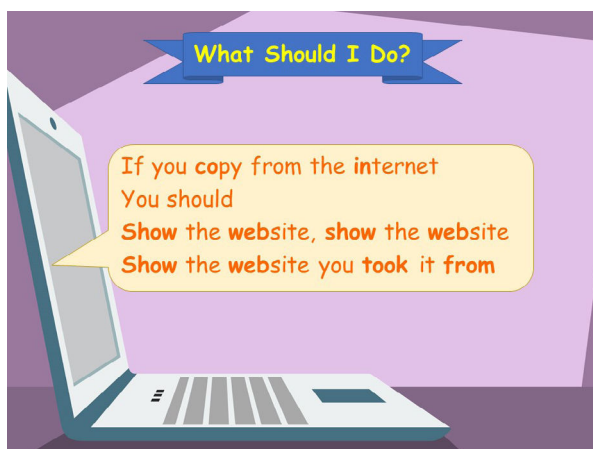
Slide 3



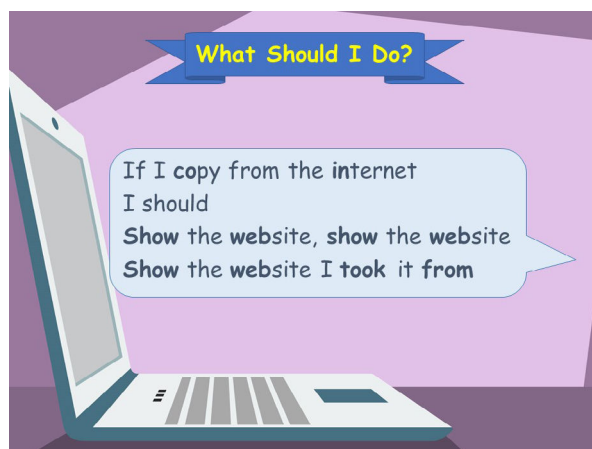
Slide 4



Slide 5



Slide 6



Slide 7

STEP 2

Suggested Activities

1. Teacher divides pupils into two groups – the ORANGE group and the BLUE group. The ORANGE group reads the orange text on the slides while the BLUE group reads the blue text.
2. Teacher corrects or gives reinforcements when pupils read.

Time

15 minutes

Teacher's Note

Pupils practise reciting the chant.
Teacher facilitates, helping pupils to get the right word stress, pronunciation and intonation.

STEP 3

Suggested Activities

1. Pupils work in pairs. Each pupil is given **Worksheet 5.1.2**.
2. Pupil fills in the blanks individually and discuss with his/her partner after that for peer evaluation.
3. If unsure, the pupil consults another friend and if still unsure, consults the teacher.

Time

15 minutes

Teacher's Note

Vocabulary practice and reinforcement

STEP 4

Suggested Activities

1. In pairs, pupils recite the chant to one another based on the completed **Worksheet 5.1.2**.
2. Pupil A recites the first verse and pupil B recites the second verse and so on until the whole chant is read.

Time

10 minutes

Teacher's Note

Pupils practise reciting the chant.
Teacher facilitates, helping pupils to get the right word stress, pronunciation and intonation.

CLOSING

⌚ Time

5 minutes

🧩 Suggested Activities

1. Teacher shows pupils the video of a jazz chant performance on YouTube by clicking on the link to the website on **Slide 8**.
2. Teacher explains that the link, title and name of the video owner have been written on the slide. It is clear where the video came from and who owns the video. Teacher stresses again that pupils should not copy or download things from the internet and call them their own.



Slide 8

3. Teacher asks pupils to tell their partners sitting next to them what they should do when they copy something from the internet.
4. One student is selected to tell the class after this activity.

WORKSHEET 5.1.1

Fill in the blanks with the correct words.

show	copy	internet	website
from	wrote	should	wrong

I copy from the _____

And say

I wrote it, I wrote it, I wrote it

Is it wrong? Is it wrong?

Yes! It's wrong, wrong, wrong

It's wrong to _____ from the internet

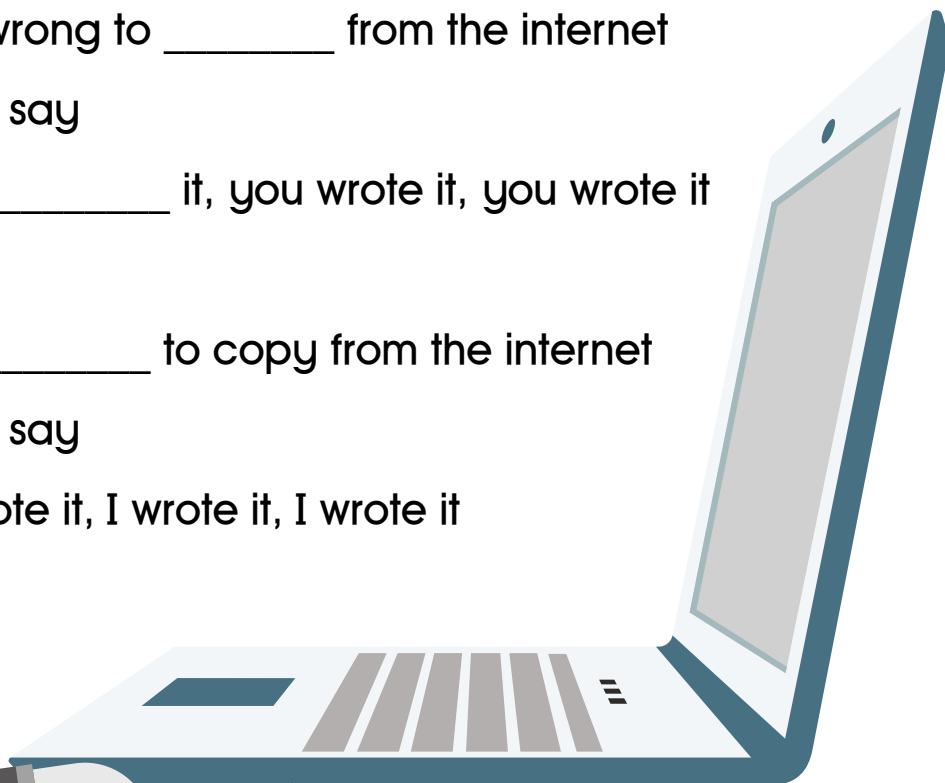
And say

You _____ it, you wrote it, you wrote it

It's _____ to copy from the internet

And say

I wrote it, I wrote it, I wrote it



A spiral-bound notebook with a yellow pencil and a laptop. The notebook is open, showing a page with text. The pencil is yellow with a pink eraser and a grey ferrule. The laptop is silver and open. The background is a colorful, abstract design with various shapes and colors.

If I copy from the internet, the internet

What _____ I do?

What should I do?

If you copy from the internet,

You should show the _____, show the website,

Show the website you took it _____.

If I copy from the internet,

I should _____ the website, show the website,

Show the website I took it from.

Fill in the blanks with the correct words.

show	copy	internet	website
from	wrote	should	wrong

I copy from the internet

And say

I wrote it, I wrote it, I wrote it

Is it wrong? Is it wrong?

Yes! It's wrong, wrong, wrong

It's wrong to copy from the internet

And say

You wrote it, you wrote it, you wrote it

It's wrong to copy from the internet

And say

I wrote it, I wrote it, I wrote it



If I copy from the internet, the internet

What should I do?

What should I do?

If you copy from the internet,

You should show the website, show the website,

Show the website you took it from.

If I copy from the internet,

I should show the website, show the website,

Show the website I took it from.



ASSESSMENT RUBRICS

Name:

Class:

Date:

No.	ICT Component	ICT Skill	Level		
			Low 1	Moderate 2	Advanced 3
1	4. Practise responsible and ethical ICT values	4.3 Cite source of information obtained online.	<p>Pupil can explain in his/her own words what he/she should do when obtaining information from the internet by fully relying on teacher's guidance.</p> <input data-bbox="1249 1075 1319 1145" type="checkbox"/>	<p>Pupil can explain in his/her own words what he/she should do when obtaining information from the internet with teacher's guidance.</p> <input data-bbox="1601 1075 1671 1145" type="checkbox"/>	<p>Pupil can explain in his/her own words what he/she should do when obtaining information from the internet without teacher's guidance.</p> <input data-bbox="1953 1075 2022 1145" type="checkbox"/>

PUPIL ASSESSMENT RUBRICS FORM

Class:

Tick (✓) the appropriate boxes.

[illegible]



Modul Teknologi Maklumat & Komunikasi

Bahasa Inggeris
Tahun 2

THE THREE BILLY GOATS GRUFF

Learning Standard

Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment:

3.3.1 Read and enjoy simple print and digital games at sentence level.

LESSON PLAN

Title

The Three Billy Goats Gruff

Time

1 hour

Theme

World of Stories

Skill

Listening and reading

Content Standard

3.3 Read independently for information and enjoyment

Learning Standard

Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment:

3.3.1 Read and enjoy simple print and digital games at sentence level.

ICT Skill



Computational Thinking Skill:

Algorithm

3.5 Use step-by-step approach (algorithm) systematically in a situation, circumstance and problem.

Teaching Aids

For teacher

- Computer
- Projector
- Microsoft Powerpoint file
English Year 2 Lesson 3.3.1.pptx
- Teacher's sample face of troll

For pupils

- **Appendix 1**
- **Appendix 2**

SET INDUCTION

⌚ Time

5 minutes

🔧 Suggested Activities

1. Teacher opens the Microsoft Powerpoint file **English Year 2 Lesson 3.3.1.pptx**.
2. **Slide 1:** Teacher shows the picture of a goat and asks pupils what it is. The teacher writes the word on the board and guides the pupils to pronounce the word "goat". Repeat several times until it is well pronounced with the "t" sound at the end.



Slide 1

3. Teacher explains that a billy goat is a male goat. Teacher gets pupils to pronounce the word "billy" and then "billy goat".
4. **Slide 2:** Teacher shows picture of a troll and asks pupils what it is. Many might answer "monster". Teacher introduces pupils to the word with similar meaning – "troll". Teacher guides the pupils to pronounce the word "troll". (Focus on "tr" sound.)

💡 Teacher's Note

- Link to pupil's previous knowledge.
- Recap vocabulary and pronunciation.
- Ensure key words in the story that pupils are going to read are understood.



Slide 2

5. Teacher asks pupils: What does a troll look like?

Possible responses: Big, ugly, scary.

6. **Slide 3:** Teacher shows the picture of a bridge and asks: What is this?

Answer: Bridge



Slide 3

7. Teacher gets pupils to pronounce the word “bridge” altogether and calls on pupils to pronounce the word individually to check on pronunciation.

8. The teacher shows the title of the story “The Three Billy Goats Gruff”.



Slide 4

9. Teacher guides pupils to pronounce the word “gruff” and explains the meaning. (Rough, tough, unfriendly). Teacher explains that in this story it is the family name of the goats (hence, the capital G). Just like humans, we have family names or surnames.

STEP 1

⌚ Time

10 minutes

🔧 Suggested Activities

1. Pupils are asked to read (together) the story given as teacher scrolls through Powerpoint **Slides 5 to 17**. Teacher facilitates to focus on correct pronunciation, stress and intonation. Teacher asks questions to check on pupils’ understanding of the story.
E.g.
What is the name of the smallest goat?
Why did the troll let Billy Little go?
2. Teacher calls upon one pupil to read one slide and gets the pupil to choose another pupil to read the next slide and so on until the whole story is read. This time,

teacher guides pupils in reading it animatedly with different intonation and voice for the different characters.

3. Teacher poses questions that focus on the sequence of events such as:
- 🔊 Which goat crossed the bridge first?
 - 🔊 Which crossed next?
 - 🔊 Which goat crossed last?

💡 Teacher's Note

Teacher gets pupils to understand that there is a sequence in the story. Sequencing is one of the building blocks of an algorithm.



Slide 5



Slide 6



Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



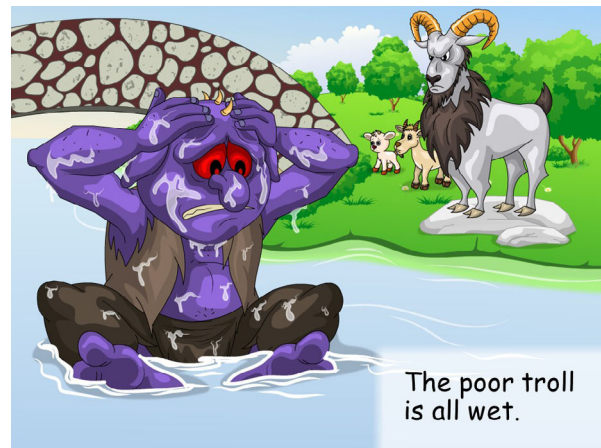
Slide 13



Slide 14



Slide 15



Slide 16



Slide 17

STEP 2

Suggested Activities

1. Each pair of pupils is given pictures of events of the story (**Appendix 1**) to be cut out and pupils are asked to arrange the pictures in the order according to the story they have read and understood earlier.
2. Pupils are asked to take turns to tell their partners the story after arranging the events according to the story.

Time

10 minutes

Computational Thinking Note



Algorithm

Pupils experience the process of sequencing events based on the story they have read.

STEP 3

Suggested Activities

1. Teacher explains that since this is a fairy tale, it is imaginary. Therefore, the troll shown in the pictures is what the artist imagined the troll to look like.
2. Teacher says: "Now let's create a different picture of a troll. I have created a different troll and I want you to draw what I have drawn. I will tell you how to draw it. Follow my instructions and you cannot ask any questions until your drawing is done."
3. Teacher reads the instructions to draw a simple face of a troll in 5 steps (see **Slide 18**). Pupils follow the instructions. Teacher waits for them to draw based on each step before reading out the next step.

Time

10 minutes

Computational Thinking Note



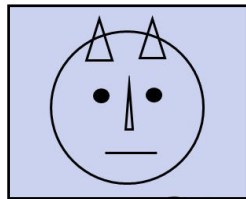
Algorithm

Pupils attempt to carry out the algorithm given by teacher.

- First, draw a circle.
- Second, draw two black circles.
- Next draw a triangle.
- Then, draw a straight line.
- Finally, draw two triangles as ears.

Slide 18

- Teacher shows her drawing and gets pupils to compare it with their own drawings.



Example of teacher's drawing

- Teacher asks pupils how the instructions can be improved to help them draw more accurately and adds more detailed instructions as per example in **Slide 19**.

E.g.

Draw a big circle as a face.



- First, draw a **big** circle.
- Second, draw two **small** black circles. **inside the big circle, near the top, as eyes**
- Next draw a triangle **as its nose**
- Then, draw a straight **horizontal** line **below the nose**
- Finally, draw two triangles **as ears** **on top of its eyes**

Slide 19

Computational Thinking Note



Algorithm

Pupils attempt to refine the algorithm.

STEP 4

⌚ Time

20 minutes

🧩 Suggested Activities

1. Teacher instructs the pupils to get into pairs and sit back to back.
2. Teacher gives each pupil choices of shapes (**Appendix 2**) that they can use to draw their own troll.
3. Each pupil writes an algorithm for his/her friend to draw.
4. Each pupil then check his/her friend's drawing to see if it matches what he/she has drawn.
If not, the pupil discusses with his/her friend to improve the algorithm.


Step by step instructions are given to pupils as per **Slide 20** to **22**.

💻 Computational Thinking Note







Algorithm

Each pupil writes a simple algorithm, checks the result of the algorithm and revise the algorithm to enhance it.



- From the choices you are given, create a face of troll (2 minutes)



square rectangle triangle oval

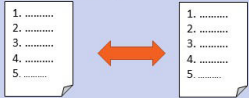
Refer to Appendix 2 given to you.

- Write the steps for your friend to draw that face on a separate piece of paper. (5 minutes)

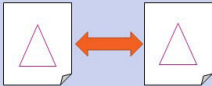
- 1.
- 2.
- 3.
- 4.
- 5.

Slide 20


- Exchange your instructions (don't show your picture) and draw the picture. (2 minutes)



- Exchange your drawings.

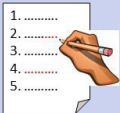


Does your friend's drawing match your drawing?
If the picture is the same, shake hands with your friend.

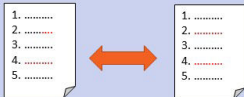


Slide 21


- If the picture is not the same, discuss with your friend and make your instructions better. (5 minutes)



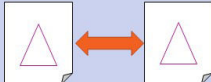
- Get a new partner.
- Exchange the new instructions with your new partner.



- Draw the picture based on the new instructions. (2 minutes)



- Exchange your drawings again.



Slide 22

- After the activity, teacher asks students, "Does your friend's drawing match your drawing better now?"
- Teacher shows an example of algorithm from one of the pupils.
- Teacher explains that what they did was like a computer taking instructions from a human being to carry out a task. Computers do not think like humans and needs to be programmed by humans with clear instructions. Instructions need to be given step by step and in a proper sequence like what they have done in this activity.

8. The computer games that pupils play were programmed by humans in the same way, step by step just like telling the story they have read.

CLOSING

⌚ Time

5 minutes

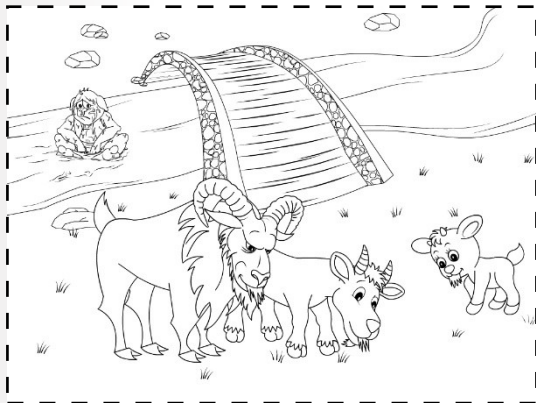
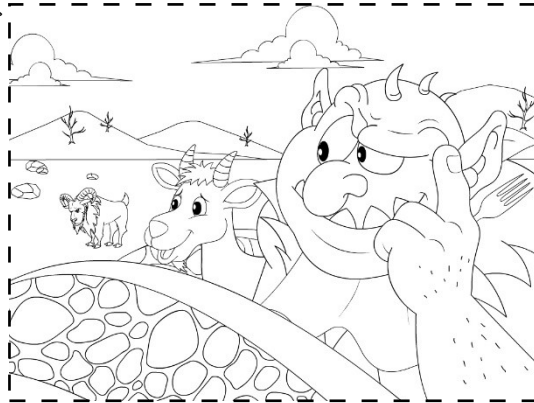
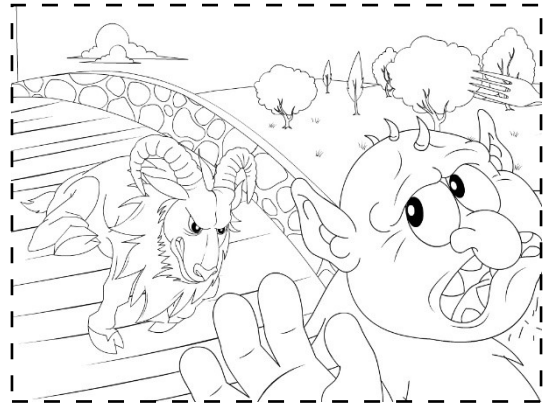
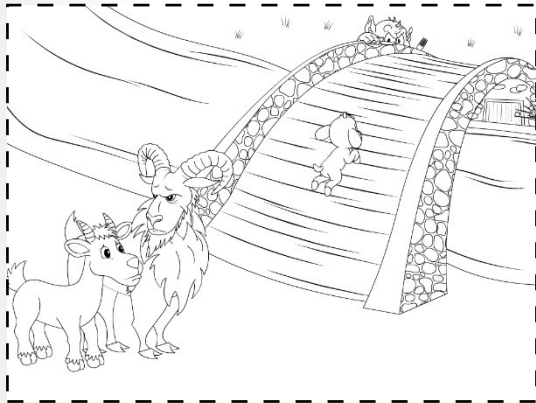
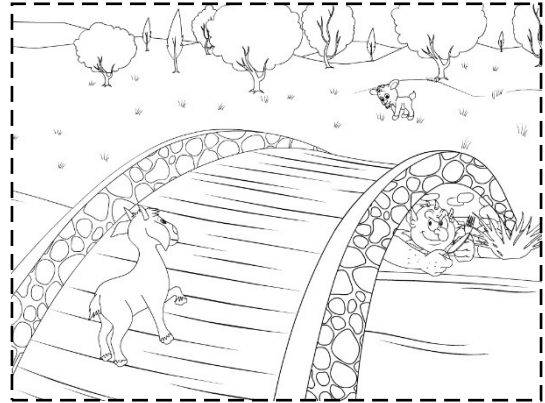
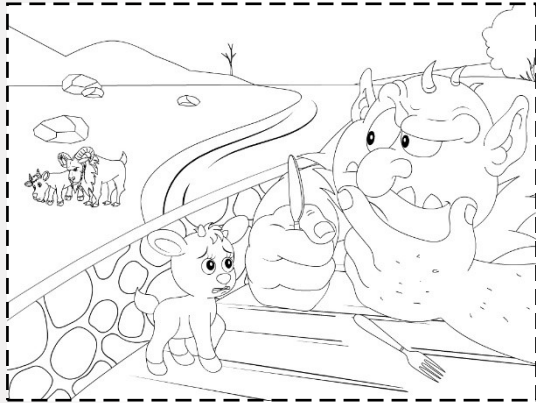
🧩 Suggested Activities

1. Teacher asks pupils the following questions one after another to summarise the key words in the story (goats, troll, bridge, grass, eat).
 - What are the main characters in the story?
 - What objects can you find in the story?
 - Why did the goats cross the bridge?

2. (Optional) Teacher gets pupils to retell the story of “The Three Billy Goats Gruff” in their own words. One pupil gives one sentence. Start the story with “Once upon a time...”

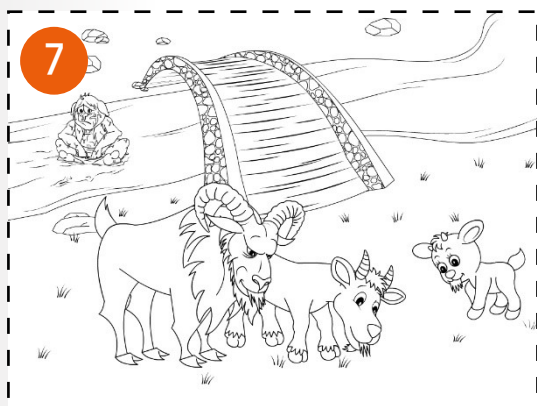
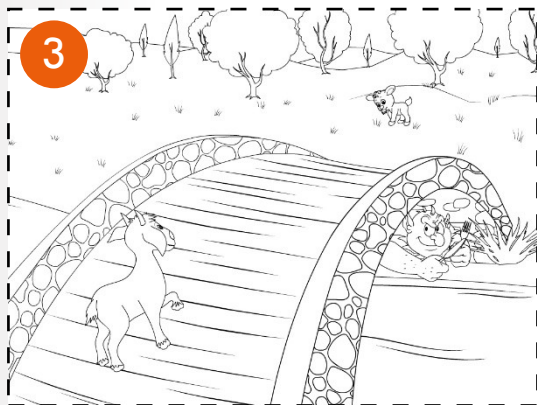
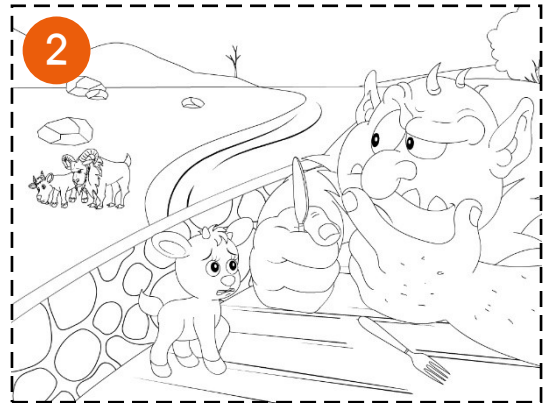
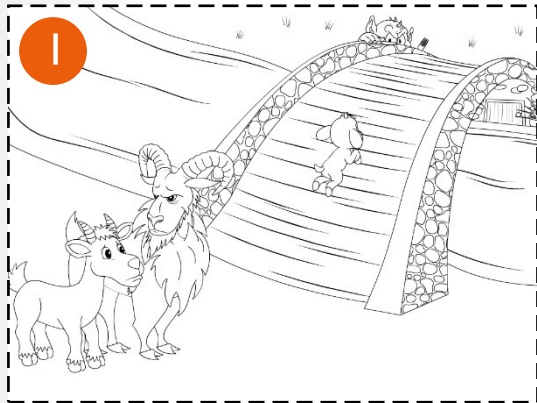
Teacher reminds pupils that the story has to be told in the correct order, like giving instructions. Teacher facilitates, helping pupils to use sequence connectors like first, next, then and finally. Pupils can volunteer or teacher calls upon pupils randomly to continue the story.

APPENDIX 1



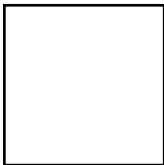

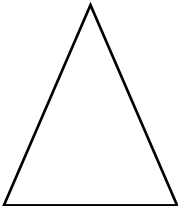
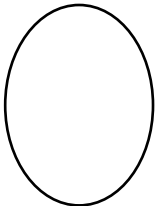











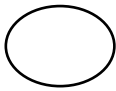




APPENDIX 1

✓ ANSWER



APPENDIX 2

Use these choices to draw the face of your troll.

	square	rectangle	triangle	oval
Face shape				
Eyes				
Nose				
Mouth				
Ears				

ASSESSMENT RUBRICS

Name:

Class:

Date:




No.	ICT Component	ICT Skill	Level		
			Low 1	Moderate 2	Advanced 3
1	3. Use Computational Thinking in problem-solving	3.5 Use step-by-step approach (algorithm) systematically in a situation, circumstance and problem.	Pupil can create and follow step-by-step instructions by fully relying on teacher's guidance. <input type="checkbox"/>	Pupil can create and follow step-by-step instructions with teacher's guidance. <input type="checkbox"/>	Pupil can create and follow step-by-step instructions without teacher's guidance. <input type="checkbox"/>

PUPIL ASSESSMENT RUBRICS FORM

Class:

Tick (✓) the appropriate boxes.

[illegible]



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