



JHS ENGLISH ROAMING TEACHER'S TEACHING PLAN
A.Y. 2022 – 2023, SECOND SEMESTER
 Curriculum – Material – Daily Lesson Plan

I. Objective Standards

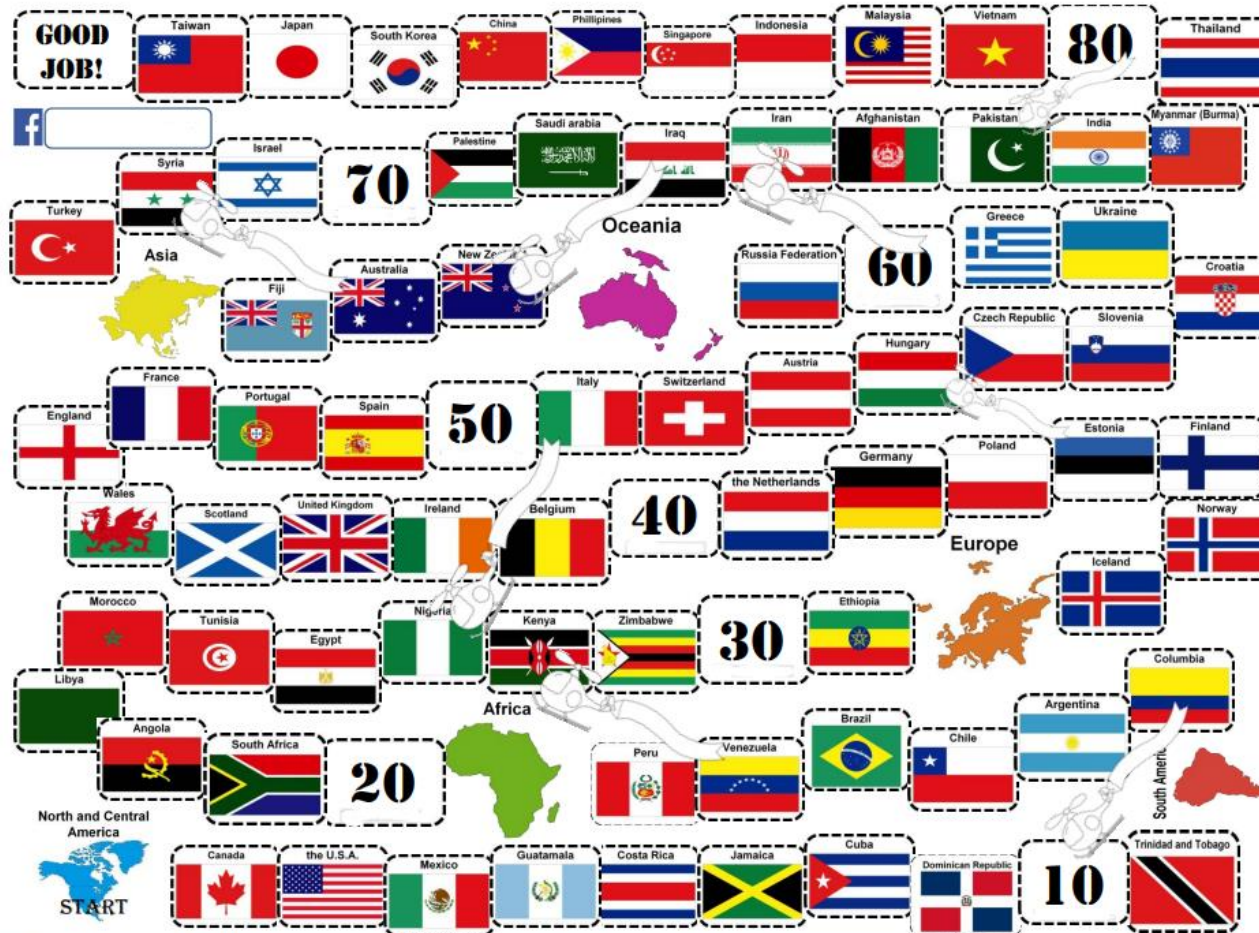
PROGRAM STANDARD	The learner demonstrates basic oral, reading, listening, and writing skills through his/ her understanding of various English topics.
GRADE LEVEL STANDARD	The learner demonstrates basic speaking, reading, listening, and writing skills through his/ her understanding of various English topics that are appropriate to his/her level.
CONTENT STANDARD	The learner demonstrates understanding of: <ol style="list-style-type: none"> 1. Printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds. 2. Figurative language, word relationships and nuances in word meanings to develop word consciousness. 3. Verbal and non-verbal elements of communication to respond back. 4. Writing and reading texts aloud as an avenue for self-expression.
PERFORMANCE STANDARD	The learner transfers learning by: <ol style="list-style-type: none"> 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. 2. Reading with sufficient accuracy and fluency to support comprehension. 3. Using the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written). 4. Recalling details, sequence of events, and sharing ideas on texts listened to. 5. Speaking and writing using good command of the conventions of standard English.

II. TOPICS (FIRST SEMESTER)

1. Speaking Practice 1: (Tongue Twisters, Adjectives, other Parts of Speech)
2. Speaking Practice 2: (Fragments, Phrases, and Sentences)
3. Speaking Practice 3: (Dialogues and Simple Conversations)
4. Speaking Practice 4: (Story Completion, Inference Making)



III. Reward System (Around the World)



Class: _____ Number: _____ Name: _____

Note: Every student who will participate in class will receive a stamp which corresponds to points. This will help the teacher to monitor the behavior and participation of the students.



IV. Lesson Plan (Lesson 1- 4)

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> WEEK 1 DAY 1 February 13 - 17, 2023 (Monday - Friday) 8:00 – 5:00PM Class: GRADE 7 </p>	<p> Topic: <i>Speaking Practice 1: (Tongue Twisters, Adjectives, other Parts of Speech)</i> <i>The students will be able to:</i> <ol style="list-style-type: none"> Participate in speaking activity. Pronounce difficult English words. Understand the meaning of the sentences read. Identify Parts of speech in a sentence. Follow teacher's instructions well. </p>	<ul style="list-style-type: none"> ✓ Smartboard ✓ Worksheet ✓ PowerPoint Presentation ✓ Reward card ✓ Human Bingo Card 	<ul style="list-style-type: none"> • The teacher will do a warm-up activity using Tongue Twisters. • The teacher will ask what words are the hardest to pronounce. • She will hand them a "Human Bingo Card". • The teacher will ask the students to identify the adjectives, prepositions, adverbs in the bingo card. • The teacher will show different sentences. 	<ul style="list-style-type: none"> • The students will follow and read aloud the tongue twisters. • The students will look for their classmate depending on what's asked on the card. • The students will complete the sentence by using their classmates' names and they will read them aloud. • The students will fill in the blanks using the words in the card and they will read their answers aloud.



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> WEEK 2 DAY 1 February 20 - 24, 2023 (Monday - Friday) 8:00 – 5:00PM Class: GRADE 7 </p>	<p> Topic: Speaking Practice 2: <i>(Fragments, Phrases, Sentences and Why Question)</i> <i>The students will be able to:</i> 1. Guess and respond to the words asked. 2. Understand how to respond to 'Why' question. 3. Differentiate fragment and sentence. 4. Participate in the class activity and discussion. 5. Follow the teacher's instructions promptly. </p>	<ul style="list-style-type: none"> ✓ Smartboard ✓ Worksheet ✓ PowerPoint Presentation ✓ Reward card 	<ul style="list-style-type: none"> • The teacher will group the students into 4. • She will explain the rules of the game including the gestures used to know how many 'syllables' and words are there. • She will show different words to the actor. • The teacher will ask the students interesting questions so they can practice responding to different topics. 	<ul style="list-style-type: none"> • The students will play "Charades", they will guess the words. The actor must let his classmates know the words without having to speak, he/she can only use his/her actions and sounds. • Each of the student has to answer different question like: <ul style="list-style-type: none"> ➤ Do you prefer pizza or pasta? Why? ➤ Would you rather eat onions or worms? Why? ➤ If you have a superpower, what would it be? Why? ➤ Etc..



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 style="text-align: center;"> WEEK 3 DAY 1 March 6 – 10, 2023 (Monday - Friday) 8:00 – 5:00PM Class: GRADE 7 </p>	<p> Topic: <i>Speaking Practice 3: (Dialogues and Simple Conversations)</i> The students will be able to: <ol style="list-style-type: none"> 1. Recall previous lesson. 2. Identify an unfamiliar word and consult a dictionary or ask what the word means. 3. Work with peers well. 4. Perform a conversation in front of the class. 5. Follow the teacher's instructions well. </p>	<ul style="list-style-type: none"> ✓ Smartboard ✓ Worksheet ✓ PowerPoint Presentation ✓ Reward card ✓ Sample copy of a dialogue. 	<ul style="list-style-type: none"> • The teacher will let the students work in pair. • She will give them a copy of dialogue. • The teacher will ask the students to underline the words they have a difficulty understanding and let them use a dictionary or ask what those words mean. • The teacher will help in unlocking the difficult words and help them pronounce the words that are difficult to pronounce. 	<ul style="list-style-type: none"> • The students will be paired up and they will practice a dialogue provided by the teacher. • Here's an example: (Childhood Memory) <p> Student 1: <i>Did you have a happy childhood?</i> Student 2: <i>Yes, I did. I enjoyed playing hide and seek with my peers.</i> Student 1: <i>Did you experience your childhood in a city or countryside?</i> Student 2: <i>I spent my childhood in a rural area where I could see vast rice fields.</i> Student 1: <i>Did you usually skip class when you were a child?</i> Student 2: <i>Yes, I did, and many of my friends did, too.</i> </p> <ul style="list-style-type: none"> • The students will perform the conversation in front of the class.



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

TEACHER: Tch. Justin Bernardo, LPT

WEEK: 4 DAY: 1

DATE	LEARNING OUTCOMES	MATERIALS	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY
<p>WEEK 4 DAY 1 March 13 - 17, 2023 (Monday - Friday)</p> <p>8:00 – 5:00PM</p> <p>Class:</p> <p>GRADE 7</p>	<p>Topic: <i>Speaking Practice 4: (Story Completion, Inference Making)</i></p> <p><i>The students will be able to:</i></p> <ol style="list-style-type: none"> 1. Recall previous lesson. 2. Write a story with the help of their classmates. 3. Collaborate with peers and display respect on one's work. 4. Read aloud the stories made. 5. Follow the teacher's instructions well. 	<ul style="list-style-type: none"> ✓ Smartboard ✓ Evaluation Sheet ✓ PowerPoint Presentation ✓ Reward Card 	<ul style="list-style-type: none"> • The teacher will ask the students to prepare an empty paper. • She will instruct the students to pick a story topic from: <ul style="list-style-type: none"> ▪ My favourite Sport ▪ My Pet ▪ The food that I like ▪ The country that I would like to visit ▪ How I spent the winter vacation? • The teacher will ring the bell. • After the writing is done, the teacher will ask the owner to finish the story. 	<ul style="list-style-type: none"> • The students will select a topic and write 1 sentence. • When the students ring the bell, they must pass their paper to their classmate on the right and let them add on their story. • The students must write at least 1 sentence each. • Each student will share and read aloud the story made.



V. Group Self Evaluation Checklist & Peer Evaluation Form

Front

Group Self Evaluation Checklist

1. **We finished our task on time, and we did a good job!** (我們按時完成了任務，我們做得很好!) YES NO
2. **We encouraged each other and we cooperated with each other.** (我們互相鼓勵，我們互相合作。) YES NO
3. **We each shared our ideas, then listened and valued each other's.** (我們每個人都分享了自己的想法，然後傾聽並重視彼此的想法。) YES NO
4. **We maintained a good discipline the whole time.** (我們一直保持著良好的紀律。) YES NO
5. **We enjoyed the lesson and our time with Teacher Justin.** (我們很享受這節課，也喜歡和賈斯汀老師在一起的時光。) YES NO

Back

Peer Evaluation Form

5-Superior 4-Above Average 3-Average 2-Below Average

The group performed well. (該小組表現良好。)	
All group members participated in the play. (所有小組成員都參加了該劇。)	
The group used persuasive prompts to promote the unique characteristics of Taiwan. (該組織使用有說服力的提示來宣傳台灣的獨特特徵。)	
The group maintained good discipline from start to the end of the class. (小組從上課到結束都保持著良好的紀律。)	
The duration of the play is within the limit. (播放的持續時間在限制範圍內。)	