

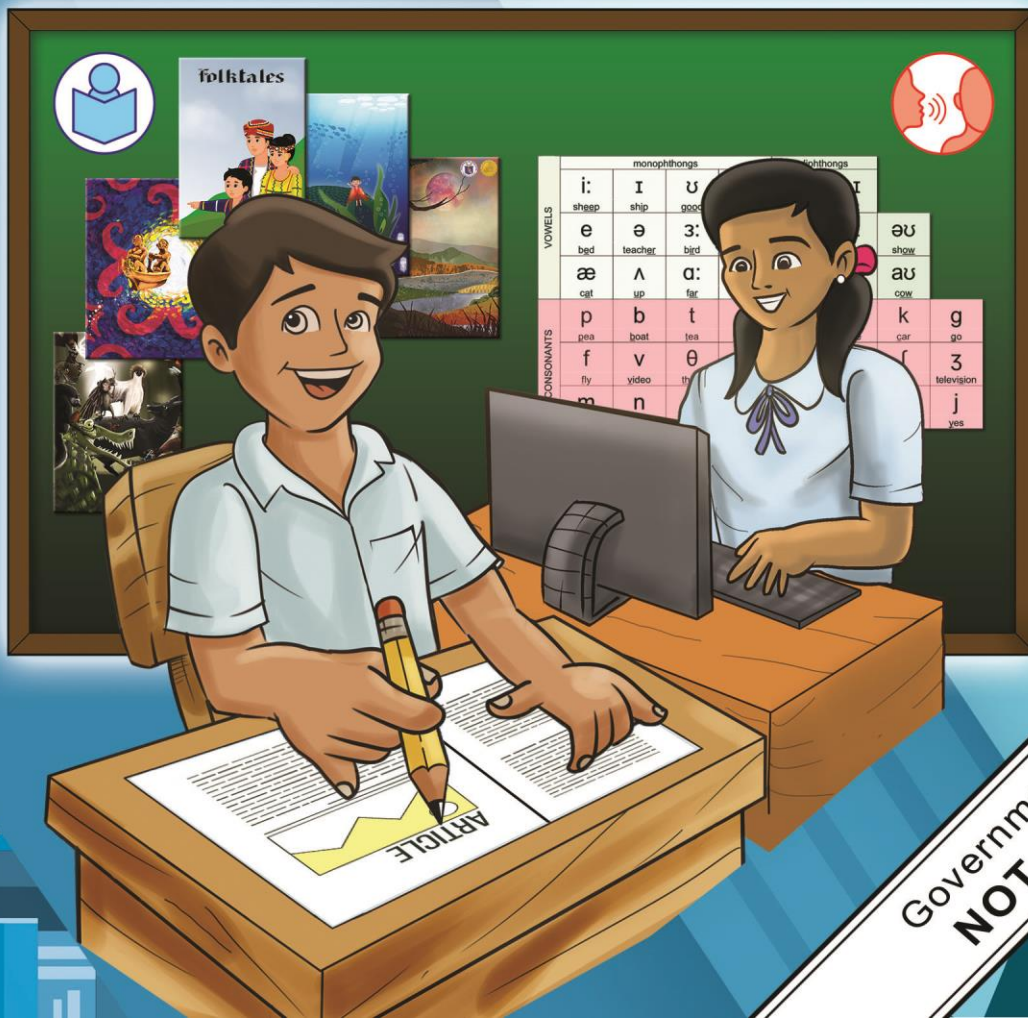
7

NATIONAL LEARNING CAMP

English

Consolidation Learning Camp

Lesson Plans



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Consolidation Learning Camp

Lesson Plan Booklet

English Grade 7

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

Thank you for your support.

National Learning Camp Overview

Overview

The National Learning Camp (NLC) aims to enhance student and teacher learning through interactive lessons based on prior educational content. The program focuses on consolidating student knowledge, updating and expanding teacher expertise, and applying research-based strategies to improve learning teaching outcomes.

The NLC offers grade-level review lessons that are directed by the teacher and designed to be highly interactive among:

- (i) students with their teacher; and
- (ii) students with their peers.

The Camp lessons are grounded in the 'Science of Learning' framework, focusing on cognitive research and practical applications to enhance learning outcomes. Lessons are structured to reinforce foundational knowledge and skills, involve real-world problem-solving activities, and encourage higher-order thinking. The Camps also offer teachers opportunities for reflection and professional growth, encouraging the adoption of new teaching approaches and the extension of student learning through systematic review and application of knowledge.

Design Basis

A strength of the design is the focus on both student and teacher learning. The intentions and expectations of the NLC are for:

- students to consolidate and enhance their thinking in topics already covered;
- teachers to update, strengthen and expand their subject knowledge in ways that encourage students to be involved in learning activities at different levels including those considered as higher order; and
- teachers to enhance their pedagogical practices by focusing on selected skills, which include 21st century skills.

Under the framework of 'Science of Learning', research-evidence is used to ground teaching and learning decisions around cognition research and features of a learning brain such as working memory demands, cognitive load, valuing errors, and domain specific skills. This framework highlights a *learning-focused approach* where teachers go beyond what might be considered current practice in the Philippines and incorporate brain-based ideas and approaches, including 21st Century skills, to make teaching more effective in enhancing learning for all.

To further support this direction, teachers are provided with resources, time and the opportunity to further extend their skills, knowledge and understandings of teaching and how students learn. The review lessons are designed to apply subject content already encountered by students. Because of this, lessons do not contain repetitive, routine questions of a particular subject aspect.

Review lessons

The review lessons are based on content already encountered by students in their current grade. All lessons *involve an exploration of ideas, concepts and content*. The purpose of the review lessons is two-fold:

- (i) to establish in students a stronger basis for future learning development (prior to enrolling in a new Grade after the summer break); and

- (ii) to enable teachers to strengthen and enrich their teaching practice in a research-based, learning-focused professional program (prior to a new academic year).

The primary focus of the review lessons concerns revising, clarifying and then applying previously-taught subject content with real-world problem-solving and/or comprehension activities. Each lesson begins by a focused content review and clarification of material needed in the lesson to come. For students, this initial review enables them to practice retrieving and practicing important basics relevant to the lesson to come.

For teachers, this information is designed to help determine students' subject background knowledge and skills relevant to the lesson as well as help teachers identify where to build on previous learning. This approach is different to 'teaching' students anew as if they have not been taught previously.

Lesson Overview

All lessons in each of the three subjects, English, Mathematics and Science, contain five components. These are 1. Short Review, 2. Purpose/Intention, 3. Language Practice, 4. Activity and 5. Conclusion.

Timing

Approximate component timings are indicated as advice to guide the teacher in pacing the lessons. Time management involves:

- moving through components at a pace that is appropriate for students;
- ensuring that all components are completed in a timely, efficient, and constructive manner.

Research on student-learning quality and 'time' are related through student 'time-on-task'. Time-on-task refers to when students are actively involved (engaged) in some aspect of the learning process. The suggested times for each component are intended to maximize the time available for student involvement. This will encourage the student and the teacher to work efficiently through the lesson without jeopardizing the importance of student activities such as to:

- answer routine and non-routine questions,
- respond to verbal questions and explanations,
- interpret and use appropriate terminology,
- discuss aspects with their peers,
- explain or justify his/her approaches and thinking,
- work productively on their own, and
- listen carefully to the teacher or peers.

Establishing what is on-task time is more problematic when the teacher talks and students passively listen, such as in didactic teaching. With such an approach it is difficult to determine whether students are listening or even paying attention. Often in lessons identifying time-on task can also be problematic in case of problem-solving or intense reading and comprehension. Here, student activity is often more subtle and engaging as students need to think quietly by themselves.

However, the time allocated to components will be determined by students' needs and strengths, but not completely. There is a need to set practical limits on the duration of the components to prevent major disruption to lessons which can have a detrimental impact on student learning. Often, the teacher should not expect too much learning when unfamiliar content is introduced to students. It is repeated exposure associated with elaboration, addressing errors, and deliberately practicing key aspects where most learning occurs.

When times are allocated appropriately, and students become familiar with the approach and teacher expectations, concept development and student skill levels are improved as well as student engagement.

Note: Care needs to be exercised in determining what engagement means. Engagement is clearer when **students are doing the learning** through answering questions, writing, discussing, and reading.

Key Ideas and Questioning

Critical aspects of the NLC for the teacher include questions related to learning areas, based on a *key idea*. The questions are offered at different levels of difficulty involving lower- to higher-order thinking, starting with questions of modest complexity up to those that require more developed reasoning.

In the lessons, students are provided with opportunities to practice solving non-routine questions to help improve their conceptual understanding by applying known content to subject-related problems.

Teacher Reflection

Teacher reflection on the lessons offer important insights to stimulate teachers and their peers to enhance their own practice and the learning of their students. This includes:

- new teaching approaches encouraged by lesson components that can contribute in different ways to student learning and lesson success;
- the use of review lessons that help review learnt material and extend student abilities in problem solving by utilizing known information;
- a focus on student concept and skill acquisition, pedagogical approaches, student errors, time-on-task, deliberate practice, and working memory demands.

Enhancement and Consolidation Camps

The **Enhancement Camp** and the **Consolidation Camp** offer students the chance to review their subject background knowledge by consolidating previously taught lessons and concepts. The intention is:

- for students to have opportunities to review past work and to practice applying this knowledge of concepts and ideas through grade-related sets of questions of developing difficulty; and
- for teachers to follow the given format of components with some flexibility to adjust parts of a lesson to meet the learning needs of students in their class, particularly, if students are having difficulties.

Camp Differences

In the case of lessons for students in either the Enhancement Camp or the Consolidation Camp, the lesson plans and the sets of questions are seemingly the same. These questions range from those of modest difficulty to those which require more insight and more knowledge and understanding.

There are important reasons for both Camps sharing the same content. Exploring and answering these question sets are valuable to students from both Camps, albeit in different ways. It enables students to work through a range of ideas on their own before hearing from their peers and teacher concerning the same questions – a very rich learning environment. Also, similar questions mean that expectations for students in both camps is not limited and students have the same potential for growth.

The difference between camps concerns the teaching focus, which is related to the breadth and depth of conceptual knowledge of students. It is anticipated that based on student performance within a lesson, the teacher will decide whether the class needs more practice and discussion of straightforward questions or whether extension material is more appropriate for the class.

In particular, questions marked as **Optional** (typically high-order questions) are more likely to be addressed in the Enhancement Camp than the Consolidation Camp, but not exclusively. It is the teacher who decides whether to include 'optional' questions and this will depend on student-learning success and understanding at that time.

If optional questions are not used, teachers would spend that time productively. This includes reinforcing the concepts by increasing the focus on student errors and/or increasing student-student, and student-class directed conversations.

Lower- and Higher-order Skill and Knowledge Development

In all learning, lower-order thinking is a pre-requisite for higher-order skills and knowledge development. Many students are disadvantaged in their attempts to move forward in their learning through a lack of practice and conceptual development of needed lower-order skills, knowledge and understandings. Hence, *all* students benefit from a stock-take on relevant lower-order skills from previously addressed content. This helps establish a basis upon which student learning should build.

In both the Enhancement and Consolidation Camps important lower-order content skills, knowledge and understandings are re-visited at the beginning of each lesson. This helps ensure that potential learning obstacles are made visible to the student and the teacher. It also means that some errors in understanding or misconceptions are identified. This information is important to teachers in helping all students move forward regardless of their achievement levels.

As many questions posed are about applying content already encountered to a new problem, students have the opportunity to use their current knowledge, skill and understanding in a practical way at their level, further developing their conceptualization and understanding of the subject matter.

Both Camps offer students the opportunity to improve their learning and conceptual development by a stepped approach that involves:

- (i) reminding students of relevant lower-order skills through practice,
- (ii) having students use and discuss their knowledge in sets of graded questions with an emphasis on straightforward questions,
- (iii) expecting students to apply their knowledge leading to more breadth in learning,
- (iv) beginning an initial focused practice on higher-order skill development.

The approach advocated to solve problems or comprehend passages extends student learning beyond simple repetitive exercises sets. For these students the teaching part of the lesson requires teachers reviewing closely student solution attempts through student explanation, discussion and questioning of fundamental aspects of topics that are typically found in the earlier questions. Teachers should be sensitive to students' self-perceptions here as they may meet the ideas, presented in the lessons, maybe after many failures with these concepts in the past.

Nevertheless, these students should become aware of the more difficult questions as teachers allow them to consider links or connections between concepts previously taught. There is great value in problem solving for students to have time to read the problem and then be able to indicate in their own words, what the problem is about.

Finally, it is important that students in the Enhancement and Consolidation Camps become aware of what their students know, where it is progressing and how to build on student skills and knowledge. Teachers need to be nurturing and supportive of this development and continually look for evidence of success and growth. Teachers also need to encourage students to persist, continue to practice individual aspects, and use any mistakes/errors they make as an opportunity to learn more. These are important features of a successful learning journey.

Lesson Components: Short Overview

Lesson Component 1 (Lesson Short Review)

Component 1 offers teachers the chance to:

- settle the class quickly;
- review previously encountered information;
- address previous content in the form of a few targeted questions that are relevant to the current lesson;
- note what students already know;
- elicit answers from the class to reinforce the important content needed for the lesson; and
- address briefly issues that may arise.

The questions set for the Short Review section of a lesson are designed to remind students of knowledge and skills developed when first studying the topic area, which are relevant to the lesson.

Lesson Component 2 (Lesson Purpose/Intention)

This component offers teachers a chance to acquaint students with the purpose/intention of the lesson. It is valuable if students see a link here with their prior knowledge or experience, especially if the teacher can connect it with the responses and levels of student understanding evident in Component 1.

In addition, this component is an appropriate time to address what students might expect/aim to achieve, i.e., their lesson goal(s). Teachers should clarify the learning intention for the students as well as what success will look like. (Note: The degree of success or partial success of student learning in the lesson should occur as part of Component 5.)

Lesson Component 3 (Lesson Language Practice)

Component 3 concerns language use – speaking, hearing, listening, and comprehending. The focus is on words or phrases that are to be used in the lesson.

The language practice suggested has been identified by considering the whole lesson and identifying those words/phrases that have the potential to cause difficulties for students through speech, listening, or understanding. Typically, the language identified is restricted to less than 6 words/phrases so that there will be enough time to use a variety of approaches of practice within the time available.

Lesson Component 4 (Lesson Activity)

Component 4 has three aspects, 4A, 4B, and 4C.

In the case of the Learning Camp activity, Component 4 addresses the key idea for the lesson. It is about students applying known content to solve real-world problems. This requires students to interpret/understand the correct meaning of the 'stem', a stimulus, (such as a passage/text or diagram or the first part of the problem or story) before answering questions of differing degrees of complexity related to the stem.

Students are first presented with the stem in 4A and are given the time/chance to interpret its meaning. Then in 4B and 4C, two separate sets of questions related to the same stem are asked.

4A Reading and Understanding the Stem

4A involves understanding the language of the stem. The purposes, here are for the teacher:

- to model fluent reading of the stem (first)

- to identify any unfamiliar language for the student (possibly addressed in Component 3)
- to read the passage or describe the figure, etc. and
- to hear and experience fluency in reading the stem.

4B Solving the First Set of Questions

4B involves a set of questions associated with the stem. Students will need to refer to the stem as they prepare to answer the set of questions. Students write down responses or attempts at each question. It is important that every student responds to all the questions. It is expected and accepted that students would make errors, which provide teachers with important information concerning students' learning needs. A critical procedural action here for teachers is the importance of **all** students starting on the same set of questions, at the same time.

When the students are finished, or sufficient time has been allocated, the teacher marks the questions. This can be achieved by student answers or approaches to the questions and by explaining or justifying their reasons. Time should be allocated to student discussion, explanation, and reasoning about answers.

4C Solving the Second Set of Questions

4C offers a new start for students regardless of how they performed in Component 4B. The structure is very similar to Component 4B, i.e., undertaking a new set of questions related to the same stem. In addition, the lesson structure allows a refresh as 4C presents a new starting point for the student. This structure also allows all students in the class to start a new activity at the same time.

This approach serves two purposes for teachers. *First*, it enables them to group the learners, direct them to resolve learners' issues, and start afresh at the same time. *Second*, it offers teachers a way to extend their students problem solving practice where *a different sets of questions* can be used with a single Stem. This is an efficient way to incorporate more problem-solving or comprehension practice on specific content into a lesson.

Lesson Component 5 Lesson Conclusion

Component 5 has a high metacognitive aspect for students – students thinking about their own thinking – which can be further enhanced by teacher modelling. Component 5 is designed to offer a student-focused overview to the main intentions of the lesson. In particular, the focus is about helping students reflect on their progress and achievement (or partial achievements) of the lesson intention as well as their understanding development during the lesson.

It builds on comments from Component 2 about teacher expectations. There is the chance here to confirm student progress during the lesson. A teacher may use a diagram, picture or some aspect of the lesson as a catalyst to stimulate student discussion and reflection.

NOTE: A fuller description of the components and features of the lessons is provided in the **Learning Camp – Notes to Teachers Booklet**. It is recommended that these notes are read and discussed by teachers as they provide a further basis to understanding the structure of the lessons and the pedagogy.

English Grade 7 Lesson Plan 1

Reading Narratives

Key Idea

Reading Narratives (Short Story)

Most Essential Learning Competencies

- Use appropriate reading strategies to meet one's purpose (e.g., Scanning, skimming, close reading, etc.) (EN7RC-IV-b-10)
- Determine the worth of ideas mentioned in the text listened to (EN7LC-IV-g-8.2)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)

Component 1: Short Review

Time: 7 minutes

- Teacher talk (in italics):

Over the past year we talked about different types of texts. We learned that they are called Narrative, Expository, Explanation, Recount, or Persuasive texts.

[Teacher Notes: These text types are specified in the K-12 *Curriculum Guide English*, p. 162.]

- Teacher displays Book Cover – see Appendix 1. Teacher asks, *What type of text is this book?* And elicits answer orally.

Answer: Narrative

Questions:

- Q1. One type of text is called a Narrative or a story. Write down one thing you know about narratives on your Worksheet.
- Q2. With a partner, discuss your answer and together write down 3 things you know about narratives on your Worksheet.
- Q3. There are many different categories of narratives – one of them is fantasy. Can you think of 3 more?

Suggested Answers:

Q1 and Q2.

- They are entertaining.
- They are fiction – they did not really happen.
- They may be set in the past, present, or the future.
- They have characters who may be people but are sometimes animals who have human abilities – e.g., they talk and think.
- They tell what happens to the characters.
- They have a moral, a message, or a theme.
- They tell us how to behave properly.

Q3. Adventure, graphic novels-comics, romance fiction, fairy tales/folk tales/legends, crime stories, thrillers, horror, science fiction ...

- Teacher elicits answers for Questions 1 and 2 from students orally before giving the class three minutes to write answers for Question 3.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about text types and narratives in particular. The book cover provides stimulus for student recall rather than relying purely on memory. Use scaffold questions to focus on beginning-middle-end stages/structure – some technical terms are covered later in the lesson.]

Component 2: Lesson Purpose of the lesson

Time: 3 minutes

- Teacher states the purpose/focus of the lesson is to help students with strategies for reading narratives that they may not have seen before by looking at one in detail.

In this lesson, we are going to read a short story and I am going to ask you about what has happened to the characters. The story has a lot to tell you about life. We are going to learn some strategies for reading narratives by looking at this story in detail.

[Teacher Notes: Emphasize that the lesson will help them know what to look out for or what are the important bits when they have to read narrative texts they've never read before.]

Component 3: Language Practice

Time: 5 minutes

- Before reading. *Teacher: This narrative is called The Hare and the Tortoise. It is a type of narrative called a fable. What is a fable?"*

- Writes answer on board. Students copy onto Worksheet.

Answer: A short story that tells a moral truth, often using animals as characters.

- Here are some words we are going to meet from the text (Refer to Worksheet and read.)*

- hare (a large rabbit)
- tortoise (a land animal like a turtle)
- challenged (dared to enter a contest)
- finish line (the end point of a race)
- chagrin (annoyance or anger).

- What do these words mean? (Discuss word meanings, look for context clues, write definitions on board, and get students to copy on to Worksheet.)*

[Teacher notes: You may use illustrations to decode the meaning of the words.]

- Let's practice these words. Say them and their meanings after me. Look at their spelling.*
- Let's put them in a sentence. I'll do the first one.... "Hares look like rabbits but are bigger and are big pests for farmers."*

[Teacher note: Try to get students to write sentences that reveal the meaning of the words.]

- Now with your partner, write a sentence for each of the other words in the list.*
- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Note: Check on student knowledge of the vocabulary required to understand the text. If running short of time, either omit sentence writing or do the activity orally as a class.]

Component 4: Lesson Activity

Time: 25 minutes total

Component 4A Reading the Text

Time: 5 minutes

- Teacher displays Narrative, *The Hare and the Tortoise*. *Has anyone read this story before?*

If so, teacher tells students to listen to the reading and see if this version is the same as the one they have heard.

- Teacher reads the text and tells class before reading to look out for the answer to the question: “Who won the race and how did he win it?”
- Students mark on their copy of the narrative where they got clues for their answers.
- Students write answer on the Worksheet (LC4A) giving reasons.

The Hare and the Tortoise

There was once a hare who was friends with a tortoise.

One day, he challenged the tortoise to a race.

Seeing how slow the tortoise was going, the hare thought he would win this easily. So, he took a nap while the tortoise kept on going.

When the hare woke up, he saw that the tortoise was already at the finish line.

Much to his chagrin, the tortoise won the race while the hare was busy sleeping.

[Adapted from *The Hare and the Tortoise* by Aesop (c. 620 BCE-564 BCE).

Teacher Input: *We are going to look at the different parts of a Narrative. A narrative usually has 3 parts: a beginning, middle and end – but they are not always the same length.*

- *In the beginning we get the answers to the questions, “Who (characters), where and when (setting).”*
- *The middle part is where a problem occurs or something happens to disrupt or confuse the situation (a ‘crisis’) and leads to a sequence of events that lead to a ‘climax’, a big event – like the final battle scene in a war movie.*
- *The end is where the problem is solved, or the action comes to an end as when someone wins the final battle in a war movie – a resolution.*
- *We talked about how narratives start, what starts the action and how the action ends at the start of this lesson. Now you know what happens in each part.*

Component 4B Questions

Time: 10 minutes

- Teacher provides 3 questions in the worksheet and asks students to identify answers and to mark on the text where they got their answers from as the teacher re-reads the text.

Questions:

Q1. Name the main characters.

Q2. What event and /or character sets the action going/ causes the problem?

Q3. Who won the race and how did he win it?

- Students individually write the answers to each question and their reasons for their answers on their Worksheets.

Sample answers:

Q1. The Hare and the Tortoise

Q2. The Hare challenged the Tortoise to a race.

Q3. The Tortoise. The Hare was over-confident and took a nap in the middle of the race which allowed the Tortoise to pass him.

- Teacher leads discussion of answers with focus on matching each question matching with the relevant stage of a narrative (Q1 = Stage 1 Setting; Q2 = Stage 2 Crisis; Q3 = Resolution) and evidence from text.

[Teacher Notes: Check on student understanding of the type of narrative this one is (Fables are imaginary narratives with simple events leading to a moral - before reading the narrative.) before

reading the narrative. Questions in this part involve only **literal comprehension**. Link Questions to stages of a narrative and terms: 'crisis', 'climax' and resolution.]

Component 4C Questions

Time: 10 minutes

- Teacher displays questions on the worksheet.
- Teacher: *Sometimes you will get questions which mean you have to find clues in a number of different places in the text. Sometimes you will have to work out how you feel or what you think about what has happened in the story. Sometimes you will have to 'read between the lines' or to work out what the author means when it is not obviously stated. The main thing here is to have a reason/justification for your answers – that is, something or things that are present in the text which gave you the clues you need for your answer.*

Questions:

Q4. What is the moral or lesson of the story?

Q5. "The Hare is the villain or bad character in the story" – do you agree? Give reasons.

Q6. A parent said, "This story is silly – we don't want our children growing up to be like the Tortoise – he's too slow for the times we live in." Do you agree? Give reasons.

- Students in pairs or singly write answers in their worksheets.
- Teacher leads discussion of student responses with focus on evidence from text.

Suggested answers:

Q4. "Slow and steady wins the race." "Don't be overconfident."

Q5. "The Hare is the villain because he gets overconfident. He only challenges the Tortoise because he thinks he can beat him easily." "The Hare is more a fool than a villain. He gets humiliated through his own fault." "The Hare is not a villain and the Tortoise is no hero – it is not that sort of story."

Q6. Be prepared for a variety of answers here as below:

- "I agree. It is important to be able to do things quickly. You don't get all the time you want to answer questions at school."
- "I disagree. It's important to make sure you get things right and that takes time, and you have to be careful."
- "Neither character is a good role model for life in the 21st century in the Philippines. One is too slow and the other too careless."

[Teacher Notes - for differentiation of learning:

An alternative for Question 5 would be to give the students the 3 answers and ask which one they agree with and why. Same for Question 6 too.

- Another way of asking Question 6 is – "Who would you rather be – the Hare or the Tortoise – fast and good-looking or ugly and boring?" Give reasons.]

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

Q1. The focus of the lesson was on learning about how narratives work. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience.

However, if pressed for time, you may want to do this section as a class discussion].

Segue to the next lesson: In the next lesson we will look at another narrative to give you more practice with reading and interpreting them.

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 2

Identifying Key Ideas in a Narrative

Key Idea

Identifying Key Ideas in a Narrative (Short Story)

Most Essential Learning Competencies

The learner will:

- Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.) EN7RC-IV-b-10
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-b-5

Component 1: Short Review

Time: 7 minutes

- Teacher asks students questions to activate prior knowledge. Teacher elicits answers from students orally before giving class 3 minutes to write their answers on the worksheet. Suggested answers are provided below.

Last time, we read a fable about a hare and a tortoise.

Q1. What is the purpose of a fable?

Q2. What kind of text type is a fable?

Q3. a) How do narratives usually start?

b) What happens in the middle part of the narrative?

c) How do narratives usually end?

- Students record their answers and match the narrative stages with their functions on the Student Worksheet.
- Teacher checks the answers by involving the students.

Suggested answers:

Q1. A fable is a short story intended to teach a lesson.

Q2. A fable is a type of narrative.

Q3.

a) At the start of a narrative, D. the characters are introduced, and E. the setting tells us where and when the story takes place.

b) In the middle part of the narrative, A. a sequence of events leads to a problem or crisis.

c) Narratives usually end with a C. Resolution, where the problem or crisis is resolved. B. Sometimes there is a moral to the story as well.

Component 2 Lesson Purpose

Time: 3 minutes

- Teacher briefly states the purpose/focus of the lesson and explain explicit the learning goal for students.
- *In this lesson, we are going to read another narrative text with a lesson to be learned. The story is based on a traditional folk tale from the Philippines. A folk tale is an old story that gets passed on from generation to generation. Something awful happens to one of the characters ... let us find out! You are going to learn some strategies to help you to find out what happened and why it happened by reading the story very closely.*

Component 3 Lesson Language Practice

Time: 10 minutes

- Teacher defines clearly the words and phrases that are important for students to recognize and understand in the lesson.
- Teacher displays the list of words on the board and reads each word aloud.

Here are some words and phrases from the story the we are going to read. Let us read them together.

- *Itneg* (“the people of the mountains” from Abra in Northern Luzon. Also known as the *Tinguian* during the Spanish period. [Show location on map Appendix 2].
 - blanket (a cloth cover used to keep warm)
 - design (a pattern used to decorate something)
 - stripes (a pattern formed from lines of different color)
 - spirit (ghost or soul of a dead person)
 - companion (person you spend a lot of time with often because you are friends or because you are travelling together)
 - simile (a phrase that uses comparison to describe, e.g., as white as snow, I slept like a log)
 - folk tale (a legend or myth; usually belonging to a particular cultural group, and having a moral or a meaning or an explanation of the creation of the world, animals or natural phenomena. A story that parents have passed on to their children through speech over many years.)
- Teacher elicits and scaffolds student talk about what each word means before moving onto the next word. *What do these words mean?*
 - Teacher instructs students to practice reading words with a partner and to complete the worksheet. *Now it is your turn. Take turns to read the words out loud with a partner and match the words with the meanings on the worksheet.*
 - In pairs, students read aloud to each other; then match the words with their meanings.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading the Text

- Teacher reads text aloud to the class. Students listen and follow along and highlight or underline any words they do not know.
- Students then take turns to read the text to each other and highlight/underline any words they do not know.

The Striped Blanket

Three Itneg men once went to the mountains to hunt deer. They took their blankets with them, for they expected to be gone several days, and the nights in the mountains are cold. Two of the blankets had blue-and-white designs, like those commonly worn by the Itneg. The third blanket was covered with red and yellow stripes like the back of a little wild pig.

At night the men rolled up in their blankets and lay down under a tree to sleep. But while the one in the striped blanket was still awake, two spirits came near and saw him.

“Oh,” he heard one spirit say to the other, “here we have something to eat, for here is a little wild pig.” Then the man quickly took the blanket off one of his sleeping companions and put his own in its place. Very soon the spirits came and ate the man under the striped blanket.

Since that time the Itneg never sleep under that kind of a blanket if they are where the spirits can get them.

[Cole, M. C. (1916/2008). *The Striped Blanket*. *Philippine Folk Tales*. A.C. McClurg & Co.]

Component 4B Questions

- Display questions on board. Teacher models how to identify key words in the questions.
*Here are some questions about the story. Read each question carefully.
What information do we need to find answers to the question?*
- Teacher underlines key words on board. Students locate and underline relevant information in each question on worksheet.
- Teacher models the process of locating and highlighting relevant information for answering the first question. *Can you find the answers in the text?*
- Students locate and underline relevant information in text then answer each question on the worksheet.

[Questions may be answered orally for lower-level students.]

Questions:

Q1. Who are the main characters in the story?

Q2. Where did the story take place?

Q3. Why did the men take their blankets?

- Teacher checks the answers by involving the students.

Suggested answers:

Q1. The main characters in the story are the three Itneg men.

Q2. The story took place in the mountains in Northern Luzon (Abra).

Q3. They took their blankets because they were going out for several days and the nights in the mountains are cold.

Component 4C Questions

- Display questions on board. Teacher models how to identify key words in the questions.

*Let us look at each question carefully. What information do we need to answer the question?
Where can we find the answer? Is it here in the words? Is it hidden in the text? Is it in your head?*

Questions:

Q4. What happened to the man under the striped blanket and why? Look for the words in the text that support your answer.

Q5. How do you think the person with the striped blanket felt? Why do you think he felt that way?

Q6. What would you do if you were the person with the striped blanket? Give reasons for your answer.
(Write your answer in a full sentence in the worksheet.)

- Teacher checks the answers to the questions by involving the students.

Suggested answers:

Q4. The spirits ate him because he looked like a little wild pig: His blanket was “covered with red and yellow stripes like the back of a little wild pig”. He heard one spirit say to the other, “here we have something to eat, for here is a little wild pig.”

Q5. Possible student responses: e.g. He felt scared/frightened/terrified/worried/guilty... because the

spirits thought he was a pig and might eat him. (Reasons may also vary depending on the emotion identified.)

Q6. (A range of student responses is possible. The reason/s given by the students are important and could be used for further class discussion.)

Component 5: Lesson Conclusion

Time: 5 minutes

▪ Teacher displays the questions:

Q1. What did you learn from this story?

Q2. Which questions were the hardest? Can you rank them in order of difficulty?

Q3. How were they different from the easier questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion].

Segue to the next lesson: *In the next lesson, we will look at another narrative to give you more practice with reading and interpreting this type of text.*

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 3

The Language of Literary Description

Key Idea

The Language of Literary Description

Most Essential Learning Competencies

The learner will:

- Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.) EN7RC-IV-b-10
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Discover literature as a tool to assert one's unique identity and to better understand other people (EN7LT-III-b-5)
- Determine the worth of ideas mentioned in the text listened to (EN7LC-IV-g-8.2)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)

Component 1: Short Review

Time: 7 minutes

- Teacher asks students questions to activate prior knowledge. Teacher elicits answers from students orally before giving the class 3 minutes to write their answers on the worksheet. Suggested answers are provided below.

In our last two lessons we read two short narratives, a fable and a folktale.

Q1. In what ways are these narratives similar?

Q2. How are they different?

- Students record their answers on the worksheet.
- Teacher checks the answers by involving the students [~5 minutes]

Suggested answers:

Q1. Both fables and folk tales are old stories, often passed on to us through the generations. They contain events that lead to a crisis which needs to be resolved. Both teach us lessons about life.

Q2. The fable had animal characters whereas the folk tale had human characters.

Component 2: Lesson Purpose

Time: 3 minutes

Teacher briefly states the purpose/focus of the lesson and explains explicit the learning goal for students.

In this lesson, we are going to look at how authors use words in special ways to create rich descriptions so that readers can imagine what the characters and places in stories are like. We are going to look at some literary descriptions from an old classic narrative, this time a fantasy adventure with animal characters.

*We will look closely at some examples of **figurative language** or **figures of speech**. These are words or phrases that create vivid imagery in the minds of the readers, but are not literally true. The words are used in a non-literal way to express certain ideas and feelings.*

Component 3: Lesson Language Practice

Time: 10 minutes

Teacher teaches explicitly the instruction on the words and phrases that are important to learners in recognizing and understanding the text.s

- Teacher displays the list of words on the board, reads each word aloud, and elicits student talk about what each word means before moving onto the next word.

Here are some words and phrases from the texts we are going to read. Let's read them together. What does each word mean?

- watered silk (silk or fabric that is woven to have a wavy, shiny pattern)
- cunning (clever at planning to get one's own way, especially by tricking others)
- bold (daring and brave)
- reckless (dangerously careless; not cautious)
- wounded (injured)
- splendid (magnificent; very impressive)
- causeway (a raised road or track across low or wet ground)
- splinters (small, thin, sharp pieces of wood)
- hinge (piece of metal that fastens the edge of a door to something else so it can open or close)
- battlement (a wall around the top of a castle)
- decayed (rotted, damaged)
- creepers (plants that grow along the ground, or up walls or trees)

Some of the phrases in the text are similes. Similes describe something by comparing it to something else, using like or as, e.g.

- panther markings **like** the pattern of watered silk
- a voice **as** soft **as** wild honey dripping from a tree

Similes follow two simple patterns [write on the board]:

_____ as _____ as
_____ like _____

- Teacher instructs students to practice reading the words with a partner and to complete the worksheet. *Now it's your turn. Take turns to read the words out loud with a partner and write the meanings on the worksheet.*
- *Then with your partner, think of some similes that you know, e.g. as white as snow; as busy as a bee; eats like a pig; chatters like a monkey.*

[Teacher note: A *simile* is a figure of speech which compares one thing with another thing of a different kind, to make a description more vivid.]

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading the Text [5 mins]

- Teacher reads the text aloud to the class. Students listen and follow along, and highlight or underline any similes they come across.

I'm going to read two short descriptions from an old classic called 'The Jungle Book.s' The first one describes a character from the book. See if you can spot any similes as I read the text out loud. The second one describes a place in the story.

Literary Descriptions from *The Jungle Books* by Rudyard Kipling

Text 1 - Character

A black shadow dropped down into the circle. It was Bagheera the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path, for he was as cunning as Tabaqui, as bold as the wild buffalo, and as reckless as the wounded elephant. But he had a voice as soft as wild honey dripping from a tree, and a skin softer than down.

Text 2 - Place

Mowgli had never seen an Indian city before, and though this was almost a heap of ruins it seemed very wonderful and splendid. Some king had built it long ago on a little hill. You could still trace the stone causeways that led up to the ruined gates where the last splinters of wood hung to the worn, rusted hinges. Trees had grown into and out of the walls; the battlements were tumbled down and decayed, and wild creepers hung out of the windows of the towers on the walls in bushy hanging clumps.

- In pairs, students then take turns to practice reading the texts aloud. *Now it's your turn to practice reading the texts to each other.*

Component 4B Questions [10 mins]

- Display questions on board. Teacher models how to identify key words in the questions.
Here are some questions about the descriptions we just read. Read each question carefully.

Questions

Q1. Who or what is described in Text 1? Who or what is described in Text 2?

Q2. Find at least three (3) similes that describe the character in Text 1.

Q3. Would you want to be friends with someone like the character in Text 1? Why or why not?

- Teacher checks the answers by involving the students [~5 minutes]

Suggested answers:

Q1. Bagheera the Black Panther; an Indian city

Q2. as cunning as Tabaqui, as bold as the wild buffalo, as reckless as the wounded elephant; a voice as soft as wild honey dripping from a tree, and a skin softer than down

Q3. (Be prepared for a variety of responses. Focus on students' reasons, which may include meanings inferred from the text.)

Component 4C Questions [10 minutes]

- Display questions on the board. Teacher models how to locate information to answer the questions.
Where can we find the answer? Ask yourself: Is it here in the words? Is it hidden in the text? Is it in my head?

Questions

Q4. What is the place like in the second text? Write one sentence to describe the place in your own words. Find the words in the text that support your answer.

Q5. The second text uses many words to create an image of an ancient city. Find words and phrases that suggest this place was very old.

Q6. Draw a picture of the place described in the text.

- Teacher checks the students' responses and provides feedback. [~ 5 minutes]

Suggested answers:

Q4. Various responses are possible e.g. The Indian city was once very grand but has fallen into ruins. It is a walled city on a hill that looks like an old fort or castle. etc.

Q5. Heap of ruins; long ago; ruined gates; last splinters; worn, rusted hinges; tumbled down and decayed.

Q6. Be prepared for a variety of visual interpretations.

Component 5: Lesson Conclusion

Time: 5 minutes

Q1. What did you learn about the language used in literary descriptions from this lesson?

Q2. Which questions were the hardest? Can you rank them in order of difficulty? (Give a rating of 1 for the easiest, and 10 for the hardest questions.)

Q3. How were the difficult questions different from the easier questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion].

English Grade 7 Lesson Plan 4

Identifying Features of Poems

Key Idea

Identifying Features of Poems

Most Essential Learning Competencies

The learner will:

- Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.) EN7RC-IV-b-10
- Discover literature as a tool to assert one's unique identity and to better understand other people (EN7LT-III-b-5)
- Determine the worth of ideas mentioned in the text listened to (EN7LC-IV-g-8.2)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)

Component 1: Short review

Time: 7 minutes

- Teacher: *In our last three lessons, we read a variety of literary texts. There were two short stories - a fable and a folktale, and two short literary descriptions from a longer narrative (novel).*
- Teacher displays and reads questions. Teacher elicits answers from the students orally to Question 1 before giving class 3 minutes to write their answers to Question 2 on the worksheet.

Questions:

Q1. What do these texts have in common? (How are they similar?)

Q2. What is the author's purpose in telling these kinds of stories?

- Teacher samples answers to the questions, providing feedback and scaffolding student answers where needed to activate student's prior knowledge. Be prepared for a variety of responses.

Suggested Answers:

Q1. They tell fictional or imaginary stories; they are not factual or real; they have animal and human characters; they are literary texts.

Q2. To entertain; to teach lessons about life in an entertaining way. Folk tales are also told to share a common history, to reinforce cultural values, or highlight important traditions.

Component 2: Purpose of the lesson

Time: 3 minutes

- Teacher: *In this lesson, we are going to look at another type of literary text that tells a story, except this time it's in the form of a poem. A poem which tells a story is called a narrative poem.*

Narrative poems are similar to narrative stories - they have characters, a setting, and a plot. But they can be organized in different ways. Short stories are written in sentences and paragraphs. On the other hand, poems are written in verses and stanzas.

Component 3: Language Practice

Time: 5 minutes

Teacher provides explicit instruction on the words and phrases that are important for students to recognize and understand in the lesson.

- Teacher displays the list of words on the board and reads each word aloud.

Here are some words that are important for understanding the poem that we are going to read. We are going to say them together and then talk about their meanings so, you will be able to understand the text when I read it. These words are written on your Worksheet (see C3). The words are:

- verse (writing that is arranged in short lines with a regular rhythm; poetry)
- stanza (a group of lines within a poem)
- balmy (warm and pleasant weather)
- bonds (close connections joining people together)
- woes (big problems or troubles; great sadness)
- fiesta (a festival where people celebrate with a feast and music and dancing)
- cherished (lovingly cared for and protected; adored)

- *Let us practice these words. Say them and their meanings after me. Look at their spelling. Let us put them in a sentence. I will do the first one....*

“The last word in every verse of the poem rhymes.”

- *Now with your partner, write a sentence for each of the other words in the list.*
- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Notes: Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Sound devices like rhyme, alliteration, consonance, onomatopoeia, etc. are introduced in the earlier grades. Draw attention to examples from the poem to remind students of how these devices are used.]

Component 4: Lesson Activity

Time: 25 minutes in total

Component 4A Reading the text [~ 5 minutes]

Teacher: *This poem is a narrative poem. It is called a narrative poem because it tells a story. Sound devices like rhyme and alliteration are used throughout the poem to create special effects. Underline examples when you hear them as I read.*

Untitled poem

In balmy fields where rice stalks sway,
We laughed and played the Filipino way.
Underneath the mango tree's shade,
In childhood dreams, our bonds were made.

From childhood games to teenage woes,
We journeyed together as friendship grows.
Through fiestas, storms, and starlit nights,
We shared our joys, we faced our frights.

Though miles may part us, memories stay,
Forever cherished, come what may.
In the Philippines, our bonds are strong,
With friends like family, we belong.

(Adapted from ChatGPT <https://chat.openai.com/c/3db16469-81dc-427c-91be-5514bd7333c1>)

Component 4B Questions [~10 minutes]

- Teacher reads each question and asks students to write answers on their Worksheets.

Questions:

- Q1. Describe the structure of the poem. (How many stanzas? How many verses?)
Q2. What sound devices are used in the poem? List some examples from the poem.
Q3. This is a narrative poem. Can you identify the character/s, the setting, and the plot?

Suggested answers:

- Q1. The poem has three stanzas, each with four lines (or verses) in each stanza. The poem is about friends growing up together in the Philippines from childhood through the teenage years.
Q2. Rhyme - the first two lines and last two lines in each stanza rhyme e.g. sway-way, shade-made, woes-grows etc. The rhyming couplets (two lines) help to make the poem sound musical and enjoyable to recite.
Consonance – consonant sounds are repeated e.g. rice stalks sway, storms and starlit nights;
Alliteration – first letter of words close together are repeated e.g. faced our frights, friends like family.
Q3. The poem is about friends (characters) growing up together in the Philippines (setting); sharing experiences from childhood e.g. laughing and playing games in the fields and under mango trees, through to the good and bad times of the teenage years e.g. journeying together...shared our joys etc. (plot).

- Teacher asks the students to volunteer their answers, giving feedback and scaffolding their answers.

Component 4C Questions [~10 minutes]

- Teacher displays Questions 4-6 and asks students to write answers on their Worksheets.

Questions:

- Q4. What title would you give this poem?
Q5. What is the problem or complication stated in the last stanza?
Q6. How is the problem or complication in the last stanza resolved? (What is the resolution?)

Suggested answers:

- Q4. Be prepared for a variety of answers e.g. 'With friends like family', 'Bonds of friendship', 'Friends for life'
Q5. The first line in the last stanza states the problem "Though miles part us." This means that the friends are no longer living close to each other sharing all their experiences.
Q6. The resolution is also in the first line (verse) of the last stanza –the problem (distance that separates the friends) is solved by cherishing the memories they share.

- Teacher asks the students to volunteer their answers, acknowledging student responses and scaffolding their answers where needed.

[Teacher Notes: Question 4 could be done as a class, with the teacher writing answers on the board and students voting on their favorite title. Question 5 could be done in pairs on the Worksheet. This would allow more time for the students to write and for the teacher to sample their answers by getting students to read their writing aloud.]

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

- Q1. The focus of the lesson was on learning about some features of narrative poetry. How has the lesson helped you to identify these features?
- Q2. Which questions were easy to answer? Why?
- Q3. Which questions were harder to answer? What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion].

English Grade 7 Lesson Plan 5

Comparing Features of Poems and Short Stories

Key Idea

Comparing Features of Poems and Short Stories

Most Essential Learning Competencies:

- Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.) EN7RC-IV-b-10
- Discover literature as a tool to assert one's unique identity and to better understand other people (EN7LT-III-b-5)
- Determine the worth of ideas mentioned in the text listened to (EN7LC-IV-g-8.2)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)

Component 1: Short review

Time: 7 minutes

- Teacher: *This week we have looked at some literary texts whose main purpose is to tell us a story. We started with narrative short stories, like the fable and folktale, and a narrative poem. We also looked at figurative language in literary descriptions and how figures of speech (e.g. similes) and sound devices (e.g. rhyming words) can also be used in poetry to create interesting effects.*
 1. What are some figures of speech you know? Name the figure of speech and give an example.
 2. What sound devices do you know? Name the sound device and give an example.
 3. Figures of speech and sound devices are literary techniques that authors use to create different effects with words in stories and poems. What effect do these techniques have on you as a reader or listener?
- Teacher asks students to write their answers on the Worksheet. Then ask students to volunteer their answers and give feedback.
- Expect a variety of answers and be prepared to correct and scaffold student answers.

Suggested Answers:

1. Answers could include different figures of speech: *simile* (e.g. as black as night); *metaphor* (e.g. the night sky was an inky blanket); *personification* (e.g. the sunlight danced through the forest)
2. Answers could include different sound devices: e.g. rhyme (play-day), alliteration (six sleepy sloths), assonance, consonance, onomatopoeia etc.
3. Expect a variety of answers. Answers could relate to students' feelings, senses, imagining, the effects on enjoyment when reciting poetry, etc.

[Teacher Notes: Answers could include students' prior knowledge of literary devices from previous grades as well as what has been studied in the learning camp lessons.]

Component 2: Purpose of the lesson

Time: 3 minutes

In this lesson, we are going to compare and contrast different types of literary texts. We are going to look at the similarities and differences between a short story and a narrative poem.

Component 3: Lesson Language Practice

Time: 5 minutes

- *Here are some words that we have met before while learning about literary texts. We will practice these words again in this lesson. Let us say each word together.*

Vocabulary (Revise):

- Narrative (a spoken or written text that tells a story)
- Setting (where and when a story takes place)
- Sequence of events (the order in which things happen)
- Crisis (a time when a problem is at its worst)
- Resolution (a solution to a crisis or problem)s

- *Now let's go over what each word means.*

Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board. Students write each definition on their worksheets.

Component 4 Lesson Activity

Time: 25 minutes in total

Component 4A Reading the text (~10 minutes)

- Teacher reads *The Carabao and the Shell* and a *narrative poem* (from Lesson 4) drawing attention to the stages/structure of each text:
 - a. Read paragraph one of each text to ask students to locate who is involved, when the events take place and where the events take place (Setting)
 - b. Point out the problem that causes the events that are the focus of the story (sequence of events) to take place in the narrative (Crisis)
 - c. Point out how the narrative concludes with a solution to the problem (Resolution) and contains a lesson to be learned.

Text 1: *The Carabao and the Shell*

One very hot day, when a carabao went into the river to bathe, he met a shell, and they began talking together.

"You are very slow," said the carabao to the shell.

"Oh, no," replied the shell. "I can beat you in a race."

"Then let us try and see," said the carabao.

So they went out on the bank and started to run.

After the carabao had gone a long distance he stopped and called, "Shell!"

And another shell lying by the river answered, "Here I am!"

Then the carabao, thinking that it was the same shell with which he was racing, ran on.

By and by he stopped again and called, "Shell!"

And another shell answered, "Here I am!"

The carabao was surprised that the shell could keep up with him. But he ran on and on, and every time he stopped to call, another shell answered him. But he was determined that the shell should not beat him, so he ran until he dropped dead.

Text 2: *Friends*

In balmy fields where rice stalks sway,
We laughed and played the Filipino way.
Underneath the mango tree's shade,
In childhood dreams, our bonds were made.

From childhood games to teenage woes,
We journeyed together as friendship grows.
Through fiestas, storms, and starlit nights,
We shared our joys, we faced our frights.

Though miles may part us, memories stay,
Forever cherished, come what may.
In the Philippines, our bonds are strong,
With friends like family, we belong.

(Adapted from ChatGPT <https://chat.openai.com/c/3db16469-81dc-427c-91be-5514bd7333c1>)

Component 4B (~ 5 minutes)

- Teacher reads out each question and asks students to write their answers on the Worksheet. [See Teacher Notes for alternative to Worksheet approach].

Questions:

- Q1. What type of literary texts are texts 1 and 2?
- Q2. How are they similar? List three similarities.
- Q3. How are they different? List three differences.

- Teacher asks the students to volunteer their answers, giving positive feedback.

Suggested Answers:

- Q1. Text 1 is a narrative short story – a fable; text 2 is a narrative poem.
- Q2. Both texts have a narrative structure - opening with a description of who is involved and where it happens, followed by a sequence of events.
- Q3. Text 1 is a fable, written in prose (sentences and paragraphs), with animals as the main characters – they speak and behave like humans – the events could never have happened but have been invented to make a point or convey a message. Text 2 is a poem, written in stanzas; the characters are human, and the events are ordinary human events.

Component 4C Questions (~10 minutes)

- Teacher asks students to write their answers on the Worksheet.

Questions:

- Q4. Look at the first paragraph/stanza of each text. In what ways are they similar?
- Q5. Look at the last paragraph/stanza of each text. How do they compare?
- Q6. Read the following statement about narrative poems and short stories – do you agree with it? Give

reasons in a short paragraph on your Worksheet.

I prefer poems to short stories. Poems are more enjoyable because they have interesting structures and writers can use language more creatively to describe what happens and to express their emotions. In comparison short stories are written using just sentences in paragraphs, which are not as interesting for the reader.

- Teacher asks the students to volunteer their answers, giving positive feedback.

Suggested Answers:

Q4. Both give information about who is involved and where and when the stories take place (Setting).

Q5. 'The Carabao and the Shell' ends with the death of the carabao. He did not get any lesson from it. 'Friends' ends in a positive way. The crisis (being apart by distance) is resolved by cherishing the memories.

Q6. Students will choose whether to agree or disagree – the focus here is on the reasons they give and examples from the texts to support their answers.

[Teacher Notes: Questions 4 and 5 could be done as a class discussion, with the teacher writing answers on the board. Question 6 could be done in pairs on the Worksheet. This would allow more time for the students to write and for the teacher to sample their answers by getting students to read their writing aloud.]

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

- Q1. The focus of the lesson was on learning about comparing different kinds of literary texts. How has the lesson helped you to understand their similarities?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: Ask students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 6

Deliberate Practice: Key Elements of Narrative Texts

Key Idea

Key Elements of Narrative Texts

Most Essential Learning Competencies

- Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.) EN7RC-IV-b-10
- Identify the genre, purpose, intended audience and features of various viewed texts EN7VC-I-d-6
- React to what is asserted or expressed in a text
- Express one's beliefs/convictions based on a material viewed EN7VC-IV-i-16 Q3
- Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-b-5

Component 1: Short Review

Time: 7 minutes

- Teacher asks students questions to activate prior knowledge.
- *In our lessons this week, we learned about different types of literary texts – narratives (short stories), literary descriptions and narrative poems.*

Questions:

Q1. How are short stories and narrative poems similar?

Q2. How are they different?

- Students record their answers on the worksheet.
- Teacher checks the answers by involving the students.

Suggested answers:

- Q1. The setting and characters are introduced at the beginning (G); a problem or conflict develops in the story (C) and gets resolved at the end (E); there is a moral or lesson to the story (D); the events aren't always in time order (I). They can both use figurative language e.g. similes, metaphor, personification (J); the author's purpose is to entertain and educate readers by telling a story (K).
- Q2. Poems and short stories have different structures (short stories have paragraphs and sentences (A); poems have stanzas and verses (F); rhyme and repetition and other sound devices make poems enjoyable to read (B).

Component 2: Purpose of the lesson

Time: 3 minutes

- Teacher briefly states the purpose/focus of the lesson and makes explicit the learning goal for students.
- *In this lesson, we are going to bring together what we know about the key elements of a narrative.*

Component 3: Lesson Language Practice

Time: 5 minutes

- Teacher displays the list of words on the board and reads each word aloud.
 - **characters** (the people who take part in a story)
 - **setting** (where and when a story takes place)
 - **plot** (what happens in a story, the sequence of events)

- **conflict** (the challenge or problem the main characters need to solve to achieve their goals)
 - **climax** (the high point or crisis in a story)
 - **resolution** (how things end up in a story when the problem is solved)
 - **theme** (the main idea or lesson of the story)
- Students complete the table of words and their meanings on the Worksheet.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading the texts

- Teacher reads Text 1 *The Flood Story* aloud to the class.
- Teacher then asks students to look carefully at the *Story Mountain* and to pay attention to its shape and structure. Read aloud the caption at each stage.

Text 1 *The Flood Story* *Bukidnon (Mindanao)*

A long time ago there was a very big crab which crawled into the sea. And when he went in, he crowded the water out so that it ran all over the earth and covered all the land.

Now about one moon before this happened, a wise man had told the people that they must build a large raft. They did as he commanded and cut many large trees, until they had enough to make three layers. These they bound tightly together, and when it was done, they fastened the raft with a long rattan cord to a big pole in the earth.

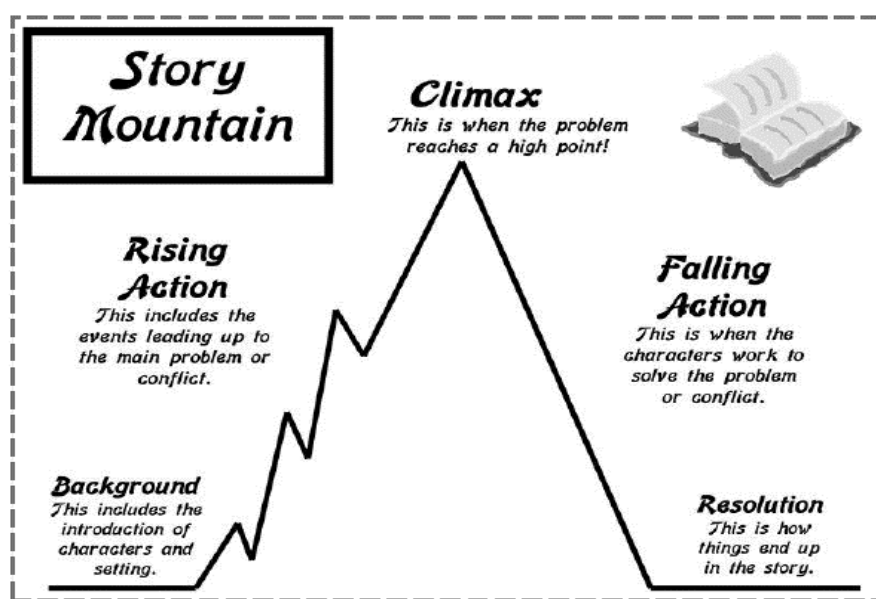
Soon after this the floods came. White water poured out of the hills, and the sea rose and covered even the highest mountains. The people and animals on the raft were safe, but all the others drowned.

When the waters went down and the raft was again on the ground, it was near their old home, for the rattan cord had held.

But these were the only people left on the whole earth.

[Cole, M. C. (1916/2008). *The Flood Story*. *Philippine Folk Tales*. A.C. McClurg & Co.]

Text 2 *Story Mountain*



[Story Mountain (nd). *7th Grade Humanities Graphic Organizers*. <http://7thgradehumanities.weebly.com/organizing.html>]

Component 4B Questions

- Teacher displays questions on the board.

Questions

Q1. Who are the main characters in the *Flood Story*?

Q2. What is the setting of the story?

Q3. What text type does the story mountain diagram represent? Give reasons for your answer.

- Students write their answers on the Worksheet.
- Teacher checks the answers by involving the students.

Suggested Answers:

Q1. The main characters are the crab, the wise man, and the people.

Q2. The story takes place on earth (where?), a long time ago (when?).

Q3. The Story Mountain represents a narrative text type. Possible reasons, e.g.:

- The events in a story build up to a high point (climax) like the peak of a mountain then gradually fall to its base in the resolution.
- The mountain is a metaphor for the structure of a story.

Component 4C Questions

- Display questions on board. Students write their answers on the Worksheet.

Questions

Q4. Which paragraphs from the *Flood Story* match the stages in the *Story Mountain*?

Q5. What type of text is Text 1 *Flood Story*? Find evidence from the text to support your answer.

Q6. What is the theme or main idea of *Flood Story*?

- Teacher checks the answers to the questions by involving the students [~ 5 minutes]

Suggested answers (Various answers are possible for Q5 and Q6):

Q4. Paragraph 1-Background; Paragraph 2-Rising Action; Paragraph 3-Climax; Paragraph 4-Falling Action; Paragraph 5-Resolution

Q5. Narrative; a traditional folktale or myth. It is a narrative because...

- It's imaginary - a crab caused the flood which covered the earth (paragraph 1).
- Events are not in chronological order - the flood described in paragraph 1 doesn't happen until paragraph 3.
- The writer uses flashback - in paragraph 2 it states, "Now about one moon before this happened..."

Q6. Various answers are possible, e.g.,

- People who listened to the wise man worked together to prepare for the flood and survived.
- People who act on good advice do better in life.

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher displays the questions:
 - Q1. The focus of the lesson was on bringing together what you've learned about narrative texts. How has the lesson helped you to understand this?
 - Q2. Which questions were easy to answer? Why?
 - Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting the students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience.

However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *Next week our focus will be on informational text types.*

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 7

Reading Recounts

Key Idea

Reading Recounts

Most Essential Learning Competencies:

- Use appropriate reading strategies to meet one's purpose (e.g., Scanning, skimming, close reading, etc.) (EN7RC-IV-b-10)
- Use appropriate reading strategies for various text types (EN7RC-IV-b-10)
- Summarize key information from a text (EN6OL-IVj-3.6)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)

Component 1: Short review

Time: 7 minutes

- Teacher: *Last week we talked about different types of literary texts. We focused on types of text that tell a story i.e. narratives e.g. fables, folktales and narrative poetry. Literary texts are mostly imaginary or fictional; the stories are made up; they are not real.*
- *This week we are going to focus on types of texts that give us factual information. In this lesson, we are going to look at type of text that involves a sequence of events, except this time it's not a fictional, imaginary text but a non-fiction, factual text.*
- Teacher displays and reads questions. Teacher elicits answers from students orally before asking them to write their answers on the worksheet.

Questions:

Q1. What type of factual text retells a sequence of events that happened in the past?

Q2. A biography is an example of a recount. What is a biography? What information would you expect to find in a biography?

Q3. In what ways is a factual text, like a biography, different from a fictional text?

- Teacher samples answers to Questions 2 and 3, providing feedback.

Suggested Answers

Q1. Recount.

Q2. A biography is a recount of a person's life. The first part introduces who the person is; the main part is a sequence of important events in their life; sometimes there is a final comment on their life and achievements.

Q3. A factual recount retells events about real characters that actually happened whereas a fictional text is an imaginary story about events and characters that might be based on some aspect of reality or totally made up. (Be prepared for additional answers from students.)

Component 2: Purpose of the lesson

Time: 3 minutes

Teacher: *In this lesson, we are going to look in detail at a Recount. Recounts retell events that happened in the past. They are written in the past tense. They generally have 3 stages: first, similar to a narrative, they begin with who is involved, and when and where the events happen (sometimes called an Orientation);*

second, they outline the sequence of events; third, and this an optional section, there may be a comment about the events or person. The recount we are going to read is a biography of a well-known person in Philippine history.

Component 3: Language Practice

Time: 5 minutes

Teacher provides explicit instruction on the words and phrases that are important for students to recognize and understand in the lesson.

- Teacher displays the list of words on the board and reads each word aloud.

Here are some words that are important in the recount we are going to read.

- **inspiring** (encouraging, or making you feel you want to do something positive or creative)
 - **significant** (very important)
 - **colonial rule** (one country taking political control of another country and occupying it)
 - **rebels** (a group of people who oppose and resist an established government or leader)
 - **cause** (a movement to which one is committed and which one is prepared to defend)
 - **unwavering** (continuing in a strong and steady way)
- *Let's practice these words. Say them and their meanings after me. Look at their spelling. Let's use them in sentences. I'll do the first one:*
 - *"An **inspiring** leader can motivate people to achieve their very best."*
 - *See how the sentence contains the meaning of the word.*
 - *Now with your partner, write a sentence for each of the other words in the list.*
 - Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Note: Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 25 minutes in total

Component 4A Reading the text [~ 5 minutes]

Melchora Aquino – A Biography

Melchora Aquino, affectionately known as "Tandang Sora" or "Mother of the Philippine Revolution," was a brave and inspiring woman who played a significant role in the struggle for Philippine independence.

Born on January 6, 1812, in Caloocan City, Philippines, she grew up in a time when the country was under Spanish colonial rule. In 1896, during the Philippine Revolution, Aquino supported the Katipunan, a secret society fighting for independence. She provided shelter, food, and nursing care to Filipino rebels, including their leader, Andres Bonifacio. However, the Spanish authorities discovered her involvement and arrested her in 1897. After serving a prison sentence, she continued supporting the Filipino cause until her death on March 2, 1919.

Aquino's unwavering bravery and commitment to freedom inspire generations of Filipinos to this day. Melchora Aquino is remembered as a national hero of the Philippines and her image is featured on the Philippine twenty-centavo coin.

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

Component 4B Questions [~10 minutes]

- Teacher reads each question and asks students to write answers on their Worksheets.

Questions

- Q1. What other names was Melchora Aquino known by?
- Q2. What did Aquino do to support the Katipunan in their fight for independence?
- Q3. Why was Melchora Aquino arrested and sent to prison?

Suggested answers

- Q1. 'Tandang Sora' (old Sora) and 'Mother of the Philippine Revolution'
- Q2. She provided shelter, food, and nursing care to Filipino rebels and their leader.
- Q3. The Spanish authorities discovered that she was helping the rebels (Katipunan).

- Teacher asks the students to volunteer their answers, giving positive feedback.

Component 4C Questions [~10 minutes]

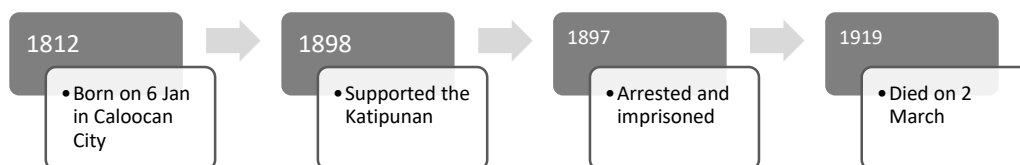
- Teacher displays Questions 4-6 and asks students to write answers on their Worksheets.

Questions

- Q4. What do we learn about Melchora Aquino in the first part of the recount (Orientation)?
- Q5. Create a timeline of Aquino's life based on the sequence of events in the second part of the Recount.
- Q6. From the comment in the last part of the recount, why is Melchora Aquino regarded as a national hero?

Suggested answers

- Q4. She was a brave and inspiring woman who was very important in the fight for Philippine independence.
- Q5. Sample timeline.



- Q6. She is regarded as a national hero because of her unwavering bravery and commitment to the freedom of The Philippines.

- Teacher asks the students to volunteer their answers, giving positive feedback.

[Teacher Notes: Question 4 could be done as a class discussion, with the teacher writing answers on the board. Question 5 could be done in pairs on the Worksheet. This would allow more time for the students to write and for the teacher to sample their answers by getting students to read their writing aloud.]

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

- Q1. The focus of the lesson was on learning about how recounts work. How has the lesson helped you to understand that?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion].

Segue to the next lesson: *Next week our focus will be on expository texts.*

English Grade 7 Lesson Plan 8

Locating and Interpreting Information in Expository Texts

Key Idea

Locating and Interpreting Information in Expository Texts

Most Essential Learning Competencies:

- Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.) (EN7RC-IV-b-10)
- Use appropriate reading strategies for various text types (EN7RC-IV-b-10)
- Summarize key information from a text (EN6OL-IVj-3.6)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)

Component 1: Short review

Time: 7 minutes

- Teacher: *So far, we've looked at one type of informational text. The biography we studied in the previous lesson is a factual recount – it retells factual events in chronological order. Over the next few lessons, we will explore other types of informational texts such as Expository and Explanation texts.*
- Teacher writes the following heading on the board.

Q1. Look at these headings taken from textbooks and decide whether they are Expository or Explanation text types – write your answers on the Worksheet:

1. *How Does Rain Happen?*
2. *Tornadoes, Cyclones and Hurricanes*
3. *Japan*
4. *Why the Dinosaurs Became Extinct*

- Teacher asks students to volunteer answers and reasons and gives feedback.

Answers:

1 and 4 are Explanations – 2 and 3 are Expository (Information Reports).

- Teacher asks students to volunteer answers and reasons and gives feedback.

Q2. With a partner, work out 3 types of information you would expect to find in a text called 'Tornadoes, Cyclones and Hurricanes' and write them on your worksheet.

- Teacher asks for answers and writes them on board.

Possible answers:

1 Definitions of tornadoes, cyclones and hurricanes; 2 differences between them; how they formed; how they are named; features of tornadoes, cyclones and hurricanes; 3 big ones from the past; damage from cyclones, hurricanes etc.

Component 2: Purpose of the lesson

Time: 3 minutes

- *In this lesson, we look at a short Expository text and we are going to see how it works so that when you get a text to read that you have not seen before you know:*
 1. *what the purpose of the text is*
 2. *how it works – its parts or structure – how it starts and then how the rest of it is organized, and*
 3. *where its most important information is located.*

- *Expository texts that provide information about a topic usually have 2 major components:*

1. *A definition of the topic or thing, sometimes called a classification, and*
2. *Paragraphs describing each of the various aspects of the topic or thing.*

Some expository texts may have a third feature – a conclusion, usually in the form of a general statement about the topic or thing. It's not always there though because the main thing about these types of texts is to give you a lot of organized information on the topic but not always an opinion about it.

[Teacher Notes: Emphasize that the lesson will help the students know what to look out for or what are the important bits when they have to read expository or informational texts that they've never read before – such as in a test or examination.]

Component 3: Lesson Language Practice

Time: 5 minutes

- *This text is called Multimedia and it gives information about what multimedia is and the many different forms it takes.*
- *Here are some key words from the text that you may not know or remember. Let us say each word together.*

Vocabulary

- **multimedia** – *We will get the answer to this from the very first paragraph of the text, so look out for it when I read it aloud.*
 - **integrated** – *let us see if we can work out the meaning of this word from the words that are around it when I read the text aloud* [A. a number of different things combined together in such a way that they form a whole]
 - **animation** (cartoons)
 - **interactivity** (“the ability of a computer, program or other content to respond to the actions of the person who is using it.”)
 - **hypermedia** – *Again the meaning of this word will become clear when I read the text – look out for it.* [A. another term for multimedia, usually involving links between sites and functions on the internet]
 - **infographics** (a visual rather than a verbal presentation of data or information)
 - **webinar** (an event on the internet where people can join in using their computer; web+inar = a seminar on the web).
- *Now let us go over what each word means.*
 - Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board. Students write each definition on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes in total

Component 4A Reading the text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3, especially the meanings of ‘multimedia’ and ‘hypermedia.’
- Teacher reads the sentence containing ‘multimedia’ and ‘integrated’ and does a Think Aloud to demonstrate how the meaning of the words can be worked out using context clues.
- “Think-alouds are strategies that educators employ to help students monitor their thinking while reading. As a result, students improve their comprehension, confidence, and reading abilities.”

Multimedia

Multimedia is a form of communication that combines different content forms integrated together. Whenever text, audio, still images, animation, video, and interactivity are combined, the result is multimedia. Other terms that are sometimes used for multimedia include hypermedia or rich media.

An example of multimedia is a web page with animation. Multimedia can be also an interactive media such as video games and CDROMS. Slides for example are considered to be multimedia as they combine text, images, sometimes video, and other types.

Below is a list of various multimedia formats used in education.

- Text and Graphics – PowerPoint, diagrams, infographics, and slideshow presentation
- Audio – Podcast
- Video – screen capture, lecture capture, talking head, animation, and glass screen
- Others – webinar and online meeting, blogs, and interactive content.

There are other multimedia formats used in business, entertainments, recreation, and the likes.

Multimedia plays an important role in our society. It enables us to keep up with the times.

[Philippines Department of Education (nd). *Multimedia*. English 7 Q3 Week 1 (p.3).]

Component 4B Questions [10 minutes]

- Teacher displays questions.

Answer these questions on the worksheet, but let's do the first one together – we have already talked about the answer to it.

Look at the opening paragraph or section of this text – what sort of information do we get here – what is a single word that describes this paragraph?

Questions:

Q1. What goes in the opening paragraph of an expository text?

Q2. Give a heading for each paragraph in the text to indicate what aspect of multimedia it is about.

Match each heading to the components of the expository texts that we talked about at the start of the lesson.

Q3. How does the author show that multimedia 'enables us to keep up with the times'?

- Teacher directs students to answer Questions 2-5 on their Worksheets.
- Teacher samples answers from students to each question.

Suggested answers:

Q1. Definition or classification of multimedia

Q2. Be prepared for differently worded answers here but they should be close to Paragraph 1.

Definition; Paragraph 2. Examples of multimedia (Aspect of multimedia 1); Paragraph 3. Examples of multimedia in education (Aspect of multimedia 2); Paragraph 4. Multimedia in other areas (Aspect of multimedia 3); Paragraph 5. Importance of multimedia (Conclusion).

Q3. By showing how many different types of work and professions use multimedia now.

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers on the Worksheet.
- *Answer these questions on the worksheet, but let us do the first one together. I am going to read the text again slowly and as I do I want you to put your hand up to tell me whenever I mention an example of multimedia and we will underline it in the text and write it in your Worksheet.*
- Teacher reads paragraphs 1 and 2 and students underline answers on their copy of the text and then write on their worksheets.
- *Now I want you to try Question 6 with a partner. Write a shorter version of the text as if it was an advertisement showing how wonderful multimedia texts are. Be ready to share your new text with the group. This activity involves turning an Expository text into a Persuasive text and using factual information to support what you are saying in the advertisement. We will learn more about Persuasive texts next week.*

Questions:

Q4. List the things in the first two paragraphs that are examples of multimedia when used together.

Q5. Define multimedia in your own words.

Q6. Imagine that your job was to design an advertisement for multimedia that would show its benefits to society. You have to write the script for a webpage or TV advertisement.

- a. How would you change the heading?
- b. How would you change the first paragraph?
- c. How would you change the last sentence?
- d. What visuals would you add?

- Students read/perform their advertisements. Teacher gives feedback on:
 - How students changed the original text
 - How much information they included in their advertisement.

Suggested answers:

Q4. Text, audio, still images, animation, video, and interactivity.

Q5. (Varied answers possible) Multimedia is a combination of different types of forms of communication like text, audio, still images, animation, video, and interactivity into one text.

Q6. Be prepared for a range of answers – the main thing here is for students to see how information can be used for two different purposes in two different types of texts.

[Teacher Notes: Feel free to do Questions 4 and 5 as a class and focus on Question 6 if you are running short of time.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher displays the questions:

Q1. The focus of the lesson was on learning about how information is presented in an Expository text. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *“We will return to giving you more practice with Expository texts and extending it to other types of texts in future lessons.”*

REMINDER: Collect student worksheets to review and analyze students’ learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 9

Locating and Interpreting Information in Graphs

Key Idea

Locating and Interpreting Information in Graphs

Most Essential Learning Competencies:

- Use appropriate reading strategies to meet one's purpose (EN7RC-IV-b-10)
- Transcode information from linear to non-linear texts and vice-versa (EN8RC-IIe-11)
- Summarize key information from a text (EN6OL-IVj-3.6)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- Use phrases, clauses, and sentences appropriately and meaningfully (EN7G-II-a-1)

Component 1: Short review

Time: 7 minutes

- Briefly review the features of informational texts encountered so far, using the questions as guides and inviting oral contributions from students.
- *This week we've been learning about different types of informational texts.*

Questions:

- Q1. What are some types of informational texts that you know?
- Q2. What is the purpose of informational texts?
- Q3. What are some features of informational texts?

- Ask the students to write their answers on the Student Worksheet.

Suggested answers:

- Q1. Recount, Expository, Procedural, Explanation
- Q2. To provide information about things, processes or phenomena.
- Q3. They are factual or non-fiction texts; they give us information or explain things.

Component 2: Purpose of the lesson

Time: 3 minutes

- *In this lesson, we are going to look at a different kind of informational text. We are going to focus on how information can be communicated visually. You are going to learn some strategies for making sense of information in a graph.*
- *Graphs and charts organize information in different ways from written informational texts. That is why we call them non-linear texts. They have their own structures and special features for representing data and other kinds of information.*

Component 3: Lesson Language Practice

Time: 5 minutes

- Teacher introduces key words and symbols students need to know to read the graph. *Here are some words and symbols you will need to know. ... Let us read them together.*
 - **non-linear text** (material that uses visuals such as pictures, drawings or images to communicate information in a non-sequential way)
 - **bar graph** (a bar graph or chart *displays information (data) by using rectangular bars of different heights.*)
 - **key** (an explanatory list of symbols used in a map, graph or table)
 - **axis** (the line along the bottom or side of a graph that is used to measure data)
 - **precipitation** (rain, hail, sleet or snow that falls from clouds to the ground)

- **temperature** (the degree of heat or cold of an object or an environment)
 - **average** (the result that you get when you add two or more numbers together and divide the total by the number of numbers you added together)
 - **°C** (degrees Celsius – abbreviation) mm (millimeters – abbreviation)
- Now let us go over what each word means.
- Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board. Students write each definition on their worksheets.

Component 4: Lesson Activity

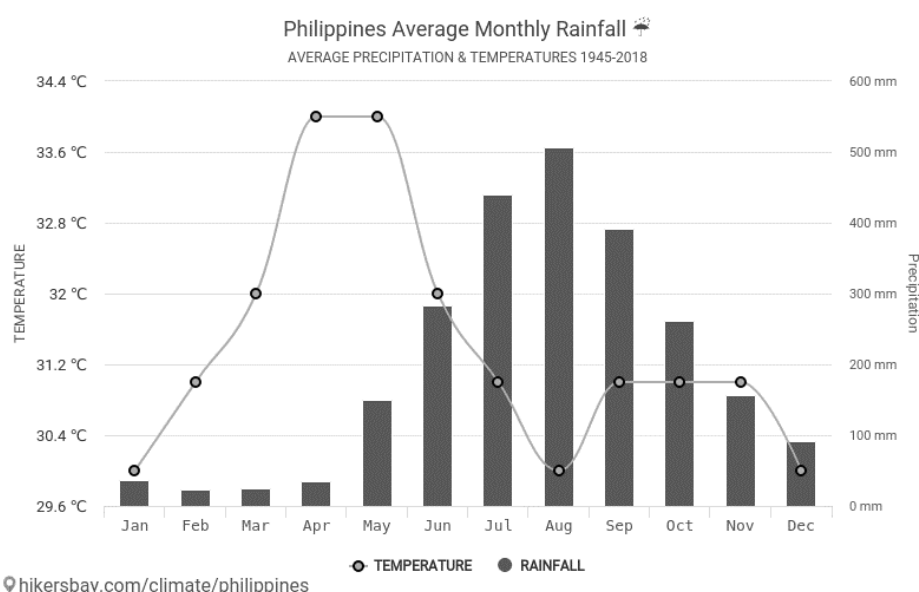
Time: 25 minutes in total

Component 4A Reading text [5 minutes]

- Teacher explains how information is displayed in the bar graph below, drawing attention to the horizontal and vertical axes, and words and symbols listed in Component 3 and their location and/or function on the graph and key below.

e.g., *The horizontal axis shows the months of the year. On the left, the vertical axis shows the temperature in degrees Celsius. On the right, the vertical axis shows the rainfall measured in millimeters. The key tells us that the bars on the graph means rainfall and the line with dots shows the temperature.*

Philippines Average Monthly Rainfall



[HikersBay (nd). *Temperature and precipitation in Philippines*. <http://hikersbay.com/climate-conditions/philippines/climate-conditions-in-philippines.html?lang=en#weather-rain-months>]

- Here are some tips on getting information from a graph.
- Read the title which gives the gist of what the graph is about.
 - Analyze the data by examining the information and the labels thoroughly.
 - Examine the pictures, symbols, shapes, or any image that tells information.
 - Study the relationship of the information and images deeply.
 - Summarize the text's main message.

Component 4B Questions [5 minutes]

- Teacher displays questions.
- Answer these questions on the worksheet, but let's do the first one together – we have already talked about the answer to it.

Questions:

Q1. What does this graph show? (Write your answer in a full sentence.)

Q2. According to the graph, which are the three coolest months of the year in the Philippines?

Q3. How much rain falls in the wettest month of the year?

- Teacher samples answers from students to each question.

Suggested answers:

Q1. The graph shows the average monthly rainfall and temperature in the Philippines from 1945 to 2018.

Q2. January, August, and December.

Q3. Approximately 500 mm.

Component 4C Questions [~10 minutes]

- Teacher writes each question on the board and states: *Use the information from the graph to answer the questions. Write your answers on the worksheet in full sentences.*

Questions:

Q4. What does the graph tell you about the two warmest months in the year?

Q5. What does the graph tell you about the average rainfall and temperature in the Philippines from January to April?

Q6. A friend who lives in another country wants to visit the Philippines in the early part of the year.

They ask you what the weather is like. What would you write to them in a postcard?

(Use the information from the graph to write a short summary on a postcard to your friend.)

- Teacher samples answers from students to each question.

Suggested answers:

Q4. The two warmest months of the year are April and May, with an average temperature of about 34 degrees Celsius.

Q5. From January to April, the average monthly rainfall is less than 50 mm, the lowest in the year.

During the same period, temperatures increase from a low of approximately 30 degrees Celsius to the warmest average temperature of the year at 34 degrees.

Q6. The months from March to May are the warmest and driest time of the year in the Philippines.

[Teacher Notes: Check the students' use of correct grammar in their sentence writing. Pay particular attention to the appropriate use phrases, clauses, and sentences.]

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

Q1. The focus of the lesson was on learning how to locate and interpret information presented visually in a graph. How has the lesson helped you to make sense of graphs?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

Segue to the next lesson: *We will return to giving you more practice with reading visual information and extending it to other types of images and texts in future lessons.*

REMINDER: Collect student worksheets to review and analyze students' learning; focus on written answers for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 10

Locating and Interpreting Information in Procedural Texts

Key Idea

Locating and Interpreting Information in Procedural Texts

Most Essential Learning Competencies:

- Identify genre, purpose of text (EN7VC-I-d-6) (Q1)
- Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.) (EN7RC-IV-b-10) (Q1)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4) (Q3)
- Use phrases, clauses, and sentences appropriately and meaningfully (EN7G-II-a-1)

Component 1: Short review

Time: 7 minutes

- Teacher talk: *So far this week we have been looking at expository texts that convey information. Procedural texts are another type of texts that conveys information. They provide instructions for doing or making something. They are also called instructional texts.*
- *Examples of procedural texts include:*
 - *Recipes*
 - *Instruction manuals to help you build or install or use something*
 - *Web pages that tell you how to register or apply for something*
 - *Instructions for taking medicines*
 - *Instructions for doing something like playing a video game*
 - *Rules for behavior*
 - *Disaster prevention information*
 - *What to do if there is an earthquake*
- Teacher asks students to imagine a text on the internet giving instructions on how to play a video game and asks some questions about it.
- Teacher reads out each question and asks students to write their answers on the Worksheet.

Questions:

For an online text giving instructions on how to play a video game:

Q1. What title do you think it will have? Give an example.

Q2. What information do you expect to see at the start of it?

Q3. What information do you expect to see in the rest of it?

- Teacher asks students to volunteer answers and reasons and gives feedback, suggesting examples where needed. Be prepared for a variety of answers.

Suggested answers:

Q1. Possible example titles: How to play Game X; Game X Guide...

Q2. A description of the game.

Q3. The rules of the game; special features of the game; Tips and Tricks.

Component 2: Purpose of the lesson

Time: 3 minutes

- *In this lesson, we are going to look at a short procedural text. We are going to see how it works so that when you read a text that you have not seen before you will know:*
 - *whether it is a procedural (or instructional) text,*
 - *how it works – its parts or structure – how it starts and then how the rest of it is organized, and*
 - *where its most important information is located.*
- *Procedural texts usually have a structure of 3 major components:*
 1. *A heading or title that describes the purpose of the instructions, ss*
 2. *Things needed to perform the task (i.e. materials or ingredients) , and*
 3. *Steps in the order that they need to be done to achieve the outcome (i.e. the method).*

[Teacher Notes: Emphasize that the lesson will help them know what to look out for or what are the important bits when they have to read procedural texts that they've never read before – such as in a test or examination.]

Component 3: Lesson Language Practice

Time: 5 minutes

- *This text is called 'Steps in cooking Adobo, a Filipino native dish'. It is a recipe. A recipe is an example of a procedural text. A recipe gives instructions for making something. Here are some key words and phrases from the text are important. Let's say each word together.*

Vocabulary

- **ingredients** (the foods or substances that are combined to make a particular dish)
 - **method** (steps in the order that they need to be done to make the dish)
 - **Adobo** – a Filipino native dish with pork or chicken
 - **sauté** – to fry in a pan
 - **vinegar** – an ingredient in cooking; made up of water, acetic acid and flavorings
 - **salt and pepper to taste** – add as much salt and pepper as you like
 - **a cup** – a measure in cooking of 240-250 ml.
- *Now let us go over what each word or phrase means.*
 - Teacher writes each word or phrase on the board and asks the class to volunteer answers and writes each definition on the board. Students write each definition on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading text [5 minutes]

Steps in cooking Adobo, a Filipino native dish By Erjel Tabonares

Ingredients:

1. 1 whole chicken cut into pieces
2. 1/2 cup soy sauce
3. 1/4 cup vinegar
4. chopped onion and garlic
5. cooking oil
6. bay leaves
7. salt and pepper to taste

Steps

Step 1: Put cooking oil in a pan. After few seconds, sauté the chopped onion and garlic until golden brown.

Step 2: Add the cut chicken into the pan.

Step 3: Add a 1/2 cup of soy sauce, a 1/4 cup of vinegar, bay leaf, salt and pepper to taste.

Step 4: After a few minutes, add a little amount of water.

Step 5: Bring to boil, then reduce heat to medium-low.

Step 6: Cook for 35-40 minutes until chicken is cooked through.

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3.

Component 4B Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers on the Worksheet.

Questions:

Q1. Does the opening section of this text match what is supposed to go in a procedural text? Give evidence for your answer.

Q2. Normally in a recipe the ingredients are arranged in the order in which they appear in the steps. Rearrange the ingredients in that way.

Q3. One of the features of a procedural text is the sentence structure in the Steps section. Are the sentences statements, questions, or commands? All the sentences start the same way – underline the first word in each dot point - what do you notice about them?

- Teacher samples answers from students to each question and provides feedback.

Suggested answers:

Q1. Yes, there is a title that describes the purpose of the text.

Q2. Ingredients in sequence:

- cooking oil
- chopped onion and garlic
- 1 whole chicken cut into pieces
- 1/2 cup soy sauce
- 1/4 cup vinegar
- bay leaf
- salt and pepper to taste.

Q3. The sentences are all commands and start with a verb.

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers on the Worksheet.

Questions:

Q4. What does it mean to say that Adobo is a Filipino native dish?

Q5. List 3 ingredients that are liquids.

Q6. Imagine Erjel Tabonares is demonstrating his recipe for Adobo on a cooking show on TV. With a partner, write a short script for what he would say for the first part of his presentation.

- Teacher samples answers from students to each question and provides feedback.

Suggested answers:

Q4. It is a dish that originated in the Philippines and is very popular.

Q5. Soy sauce, vinegar, cooking oil.

Q6. Be prepared for a variety of answers here – the main thing is that students change the language and sentence structures to fit the different context.

[Teacher Notes: Feel free to skip Question 5 and focus on Questions 4 and 6 if you are running short of time.]

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

Q1. The focus of the lesson was on learning about how information is organized in a procedural (or instructional) text. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. If pressed for time, you may want to do this section as a class discussion].

Segue to the next lesson: *“We will return to giving you more practice with texts that provide information and extending it to other types of texts in future lessons.”*

REMINDER: Collect student worksheets to review and analyze students’ learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 11

Locating and Interpreting Information in Explanations

Key Idea

Locating and Interpreting Information in Explanations

Most Essential Learning Competencies:

- Identify the genre, purpose, intended audience, and features of various viewed texts EN7VC-I-d-6 (Q1)
- Transcode information from linear to non-linear texts and vice-versa (EN8RC-Ile-11) (Q2)
- Summarize key information from a text (EN6OL-IVj-3.6) (Q2)
- Use appropriate reading strategies for various text types (EN7RC-IV-b-10) (Q4)

Component 1: Short review

Time: 7 minutes

This week we have been learning about different types of expository texts – texts that give us information. Here are some questions to check what you’ve learned. Write your answers on the worksheet.

- Teacher reads out questions:

Questions:

- Q1. What is the purpose of an expository text?
- Q2. What is the purpose of a procedural text?
- Q3. How are expository texts and procedural texts different?

- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

Suggested answers:

- Q1. To give detailed information about something.
- Q2. To give instructions for how to do or make something.
- Q3. They have different structures – procedural texts have steps in sequence that you follow; expository texts have a general to specific text pattern.

Component 2: Purpose of the lesson

Time: 3 minutes

In this lesson, we are going to learn about another type of information text – explanations.

Explanations tell us how things work or why something happens. They can help us to understand the cycles of nature or the causes and effects of various phenomena.

Earlier in the week we studied a graph which showed the rainfall patterns in the Philippines. Today we are going to find out how rain happens.

Component 3: Lesson Language Practice

Time: 5 minutes

First, we are going to learn some words used in academic writing about rain and how it happens. Let’s read them together.

Vocabulary

- **phenomenon** (an interesting fact or event that can be observed and studied)
- **water vapor** (water that is in the state of a gas, as it is found in the atmosphere).
- **evaporation** (water that is heated turns into water vapor)
- **transpiration** (loss of water through pores in the leaves of plants)
- **condensation** (water vapor cools and condenses into liquid droplets)
- **precipitation** (water droplets that grow heavy and fall to the earth as rain or snow)
- **virga** (rain that evaporates in dry air before it reaches the ground)
- **atmosphere** (the layers of gas that surround a planet)

- *Now let's go over what each word means.*

Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board.

- Students match the words and definitions on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading text [5 minutes]

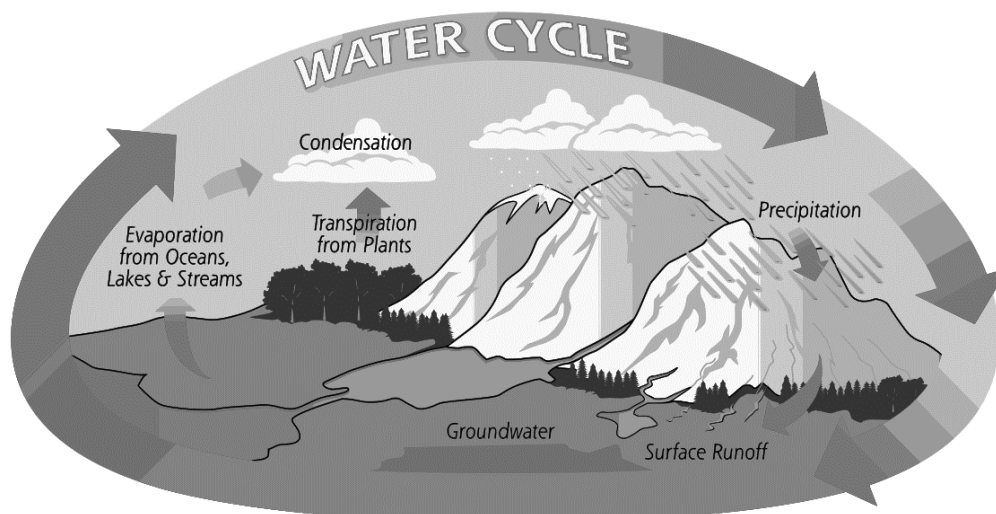
- Teacher reads the text, drawing attention to the words listed in Lesson Component 3. Students can underline these words on their copy as the teacher reads.
- Teacher then asks students to study the diagram and look for the words from the list.

How Does Rain Happen?

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually part of the water cycle. The water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow.

However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.



Source: Public Domain <https://freessvg.org/water-cycle-vector-illustration>

Component 4B Questions [10 minutes]

- Teacher explains how the explanation text is structured. (Display text.)

Look at how the explanation text is structured. In the first paragraph we have some general information about the phenomenon – rain. The body paragraph gives the explanation of how rain happens. We call this the explanation sequence. The last paragraph adds another piece of interesting information about what might happen to some rain in the water cycle.

- Teacher reads out the questions and models a strategy for locating information in the text and diagram. Then asks students to write their answers on the Worksheet.

Here are some questions about the text. You are going to write your answers on the worksheet. Let's do the first one together. Think about where you can find the answer in the text and where you can find answer in the diagram.

Questions:

Q1. What is the scientific word for rain? (*Where did you find your answer?*)

Q2. What are the two types of precipitation? Do you know of any other types?

Q3. What causes water from oceans, rivers, and trees to evaporate?

- Teacher samples answers from students to each question and gives feedback.

Suggested answers:

Q1. Precipitation

Q2. Rain and snow. (Also, prompt students to draw on prior knowledge for additional answers, e.g., sleet, hail)

Q3. The sun heats the surface causing water it to evaporate.

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers on the Worksheet.

Answer these questions on the worksheet, but let's do the first one together. I am going to read the text again slowly and as I do I want you to put your hand up to tell me whenever I mention an example of multimedia and we will underline it in the text and write it in your Worksheet.

Questions:

Q4. What does the diagram show?

Q5. Why are there arrows on the image? What do they show? What is the sequence of the processes in the cycle?

Q6. Write a short paragraph explaining how rain happens in your own words.

- Teacher samples answers from students to each question.

Suggested answers:

Q4. The water cycle. It shows how water from the ground goes through a cycle to become rain.

Q5. The arrows show the movement of water around the water cycle.

Q6. (Various answers are possible. Check that students start the paragraph with a general statement or topic sentence followed by more detailed statements.)

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions.

Q1. The focus of the lesson was on learning about how information is presented in Explanation texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: If there is time, get students to write their answers on the Worksheet. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *We will return to giving you more practice with Explanation texts and extending it to other types of texts in future lessons.*

English Grade 7 Lesson Plan 12

Deliberate Practice – Identifying Key Features of Expository Texts

Key Idea

Identifying Key Features of Expository Texts

Most Essential Learning Competencies:

- Identify the genre, purpose, intended audience and features of various viewed texts EN7VC-I-d-6 (Q1)
- Summarize key information from a text (EN6OL-IVj-3.6) (Q2)
- Transcode information from linear to non-linear texts and vice-versa (EN8RC-Ile-11) (Q2)
- Use appropriate reading strategies for various text types (EN7RC-IV-b-10) (Q4)

Component 1: Short review

Time: 7 minutes

This week we have been learning about different types of texts that give us information. Here are some questions to check what you've learned. Write your answers on the worksheet.

- Teacher reads out questions:
 - Q1. What are the different types of informational texts?
 - Q2. How are they similar?
 - Q3. How are they different?
- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

Suggested answers:

- Q1. Recounts, Procedural texts, Expository, Explanations, graphs and diagrams.
 - Q2. They all present information that is factual. They sometimes include an image with the text.
 - Q3. They have different structures – recounts retell events in chronological order; procedural texts have steps in sequence that you follow; expository texts have a general to specific text pattern; explanations often start with a general statement about a phenomenon followed by an explanation.
- Students write their answers on the worksheet.

Component 2: Purpose of the lesson

Time: 3 minutes

In this lesson, we are going to bring together what we have learned about different information text types. We are going to compare their structures and features.

Component 3: Lesson Language Practice

Time: 5 minutes

- *First, we are going to talk about some words from the text we need to understand. Let us read them together.*

Vocabulary

- **linear text** (written material consisting of words with no pictures, illustrations or images)
- **non-linear text** (material that uses visuals such as pictures, drawings or images to communicate information)
- **sequential pattern** (paragraph that describe a series of events, steps, or a process in some sort of order)

- **multiple reading paths** (reading in linear, nonlinear or non-sequential way; the readers can choose their own reading path)
- **infographic** (information + graphic - a representation of information using pictures and diagrams designed to make the data easy to understand at a glance.
- **chrysalis** (a moth or butterfly at the stage of development when it is covered by a hard case)

- *What do you think each word means.?* Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
- Students write a sentence using each word or term on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3. Students can underline these words on their copy as the teacher reads.

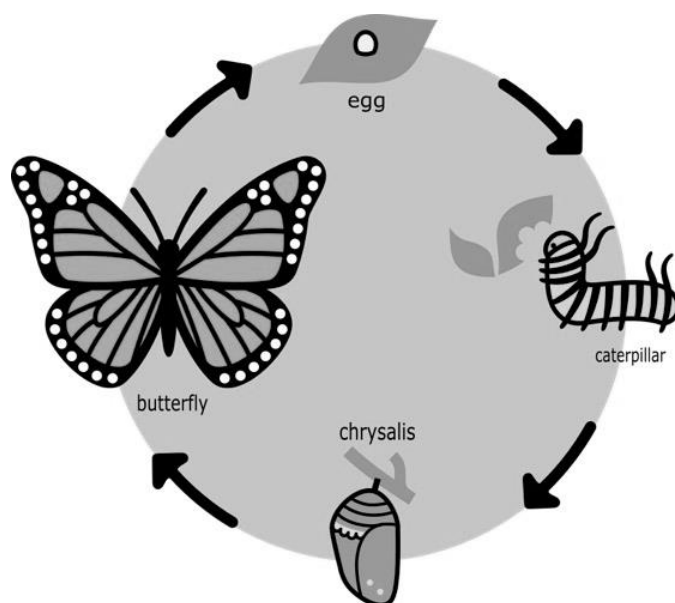
Text 1 **Linear and Non-linear Texts**

A linear text is any printed written material which has no pictures, illustrations or images. It merely consists of words formed into sentences, paragraphs or stanzas. It is the kind of text we read from left to right and top to bottom, following a sequential pattern. It often requires a lot of time to get information from a linear text. Examples of linear texts include poems, short stories, folktales, drama, diaries and newspaper articles.

On the other hand, non-linear text uses visuals such as pictures, drawings or images to communicate information. The reader reads and analyzes the text using multiple reading paths. Because non-linear texts use images, it is easier to find information quickly. Examples of non-linear texts are graph, charts, tables, infographics, flowcharts, timelines, and diagrams.

[Philippines Department of Education (nd). Maximizing *Linear and Non-Linear Texts*. English 7 Quarter 2 Module 7 (p. 3).]

Text 2 _____



by Cyanocorax, 2020. <https://openclipart.org/detail/322877/a-butterflys-lifecycle>

Text 3 *How to get information from a non-linear text*

1. Read the title which gives the gist on what the non-linear text is about.
2. Analyze the data by examining the information and the labels thoroughly.
3. Examine the pictures, symbols, shapes or any image that tell information.
4. Study the relationship of the information and images deeply.
5. Summarize the text's message.

[Philippines Department of Education (nd). Maximizing *Linear and Non-Linear Texts*. English 7 Quarter 2 Module 7 (p. 3)]

- Teacher then asks students to study the texts and look for the words from the list.

Component 4B Questions [10 minutes]

- Teacher reads out the questions and asks students to write their answers on the Worksheet.

Questions:

Q1. What text types are Texts 1, 2 and 3?

Q2. What title would you give Text 2?

Q3. Which text is an example of a non-linear text? Give reasons for your answer.

- Teacher samples answers from students to each question and gives feedback.

Suggested answers:

Q1. Text 1 – Expository; Text 2 – Explanation; Text 3 - Procedure

Q2. Life cycle of a butterfly; How a caterpillar turns into a butterfly

Q3. Text 2. It uses images to show the stages of a butterfly's life cycle.

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers on the Worksheet.

Answer these questions on the worksheet, but let's do the first one together.

Q4. Which text has the same purpose as Text type A? Text type B? Text type C?

(Name the text type first and its state its purpose, then match the texts with the text type)

Q5. Why is it quicker to find information in a non-linear text?

Q6. Write a short explanation of the life cycle of the butterfly using the structure provided.

- Teacher samples answers from students to each question.

Suggested answers:

Q4. Text type A: Procedural text - gives instructions for how to make or do something (Text 3); Text type B: Explanation - explains how or why something happens (Text 2); Text type C: Expository - provides a systematic information about a topic (Text 1).

Q5. Visuals make it easier to find information because the reader can use multiple reading paths rather than reading from left to right, top to bottom.

Q6. (Various answers are possible. Check that students start the paragraph with a general statement or topic sentence followed by an explanation sequence.)

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher displays the questions.

Q1. The focus of the lesson was on the features of different types of informational texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: If there is time, get students to write their answers on the Worksheet so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *We will return to giving you more practice with Explanation texts and extending it to other types of texts in future lessons.*

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 13

Reading Persuasive Texts

Key Idea

Reading persuasive texts

Most Essential Learning Competencies:

- Identify the genre, purpose, intended audience and features of various viewed texts (EN7VC-I-d-6)
- Cite evidence to support a general statement (EN7RC-IV-g- 10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Use phrases, clauses, and sentences appropriately and meaningfully (EN7G-II-a-1)

Component 1: Short review

Time: 7 minutes

Last week we were learning about different types of informational texts. Here are some questions to check what you've learned. Write your answers on the worksheet.

- Teacher reads out questions:
 - Q1. What's the purpose of an expository text? Give an example.
 - Q2. What's the purpose of a procedural text? Give an example.
 - Q3. What's the purpose of an explanation? Give an example.
- Teacher asks students to volunteer answers and gives feedback, suggesting additional examples where needed.

Suggested answers:

- Q1. To give information about something. E.g., different kinds of dinosaurs ...
- Q2. To give instructions for how to do or make something. E.g., game instructions ...
- Q3. To explain how or why something happens. E.g., what causes earthquakes ...

Component 2: Purpose of the lesson

Time: 3 minutes

This week we are going to turn our attention to a different type of text – texts that use information to persuade us to think or behave in certain ways.

This week we are going to learn about how words are used to convince people to believe something, or to persuade them to do take certain actions. We call these persuasive texts.

Component 3: Lesson Language Practice

Time: 5 minutes

- Teacher introduces vocabulary for the lesson. *First, we are going to read some words and phrases we'll need to read the text. Let's read them together.*

Vocabulary

- **definitely** (without doubt)
- **mature** (grown up)
- **responsibilities** (duties, obligations)

- **emergencies** (urgent situations)
- **sensible decisions** (choices that a mature person would make)
- **necessity, necessary** (essential, vital) and unnecessary

- *Now let's go over what each word means.*
- Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board.
- Students write the words and definitions on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading the text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3.

Cell phones for Young Teenagers

In my Grade 7 class at school, we have been talking about whether we are old enough to have our own cell phones for use outside school time. We know that we are not allowed to use cell phones during class time. However, we strongly believe that we are mature enough and that we definitely need a phone for safety, family, and after-school activities.

Most of us are now teenagers and many of us have family responsibilities that require us to take care of younger brothers and sisters. As teenagers, we have learned how to be mature and make sensible decisions. Therefore, we can be trusted to manage a cell phone.

Safety is very important to us. We need to be able to call our parents or police or teachers if we are in danger. For that reason, a cell phone is a necessity.

Our parents need to be able to contact us quickly in case of emergencies, like car accidents, or sickness or floods. Without a cell phone, there will be unnecessary delays that might lead to deaths or injuries. So, that is another reason we need a cell phone.

We also need phones for after-school activities, like sport or an excursion, so that our parents know when and where to meet us. Without a cell phone, we may have to wait in unsafe conditions while our parents try to contact and find us.

For all these reasons, it is easy to see why young teenagers should be allowed to have cell phones for use outside of school hours.

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

Component 4B Questions [10 minutes]

- Teacher displays questions. *Answer these questions on the worksheet.*

Questions:

Q1. Why does the writer say that Grade 7 students can be 'trusted' with their own cell phones?

Q2. List the main points that are given to support the argument that Grade 7 students should have cell phones.

Q3. Give each paragraph a heading that describes what it is about.

- Teacher samples answers from students to each question.

Suggested answers:

Q1. Grade 7 students are teenagers with responsibilities to care for other family members.

Q2. Maturity, safety, family and after-school activities.

Q3. Paragraph 1: Statement of position and main points

Paragraph 2: Main point 1 – maturity

Paragraph 3: Main point 2 – safety

Paragraph 4: Main point 3 – emergencies

Paragraph 5: Main point 5 – after school activities

Paragraph 6: Conclusion – position re-stated

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers on the Worksheet.

Q4. Let's look at paragraphs 2 and 3 together. I'm going to read the final sentence in these paragraphs. Let's see what they have in common. Paragraph 2 says, "Therefore, we can be trusted to manage a cell phone." Paragraph 3 says, "For that reason, a cell phone is a necessity". Notice each paragraph ends with the writer re-stating the argument and to emphasize that the evidence given in the early part of the paragraph proves the point. Now it's your turn to see if the other paragraphs finish the same way. Write the answer in your Worksheet. Then answer questions 5 and 6 on the worksheet.

Questions:

Q4. What do you notice about the final sentences of paragraphs 2 to 5?

Q5. Which point in their argument do you think is the best? Give a reason for your answer.

Q6. Imagine that this text is given to your Grade 7 class. Write your reply to this class, either agreeing with them and giving a reason OR disagreeing with them and giving a reason.

- Teacher samples answers from students to questions 5 and 6.

Suggested answers:

Q4. They all return to the argument position – that Grade 7 students need cell phones.

Q5. Be prepared for a variety of answers here – the main thing is the reason given.

Q6. Be prepared for a variety of answers here – again the main thing is the reason given.

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

Q1. The focus of the lesson was on learning about reading a Persuasive text that is written from a personal point of view. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *We will return to giving you more practice with Persuasive texts in the next lessons.*

English Grade 7 Lesson Plan 14

Identifying Features of Argument Texts

Key Idea

Identifying the structure and features of an argumentative text

Most Essential Learning Competencies

- Identify the genre, purpose, intended audience and features of various viewed texts (EN7VC-I-d-6)
- Summarize key information from a text (EN6OL-IVj-3.6)
- Cite evidence to support a general statement (EN7RC-IV-g- 10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Express one's beliefs/convictions based on a material viewed
- Use phrases, clauses, and sentences appropriately and meaningfully EN7G-II-a-1

Component 1: Short review

Time: 7 minutes

- *This week we have been learning about Persuasive texts – texts that give us an argument about some important problem, issue or topic, and present evidence to support the argument. In this lesson, we are going to look at another persuasive text and how it presents its arguments.*
- Teacher writes the list of titles on the board and reads out the questions:

Q1. What is the purpose of a Persuasive text?

Q2. Label the titles below with their text types. Which titles are for persuasive texts?

- The Day We Went to the Zoo*
- Smoking Should be Banned in all Public Places*
- Everything, Everywhere, All at Once*
- How to make Chili Chicken*
- The Animals of Africa*
- Bullying in Schools Must Stop*

Q3. How did you pick the two Persuasive texts from the list above?

- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

Suggested answers:

Q1. To present a point of view about a topic with evidence that will persuade the reader or viewer or listener that the argument is right.

Q2. a. Recount

b. Persuasive (Argument)

c. Narrative

d. Procedural

e. Expository

f. Persuasive (Argument)

Q3. The titles are likely to lead to an argument supported by evidence that aims to convince the reader.

Component 2: Purpose of the lesson

Time: 3 minutes

In this lesson, we are going to look more closely at one type of persuasive text. The sample text relies on providing good reasons and facts to support a point of view. It appeals to reason rather than emotions to persuade or convince someone. You are going to learn to recognize the features of a good argument text.

Component 3: Lesson Language Practice

Time: 5 minutes

- Teacher introduces vocabulary for the lesson. *First, we are going to read some words we will use in this lesson. Let's read them together.*

Vocabulary

- persuasive text** (a text where the main purpose is to present a point of view and to persuade a reader, e.g., argument, discussion, review, or advertisement)
 - argument** (*a persuasive text type that argues one point of view*)
 - thesis statement** (a sentence that states the main idea or an argument. It reflects the opinion or judgment of the writer)
 - claims** (these are the reasons supporting the main argument)
 - evidence** (supporting points based on factual information to show a claim is true)
 - metabolism** (all the chemical processes going on inside your body that allow life and normal functioning)
 - nutrients** (vitamins, minerals, protein, fats, water, and carbohydrates that your body needs to work properly)
 - macro-nutrients** (nutrients we need in larger quantities that provide us with energy, i.e., fat, protein and carbohydrate)
 - cognitive function** (mental processes such as learning, thinking, reasoning, remembering, problem solving, decision making, and attention)
- Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board.
 - Students write the words and definitions on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading text [5 minutes]

- Here is an argument text written by a Grade 7 student about 'Breakfast'.* Teacher reads the text out loud. Students follow along and underline words they don't know on their copy as the teacher reads.
- Teacher then asks students to practice reading the texts in pairs.

Breakfast is often said to be the most important meal of the day, and for good reason. Eating breakfast provides a range of benefits that can positively impact your health and well-being.

First and foremost, breakfast jumpstarts your metabolism and helps you maintain a healthy weight. When you skip breakfast, your body goes into conservation mode and slows down your

metabolism, which can lead to weight gain over time. Eating a balanced breakfast also helps you avoid overeating later in the day.

Second, breakfast provides important nutrients that are essential for a healthy diet. By eating a variety of foods at breakfast, you can ensure that you are getting a range of vitamins, minerals, and macronutrients that are necessary for good health.

Furthermore, eating breakfast can also improve cognitive function and mood, as it helps to stabilize blood sugar levels and provide energy for the brain. Children who eat breakfast regularly have been shown to perform better in school and have improved behavior.

Overall, the benefits of eating breakfast are clear. It's a simple yet effective way to support your overall health and well-being, so don't skip it!

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

Component 4B Questions [10 minutes]

- Teacher reads out the questions and models a strategy for locating the information in the text. *Here are some questions about the text. You are going to write your answers on the worksheet. Let's do the first one together. Think about where you can find the answer in the text.*

Questions:

- Q1. Which sentence is the thesis statement?
- Q2. Is the thesis statement a fact or an opinion?
- Q3. What are the writer's main claims? Where can you find these in the text?

- Teacher asks students to write their answers on the Worksheet.
- Teacher samples answers from students to each question and gives feedback.

Suggested answers:

- Q1. "Eating breakfast provides a range of benefits that can positively impact your health and well-being."
- Q2. The thesis statement is the opinion of the writer. It is not a fact.
- Q3. Claim 1 – "breakfast jumpstarts your metabolism and helps you maintain a healthy weight"; Claim 2 – "breakfast provides important nutrients that are essential for a healthy diet"; Claim 3 – "eating breakfast can also improve cognitive function and mood."

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers on the Worksheet.

Questions:

- Q4. Look at each paragraph in the body of the argument. What words does the writer use to introduce each new claim?
- Q5. What supporting points are used to support each claim? List these in the table.
- Q6. What title would you give this argument text? Give a reason for your answer.
- Teacher samples answers from students to each question and provides feedback and further guidance where needed.

Suggested answers:

Q4. First and foremost ... ; Second ...; Furthermore ...

Q5. (Various answers possible – check students can locate points from the text.)

Q6. (Various answers possible).

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions.

Q1. The focus of the lesson was on learning about how information is organized in a written argument text. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: If there is time, get students to write their answers on the Worksheet so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *We will return to giving you more practice with persuasive texts and extending it to other types of texts in future lessons.*

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 5 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 15

Organizing Information in Argument Texts

Key Idea

Organizing Information in Argument Texts

Most Essential Learning Competencies

- Identify the genre, purpose, intended audience and features of various viewed texts EN7VC-I-d-6
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Express one's beliefs/convictions based on a material viewed
- Use phrases, clauses, and sentences appropriately and meaningfully EN7G-II-a-1

Component 1: Short review

Time: 7 minutes

- *This week we are learning about different types of persuasive texts. Here are some questions to check what you've learned so far. Write your answers on the worksheet.*
- Teacher reads out questions:
Q1. What's the purpose of a persuasive text? Give an example.
Q2. What kind of language is used to persuade? Give an example.
Q3. What does a written argument text need to be persuasive?
- Teacher asks students to volunteer answers and gives feedback, suggesting additional examples where needed.

Suggested answers:

- Q1. To convince someone to think or act in some way, e.g., advertisement persuade you to buy something; an argument text.
- Q2. Language with strong positive or negative emotion; reasons supported by facts or evidence.
- Q3. Your opinion on an issue (thesis statement), reasons for your view; facts to support your view. A concluding paragraph is often included to restate your position or point of view.

Component 2: Purpose of the lesson

Time: 3 minutes

In this lesson, we are going to look more closely at one type of persuasive text that we call an expository essay. An expository essay is a persuasive text that relies on providing good reasons and factual evidence to support a point of view. It appeals to reason rather than emotions to persuade or convince someone. We will look at this text closely to give you more practice in understanding the features of a good argument.

Component 3: Lesson Language Practice

Time: 5 minutes

- Teacher introduces vocabulary for the lesson. *First, we are going to look at some words we will use in this lesson. Let's read them together.*

Vocabulary

- **ecosystems** (a community or group of living things that live in and interact with each other in a specific environment)
 - **biodiversity** (variety of all living things - the different plants, animals and microorganisms)
 - **debris** (scattered bits of rubbish)
 - **ingesting** (eating)
 - **decompose** (decay or break down)
 - **toxic; toxins** (poisonous; poisonous substances)
 - **contaminate** (pollute)
 - **hormonal imbalance** (too much or too little of the chemicals that control body functions)
 - **livelihood** (job or activities to meet daily needs e.g., to earn money to buy food)
- Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board.
 - Students write the words and definitions on their Workbooks.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading text [5 minutes]

Teacher reads the text out loud. Students follow along and underline words they don't know on their copy as the teacher reads. Teacher then asks students to practice reading the text in pairs.

Title:

Plastic pollution is one of the worst environmental problems facing the Philippines. It has serious impacts on the environment and human health so reducing plastic waste is crucial for the future of marine ecosystems, human health, and communities that rely on fishing and tourism.

Firstly, plastic pollution poses a serious threat to marine ecosystems. Marine animals, such as sea turtles, whales, and dolphins, often mistake plastic debris for food and can suffer injury or death from ingesting plastic waste. This disrupts the delicate balance of marine life and biodiversity.

Secondly, plastic waste poses a significant threat to human health. Plastic takes hundreds of years to decompose, and when it does, it releases toxic chemicals into the soil and water. These toxins can contaminate our food and water sources and enter the food chain. This affects not only marine life but also humans, and can lead to health issues such as hormonal imbalances and even cancer.

Thirdly, plastic pollution has economic consequences as well. Coastal communities that depend on fishing and tourism suffer when plastic pollution damages their marine resources and their natural attractions. They could lose their jobs and livelihood.

By reducing plastic waste, we can protect our marine ecosystems, safeguard our health, and support our coastal communities. Simple actions such as using reusable bags, bottles, and containers, as well as recycling and properly disposing of plastic waste, can make a significant impact. It's important for all of us to take responsibility and work together to create a cleaner and healthier future for ourselves and generations to come.

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

Component 4B Questions [10 minutes]

- Teacher reads out the questions and models a strategy for locating the information in the text. *Here are some questions about the text. You are going to write your answers in the Workbook. But first, let's do Q1 together – Which sentence is the thesis statement? The thesis statement is a sentence that states the main idea or an argument. It reflects the opinion or judgment of the writer. Think about where you can find the answer in the text.*

Questions:

Q4. Which sentence is the thesis statement? Where can you find this in the text?

Q5. What are the writer's main claims (or reasons) supporting the main argument? Where can you find these in the text?

Q6. What title would you give this argument text? Discuss with a partner to decide on a title.

- Teacher samples answers from students to each question and gives feedback.

Answers:

Q1. Thesis statement: (Plastic pollution) "It has serious impacts on the environment and human health so reducing plastic waste is crucial for the future of marine ecosystems, human health, and communities that rely on fishing and tourism." The thesis statement is in the introduction.

Q2. Claim 1 – plastic pollution poses a serious threat to marine ecosystems,

Claim 2 – plastic waste poses a significant threat to human health, and

Claim 3 – plastic pollution has economic consequences as well.

The claims are the first sentence of each body paragraph.

Q3. Be prepared for various answers e.g. Why must we reduce plastic pollution.

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers in the Workbook.

Questions:

Q4. Look at each paragraph in the body of the argument. What words does the writer use to introduce each new claim?

Q5. What supporting points are used to support each claim? Summarize these in the table.

Q6. What could you, your family, and friends do to reduce plastic waste?

- Teacher samples answers from students to each question and provides feedback and further guidance where needed. Summarizing supporting points may need extra time.

Suggested answers:

Q4. Firstly...; Secondly...; Thirdly ...

Q5. Various answers possible – check students can locate points from the text.

1. Marine animals, e.g., turtles, whales, dolphins, can be injured or die from eating plastic; the balance of the ecosystem is upset.

2. Plastic releases toxins when it decomposes; contaminated food and water can cause health problems in humans e.g., cancer

3. Plastic pollution spoils the marine environment; fishing and tourism industries will suffer; people could lose their jobs.

Q6. Various answers possible e.g., reuse and recycle bags, bottles, and containers, dispose of plastic waste properly, use alternatives to plastics

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher displays the questions:

Q1. The focus of the lesson was on learning about how information is organized in an argument text like an expository essay. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: If there is time, get students to write their answers on the Workbook so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *We will return to giving you more practice with Persuasive texts in the next lesson.*

REMINDER: Collect student Workbooks to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson Plan 16

Use of Supporting Evidence in Persuasive Texts

Key Idea

Use of Supporting Evidence in Persuasive Texts

Most Essential Learning Competencies

- Identify the genre, purpose, intended audience and features of various viewed texts (EN7VC-I-d-6)
- Research a topic with support using two or three sources (EN7VC-IV-c-15)
- Cite evidence to support a general statement (EN7RC-IV-g- 10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Express one's beliefs/convictions based on a material viewed
- Use phrases, clauses, and sentences appropriately and meaningfully EN7G-II-a-1

Component 1: Short review

Time: 7 minutes

- *This week we have been learning about different types of persuasive texts – texts that give us an argument about some important problem, issue or topic, and present evidence for their side of the argument. Here are some questions to check what you've learned. Write your answers on the worksheet.*
- Teacher reads out questions:
Q1. How do persuasive texts begin?
Q2. What happens in the middle of a persuasive text?
Q3. How do they end?
- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

Suggested answers:

- Q1. Statement of opinion about the topic and the main points that support that opinion.
Q2. Each point from the opening paragraph is presented in turn with supporting evidence.
Q3. A final statement of opinion, usually with the strongest piece of evidence.

Component 2: Purpose of the lesson

Time: 3 minutes

- *In this lesson, we are going to focus on the middle part of a persuasive text and look at how arguments are supported by factual information and other kinds of evidence.*
- *We are going to look at two texts, one that we read in Lesson 14 about 'Why Breakfast is Important' and a new one called 'Breakfast for Busy People', which lists breakfast foods chosen by people in 5 different occupations to see how texts on similar topics can be used to support and improve each other.*

Component 3: Lesson Language Practice

Time: 5 minutes

- *We have already read the text from Lesson 14 and understand what it is about. We are going to look at a new text in this lesson, Breakfast for Busy People. Here are some words and phrases from the text that you may not know or may have forgotten. Let's say each word together.*

Vocabulary

- **occupations** (jobs)
- **nutritious** (foods that are good for maintaining health and energy)
- **nutrients** (things that are in foods that are good for maintaining health and energy)
- **optimal performance** (*Let's leave this one until I read the text and we will see if we can work it out from its context and the other words that surround it*)
- **smoothie** (a healthy milk drink that includes fruit and/or vegetables)
- **omelet** (a meal based on cooking beaten eggs in a pan and adding other types of food like cheese)
- **burrito** (a Mexican dish with a tortilla wrapped around various ingredients))
- **yogurt** (a creamy, milk-based food).

■ *Now let's go over what each word means.*

■ Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board. Students write each definition on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading texts [5 minutes]

- Teacher displays Text 1, reads the title and Introduction, then the breakfast foods in the Table, drawing attention to the words listed in Component 3, especially *optimal performance*.
- *We are going to look at a table of information about what people in various occupations eat for breakfast. It is NOT a Persuasive Text, but it is an example of a non-linear text which we learned about in Week 2. Do you remember what a non-linear text is?*
- *Let's look at the term 'optimal performance'. 'Performance' is easy – it means what someone does. 'Optimal' though – what could that mean? Let's look at the words around it – there are foods that are designed to give energy – energy generally leads to good performance so I'm thinking that 'optimal' must good or even, very good, a performance as good as it could be.*

Text 1: Breakfast for Busy People

Breakfast	Basket baller	IT worker	Boxer	Farmer	Truck driver
Cereal, oats or oatmeal with fruit and nuts	Y	Y	Y	Y	Y
Avocado toast with egg	Y	Y	Y	Y	Y
Breakfast sandwich with turkey, cheese, and vegetables		Y			
Smoothie with protein powder and fruit or vegetables:		Y	Y	Y	Y
Breakfast burrito with beans and vegetables	Y			Y	Y
Vegetable and cheese omelet:	Y		Y	Y	
Greek yogurt with fruit and nuts	Y	Y	Y		
Whole grain toast with nut butter	Y				

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

No matter who you are, it's important to have a balanced and nutritious breakfast to fuel your body for the physical demands of whatever you are doing, whether it is work or sport. Here are the results of a survey of people in busy occupations. The table shows the most popular breakfast foods that provide the energy and nutrients needed for optimal performance in five different fields.

Component 4B Questions [10 minutes]

- Teacher displays and reads questions.

Answer these questions on the worksheet, but let's do the first one together – we have already talked about the answer to it.

Questions:

Q1. What is the least popular food for breakfast for all groups?

Q2. List the 3 most popular breakfast foods.

Q3. Answer True or False or Don't Know based on the information in the Table:

- (a) People love avocados.
- (b) Farmers have a more varied diet for breakfast than people in other occupations.
- (c) Most people find toast for breakfast to be boring.

- Teacher samples answers from students to each question.

Suggested answers:

Q1. Breakfast sandwich with turkey, cheese, and vegetables

Q2. Cereal, oats or oatmeal with fruit and nuts; Avocado toast with egg; Smoothie with protein powder and fruit or vegetables

Q3. True; False; True or Don't Know

Component 4C Questions [10 minutes]

- Teacher reads Text 2 and reminds students of vocabulary from Lesson 14 (metabolism, nutrients, macro-nutrients, cognitive function)
-

Text 2: Don't Skip Breakfast

Breakfast is often said to be the most important meal of the day, and for good reason. Eating breakfast provides a range of benefits that can positively impact your health and well-being.

First and foremost, breakfast jumpstarts your metabolism and helps you maintain a healthy weight. When you skip breakfast, your body goes into conservation mode and slows down your metabolism, which can lead to weight gain over time. Eating a balanced breakfast also helps you avoid overeating later in the day.

Second, breakfast provides important nutrients that are essential for a healthy diet. By consuming a variety of foods at breakfast, you can ensure that you are getting a range of vitamins, minerals, and macronutrients that are necessary for good health.

Furthermore, eating breakfast can also improve cognitive function and mood, as it helps to stabilize blood sugar levels and provide energy for the brain. Children who eat breakfast regularly have been shown to perform better in school and have improved behavior.

Overall, the benefits of eating breakfast are clear. It's a simple yet effective way to support your overall health and well-being, so don't skip it!

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

- Students answer these questions in the worksheets.

Questions:

- Q4. How could you use the information in the table to support the claim in the third paragraph, “breakfast provides important nutrients that are essential for a healthy diet”?
- Q5. If you were a café owner, which breakfast foods from the table in Text 1 would you include in your menu? Give your reasons why.
- Q6. In pairs, design a poster for a café owner who wants to take advantage of the information in both texts.

Suggested answers:

Q4. You could add supporting evidence to the paragraph, e.g.,

Second, breakfast provides important nutrients that are essential for a healthy diet. By consuming a variety of foods at breakfast, you can ensure that you are getting a range of vitamins, minerals, and macronutrients that are necessary for good health. *For example, a survey has found that cereal, oats or oatmeal with fruit and nuts or avocado toast with egg provide the energy and nutrients needed for optimal performance for most busy people.*

Q5. Expect a variety of answers, e.g. oats or oatmeal with fruit and nuts and Avocado toast with egg – they are popular breakfast foods that provide the energy and nutrients needed for optimal performance for all five groups. The café’s breakfast menu should be adjusted to include as many of the most popular breakfast dishes as possible.

Q6. While the point of the question is to get students to include relevant information from the texts and turn it into a persuasive text, there will be a creative visual element too.

[Teacher Notes: Questions 4 and 5 could be done as a class, giving more time for students to design the poster. Get students to display their posters and look at others. Give feedback. Possibly, if there is time, get class to vote on the best poster].

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

- Q1. The focus of the lesson was on using evidence to support an argument. How has the lesson helped you to understand this?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *In the next lesson we will look at what kind of evidence is good for supporting an argument on an important issue.*

REMINDER: Collect student worksheets to review and analyze students’ learning; focus on answers to Question 6 for quality and clarity of writing, visual design, and understanding of the content.

English Grade 7 Lesson Plan 17

Evaluating Evidence in Persuasive Texts

Key Idea

Evaluating Evidence in Persuasive Texts

Most Essential Learning Competencies

- Identify the genre, purpose, intended audience and features of various viewed texts (EN7VC-I-d-6)
- Research a topic with support using two or three sources EN7VC-IV-c-15
- Cite evidence to support a general statement (EN7RC-IV-g- 10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Use phrases, clauses, and sentences appropriately and meaningfully (EN7G-II-a-1)
- Express one's beliefs/convictions based on a material viewed

Component 1: Short review

Time: 7 minutes

This week we have been learning about persuasive texts. Here are some questions to check what you've learned. Write your answers in the worksheet.

- Teacher reads out questions:
 - Q1. What makes a persuasive text convincing?
 - Q2. What kind of supporting evidence can be used in persuasive texts? Give examples.
- Teacher asks students to volunteer answers and gives feedback, suggesting additional examples where needed.

Suggested answers:

- Q1. Good reasons supported by evidence
- Q2. Factual information, examples from real life; surveys, statistics, data and graphs; evidence from scientific research; quotes from experts

Component 2: Purpose of the lesson

Time: 3 minutes

Have you ever wondered why advertisements make you really want to buy or try something? How can you convince someone to do something?

In this lesson we are going to learn about how words are used to convince people to believe something, or to persuade them to do take certain actions. We are going to look closer at the supporting evidence used in persuasive texts. Some questions to keep in mind when checking evidence: Is the information accurate? Can I believe it? Does it come from a reliable source?

Component 3: Lesson Language Practice

Time: 5 minutes

- Teacher introduces vocabulary for the lesson. *First, we are going to read some words we'll need for this lesson. Let's read them together.*

Vocabulary

- **sluggish** (lacking energy or alertness)
 - **glucose** (*the main type of sugar in the blood* and the major source of energy for the body's cells)
 - **mental performance** (how well you use your thinking processes like knowing, learning, understanding and remembering things)
 - **silog** (Filipino breakfast dishes comprised of meat, garlic rice, and a fried egg)
 - **pan de sal** (soft Filipino bread rolls made with flour, yeast, salt, sugar, and oil)
 - **ensaymada** (Filipino brioche roll topped with buttercream, sugar, and grated cheese)
 - **arroz caldo** (rice porridge made with boiled glutinous rice seasoned with garlic, ginger, and salt)
 - **champorado** (a thick rice porridge made with boiled glutinous rice and chocolate)
 - **daily nutritional requirements** (different foods you need each day to stay healthy)
- Teacher writes each word on the board and asks the class to volunteer answers and writes each definition on the board.
 - Students write the words and definitions on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading the text [10 minutes]

- *Here are three excerpts on the topic of 'Breakfast'.* Teacher reads the texts out loud, emphasizing the words listed in Lesson Component 3. Students underline these words on their copy as the teacher reads.

Text 1

If you don't have breakfast, you might find you feel a bit sluggish and struggle to focus on things. This is because your brain hasn't received the energy (glucose) it needs to get going. Studies suggest that not having breakfast affects your mental performance, including your attention, ability to concentrate and memory. This can make some tasks feel harder than they normally would.

Source: <https://www.betterhealth.vic.gov.au/health/healthyliving/breakfast>

Text 2

I love Filipino breakfast food. *Silog* dishes like *longsilog* and *tapsilog* are among my favorite dishes to eat in the Philippines. Not just for breakfast, but at any time of the day. *Silog* may be one of the most well-known and delicious Filipino breakfast dishes, but if you prefer breads and pastries for breakfast, then try *pan de sal* or *ensaymada*. If thick rice porridge meals are your jam, then you can tuck into a bowl of *arroz caldo* or *champorado*. If you think breakfast is the most important meal of the day, then be sure to try these delicious Filipino breakfasts on your next trip to the Philippines.

Source: <https://www.willflyforfood.net/filipino-breakfast/>

Text 3

Eating a good breakfast helps students:

- be more active
- be more creative
- have better hand-eye coordination
- have better problem-solving skills
- meet daily nutritional requirements
- miss fewer days of school

Source: <https://www.allinahealth.org/healthyssetgo/thrive/rise-and-dine-the-importance-of-breakfast-for-kids>

- Teacher then asks students to practice reading the texts in pairs.

Component 4B Questions [5 minutes]

- Teacher reads out the questions and models a strategy for locating the source of the information. *Here are some questions about the text. We will do the first one together. Then you are going to write your answers on the worksheet. Think about where you can find the answer in the text.*

Questions:

Q1. Where would you expect to read texts like these? (Hint: *Look at the information in the URLs.*)

Q2. Which text did you find most convincing? Why? (Hint: *Look at the language the author has used and give examples; is the source reliable?*)

Q3. What was the author's main idea in each of the texts? (*Choose the best title for each text.*)

- Teacher asks students to write their answers on the Worksheet.
- Teacher samples answers from students to each question and gives feedback.

Suggested answers:

Q1. A government website; a medical news article; a food and travel blog.

Q2. Various answers are acceptable. Focus on the students' reasons then discuss and extend responses.

E.g., Text 1 includes **findings from studies to support the main idea**; uses **words with negative meanings** (sluggish, struggle, don't, hasn't, not having breakfast, harder). Text 2 uses **'feel good' words with positive emotion** ('love', 'favorite', 'delicious'). Text 3 gives **lots of reasons with positive effects** (and words like 'more', 'better').

Q3. Text 1 – Breakfast boosts brainpower; Text 2 – Dishes you'll want to wake up for in the Philippines; Text 3 – The benefits of eating breakfast

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks the students to write their answers on the Worksheet.

Questions:

Q4. Many school students skip breakfast for different reasons. If you were to try and persuade your friend that breakfast is important, what reasons would you give? Use the information to choose three top reasons.

Q5. What evidence would you use to support your reasons? Where could you find evidence that is factual/reliable/trustworthy?

Q6. If you are writing a persuasive text based on your reasons and supporting points, what would your main argument (or thesis statement) be?

- Teacher samples answers from students to each question and provides feedback and further guidance where needed.

Suggested answers:

Q4. (Various answers are possible. Check that students identify 3 reasons and find supporting points or evidence to support the reasons.)

Q5. (As above – check that students can locate the points from the text/s.)

Q6. (The main argument is the thesis statement which reflects the student's opinion on the topic. E.g.)

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

Q1. The focus of the lesson was on learning how to evaluate evidence in persuasive texts. How has the lesson helped you to understand this?

Q1. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: If there is time, get students to write their answers in the worksheet so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: *We will return to give you more practice with Persuasive texts in the next lesson.*

English Grade 7 Lesson Plan 18

Deliberate Practice – Key Features of Persuasive Texts

Key Idea

Identifying Key Features of Persuasive Texts

Most Essential Learning Competencies

- Identify the genre, purpose, intended audience and features of various viewed texts (EN7VC-I-d-6)
- Cite evidence to support a general statement (EN7RC-IV-g- 10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)
- Express one's beliefs/convictions based on a material viewed
- Use phrases, clauses, and sentences appropriately and meaningfully (EN7G-II-a-1)

Component 1: Short review

Time: 7 minutes

This week we have been learning about different types of persuasive texts. Here are some questions to check what you've learned so far. Write your answers on the worksheet.

- Teacher reads out questions:
Q1. What are some different types of persuasive texts? Give some examples.
Q2. How are they similar?
Q3. How are they different?
- Teacher asks students to volunteer answers and gives feedback, suggesting additional examples where needed.

Suggested answers:

- Q1. Arguments, discussions, advertisements, e.g., opinion pieces, debates, expository essays, etc.
Q2. They all aim to persuade people to think or act in various ways; use language that appeals to strong positive or negative emotion; or use language that appeals to reason and logic supported by facts or evidence.
Q3. Arguments and ads present one point of view; discussions put forward more than one view on an issue.

Component 2: Purpose of the lesson

Time: 3 minutes

In this lesson, we are going to bring together what we have learned about different persuasive text types. We are going to compare their structures and features and apply what we know to new texts.

Component 3: Lesson Language Practice

Time: 5 minutes

- Teacher introduces vocabulary for the lesson. *First, we are going to review some words we use to talk about persuasive texts. Let's read them together.*

Vocabulary

- **persuasive text** (a text where the main purpose is to present a point of view and to convince a reader to agree with it, e.g., argument, discussion, review, or advertisement)
- **advertisement** (a text, usually multimodal with images, video, music, speech, that aims to sell you something)
- **argument** (a persuasive text type that argues one point of view)

- **thesis statement** (a sentence that states the main idea or an argument. It reflects the opinion or judgment of the writer)
 - **claims** (these are the reasons supporting the main argument)
 - **evidence** (supporting points based on factual information to show a claim is true)
 - **discussion** (persuasive text which presents more than one view on an issue)
- Teacher writes each word on the board and asks the class to volunteer answers. Teacher provides any corrective feedback that is needed. *Now it's your turn to write the meanings in your own words on the Worksheet.*
 - Students write the words and their own definitions on their worksheets.

Component 4: Lesson Activity

Time: 25 minutes

Component 4A Reading text [5 minutes]

- *Here are some lines from a persuasive text you might be familiar with.* Teacher reads the text out loud. Students follow along and underline words they do not know as the teacher reads.

Text 1: Jollibee Chickenjoy: Joy & Pride of the Philippines

It's Crispylicious skin makes people from different parts of the world happy
 With this Juicylicious fried chicken, conversations become even juicier!
 But the best part about Chickenjoy?
 It's the smile on our faces from the moment we take our first bite up to the last.
 The Chickenjoy you are holding now is something a lot of people are craving to try.
 It's a must for foreign tourists and the one thing our loved ones miss when they're overseas.
 The name every Filipino calls for – Chickenjoy! – our best tasting fried chicken.

[YouTube (2021). Jollibee Chickenjoy: Joy & Pride of the Philippines (Subtitles). <https://youtu.be/LOb0asSdKbQ>]

- *Here is an **opening paragraph** from another persuasive text.* Teacher reads the text out loud. Students follow along and underline the words that they don't know as the teacher reads. Review the words that are causing difficulty.

Text 2 (opening paragraph)

Climate change is a big problem that we need to take seriously. Scientists agree that human activities, like burning fossil fuels and cutting down forests, are making the Earth's climate change in a bad way. This is causing a lot of problems for us and for our planet.

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

- *Here is a **body paragraph** from another persuasive text.* Teacher reads the text out loud. Students follow along and underline words they don't know on their copy as the teacher reads. Review any words that are difficult.

Text 3 (body paragraph)

Eating breakfast improves your cognitive function. Studies show that individuals who eat breakfast tend to have better memory, attention span, and problem-solving skills. Starting the day with a nutritious meal boosts cognitive performance, making you more alert and focused.

[Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>]

Component 4B Questions [10 minutes]

- Teacher reads out the questions and asks the students to write their answers on the Worksheet. *We are going to discuss the first two questions together, then you are going to write your answers on the worksheet.*

Questions:

Q1. What kind of persuasive texts are Texts 1, 2, and 3?

Q2. For each text, what is the writer's opinion or main argument?

Q3. Is there any evidence to support the opinions? Give examples from the text.

- Teacher asks students to write their answers on the Worksheet.
- Teacher samples answers from students to each question and gives feedback.

Suggested answers:

Q1. **Text 1** – advertisement; **Text 2** – argument; **Text 3** – argument

Q2. **Text 1** – Jollibee fried chicken makes people happy and Filipinos proud; **Text 2** – Climate change is being caused by human activities and is a serious problem for the world; **Text 3** – Eating breakfast improves cognitive function.

Q3. **Text 1** – There's no factual evidence; "It's the smile on our faces" might be seen as happiness and joy.

Text 2 – This is the opening paragraph of an argument text. The evidence to support the claims hasn't been presented yet. We can predict that scientific evidence will be used to support the arguments from the statement: "Scientists agree that human activities, like burning fossil fuels and cutting down forests, are making the Earth's climate change in a bad way."

Text 3 – The general claim "Eating breakfast improves your cognitive function" is followed by specific findings from studies – "better memory, attention span, and problem-solving skills."

Component 4C Questions [10 minutes]

- Teacher reads out each question and asks the students to write their answers in the worksheet.

Questions:

Q4. How is emotive language is used in advertisements to get people to buy something? Give examples from the Text 1.

Q5. a. Text 2 is the opening paragraph of an argument text. The opening paragraph gives the opinion of the writer. We call this the 'Thesis Statement'. What will the next few parts in an argument text contain?
b. How is this different from a discussion text?

Q6. What kinds of persuasive texts do you find most convincing? Give examples and your reasons why.

- Teacher samples answers from students to each question and provides feedback and further guidance and discussion where needed.

Suggested answers:

Q4. Words that convey strong feelings or emotions that make you feel good are often used in advertising.

E.g., Joy, happiness, and pride are strong positive emotions carried in words like "*pride, joy, happy, smiles, every Filipino*"; this is done to associate positive feelings with the product advertisers are wanting to sell, e.g., the ad creates new words which combine positive sensations and feelings with something about the chicken, e.g., delicious becomes *Crispylicious, Juicylicious*; chicken becomes *ChickenJoy*.

Q5. a. The structure of an argument includes: Introduction -the writer's opinion is presented in a Thesis Statement; Body paragraph – each paragraph presents a general statement about a reason/argument/claim followed by specific facts or evidence to support each claim; Conclusion – this often restates the writer's opinion/main argument/ thesis after considering the evidence.

b. A discussion text considers more than one view on an issue or topic of concern while an argument presents only one view.

Q6. (Be prepared for a variety of responses. Pay particular attention to students' reasons.).

Component 5: Lesson Conclusion

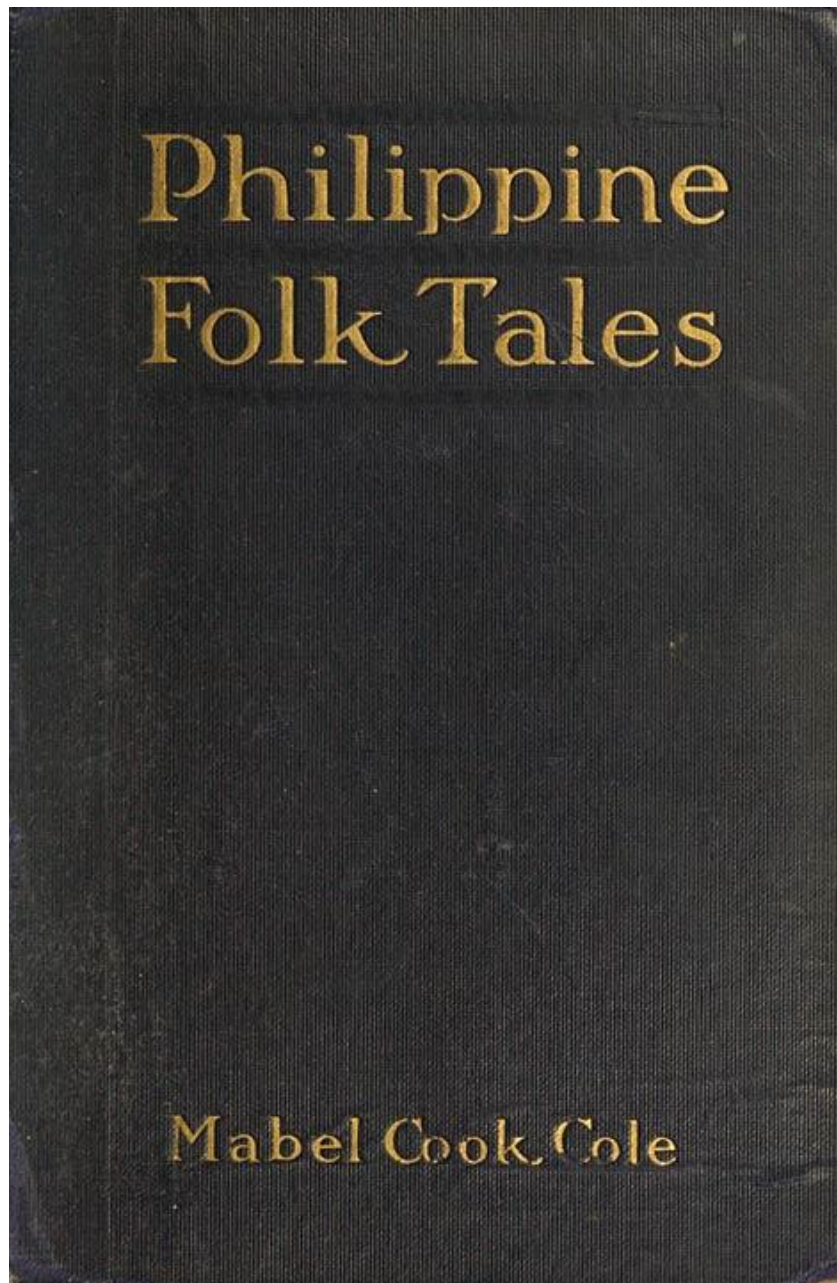
Time: 5 minutes

- Q1. The focus of the lesson was on learning about what you know about persuasive texts. How has the lesson helped you to understand this?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

Appendix 1: Book cover



Appendix 2: Map



For inquiries or feedback, please write or call:

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