

Strisuksa School
English Communication Lesson Plan

Name:	Lunica Mae Logronio		School:	Strisuksa School		Week #:	2-3	Date:	May 19, 2025 – May 30, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M3	Subject:	English	Unit #:	1	Topic:	Dragonflies
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Talk about insect abilities using “can” and “be able to” 2. Use mixed tenses correctly (Present Simple, Present Continuous, Past Simple) 3. Use insect-related vocabulary accurately in speech 4. Pronounce past tense “-ed” endings correctly 5. Retell a short story and do a mini-insect research project					Insects Mixed tenses Adjectives Verbs		PDF File Ipad Speaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: "Good morning, team! Let’s bug out a bit—tell me, what insects do you know in English? Spider? Nope, that’s not an insect. Let’s count the legs!" Then: “Now, in pairs, name 6 insects and describe one using: ‘It is... It has...’ Example: It is small. It has six legs and wings.” Vocabulary: 1. Show vocabulary definitions on board (hunter, prey, species, etc.) 2. Students match definitions to words. Teacher Script: “These words describe how insects live and survive. Let's say them together. Repeat after me—hunter... prey... species...”							20 mins		
Listening Activity							Time		
- Play audio of dialogue or read aloud - Students fill in blanks Teacher Script: “Listen carefully—dragonflies aren’t just pretty bugs; they’re also stone-cold mosquito assassins.” Follow-up: - What’s amazing about dragonflies? - What can bees do? - What do you think about insects?							20 mins		

Grammar + Pronunciation + Speaking Practice	Time
<p>Grammar Box + Example</p> <p>Teacher Script:</p> <p>“Today, we’re time travelers. Let’s look at these examples:</p> <ul style="list-style-type: none"> - They live in warm areas. (present simple) - Scientists are making robots. (present continuous) - Dragonflies hunted prey 300 million years ago. (past simple) <p>Now, pick one verb—like ‘fly’ or ‘eat.’ Make two sentences: one true, one fake.”</p> <p>ED Pronunciation Drill</p> <p>Draw three columns on the board: /t/, /d/, /ɪd/</p> <p>Teacher Script:</p> <p>“The English past tense is sneaky. We don’t just say ‘-ed’—we sound it like watched, lived, or invited. Let’s listen and sort these words.”</p> <p>Pair activity: Make a mini poem using 3 past-tense verbs.</p>	20 mins
Speaking Activity: Abilities	
<p>Use the facts (butterflies, ants, bees).</p> <p>Teacher Script:</p> <p>“Did you know ants are basically gym bros? Let’s practice:</p> <p>A: Did you know _____ can _____?</p> <p>B: That’s amazing! I didn’t know that.”</p> <p>Rotate pairs and add two new facts.</p>	25 mins
Storytelling + Project + Survey	
<p>Teacher Script:</p> <p>“You’re chilling in your backyard, and suddenly... BZZZ. Let’s figure out what’s going on here.”</p> <p>Group Project</p> <p>Teacher Script:</p> <p>“Pick your fighter—choose an insect and find 5–8 facts. Make a slide or poster and rehearse a 1-minute talk.”</p> <p>Assign roles (researcher, writer, presenter).</p> <p>Class Survey</p> <p>Statements:</p> <ul style="list-style-type: none"> - I like insects. - I have insects as pets. <p>Teacher Script:</p> <p>“Let’s get personal. Interview five classmates and see what the class thinks.”</p>	15 mins
Self-Reflection	
<p>Students’ complete reflection checklist.</p> <p>Teacher Script:</p> <p>“You’ve survived the swarm! Reflect: What can you now say or do in English that you couldn’t before?”</p>	10 mins

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Name:	Lunica Mae Logronio		School:	Strisuksa School		Week #:	4-5	Date:	June 2, 2025 – June 13, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M3	Subject:	English	Unit #:	2	Topic:	Home Remedies
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Talk about health conditions and remedies 2. Use present simple and present continuous to describe routines and current actions 3. Use health-related vocabulary in context 4. Retell and create simple stories about health experiences 5. Ask and answer questions about habits and personal health remedies					Home Remedies Health conditions Routines Current Actions		PDF File Ipad Speaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: “Let’s talk health—don’t worry, no doctor visit required! In pairs, talk about this: What do you do when you have a headache? A sore throat?” Then: “As a class, name some health problems you know in English. Let’s list them on the board.” Vocabulary Practice Students match words to definitions (remedy, sore, cure, etc.). Teacher Script: “Let’s say these together. What do you think a ‘remedy’ is? How is that different from medicine?” Extension: In pairs, choose one illness and give advice. Example: *Headache? Drink water and rest.*							20 mins		
Listening Activity							Time		
1. Play listening clip about traditional health remedies 2. Students listen and correct errors in statements Teacher Script: “Some of these are true, some false—like grandma’s health tips. Listen carefully and spot the errors.” Follow-up: Practice the conversation with new vocabulary. Swap green words for alternatives (headache, sore throat, tired, etc.)							20 mins		

Grammar + Pronunciation + Speaking Practice	Time
<p>Grammar Box + Practice</p> <p>Teacher Script: “When do we use the present simple? (habits) What about present continuous? (now) Let’s read these examples.”</p> <p style="text-align: center;"><i>In pairs, students complete sentences using both tenses. Add one true and one false sentence.</i></p> <p>Story Retelling + Listening</p> <p>Students listen to the grandma’s remedy story and fill in missing words.</p> <p>Teacher Script: “She’s back—grandma’s cooking up something! Listen to the story and try to guess what she's doing.”</p> <p>Activity: Retell the story in groups. Change the ending!</p> <p>Pronunciation Practice</p> <p>Focus on irregular past tense verbs (go → went, eat → ate).</p> <p>Teacher Script: “Let’s test your time travel skills. I’ll say the present tense—shout out the past!”</p> <p>Game: Past Tense Relay – each team races to match present with past forms on board.</p>	20 mins
Speaking Activity:	
<p>Use picture prompts to build a story (e.g., someone feels sick, grandma makes a potion, recovery).</p> <p>Teacher Script: “You’re the main character. Make your own version of the health remedy story. Be dramatic!”</p> <p>Partners retell each other's stories with new twists.</p>	25 mins
Role Play + Dialogue Practice	
<p>Use model dialogue from book: “What’s wrong?” “I have a headache.”</p> <p>Teacher Script: “Let’s be health advisors today! Pair up and practice the dialogue. Then change the problem and advice.”</p> <p>Repeat with different partners.</p>	15 mins
Self-Reflection	
<p style="text-align: center;">Students’ complete reflection checklist.</p> <p>Teacher Script: “Health is wealth! What new words did you learn? What can you now say in English about staying healthy?”</p>	10 mins

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Name:	Lunica Mae Logronio		School:	Strisuksa School		Week #:	6-7	Date:	June 16, 2025 – June 27, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M3	Subject:	English	Unit #:	3	Topic:	Entertainment
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Use past simple and “used to” to describe past habits and experiences 2. Talk fluently about entertainment preferences, past and present 3. Understand and retell a short story using expressive language 4. Write and present a movie review 5. Recognize and use irregular verbs in context					Entertainment Movie review Used to Past habits		PDF File Ipad Speaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: “Alright, class, let’s go to the movies — without leaving our seats!” “What types of movies do you like? Action? Comedy? Romance? Horror?” [Draw emojis on the board for each genre. Let students vote with hands.] “Now, match these movie words to the correct pictures. What’s a ‘rom-com’? What’s ‘animation’?” <u>Activities</u> - Picture-word match game - Partner discussion: “What was the last movie you watched?” - Vocabulary bingo with genres and actors Assessment (10 min) - Vocabulary recall - Speaking: complete sentence answers							20 mins		
Grammar & Listening Focus							Time		
Teacher Script: “Let’s flashback! I used to watch cartoons every Saturday. What about you?” [Write “used to” sentence starters: I used to..., I didn’t use to...] “Now, listen to this audio about entertainment from the past. Tick the things people used to do.” “Compare with a partner. Did they get the same answers?” Activities - Grammar drill: sentence transformation (now vs. then) - Listening task with timeline worksheet - Irregular past verb memory match game Assessment (10 min) - Listening accuracy - “Used to” sentence writing							20 mins		

Speaking Fluency & Role Play	Time
<p>Teacher Script:</p> <p>“Imagine it’s 20 years ago. What were people doing for fun? No TikTok, no YouTube!”</p> <p>“Let’s role-play: You’re a teenager from the 1990s talking to a teen from today.”</p> <p>[Provide prompt cards: CDs, walkman, old TV shows]</p> <p>“Ask each other: ‘What did you use to watch?’ ‘What do you watch now?’”</p> <p>Activities</p> <ul style="list-style-type: none"> - Time travel interview activity - Pair speaking practice with dialogue frames - Mini performance: “Then vs Now” skits <p>Assessment (10 min)</p> <ul style="list-style-type: none"> - Fluency and accuracy in speaking - Use of comparative language 	20 mins
Story Reading & Retelling	
<p>Teacher Script:</p> <p>“Let’s read this story: ‘Taylor’s Special Day’ — a trip to the movies gone wrong!”</p> <p>“Underline the verbs — are they past simple or irregular?”</p> <p>“Now retell the story to your partner... but add a twist! What if it rained popcorn?”</p> <p>“Make your retelling dramatic. Use your hands. Add emotion!”</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Cloze reading passage 2. Past tense verb sort 3. Partner retelling (theatrical version encouraged!) <p>Assessment</p> <ol style="list-style-type: none"> 1. Comprehension questions 2. Story retell accuracy & creativity 	25 mins
Project Introduction & Drafting	
<p>Teacher Script:</p> <p>“Choose a movie you’ve seen and LOVE (or HATE). We’re writing reviews like real critics!”</p> <p>[Give structure: Title, Genre, What happened?, Favorite part?, Would you recommend it?]</p> <p>“Make a poster with your review. Add drawings or pictures. Tomorrow, you’ll present!”</p>	15 mins
Self-Reflection	
<p>Students’ complete reflection checklist.</p> <p>Teacher Script:</p> <p>“Now open your books and complete the self-checklist: Can you talk about entertainment using past tense?”</p>	10 mins

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Name:	Lunica Mae Logronio		School:	Strisuksa School		Week #:	8-9	Date:	June 30, 2025 – July 11, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M3	Subject:	English	Unit #:	Units 1–3 Combined	Topic:	Entertainment, Hobbies, and Home Remedies (Review)
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Recall and apply key vocabulary from Units 1–3 2. Use appropriate grammar structures (past simple, present simple/continuous, “used to”, “can”) 3. Demonstrate listening comprehension across different contexts 4. Speak fluently in structured conversations and storytelling tasks 5. Work collaboratively to review and present information					Entertainment Hobbies Home Remedies		PDF File Ipad Speaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: “Let’s power through Units 1, 2, and 3 together! Think of one word from each unit. Let’s build a word wall on the board.” Activities: - Vocabulary Brainstorm by theme (insects, health, entertainment) - Charades or Quick Draw (teams act/draw words) - Students categorize vocabulary by unit							20 mins		
Grammar & Sentence Practice							Time		
Teacher Script: “Time to flex those grammar muscles. I’ll say a sentence—what tense is it? Can you fix it if it’s wrong?” Activities: - Mixed Tense Sorting: past, present, present continuous, “used to” - Partner practice: each pair writes 3 correct sentences using structures from Units 1–3 - Share and correct as a class							20 mins		
Listening & Comprehension							Time		
Teacher Script: “We’re going to listen to 3 short audio clips—one from each unit. Let’s see what you remember.” Activities: - Play 1-minute audio or read transcripts from each unit - Students complete a quick matching or fill-in-the-blank task per clip - Pair discussion of answers and corrections							20 mins		

Speaking & Role Play	
<p>Teacher Script: “Now it’s your time to shine. Let’s bring the themes to life!”</p> <p>Activities:</p> <ul style="list-style-type: none"> - Group of 3: Each student represents one unit/topic and shares something surprising from that topic - Then/Now Role Play (used to vs now): “Back then I watched DVDs... now I stream everything!” 1. - Short Pair Interviews: “What insect/health tip/movie did you learn about?” 	30 mins
Game & Wrap-Up	
<p>Teacher Script: “Let’s end strong with a team game and a reflection on what you can do.”</p> <p>Activities:</p> <ul style="list-style-type: none"> - Team Quiz Game (Kahoot, Quiz Cards, or Whiteboard Relay) - “I Can” Checklist: students fill in checkboxes for each unit goal - Group Reflection: What was the most fun or interesting thing you learned in Units 1–3? 	20 mins