



**JHS ENGLISH ROAMING TEACHER’S TEACHING PLAN**  
**A.Y. 2024 – 2025, SECOND SEMESTER**  
**Curriculum – Material – Daily Lesson Plan**

**I. Objective Standards**

<b>PROGRAM STANDARD</b>	The learner demonstrates basic oral, reading, listening, and writing skills through his/ her understanding of various English topics.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates basic speaking, reading, listening, and writing skills through his/ her understanding of various English topics that are appropriate to his/her level.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: <ol style="list-style-type: none"> <li>1. Identify countries, their major challenges and suggest a solution to these challenges.</li> <li>2. Analyze connections between geography and global issues.</li> <li>3. Understand that English is spoken differently around the world.</li> <li>4. Find similar words that are used around the world.</li> <li>5. Understanding and Exploring SDGs.</li> </ol>
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by: <ol style="list-style-type: none"> <li>1. Preparing for and participates effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>2. Reading with sufficient accuracy and fluency to support comprehension.</li> <li>3. Construct clear, and correct sentences (5–6+ words) using target vocabulary.</li> <li>4. Appreciate the diversity of English and its global importance.</li> </ol>

**II. TOPICS (FIRST SEMESTER)**

1. Speaking and Writing Practice 1: (Wordle, Global Challenges & Solutions)
2. Speaking Practice 2: (Exploring World Englishes)
3. Speaking Practice 3: (Exploring World Englishes)



III. Reward System (Just give me my money!)



**Note:** Every student who will participate in class will receive cash that they can use to buy number slips, if there's the same number on chart with stationery, they get to keep the item.



**IV. Lesson Plan (Lesson 1- 3)**

**JHS ENGLISH TEACHER’S INDIVIDUAL DAILY REPORT**  
**Semi-Detailed Lesson Plan**

**TEACHER:** Tch. Justin Bernardo, LPT


**WEEK:**   1        **DAY:**   1  

DATE	LEARNING OUTCOMES	MATERIALS	TEACHER’S ACTIVITY	LEARNER’S ACTIVITY
<p><b>WEEK 1</b>  <b>DAY 1</b>  <b>February 10 - 14,</b>  <b>2025</b>  <b>(Monday -</b>  <b>Friday)</b></p> <p>8:00 – 5:00PM</p> <p><b>Class:</b></p> <p>GRADE 7</p>	<p><b>Topic:</b> <i>Speaking Practice 1: (Wordle and Global Challenges and Solutions)</i> <i>The students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Follow the teacher’s instructions.</li> <li>2. Identify countries, their major challenges and suggest a solution to these challenges.</li> <li>3. Analyze connections between geography and global issues.</li> <li>4. Construct clear, and correct sentences (5–6+ words) using target vocabulary.</li> </ol>	<ul style="list-style-type: none"> <li>✓ Smartboard</li> <li>✓ Flash cards</li> <li>✓ PowerPoint Presentation</li> <li>✓ Cash &amp; Stationery</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s Review               <ul style="list-style-type: none"> <li>➤ Class Rules</li> <li>➤ Reward Rules</li> </ul> </li> <li>• Ice Breaker               <ul style="list-style-type: none"> <li>○ Wordle</li> </ul> </li> <li>• Group the students (Flexible Grouping)</li> </ul>	<ol style="list-style-type: none"> <li>1. Where in the world?               <ul style="list-style-type: none"> <li>• Provide students with cards pairing countries (Column A) with problems (Column B).</li> </ul> </li> </ol> <p><b>Examples:</b></p> <p>Brazil – Deforestation in the Amazon.</p> <p>India – Overpopulation</p> <ul style="list-style-type: none"> <li>• Students will make sentences about the country and its problem.</li> <li>• Students will suggest a solution for every problem.</li> </ul>

**JHS ENGLISH TEACHER'S INDIVIDUAL DAILY REPORT**  
 Semi-Detailed Lesson Plan

TEACHER: Tch. Justin Bernardo, LPT



WEEK:   2   DAY:   1  

DATE	LEARNING OUTCOMES	MATERIALS	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY
<p><b>WEEK 2</b>  <b>DAY 1</b>  <b>February 17 - 21,</b>  <b>2025</b>  <b>(Monday -</b>  <b>Friday)</b></p> <p>8:00 – 5:00PM</p> <p><b>Class:</b></p> <p>GRADE 7</p>	<p><b>Topic: Vocabulary &amp; Speaking Practice 2:</b>  <i>(Exploring World Englishes)</i></p> <p><i>The students will be able to:</i></p> <ol style="list-style-type: none"> <li>Understand that English is spoken differently around the world.</li> <li>Find similar words that are used around the world.</li> <li>Say the words out loud.</li> <li>Follow instructions well.</li> </ol>	<ul style="list-style-type: none"> <li>✓ Smartboard</li> <li>✓ Worksheet</li> <li>✓ PowerPoint Presentation</li> <li>✓ Cash &amp; Stationery</li> </ul>	<ul style="list-style-type: none"> <li>• Hand out a worksheet with words from different varieties of English (e.g., “color” vs. “colour,” “chips” vs. “fries,” “lift” vs. “elevator”).</li> <li>• Discuss answers as a class.</li> </ul> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>• Students work in pairs to match words with their English variety.</li> <li>• Students will watch a short video about “World Englishes”</li> <li>• They will read sentences and words out loud, and they will guess what countries use the words often.</li> </ul> <p><b>Example:</b></p> <p>Toilet -UK, NZ, Australia    Bathroom - US    Restroom - Canada    Comfort Room - Philippines    Lavatory – India, UK</p>

**JHS ENGLISH TEACHER'S INDIVIDUAL DAILY REPORT**  
 Semi-Detailed Lesson Plan

TEACHER: Tch. Justin Bernardo, LPT

WEEK: 3 DAY: 1

DATE	LEARNING OUTCOMES	MATERIALS	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY
<p><b>WEEK 3</b>  <b>DAY 1</b>  <b>February 24 –</b>  <b>March 1,</b>  <b>2025</b>  <b>(Monday - Friday)</b></p> <p>8:00 – 5:00PM</p> <p><b>Class:</b>             GRADE 7</p>	<p><b>Topic:</b> <i>Speaking Practice 3:</i>  <i>(Exploring World Englishes:</i>  <i>Dialogues and Simple</i>  <i>Conversations)</i></p> <p><i>The students will be able to:</i></p> <ol style="list-style-type: none"> <li>Understand a text read.</li> <li>Participate in a discussion.</li> <li>Speak aloud in front of an audience.</li> <li>Respond in one's question.</li> </ol>	<ul style="list-style-type: none"> <li>✓ Smartboard</li> <li>✓ Worksheet</li> <li>✓ PowerPoint Presentation</li> <li>✓ Cash &amp; Stationery</li> </ul>	<ul style="list-style-type: none"> <li>• Hand out copies of dialogues.</li> <li>• Provide students with word cards and tell them to identify them by choosing some words on the screen.</li> </ul> <div style="text-align: center;">  <p>truck/lorry</p>  <p>cotton candy/ candy floss/ fairy floss</p> </div>	<ul style="list-style-type: none"> <li>• “How Would You Say It?”</li> <li>• Give students simple sentences with words that change across English varieties.            Example: “I need to take the elevator/lift.”</li> <li>• Students act out conversations using different English varieties.</li> </ul>