

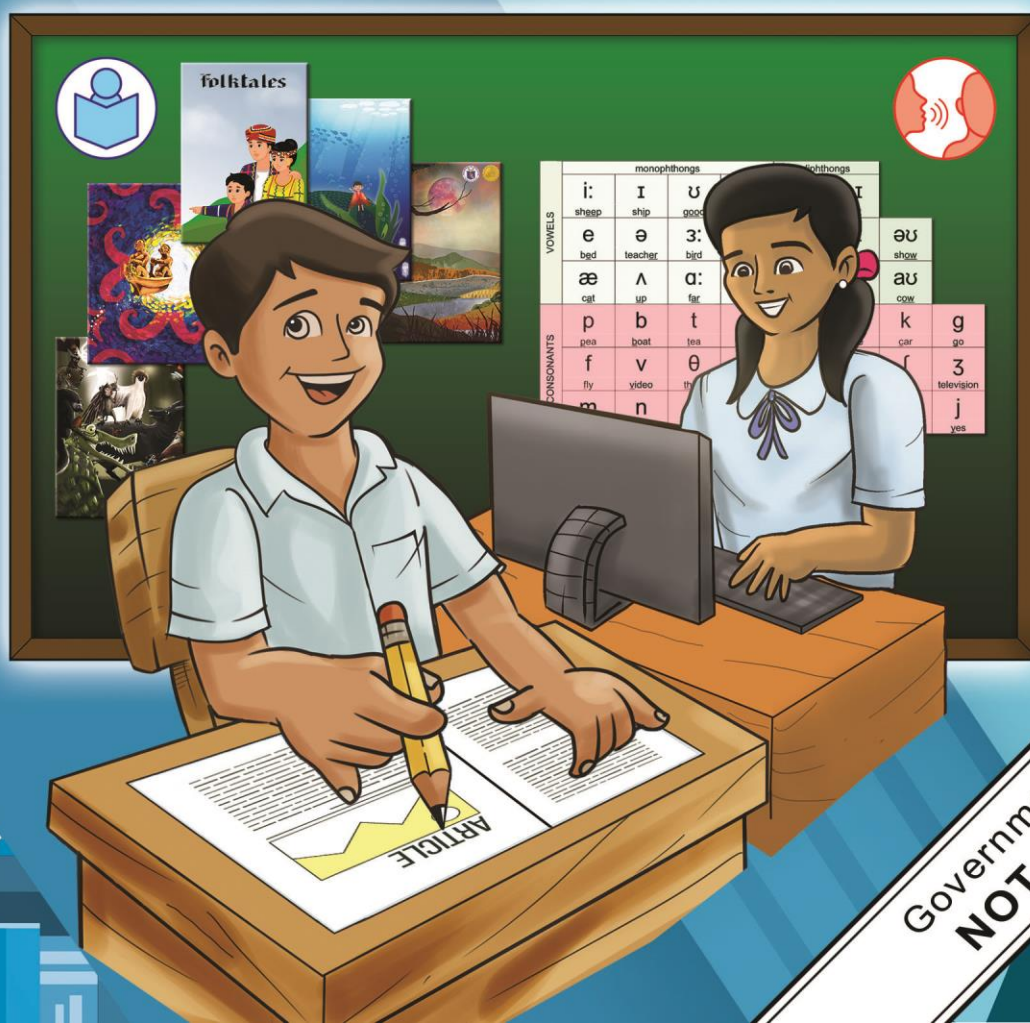
# 10

## NATIONAL LEARNING CAMP

# English

## Consolidation Learning Camp

### Notes to Teachers



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**Consolidation Learning Camp**  
**Notes to Teachers**

2024

G10 English

Weeks 1 to 3

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Dear Reader

Every care has been taken to ensure the accuracy of the information provided in this Booklet. Nevertheless, if you identify a mistake, error or issue, or wish to provide a comment we would appreciate you informing the **Office of the Director of the Bureau of Learning Delivery** via telephone numbers (02) 8637-4346 and 8637-4347 or by email at [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph)

Thank you for your support.

# Rationale and Overview of G10 English Lessons

## Introduction

The English lessons for the Philippines Learning Camps for Enhancement and Consolidated groups are designed to consolidate knowledge of content that students in Grade 10 have already been taught.

## Links between Lessons and English Curriculum for Grade 10

The *K-12 Curriculum Guide: English* (2016) mandates a range of text types for study and performance in Grade 10, including Literary, Informational and Persuasive/Argumentative texts.

The new *English K-10 Curriculum* (2023), which is being introduced gradually from 2024, puts more focus on particular forms of texts, located within these broad text types. It highlights prose, poetry, and drama as forms of Literary texts, and multimodal informational texts and research reports based on literature reviews as forms of Informational texts. While the new curriculum does not mandate the study of any forms of Persuasive/Argumentative texts in Grade 10, students need to further develop skills in composing their own Argumentative texts, so some exposure to examples of Argumentative texts can be justified.

Often in tests of reading, students are presented with texts they have never encountered before, and asked to answer questions about them under time pressure. This has been identified as an issue for many students. A key first step in dealing with such texts is to identify what text type or form it is. This way students might have a better idea what its purpose is, how it is structured, where to look for its key information and even what sort of language devices to expect and recognize. In other words, they begin reading with a purpose, a map, rather than merely trying to remember what they have read for later questions, which overloads their working memory.

They begin reading with a purpose, a map, rather than merely trying to remember what they have read for later questions, which overloads their working memory. A significant component of the Grade 10 Learning Camp English lessons, then, deals with the nature, structures and language features of the particular forms of Literary and Informational texts that students are exploring. Students need to further develop skills in composing their own Argumentative texts, so some exposure to examples of Argumentative texts can be justified.

Inevitably, the lessons incorporate Learning Competencies associated with reading, comprehending, analyzing and responding to texts and composing critical and creative texts. Key Learning Competencies for Literature are also addressed. The Grade 10 Learning Competencies (2016 *K-12 Curriculum: English*) represented in the lessons include:

### RC - Reading Comprehension

- Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text (Q1)
- Scan for needed information (Q2)
- Read closely to get the author's purpose (Q2)

- Read closely to get explicitly and implicitly stated information (Q2)
- Draw conclusions from the set of details (Q4)

#### LT – Literature

- Express appreciation for sensory images used (Q1,2,3)
- Determine tone, mood, technique, and purpose of the author (Q1,2,3,4)

#### WC – Writing and Composition

- Formulate a statement of opinion or assertion (Q1)

You will find the nominated Learning Competencies for each lesson listed in the English Grade 10 Lesson Plans.

### Structure of the Three-Week Learning Camp

Each week focuses on a set of related textual forms, with five lessons devoted to intense experience of the chosen textual forms and questions about them ranging from literal and inferential comprehension, to personal and critical response, to composing a short text. The sixth lesson in each week provides students with an opportunity to practice the knowledge and skills covered in the week. Week 1 lessons are devoted to Multimodal Informational or Argumentative texts, Week 2 to Literary texts (Prose, Poetry and Drama) and Week 3 to Research Reports and Literature Reviews. Each lesson deals with a Key Idea, as defined in the table below. The underlined element of the designated type of text represents the particular focus of the lesson.

#### English Grade 10 Lesson Overview

WEEK 1: MULTIMODAL TEXTS (INFORMATIONAL/ARGUMENTATIVE)	
Lesson 1	Key Idea: Multimodal texts ( <u>informational</u> /argumentative): <ul style="list-style-type: none"> <li>• analysing meaning, visual component, structure</li> <li>• composing argument, narrative</li> </ul>
Lesson 2	Key Idea: Multimodal texts (informational/ <u>argumentative</u> ): <ul style="list-style-type: none"> <li>• analysing meaning, tone, visual features</li> </ul>
Lesson 3	Key Idea: Multimodal texts ( <u>informational</u> /argumentative): <ul style="list-style-type: none"> <li>• analysing meaning, purpose/audience, visual features/elements</li> <li>• composing argument</li> </ul>
Lesson 4	Key Idea: Multimodal texts ( <u>informational</u> /argumentative): <ul style="list-style-type: none"> <li>• analysing/evaluating meaning, formatting, visual elements</li> <li>• composing argument for purpose/audience</li> </ul>
Lesson 5	Key Idea: Multimodal texts (informational/ <u>argumentative</u> ): <ul style="list-style-type: none"> <li>• analysing meaning, drawing conclusions</li> <li>• composing argument using visual features</li> </ul>

Lesson 6	Deliberate Practice: Multimodal texts ( <u>informational/argumentative</u> ): <ul style="list-style-type: none"> <li>● analysing meaning, visual components</li> <li>● composing argument, evaluating language</li> </ul>
WEEK 2: LITERARY TEXTUAL FORMS	
Lesson 7	Key Idea: Literary texts ( <u>prose</u> /poetry/drama): <ul style="list-style-type: none"> <li>● analysing meaning, purpose, features</li> </ul>
Lesson 8	Key Idea: Literary texts ( <u>prose</u> /poetry/drama): <ul style="list-style-type: none"> <li>● analysing/evaluating meaning, features, techniques, sentence structure</li> </ul>
Lesson 9	Key Idea: Literary texts ( <u>prose</u> / <u>poetry</u> /drama): <ul style="list-style-type: none"> <li>● analysing/evaluating meaning, features, techniques, tone, rhythm, rhyme</li> </ul>
Lesson 10	Key Idea: Literary texts ( <u>prose</u> /poetry/ <u>drama</u> ): <ul style="list-style-type: none"> <li>● analysing/evaluating meaning, techniques, conflict</li> </ul>
Lesson 11	Key Idea: Literary texts ( <u>prose</u> / <u>poetry</u> /drama): <ul style="list-style-type: none"> <li>● analysing/evaluating meaning, techniques, structure, mood, imagery</li> <li>● composing poetry</li> </ul>
Lesson 12	Deliberate Practice: Literary texts ( <u>prose</u> /poetry/drama): <ul style="list-style-type: none"> <li>● analysing/evaluating meaning, techniques, structure, mood, imagery</li> <li>● comparing with text previously studied</li> </ul>
WEEK 3: RESEARCH REPORTS AND LITERATURE REVIEWS	
Lesson 13	Key Idea: <u>Research report</u> /literature review: <ul style="list-style-type: none"> <li>● analysing information, structure, features of research report</li> <li>● composing argument for purpose/audience</li> </ul>
Lesson 14	Key Idea: <u>Research report</u> /literature review: <ul style="list-style-type: none"> <li>● analysing and selecting information, structure, formatting of research report</li> <li>● composing argument for purpose/context</li> </ul>
Lesson 15	Key Idea: <u>Research report</u> /literature review: <ul style="list-style-type: none"> <li>● distinguishing fact/opinion, analysing information and structure of research report</li> <li>● composing aspects of research report</li> </ul>
Lesson 16	Key Idea: <u>Research report</u> /literature review: <ul style="list-style-type: none"> <li>● analysing/evaluating written/visual components of information sources</li> <li>● planning speech with visual aids for purpose/audience</li> </ul>

Lesson 17	<b>Key Idea: Research report/<u>literature review</u>:</b> <ul style="list-style-type: none"> <li>● analysing information, structure, purpose of literature review</li> <li>● composing aspects of research report</li> </ul>
Lesson 18	<b>Deliberate Practice: Research report/literature review:</b> <ul style="list-style-type: none"> <li>● analysing information, audience and uses of research report/literature review</li> <li>● selecting information to compose argumentative text</li> </ul>

## Rationale for the Approach to Key Ideas in Grade 10

The English curricula, both old and new, mandate the study of a variety of types and forms of texts and their features.

Textual features are aspects of the text that support meaning, including textual structure, sentence structure, tone, vocabulary, illustrations, diagrams, graphics, figurative language and other language devices, characteristic of each type and form of text

The lessons focus on studying these features across the range of text types and forms. They also provide opportunities for students to use the features when composing their own versions of the designated texts.

## Structure of the Lessons

Each lesson is structured in the same way:

1. Component 1: A short review of knowledge and understandings based on the learning Competencies of the grade and on the content of the previous lessons
2. Component 2: A description of the purpose of the lesson
3. Component 3: An orientation to the language and vocabulary to be encountered in the text for analysis in the next stage of the lesson - Language Practice
4. Component 4: The main activity of the lesson made up of:
  - A. The teacher reading the chosen text, with some focus on the vocabulary identified in the Vocabulary section
  - B. The provision of a first set of questions (usually three) on the text which move from literal to inferential levels and that students answer in their workbooks, followed by correction and discussion of answers
  - C. The provision of a second set of questions (usually three) on the text which move from literal to inferential to application to personal response levels and that may involve students creating short texts in their workbooks, followed by correction and discussion of answers.
5. Component 5: A conclusion based on questions concerning student responses to the lesson, including the strategies they used to answer the questions.

More detailed explanations of each stage of the Lesson Structure can be found from page 7 of this document.

## The Questions

Lesson questions have been designed to engage students gradually in higher order thinking required to successfully interpret and critically respond to texts. The questions include:

- Literal questions that require students to find the answer from specific words in the text.
- Inferential questions that require students to derive the answer from implied meanings in the text, or to draw conclusions about the information in the text, based either on several parts of the text or on a reading of the whole text.
- Applied questions that require students to create texts of their own that respond either critically or creatively to the information in the text.
- Evaluative questions that require students to assess the quality and credibility of information in the text, and to reflect on content and form
- Personal response questions that require students to articulate their own opinions about the content of texts and to represent those responses in texts of their own.

The questions, together with the vocabulary preparation provided in the Language Practice component, enable access to students at all levels of English working at the Grade 10 standards. In Grade 10, the Program and the Grade Level Standards require ‘communicative competence’ through ‘understanding of literature and other text types’. Communicative competence is defined in the *K-12 Curriculum Guide English* (2016; page 6) as ‘a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and how knowledge of utterances and communicative functions can be combined according to the principles of discourse.’ The lesson questions target all aspects of this definition in providing opportunities for students to develop, consolidate and enhance knowledge of:

- the structural and grammatical features of the designated text types or forms
- the ways language is used in the text types or forms designed to carry out specific kinds of communication in school and society
- the application and combination of such knowledge in the creation of short texts to perform communicative functions.

Each lesson plan contains a section of Suggested Answers for all questions from Components 1, 4B and 4C.



## Teacher Notes in the Lesson Plans

In each lesson of the Lesson Plans, you will find *Teacher Notes* which contain suggestions as to how the lessons might be taught. However, in practice, we acknowledge that you will need to make judgements about the needs of your groups and how best to address these needs. Accordingly, you will see in the lessons much use of the expression ‘feel free’.

At both Enhancement and Consolidation camps, teachers should feel free to allow students to work in pairs or groups and for you to model answers to questions, especially in the early stages of each week, in order to ease students into the type of thinking required at the higher levels. Modelled and guided writing should also support the production of written responses to the applied questions, particularly when a new type of writing task is introduced.

Teachers, especially of the Consolidated groups, should note that Teacher Notes for each lesson include some suggestions as to the way questions (particularly Questions 5 and 6) could be handled, depending upon the teacher’s estimation of the level of English language fluency demonstrated by their particular group. Some of the Component 4C questions that require personal responses or opinions about the issues and experiences raised in the texts will not be beyond the Consolidated group – they will have opinions about the value of social media, for example – so it is important that they be given the opportunity to participate in those sorts of questions. How that might best be done in the classroom is a matter for your individual professional judgement.

## Conclusion

The 2024 English Learning Camp lessons have been designed to provide opportunities for teachers and students to engage closely with texts across the range of text types and forms mandated in the 2016 *K-12 Curriculum Guide: English* and the new *English K-10 Curriculum (2023)*, and to practice the knowledge and skills required to meet Grade Standard questions at all levels.

## Further Explanation of the Lesson Components

In this section you will find more detailed descriptions of each phase of the lessons.

### The Lesson Plan Structure

The notes below provide general guidance for teachers regarding each lesson component in the English lesson plans. The lesson plans also include brief notes for the teacher that are specific to each lesson.

#### Component 1: Short Review

Time: 7 minutes

The purpose of Component 1 is to provide a short review of related content that has been previously taught.

The teacher asks learners to answer 3-4 questions to activate their prior knowledge. The questions are designed to remind learners of content that has been covered before, to help them to recall past learning, or connect to past experiences; or simply to revisit some pre-requisite knowledge that is relevant to the lesson to come. Suggested answers are provided below each question in the lesson plans.

The teacher provides answers to questions and highlights key concepts. In the time available, the teacher addresses issues that may have arisen in student answers. Any issues not able to be addressed (because of time) should be noted at the end of the lesson for later review.

#### Component 2: Lesson Purpose

Time: 3 minutes

The teacher briefly states the purpose/focus of the lesson. The description should attempt to: (i) promote student *engagement*; and (ii) offer students information that is meaningful/interpretable to most students.

#### Component 3: Language Practice

Time: 5 minutes

In this part of the lesson, students engage in practice of vocabulary that they will encounter in one or more key texts used in the lesson. Students need practice in recognising, saying, writing, spelling and using these words and phrases. The teacher provides explicit instruction by modelling how to pronounce the words and explaining what the words mean. Students then practice the words in pairs or individually through activities, such as saying them aloud, talking about their meanings or using them in a sentence.

#### Component 4: Lesson Activity

Time: 25 minutes

The main lesson activity is divided into 3 parts. The purpose of Component 4A is to guide students in reading the text. The teacher should first read the text aloud to provide a model of a fluent reading with appropriate pacing, phrasing and expression. Students listen and follow along, and highlight or underline any words they don't know. Students then read the text together, in pairs or individually, identifying problematic or unfamiliar language. Over time, the aim is for students to read fluently. Allow 5 -10 minutes, depending on the length/complexity of the text. Of course, in reading a dramatic text, it makes sense for the teacher to take a main role and allocate other roles to competent readers in the class.

Components 4B and 4C include a range of literal, inferential, applied and personal response questions. There might be more than one question of each type to develop students' higher order thinking. Students are instructed to use various strategies to engage with the text and to

answer the questions. The questions are designed to develop applied and critical thinking to evaluate ideas and justify their answers.

The teacher could display more challenging questions on the board and model how to identify key words in the questions by underlining them, eg *What is this question asking us to do? What information do we need to answer the question?*

The teacher might also model and scaffold the process of locating and highlighting relevant information for answering the first question. E.g. *Where can we find the answer? Is it here in these words? Is it hidden in the text? Is it in your head?*

Students demonstrate their understanding in a range of answer formats, such as written answers (words, phrases, sentences or short paragraphs), completing tables or diagrams on the Student Worksheet, and oral answers in class discussion. Allow 7-10 minutes for each set of questions.

### **Component 5 Lesson Conclusion**

Time: 5 minutes

The lesson conclusion provides an opportunity for students to reflect on their own learning. The teacher initiates by asking students to identify which questions they found the easiest and hardest, and the reasons why.

Alternatively, students could be asked to recall what were the key concepts and what they learned; or respond to more open questions such as:

- What was one or two things you really enjoyed about the lesson?
- What is something you would like to learn more about in this topic?

**For inquiries or feedback, please write or call:**

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