



KEMENTERIAN PENDIDIKAN MALAYSIA

Modul Teknologi Maklumat & Komunikasi

Modul Aplikasi

BAHASA INGGERIS

Tahun 3



Modul Teknologi Maklumat & Komunikasi
BAHASA INGGERIS

Tahun 3

Modul Aplikasi TMK

Theme : World of Self, Family and Friends

Topic : Welcome (Describe a person)

Content Standards

Main Skill:

5.3 Express an imaginative response to literary texts.

Preparation : 5 to 10 minutes

Duration : 1 hour

Complementary Skill:

4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media.

Learning Standards

5.3.1 Respond imaginatively and intelligibly through creating simple action songs on familiar topics.

4.3.3 Plan, draft and write an increased range of simple sentences.

Language /Grammar Focus: Refer to SoW.

ICT Skills:

1.2 Insert audio and video.

1.6 Produce multimedia presentations using Microsoft PowerPoint.

Teaching Aids:

For Class

- LCD Projector
- Computers/ Laptops
- Ms PowerPoint file



For Pupils

- Computer/ Laptop for every group
- Papers
- Templates
- Small boxes

Preparation

1. Teachers provide a computer / laptop for each group.
2. Teachers ensure that computers / laptops can access the Internet.

Senarai Semak Kemahiran TMK:

Bahasa Inggeris
Tahun 3



Bil.	Kelompok TMK		Sub-Kemahiran	Menguasai/ Tidak Menguasai
1.	1.0 Present ideas and information creatively and innovatively through ICT.	1.2 Insert audio and video.	Insert audio in Microsoft PowerPoint.	
		1.6 Produce a multimedia presentation.	Create a multimedia presentation through Microsoft PowerPoint.	
			Able to perform an interesting multimedia presentation.	

Lesson Plan Year 3 English

Bahasa Inggeris
Tahun 3

	Activities	Notes								
Pre-Lesson (5 minutes)	<p>1. Teacher shows a poster about a missing boy. (Slide 2 of the Microsoft PowerPoint slides)</p> <div style="background-color: #f0e6d2; padding: 10px; text-align: center;"> <p>Missing Boy</p> <ul style="list-style-type: none"> - 10 years old. - He has hair, with two eyes, two ears, a mouth and a nose. - He is wearing a shirt, pants and a pair of shoes. <p>Anyone having information please contact: 017-7893478</p> </div> <p>2. Based on the information, pupils guess who is the boy mentioned in the notice.</p> <div style="text-align: center;">  </div> <p>3. Pupils are asked with these questions below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Can you guess who is the missing boy in the information?</td> <td style="padding: 5px;">No.</td> </tr> <tr> <td style="padding: 5px;">Why?</td> <td style="padding: 5px;">The information is not specific /not clear.</td> </tr> <tr> <td style="padding: 5px;">How do you describe a person?</td> <td style="padding: 5px;">We can describe the colour or length of the hair, shape and colour of the eyes. We can also describe the types of clothes that he/she wears.</td> </tr> <tr> <td style="padding: 5px;">Why do we need these description?</td> <td style="padding: 5px;">So that we can identify the boy easily.</td> </tr> </table>	Can you guess who is the missing boy in the information?	No.	Why?	The information is not specific /not clear.	How do you describe a person?	We can describe the colour or length of the hair, shape and colour of the eyes. We can also describe the types of clothes that he/she wears.	Why do we need these description?	So that we can identify the boy easily.	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Computer/ Laptop - LCD Projector - PowerPoint file
Can you guess who is the missing boy in the information?	No.									
Why?	The information is not specific /not clear.									
How do you describe a person?	We can describe the colour or length of the hair, shape and colour of the eyes. We can also describe the types of clothes that he/she wears.									
Why do we need these description?	So that we can identify the boy easily.									

	Activities	Notes
Lesson Delivery (25 minutes)	<p>Group Work</p> <ol style="list-style-type: none"> 1. Pupils are divided into groups. Each group chooses one of the boys from Slide 3. 2. Pupils discuss and list down the suitable adjectives to describe the height, face, hair and clothes of the missing boy. They will jot down in a piece of paper. 3. Teacher will collect the paper from each group and put into a box. A representative from a group takes a turn to pick a paper from the box and reads aloud. 4. Other groups guess who the person is. <p>Scenario 1: Group members are able to guess the person correctly.</p> <p>Scenario 2: Group members are unable to guess the person correctly.</p> <ol style="list-style-type: none"> 5. Pupils discuss why the two scenarios occur in the group. <p>Note : When the description of a person is clear and precise, people can identify the correct person easily based on the information.</p>	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Computer/ Laptop - LCD Projector - Template <p>CT Concept: Abstraction: Pupils develop their abilities to identify important information from this activity.</p>

	Activities	Notes
Activity 2 (25 minutes)	<p>Games (describe your friends) – In groups</p> <p>1. Each pupil chooses a friend from the group and write the description of the friend on a piece of paper.</p> <p>2. They should not let another person know whom they have chosen.</p> <p>3. They should describe their friend in at least 5 sentences.</p> <p>4. Each pupil takes a turn to record the description by using Microsoft PowerPoint file English Year 3 TMK- student.pptx.</p> <p>5. For pupils who need assistance, teacher can provide a template for them.</p> <p>For example:</p> <div style="background-color: #f0e6d2; padding: 10px; text-align: center;"> <p>Template</p> <p>1. He / She is a (<u>height</u>) boy/girl.</p> <p>2. He/She has _____ hair, with _____ eyes.</p> <p>3. He/ She is wearing a pair of _____ glasses.</p> <p style="color: red;">or</p> <p>He/ She does not wear any glasses.</p> </div> <p>6. Optional: Teacher shows a video for pupils to get some ideas for their action song.</p> <p>https://www.youtube.com/watch?v=oxsWI8C30TE</p> <p>7. Pupils in group take turns to listen to the audio and guess who the friend is as per the description.</p>	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Papers - Template - Small box
Post Lesson (5 minutes)	<p>1. Teacher shows another video. ** another way to describe people**</p> <p>https://www.youtube.com/watch?v=7zCNjzTEOel</p> <p>2. Discussion about the importance of description in daily life.</p>	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Computer/ Laptop - LCD Projector - Video



Appendix 1

Bahasa Inggeris
Tahun 3

Describe a Person

Group Name: _____

Height	Hair	Face	Clothes	Special Features



Answer to be kept by the group

Group Name: _____

We select boy _____ (A, B, or C)

Modul Teknologi Maklumat & Komunikasi

BAHASA INGGERIS

Tahun 3

Kemahiran Berfikir Secara Komputasional

Year 3 English Teaching Modules

Themes : World of Self, Family and Friends.

Topic : Daily routines

Content Standards

2.1 Communicate simple information intelligibly.

Preparation : 5 to 10 minutes

1.2 Understand meaning in a variety of familiar context.

Duration : 1 hour

Learning Standard

2.1.2 Find out about and describe basic everyday routines.

Language /Grammar Focus: Telling the time (on the hour / half past the hour)

Application of ICT skill:

3.5 Using systematic step by step approach (algorithm) in a situation, condition and daily life problem.

Teaching Aids

Classroom supplies:

- LCD Projector
- Computer / Laptop (for each group)
- Speaker
- Microsoft PowerPoint Slides

Preparation

1. Teacher will download the Microsoft PowerPoint slides

- Teaching slides
- Group activities template

2. Each group will be provided with a laptop for group assignment.



Lesson Plan Year 3 English

Bahasa Inggeris
Tahun 3

	Activities	Notes
Pre-Lesson (5 minutes)	<p>Remember the words</p> <ol style="list-style-type: none"> 1) Teacher shows a list of activities on presentation slides. Teacher may prepare the activity cards in flash card method or show the activities in picture cards. 2) Teacher displays the picture cards / flashcards on the table, pupils need to work in groups to say the words. 3) Teacher checks briefly around the class. 4) Teacher displays the picture of activities on the whiteboard, pupils pick and stick the word cards on the relevant pictures.  <ol style="list-style-type: none"> 5) Teacher guides pupils to understand the concept of routines in daily life. 	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Computer - LCD Projector - Speaker - Microphone <p>Materials: Microsoft PowerPoint Slides, Teacher's book, Pupil's book.</p> <p>Note for Teacher: Routine refers to the steps to be done to complete a schedule in daily life. A few examples of routines are recess routine, emergency routine and daily greetings routine etc.</p> <p>CT Concept: Pattern Recognition – Pupils compare the similarities and differences of their own experiences with the daily routines demonstrated in the slide.</p>



	Activities	Notes
Lesson Delivery Part 1 (20 minutes)	<p>1) Refer to the Teacher's book, pg 24, Warm up. Teacher displays toy clock or flash card and ask pupils to tell the time.</p> <p>2) Teacher may ask question such as "What's the time?". Pupils answer as "It's half past three". Example of answers: It's 12 o'clock, It's half past two.</p>  <p>1) In pairs, pupils need to interview each other to gather some information about their daily routines.</p> <p>2) Pupils jot down the information and form a checklist of morning routine.</p> <p>For example: They can ask group member about the morning routine and jot down the information in a graphical format.</p> <p>3) Teacher will identify few samples of routine checklist among groups of pupils. Pupils compare and discuss those routines.</p>	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Computer / Laptop - LCD projector - Speaker - Microphone <p>Computational Thinking Skill</p> <p>3.5 Using systematic step by step approach in a particular situation, condition or real-life problem.</p> <p>Note: Teacher can identify routine list with less activities or more activities for morning routine. Pupils compare and identify the differences. (Computational Thinking – Pattern Recognition skills)</p>

Morning Routine	
	Eat your Breakfast
	Get Dressed
	Brush your Teeth
	Brush your Hair
	Make your Bed
	Shoes & Socks on
	Pack lunch in Bag
	In the Car with Bag & Hat

	Activities	Notes
Lesson Delivery Part 2 (25 minutes)	<p>Part 1:</p> <ol style="list-style-type: none"> 1) In groups, pupils discuss what other routines they have in school. 2) Pupils list down at least three routines in each group. A representative will present the idea in group discussion. <p>Part 2:</p> <ol style="list-style-type: none"> 1) In groups, pupils choose one routine. 2) Pupils discuss the steps and procedure to complete the routine. 3) Each group will present their ideas to their classmates. 4) Other group members listen and give comments. <p>Part 3: Lesson will be continued with Vocabulary and Grammar box (Teacher's book, pg 24)</p>	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Computer / Laptop - LCD projector - Speaker - Microphone <p>Computational Thinking Skill 3.5 Using systematic step by step approach (algorithm) in a particular situation, condition or real-life problem.</p>
Closure (10 minutes)	<ol style="list-style-type: none"> 1) Pupils discuss about the importance of daily routines. They talk about what are the consequences when we do not have daily routines in school, at home or in a public place. 2) Pupils sing the routine songs as a closure for the lesson. <p>This Is The Way Kids Songs Super Simple Songs https://www.youtube.com/watch?v=4XLQpRI_wOQ</p> <p>Optional: Play What's the time, Mr. Wolf. (Instruction on Option 2 activity in Teacher's Book p.25 or www.youtube.com/watch?v=_63i8r_wW5Y)</p>	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - Computer / Laptop - LCD projector - Speaker - Microphone

