

APPENDICES
LESSON PLAN
ENGLISH
(Cycle I)

Education Unit: Primary school
 Class/Semester : IV/2
 Lesson :English
 Topic : Telling Time
 Sub Material : Telling Time and Daily Routines (KD 3.6, 4.6)
 Time allocation : 90 Minutes

Learning Model: Problem Based Learning

A. Learning Objectives

After learning, students are expected to:

1. Identify vocabulary in English related to Time Vocabulary
2. Reading and expressing correct time (analog/digital clock)
3. Associating time with daily routines
4. Solve problems in the group related to setting the activity schedule.
5. Convey the results of the discussion in the form of a daily schedule

(Schedule Poster)

B. Learning Activities

PBL Stages	Activity Description	Time
1. Problem-orientation	<ul style="list-style-type: none"> - The teacher opens the lesson with greetings and prayers - The teacher showed me a picture of the clock and asked: 	10 Minutes

	<p>"What time is it?" and "Do you know what we do at 7 o'clock?"</p> <ul style="list-style-type: none"> - Guru memberi masalah: "You forgot your daily schedule! Can you make it a new one?" 	
2. Organizing students in learning	<ul style="list-style-type: none"> - Students are divided into groups - The teacher gives random daily activity texts or cards (get up, go to school, lunch, etc) and random hours - Group task: matching activities to the right time. 	10 Minutes
3. Guiding group investigations	<ul style="list-style-type: none"> - The group compiles a logical time order based on daily habits - The teacher facilitates the discussion with the question: "What do you usually do at 6 a.m?", "What time do you have lunch?" 	25 minutes
4. Develop and present the work	<ul style="list-style-type: none"> - Each group creates a "My Daily Schedule" poster that contains a clock (analog/digital clock image), activities and sentences such as: "I get up at 6 a.m" 	30 minutes
5. Analyze and evaluate	<ul style="list-style-type: none"> - The teacher helps with learning reflection: "What has been learned?" 	15 minutes

	- Teacher assigns individual assignments: create a Weekend Schedule	
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C. Valuation

1. Attitude

- a. Cooperation in groups
- b. Liveliness during discussions and presentations

2. Knowledge

- a. Oral test on reading the clock
- b. Use of vocabulary, time and daily activities

3. Skill

- a. Poster “My Daily Chedule”
- b. Oral presentation conveys the daily schedule,

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Principal Subject Teacher

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LESSON PLAN

ENGLISH

(Cycle I)

Education Unit: Primary school
Class/Semester : IV/2
Lesson :English
Topic : Telling Time and Daily Routines (KD 3.6, 4.6)
Meeting : 2 (Cycle I)
Time allocation : 90 Minutes

Learning Model: Problem Based Learning

A. Learning Objectives

After learning, students are expected to:

1. Remembering and repronouncing vocabulary, times, and daily activities.
2. Reading analago and digital clocks correctly
3. Put the time and activity sentences in the right order: "I... and..."
4. Collaborate on a logical and rational schedule.
5. Presenting group work in a creative and communicative manner.

B. Learning Activities

PBL Stages	Activity Description	Time
1. Problem-orientation (Review)	<ul style="list-style-type: none"> - Teacher greets and reviews the first meeting - The teacher shows the clock and asks: "What time is it?", "What do you do at this time?" - Masalah baru : "Tomorrow, you will have a busy day! Can you make a new schedule for tomorrow?" 	10 minute
2. Organizing students in learning	<ul style="list-style-type: none"> - Students return to their original group or are formed a new group, - The teacher <i>gives activity cards and random clock cards</i> . - Task: Compile daily adabilities based on allotted time. 	10 minute
3. Lead the group's investigation	<ul style="list-style-type: none"> - The teacher encourages students to discuss: what activities are first, what time, and why. - Guru memberikan scaffolding: "Do you have breakfast before or after school?". 	25 minute

4. Develop and present the work	<ul style="list-style-type: none"> - Each group creates a "Tomorrow's Schedule" Poster: Picture of the clock + activity + complete sentence. - Example sentence: <i>"At 7 a.m., I go to school."</i> - Students present briefly. 	30 minute
31 Analyze and evaluate	<ul style="list-style-type: none"> - The teacher facilitates reflection: "What's different from your schedule yesterday?" - Individual task: write 3 sentences about your favorite activity and the time. 	15 minutes

C. Valuation

1. Attitude

- a. Cooperation in groups
- b. Liveliness during discussions and presentations

2. Knowledge

- a. Oral test on reading the clock
- b. Use of vocabulary, time and daily activities

3. Skill

- a. Poster "Tomorrow's Schedule"
- b. Group Presentation

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ACTIVITY CARDS

GET UP

TAKE A
BATH

HAVE
BREAKFAST

GO TO
SCHOOL

STUDY

HAVE
LUNCH

PLAY
WITH
FRIENDS

GO
HOME

WATCH
TV

DO
HOMEWORK

BRUSH
TEETH

GO TO
BED

TIME CARDS

06:00	07.00	08.00
09.00	10.00	11.00
12.00	13.00	14.00
15.00	16.00	17.00
18.00	19.00	20.00
21.00	22.00	23.00
24.00		

EVALUATION

Topic : Telling Time

Class :YOU

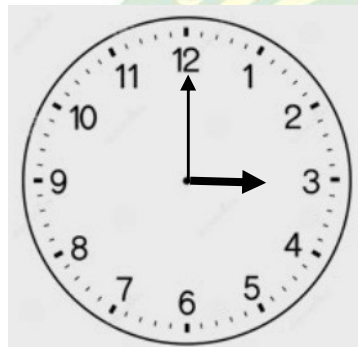
Semester: 2

Student Name:

A. Choose the correct answer

(Choose the most appropriate answer)

1. What Time is it?

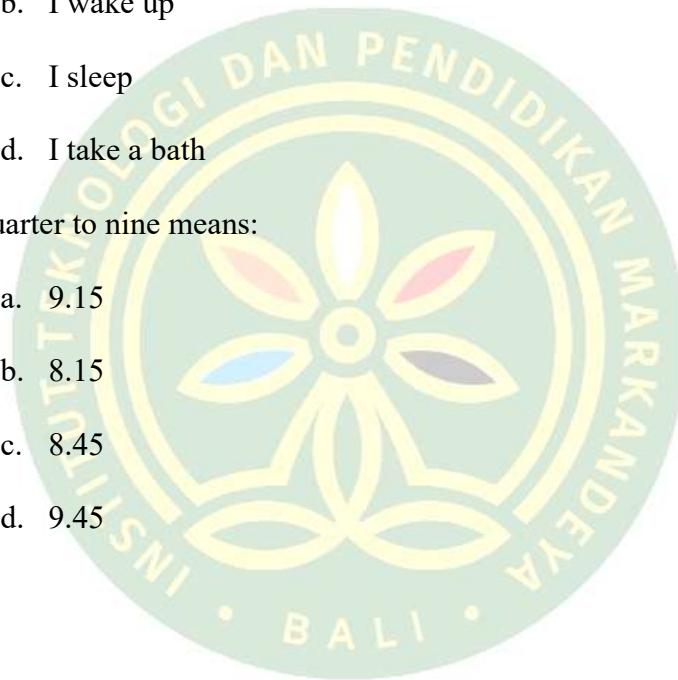


- a. Three o'clock
- b. Five o'clock
- c. One o'clock
- d. Seven o'clock

2. What time do you usually get up?


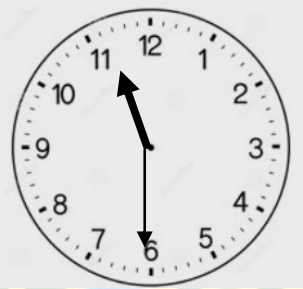
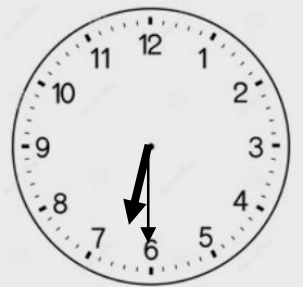
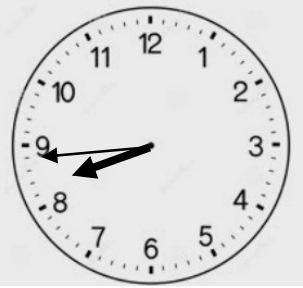
- a. At seven
- b. At seven o'clock
- c. At seven p.m.
- d. At breakfast time

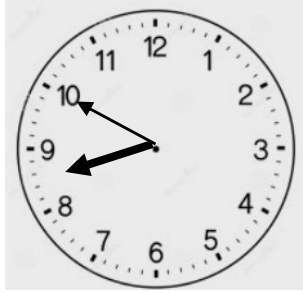
3. "I Brush my teeth at..."
 - a. Seven to ten
 - b. Half past six
 - c. Quarter past seven
 - d. Fifteen to seven
4. What do you do at 12 o'clock
 - a. I eat lunch
 - b. I wake up
 - c. I sleep
 - d. I take a bath
5. "Quarter to nine means:"
 - a. 9.15
 - b. 8.15
 - c. 8.45
 - d. 9.45



B. Match the pictures with the correct time (Maching)

(Match the image with the correct time)

No	Picture	Time
		A. Half past six
		B. Seven o'clock
		C. Quarter to nine
		D. Half past twelve
		E. Ten to nine



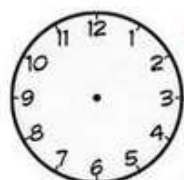
C. Fill in the blanks (Short Answer)

(Complete the following sentences)

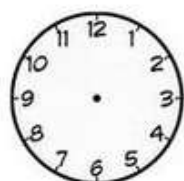
1. I.....at six a'clock.
2. At 7:00 a.m., I to school
3. My father have lunch at.....o'clock
4. At 9 p.m., I usually.....
5. I take a bath at

DAILY ROUTINES

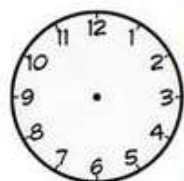
Choose the correct daily routine and put the appropriate time on the clock (go to bed, have breakfast, have dinner, have lunch, get up, go to school)



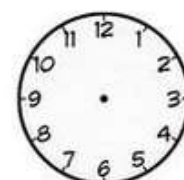
I _____ at eight o'clock



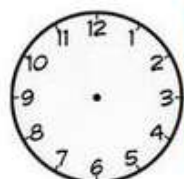
I _____ at half past eight



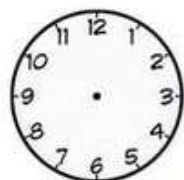
I _____ at nine o'clock



I _____ at half past one



I _____ at nine o'clock



I _____ at half past ten

LESSON PLAN

(CYCLE II)

Education Unit: Primary school

Class/Semester : IV/2

Lesson :English

Topic : Telling Time

Sub Material : Telling Time and Planning Activities (KD 3.6, 4.6)

Time allocation : 90 Minutes

Learning Model: Problem Based Learning

A. Learning Objectives

After taking the lessons, students are expected to:

1. Read and mention the time in English (full hour, half, quarter)
2. Spend time with daily activities appropriately.
3. Analyze and solve jadwa problems; activities using the right time.
4. Collaborate to create and deliver daily activity plans visually and verbally.
5. Improve oral communication skills using simple time sentences.

B. Learning Activities

PBL Stages	Activity Description	Time
1. Problem-orientation	<ul style="list-style-type: none">- The teacher opens the lesson with greetings, prayers, and reviews the Cycle I material- The Teacher gave problem	10 Minutes

	<p>“Your school is planning a class field trip. You need to create the perfect schedule for the day using the correct time!”</p>	
<p>2. Organizing students in learning</p>	<ul style="list-style-type: none"> - Students are divided into groups. - Each group is given an activity card (go to the zoo, have lunch, get on the bus, etc.) and a random time. - Task: organize the activities in a logical order of time 	<p>10 minutes</p>
<p>3. Guiding group research.</p>	<ul style="list-style-type: none"> - Students examine the meaning and pronunciation of the time from the time card (example: quarter past ten) - Students discuss in groups about which activities are carried out at what time. - The teacher facilitated with the question: "Why do you put lunch at 12?", "What happens if we miss the bus?" 	<p>25 minutes</p>
<p>4. Develop and present works</p>	<ul style="list-style-type: none"> - Students made a schedule of class visits in the form of colored posters with analog clocks and the sentence: "At 9 o'clock, we get on the bus". 	<p>30 minutes</p>

	- Oral group presentation in front of the class.	
5. Analyze and evaluate	<ul style="list-style-type: none"> - Students and teachers reflect together on the learning process and the use of time in English. - Individual tasks: Write and draw, "My Weekend Schedule" with a minimum of 4 activities and time. 	15 minutes

C. Learning Assessment

1. Attitude (Observation during learning)

- a. Cooperation in groups
- b. Activeness in discussions and presentations
- c. Responsibility for completing project tasks.

2. Knowledge (Test and Q&A)

- a. Reading the clock in English
- b. Connecting time with the right activities
- c. Example question:
 - It is 17:15. Say it in English:
 - What do you usually do at 8.00 p.m.?

3. Skills

- a. Poster “Field Trip Schedule”
- b. Group oral presentation
- c. Tugas individu “My Weekend Schedule”

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LESSON PLAN

(CYCLE II)

Education Unit: Primary school
Class/Semester : IV/2
Lesson :English
Topic : Telling Time
Sub Material : Telling Time and Planning Activities (KD 3.6, 4.6)
Meeting : 2
Time allocation : 90 Minutes
Learning Model: Problem Based Learning

A. Learning Objectives

After taking the lessons, students are expected to:

1. Pronounce the time in English correctly (full hour, half past, quarter past/to). Spend time with daily activities appropriately.
2. Develop a personal activity plan using the right hours.
3. Compile and deliver daily plans orally and in writing.
4. Work together in small groups to complete tasks.
5. Demonstrate communication skills through simple oral presentations.

B. Learning Activities

PBL Stages	Activity Description	Time
1. Problem-orientation	<ul style="list-style-type: none"> - The teacher greeted the students and reviewed the previous field trip activities. - Guru memberikan situasi baru: "Tomorrow is your birthday! What will you do during the day?" - Guru memberi contoh: <i>At 8 o'clock, I eat breakfast with my family.</i>" 	10 Minutes
2. Organizing students in learning	<ul style="list-style-type: none"> - Students are divided into small groups (3–4 people). - The teacher distributes <i>Activity Cards</i> (cake, games, open gifts, etc.) and <i>Clock Cards</i> (quarter past 9, half past 10, etc.). - Task: Arrange the "Birthday Schedule" in a logical order. 	10 minutes
3. Guiding group research.	<ul style="list-style-type: none"> - Students discuss and write complete sentences based on activity and time. - The teacher helps with pronunciation: "quarter past ...", "half past ...", "at noon", etc. 	25 minutes

	<ul style="list-style-type: none"> - Pertanyaan panduan: “Why do you open the gift at 10?”, “Do you play games before or after lunch?” 	
4. Develop and present works	<ul style="list-style-type: none"> - Each group created a mini-poster or booklet titled "My Birthday Plan". - Write 4–5 sentences in English in chronological order. - Students take turns conveying the plan in front of the class. 	30 minutes
5. Analyze and evaluate	<ul style="list-style-type: none"> - Guru memfasilitasi refleksi: “What time is most exciting for you?”, “Which expression did you learn today?” - Individual task: Write down “My Special Day Plan” (can be birthday, holiday, or Sunday).. 	15 minutes

C. Learning Assessment

1. Attitude (Observation during learning)

- a. Collaboration and cooperation
- b. Responsibility for group tasks
- c. Active participation in discussions and presentations

2. Knowledge (Test and Q&A)

- a. Ability to read and pronounce time in English
- b. Associate time with logical activity

Sample Questions:

- It is 6:45. Say it in English: _____
- What do you do at 9 a.m.?

3. Skills (Projects and Performance)

- a. Quality of mini-posters or group booklets
- b. Ability to compose and convey time sentences
- c. Individual tasks *"My Special Day Plan"*

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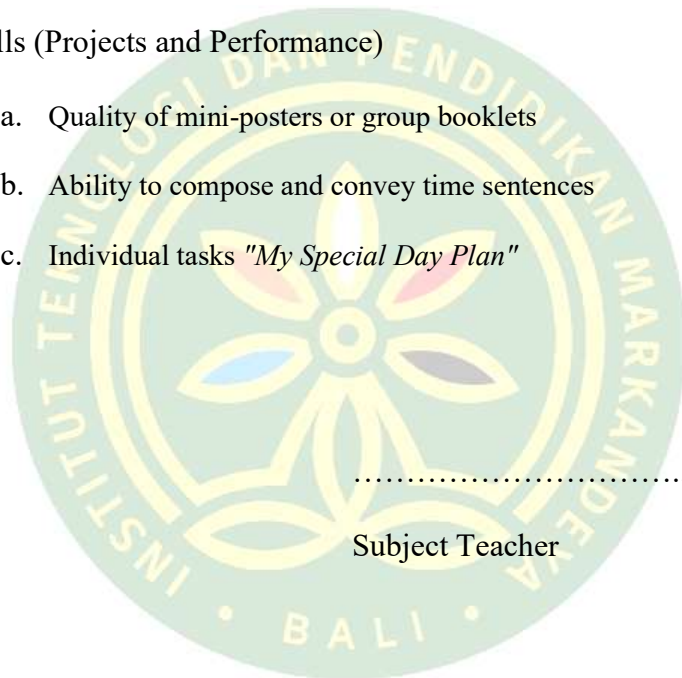
Principal

Subject Teacher

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ACTIVITY CARDS

EAT BIRTHDAY CAKE

OPEN A GIFT

PLAY GAME

TAKE PHOTOS

DECORATE THE ROOM

SING HAPPY
BIRTHADAY

PARTY WITH FRIENDS

EAT ICE CRAM

GO SHOPING

TAKE A NAP

WATCH MOVIE

READ A BOOK

TIME CARDS



12:00



1:00



3:00



4:00



5:00



6:00



7:00



9:00



EVALUATION

Topic : Telling the Time

Class :YOU

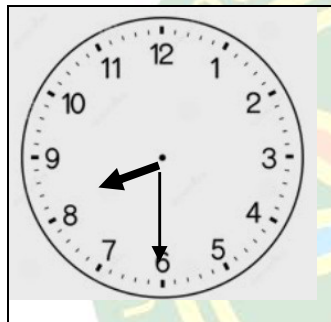
Semester: 2

Student Name:

A. Multiple Choice (10 x 10 Points)

Choose the most appropriate answer

1. What time is it?



- a. Nine o'clock
 - b. Quarter to nine
 - c. Half past eight
 - d. Quarter past nine
2. Quarter past ten meas...
- a. 09.45
 - b. 10.15
 - c. 10.45
 - d. 10.30

3. "At seven o'clock, I....."
- Go to bed
 - Have lunch
 - Wake up
 - Play at school
4. What do you do at 12 o'clock?
- Take a bath
 - Go to school
 - Have lunch
 - Go to sleep
5. It is 6:30. Say it in English:
- Six past thirty
 - Thirty past six
 - Half past six
 - Quarter to six
6. You wake up at 05:30. You say:
- I wake up at half past five
 - I wake up at five past thirty
 - I wake up at five thirty-five
 - I wake up at half to five
7. 8:15 in English is...
- Quarter past eight
 - Quarter to eight
 - Half past eight
 - Eight past fifteen

8. At 9:45 we say...
- Quarter to ten
 - Quarter past nine
 - Nine past forty-five
 - Half to ten
9. What is the correct sentence?
- I go to school at ten past seven
 - I go to school at seven to ten
 - I go school to at ten past
 - I going school seven past

B. Short Fill (3 x 10 points)

10. I at 6 o'clock every morning
11. Quarter to eight =
12. I go to school at.....

C. Matchmaking (3 x 10 points)

Pair time with appropriate activities

No	Time	Activity
13.	06.00	A. Eat dinner
14.	12.00	B. Go to bed
15.	20.00	C. Wake up

MY WEEKEND



went swimming



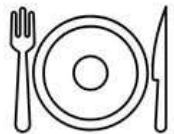
went to the park



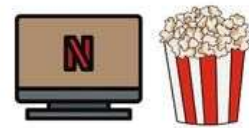
played with my toys



saw my family



went for dinner



watched Tv or a Movie



went to a birthday party



went to the zoo



went to soft play



other (please make a short note)

List Of Fourth Grade Students

No	Name
1	Ayu Trisya Pranintita
2	Gusti Agung Danis Anggara Pinatih
3	I B Komang Rama Putra Nararya
4	I Gusti Ayu Laksmi Padma Widnyana
5	Komang Moris Nayottama
6	I Putu Reynand Alexi Azka
7	Jessica Gusselia
8	Kadek Ayu Shafira Adnyani
9	Kadek Bisma Arindra Sedana
10	Komang Brayen Prawira Nugraha
11	Made Virlyn Isyana Dwvi
12	Ni Made Diana Putri Maheswari
13	Ni Komang Adelua Paramitha Yudha
14	Ni Nyoman Lita Meilayanti
15	Ni Putu Aprilia Kusma Dewi
16	Ni Putu Devina Maharani
17	Ni Puru Indy Vania Putri
18	Valentino Viansyah
19	Putu Amelia Maheswari
20	Putu Chandira Gauri
21	Putu Renata Putri Agustha
22	Putu Rhevan Kisana Cnadrawinata
23	Ida Bagus Kade Wikan Nugraha
24	Ni Komang Audy Natasya Astika Putri
25	Adelard Zyland Otadan
26	I Gede Nyoman Mahesa Artha Buana

STUDENTS ACTIVITIES









