

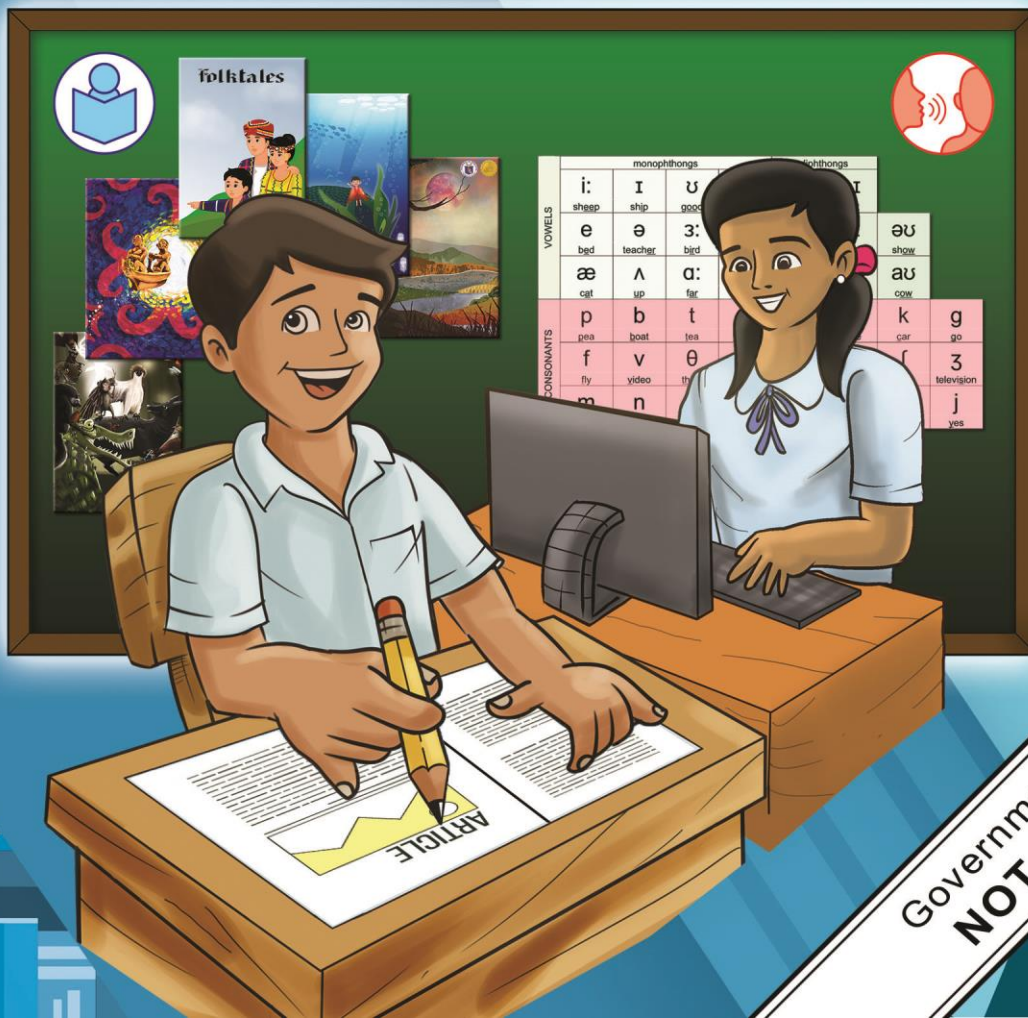
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NATIONAL LEARNING CAMP

English

Consolidation Learning Camp

Notes to Teachers



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Consolidation Learning Camp

Notes to Teachers

2024

English

Weeks 1 to 3

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Dear Reader

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

Thank you for your support!

Rationale and Overview – English

Introduction

The English lessons for the Philippines Learning Camps for Enhancement and Consolidated groups are designed to:

1. consolidate knowledge of content that students in Grade 8 have already been taught; and
2. create enhanced conditions for students to be successful in tests of Reading.

Reading Tests in English

Reading tests in English typically involve reading and comprehending single and multiple texts and answering comprehension questions. Questions often require the reader to locate relevant information in more than one place, both within individual texts and between multiple texts. The questions include both literal and inferential comprehension tasks. Question types may be multiple choice or require short written responses. Students can be required to read a substantial amount in English in a limited time and at a pace and level of understanding commensurate with those students for whom English is their first language.

These factors have influenced the nature and structure of the English lessons presented. The content of the lessons is based on the *K-12 Curriculum Guide English* (2016) and the Most Essential Learning Competencies (MELCs). In the lessons, students engage with a range of text types (Literary, Expository and Persuasive) and answer questions about them. Lessons begin with a single text as each type of text is introduced, but in Lesson 5 of each week, at least two texts are encountered, one of which students have seen earlier in the week. Questions have been designed at literal, inferential and applied levels, but also require students to engage with the generic features of the texts – that is, with the types of texts to which the chosen texts belong and conform.

The English Camp lessons and Learning Competencies for Grade 8

The *K-12 Curriculum Guide: English* (2016) mandates a range of text types for study and performance in Grade 8. The new *English K-10 Curriculum* (2023), which is to be introduced gradually from 2024, mandates for Key Stage 3 the close study of Literary, Informational and Persuasive texts.

Learning Competencies to do with text types in the 2016 English Curriculum include:

- Scan for logical connectors to determine the text type (Q1)
- Use text type knowledge (narrative in literature, instructions, explanation, factual and personal recount, persuasive, expository) to process information in a text (Q4)
- Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive) (Q2)
- Explain visual-verbal relationships illustrated in tables, graphs and information maps found in expository texts (Q3).

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

A significant component of the Grade 8 Learning Camp English lessons, then, deals with the nature, structures, and language features of Literary, Expository and Persuasive texts, explored through close readings of specific texts. Such a focus necessarily involved the incorporation into the lessons of Learning Competencies associated with reading, comprehending, analyzing, and responding to texts. These include for Grade 8 (*2016 K-12 Curriculum: English*):

- Skim to determine key ideas (Q1)
- Read intensively to determine the author's purpose (Q1)
- Recognize propaganda techniques in each text (Q3)
- Differentiate facts from opinions (Q3)
- React to what is asserted or expressed in a text (Q3)
- Arrive at meanings through context clues (Q3)
- Note explicit and implicit signals used by the writer (Q4)
- Draw conclusions from a set of details (Q4).

You will find the nominated Learning Competencies and the Most Essential Learning Competencies (MELCs) for each lesson listed in the English Grade 8 Lesson Plans.

Structure of the 3 weeks of the Learning Camp

Each week focuses on a particular type of text, with five lessons devoted to intense experience of the chosen text types and questions about them ranging from literal to inferential to applied to personal response. The sixth lesson in each week provides students with an opportunity to practise the knowledge and skills covered in the week. Week 1 lessons are devoted to Literary texts, Week 2 to Expository texts and Week 3 to Persuasive texts. Each lesson deals with a Key Idea, as defined in the table below. The underlined element of the designated type of text represents the focus of the lesson.

English Grade 8 Lesson Overview

WEEK 1: LITERARY TEXTS	
Lesson 1	Key idea: Key elements of Literary Texts that tell a story – <u>genre</u> , purpose, structure, plot, theme, <u>character</u> , and literary devices – Short Story 1
Lesson 2	Key idea: Key elements of Literary Texts that tell a story – <u>genre</u> , purpose, structure, plot, <u>theme</u> , character, and literary devices – Short Story 2
Lesson 3	Key idea: Key elements of Literary Texts that tell a story – <u>genre</u> , purpose, structure, plot, theme, <u>character</u> , and literary devices – Poetry.

Lesson 4	Key idea: Key elements of Literary Texts that tell a story – genre, <u>purpose</u> , structure, plot, theme, <u>character</u> , and <u>literary devices</u> - Literary Descriptions
Lesson 5	Key idea: Key elements of Literary Texts that tell a story – genre, <u>purpose</u> , structure, plot, theme, <u>character</u> , and <u>literary devices</u> – Fable.
Lesson 6	Deliberate Practice: Key elements of Literary Texts that tell a story – genre, <u>purpose</u> , <u>structure</u> , <u>plot</u> , <u>theme</u> , <u>character</u> , and literary devices.
WEEK 2: EXPOSITORY TEXTS	
Lesson 7	Key elements of Expository texts – <u>types</u> (<u>Information</u> , Explanation, Instructions), <u>purpose</u> , structure, and <u>language devices</u>
Lesson 8	Key idea: Locating, understanding, interpreting, and applying information in linear and non-linear Expository texts.
Lesson 9	Key idea: Key elements of Expository texts – <u>types</u> (<u>Information</u> , Explanation, <u>Instructions</u>), <u>purpose</u> , structure, and <u>language devices</u>
Lesson 10	Key idea: Locating information, understanding, interpreting, and applying understanding in linear and non-linear Expository texts.
Lesson 11	Key idea: Key elements of Expository texts – <u>types</u> (<u>Information</u> , <u>Explanation</u> , Instructions), <u>purpose</u> , structure, and <u>language devices</u> - Journalism
Lesson 12	Deliberate Practice: Comparing Different types of Expository texts
WEEK 3: PERSUASIVE TEXTS	
Lesson 13	Key Idea: Key elements of Persuasive texts – <u>type</u> , <u>purpose</u> , thesis, <u>structure</u> , audience, and language devices – Arguments
Lesson 14	Key Idea: Key elements of Persuasive texts – type, purpose, <u>thesis</u> , <u>structure</u> , <u>audience</u> , and language devices – A Speech
Lesson 15	Key Idea: Key elements of Persuasive texts – type, purpose, thesis, structure, <u>audience</u> , and <u>language devices</u> - Propaganda techniques
Lesson 16	Key idea: Key elements of Persuasive texts – <u>type</u> , purpose, thesis, structure, <u>audience</u> , and <u>language devices</u> – multimodal TV Advertisement for a target audience
Lesson 17	Key Idea: Key elements of Persuasive texts – <u>type</u> , purpose, thesis, <u>structure</u> , audience, and <u>language devices</u> – texts that give both sides of an argument.
Lesson 18	Deliberate Practice: Comparing Persuasive Texts on the same topic

Structure of the lessons

Each lesson is structured in the same way:

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

More detailed descriptions of each stage of the Lesson Structure can be found from page 6 of this document.

The questions

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

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

The questions, together with the vocabulary preparation provided in the Language Practice component, thus enable access to students at all levels of English commensurate with the standards required for Grade 8. In Grade 8, the Program and the Grade Level Standards require 'communicative competence through understanding of literature and other text types. Communicative competence is defined in the *K-12 Curriculum Guide English* (2016; page 6) as 'a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and how knowledge of utterances and communicative functions can be combined according to the principles of discourse.' The Lesson

questions target all aspects of this definition in providing opportunities for students to develop, consolidate and enhance knowledge of:

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

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

Teacher Notes in the Lesson Plans

You will find in each lesson of the Lesson Plans *Teacher Notes* which contain suggestions as to how the lessons might be taught – however, in practice, we acknowledge that you will need to make judgements about the needs of your groups and make decisions as to how best to meet them - accordingly, you will see in the lessons much use of the expression ‘feel free’.

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

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

Conclusion

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

English Notes for the Teacher

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

The Lesson plan structure

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

Component 1: Short Review

Time: 7 minutes

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

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

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

Component 2: Purpose of the lesson

Time: 3 minutes

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

Component 3: Lesson Language Practice

Time: 5 minutes

In this part of the lesson, students engage in deliberate practice of words or phrases that are important to learn in this lesson. Students need practice in word recognition, speaking and showing understanding. The teacher provides explicit instruction by modelling how to pronounce the words and ensuring that students understand what the words mean. Students then practise the words in pairs or individually through one or two activities such as: saying them aloud, talking about their meanings, using them in a sentence, writing them down or spelling key words.

Component 4: Lesson Activity

Time: 25 minutes

The main lesson activity is divided into 3 parts. The purpose of Component 4A is to guide students in reading the text. The teacher should first read the text aloud to provide a model of a fluent reading with appropriate pacing, phrasing, and expression. Students listen

and follow along and highlight or underline any words they don't know. Students then read the text together, in pairs or individually, identifying problematic or unfamiliar language. Over time, the aim is for students to read fluently. Allow 5 -10 minutes, depending on the length/complexity of the text.

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

The teacher displays the questions on the board and models how to identify key words in the questions by underlining them. E.g., *Let's look at each question carefully. What information do we need to answer the question?*

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

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

Component 5 Lesson Conclusion

Time: 5 minutes

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

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

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

For inquiries or feedback, please write or call:

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