

Strisuksa School
English Communication Lesson Plan

Name:	Teacher Lunica Mae Logronio		School:	Strisuksa School		Week #:	3-4	Date:	November 11 – November 22, 2024
Program:	EC	Level:	M3	Subject:	English	Unit #:	10	Topic:	They’ve found a fossil
2 nd Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Differentiate between the past simple and present perfect tenses to describe discoveries.					Vocabulary body, skeleton, fossil, bones, footprint		Materials: <ul style="list-style-type: none">• Pictures about the vocabularies• PowerPoint presentations		
2. Use vocabulary related to paleontology (body, skeleton, fossil, bones, footprint) to discuss discoveries.									
3. Identify and match sentences to specific timelines (past events vs. ongoing discoveries).									
Methods:									
Warm-up Activity/ Expectations to Clarify:					Time		Post Class Notes		
Attendance will be taken at the beginning of the lesson. Greeting and Warm-Up: <ul style="list-style-type: none">- Greet the students and ask them about their day.- Ask for attendance.- Have a recapitulation from the last discussion.- Ask the student what they understood from the question, “When?”					10 minutes				
Concept/Vocab Presentation Strat:					Time		Post Class Notes		
<u>Vocabulary Introduction:</u>					15 minutes				
1. Begin with a brief discussion about fossils and paleontology.									
2. Ask students if they have heard of the term "fossil" and what they think it means.									
3. Write the vocabulary words (body, skeleton, fossil, bones, footprint) on the board.									
4. Explain each word, using examples or illustrations if possible: <ul style="list-style-type: none">- Fossil: Remains of an ancient organism, usually preserved in rock.- Skeleton: The internal framework of bones in the body.- Body: The physical structure of a person or animal.- Bones: Hard structures that form the skeleton.- Footprint: The mark left by a foot, often preserved in rock in the case of fossils.									
5. Ask students to repeat each word and use each in a simple sentence related to paleontology.									

<p><u>Concept Introduction:</u></p> <p>Explain Grammar Focus (Past Simple vs. Present Perfect):</p> <ul style="list-style-type: none">A. Draw a timeline on the board with a clear point labeled "Past" and an ongoing line leading to "Now."B. Explain that we use the past simple for events that happened at a specific point in the past and are now complete (e.g., "Scientists discovered a skeleton in 1992").C. Explain that we use the present perfect for actions that started in the past but still have relevance or impact on the present (e.g., "Scientists have discovered many fossils in recent years")D. Write examples from the chart on the board, emphasizing the difference between a specific point in time (past simple) and a period leading up to the present (present perfect).		
Other Activities/Games:	Time	Post Class Notes
<p>Exercise A</p> <p>Timeline Sorting</p> <ul style="list-style-type: none">1. Divide students into pairs and give them a list of statements (similar to those in the image).2. Have them work together to identify which statements describe a specific point in time (past simple) and which describe a period of time to the present (present perfect).3. Review answers as a class, discussing why each answer is correct. <p>Exercise B</p> <p>Sentence Matching with Vocabulary</p> <ul style="list-style-type: none">1. Display or distribute sentences where students must match vocabulary words to the context of discoveries. Example: "Scientists found the [skeleton] of a mammoth in 2008."2. Students fill in blanks with the correct vocabulary word based on context clues. Check answers together as a class.	20 minutes	

Assessment Strategy:	Time	Post Class Notes
<p>Assessment Strategy (10 minutes)</p> <ol style="list-style-type: none"> <u>Formative Assessment During Activities:</u> <ul style="list-style-type: none"> While students complete Activity A (Timeline Sorting) and Activity B (Sentence Matching), observe and check for: <ul style="list-style-type: none"> Correct identification of past simple vs. present perfect sentences. Accurate use of vocabulary words in context. <u>Summative Assessment Worksheet:</u> <ul style="list-style-type: none"> Distribute a worksheet with sentences where students must: <ul style="list-style-type: none"> Choose the correct tense (past simple or present perfect) for each sentence. Fill in blanks with appropriate vocabulary words (body, skeleton, fossil, bones, footprint). <ul style="list-style-type: none"> Example: "<i>Scientists (discover) __ many [fossils] over the years.</i>" Collect worksheets for grading based on: <ul style="list-style-type: none"> Accurate tense choice. Appropriate vocabulary usage. <u>Self-Assessment:</u> <ul style="list-style-type: none"> Ask students to rate their comfort with the lesson topics on a scale of 1-5. Prompt: "<i>How confident are you with using past and present perfect to talk about discoveries?</i>" 	10 minutes	

Strisuksa School
English Communication Lesson Plan

Name:	Teacher Lunica Mae Logronio		School:	Strisuksa School		Week #:	5-6	Date:	November 25 – December 6, 2024
Program:	EC	Level:	M3	Subject:	English	Unit #:	11	Topic:	If we hold an event we can raise money
2 nd Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Language Skills: Students will be able to use conditional sentences (first conditional) to discuss possible actions and their consequences.					Vocabulary <i>donate, help out, raise, clean up, set up, and participate, if</i>		Materials: <ul style="list-style-type: none">• Pictures about the vocabularies• PowerPoint presentations		
2. Vocabulary: Students will enhance their understanding of action verbs like <i>donate, help out, raise, clean up, set up, and participate.</i>									
3. Speaking & Collaboration: Students will practice speaking skills by discussing ideas in pairs or groups to suggest actions and predict outcomes.									
Methods:									
Warm-up Activity/ Expectations to Clarify:					Time		Post Class Notes		
Attendance will be taken at the beginning of the lesson. Greeting and Warm-Up: <ul style="list-style-type: none">- Greet the students and ask them about their day.- Ask for attendance.- Have a recapitulation from the last discussion. - Ask the student what they understood from the question, “What does this sentence mean? Can you think of other actions and their possible outcomes?”					10 minutes				
Concept/Vocab Presentation Strat:					Time		Post Class Notes		
Concept Introduction: 1. Write this sentence on the board: If we hold a large event, we’ll make lots of money. 2. Ask the class: <ul style="list-style-type: none">- What does this sentence mean?- Why is it written in this format?- What will happen if we do NOT hold a large event? 3. Explain that the sentence is a first conditional sentence, which is used to talk about actions (causes) and their possible results (effects). Highlight the structure: <ul style="list-style-type: none">- If + present tense, ... will + verb. 4. Show more examples from the Language Focus chart (e.g., If they don’t hand out flyers, people won’t find out about the event.). 5. Discuss how the "if" clause gives the condition, and the second part (the main clause) explains what will happen as a result.					15 minutes				

<p>6. Ask:</p> <ul style="list-style-type: none"> - Can you think of an example related to school? - What might happen if we clean the schoolyard or organize a concert? 		
Other Activities/Games:	Time	Post Class Notes
<p>Exercise A</p> <p>Conditional Sentence Formation</p> <ol style="list-style-type: none"> Hand out flashcards with two parts of conditional sentences written separately, e.g.: <ul style="list-style-type: none"> - <i>If we hand out flyers...</i> - <i>...more people will come to the event.</i> Students work in pairs or small groups to find and match the correct halves of the sentences. After completing, each pair reads their sentences aloud to the class. Encourage them to explain the connection, for example: <ul style="list-style-type: none"> - <i>If we clean up the schoolyard, it will look more attractive.</i> - <i>Why? Because a clean schoolyard attracts more people.</i> <p>Exercise B</p> <p>Sentence Completion: Exploring Ideas</p> <ol style="list-style-type: none"> Provide sentence prompts for students to complete in their notebooks: <ul style="list-style-type: none"> - <i>If we organize a talent show, _____.</i> - <i>We won't raise money if _____.</i> - <i>If I volunteer to help, _____.</i> Encourage students to think creatively. For example: <ul style="list-style-type: none"> - <i>If we organize a talent show, we will attract many students.</i> - <i>If I help out, I'll feel proud of myself.</i> Students share their answers in pairs or small groups. Partners can ask follow-up questions to deepen the conversation, such as: <ul style="list-style-type: none"> - <i>Why do you think this will happen?</i> - <i>What else could we do to make this successful?</i> 	20 minutes	

<p>Homework:</p> <p>Students write a short paragraph (6-8 sentences) about a project they would like to organize for their school or community. They must include at least five first conditional sentences. For example:</p> <ul style="list-style-type: none">- If we hold a bake sale, we'll raise money for new books.- If everyone participates, it will be successful.		
Assessment Strategy:	Time	Post Class Notes
<p>Assessment Strategy (10 minutes)</p> <ol style="list-style-type: none">1. Participation: Observe students' engagement in pair, group, and class discussions.2. Speaking: Evaluate clarity and creativity during the group presentations.3. Writing: Review homework for proper use of first conditional sentences and overall structure.	10 minutes	
<p><i>This expanded discussion helps foster critical thinking and collaboration while reinforcing the use of conditional sentences in practical contexts. Let me know if you'd like additional materials or adaptations!</i></p>		