

7

# Lesson Exemplar for English

Quarter 2

Lesson

5

**Lesson Exemplar for English Grade 7**  
**Quarter 2: Lesson 4 of 8 (Week 5)**  
**SY 2024-2025**

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

|  |
|--|
| <p style="text-align: center;"><b>Development Team</b></p> <p>Writers:</p> <ul style="list-style-type: none"><li>• PNU-RITQ Development Team</li><li>• Bea Mara L. Zamora (Silliman University)</li><li>• Renelito C. Caballo (Silliman University)</li></ul> <p>Validators:</p> <ul style="list-style-type: none"><li>• PNU-RITQ Development Team</li><li>• Gina Fontejon Bonior, PhD (Silliman University)</li></ul> <p style="text-align: center;"><b>Management Team</b><br/>Philippine Normal University<br/>Research Institute for Teacher Quality<br/>SiMERR National Research Centre</p> |
|--|

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

## ENGLISH/QUARTER 2/ GRADE 7

| <b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b> |   |
|--|---|
| <b>A. Content Standards</b>                                      | The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity. |
| <b>B. Performance Standards</b>                                  | The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity. |
| <b>C. Learning Competencies and Objectives</b>                   | Identify one's meaning and purpose in selecting the type of literary text for composition   |
| <b>D. Content</b>  | Types and purposes of literary text   |
| <b>E. Integration</b>  | ESP/Filipino Values and Local/National Identity   |

## **II. LEARNING RESOURCES**

The State University of New York (n.d.). Understanding the Four Major Purposes for Writing. Retrieved from:  
<https://sites.newpaltz.edu/owrc/wp-content/uploads/sites/16/2014/01/Purpose-Handout.pdf>

**III. TEACHING AND LEARNING PROCEDURE****NOTES TO TEACHERS****A. Activating Prior Knowledge****Day 1****What do you think? (Activity 1)** (15 - 20 minutes)

Activate students' prior knowledge by reviewing the types of literary texts. Let them identify what is being described by the given images and discuss its characteristics.

This can be done by pair. Use worksheet 1.

| Description   | Type | Characteristics |
|---|------|-----------------|
| 1.<br> <p>The Hare<br/>and<br/>The Tortoise</p> |      |                 |
| 2.  |      |                 |

THE LITTLE  
PRINCE

by Antoine de Saint-Exupéry



3.

*How my  
brother Leon  
Brought  
Home a Wife*  
by Manuel Arguilla



|   |  |  |  |  |
|---|--|--|--|--|
|   | <p>4.</p> <p><b><i>Nothing Gold Can Stay</i></b><br/>by Robert Frost</p> <p>Nature's first green is gold,<br/>Her hardest hue to hold.<br/>Her early leaf's a flower;<br/>But only so an hour.</p> <p>Then leaf subsides to leaf.<br/>So Eden sank to grief,<br/>So dawn goes down to day.<br/>Nothing gold can stay.</p>  |  |  |  |
| <p><b>B. Establishing Lesson Purpose</b></p>            | <p><b>1. Lesson Purpose</b> (1 minute)</p> <p>Establish lesson purpose by providing the objective of this week's lesson. The teacher may say:</p> <p>You did well in determining the types and characteristics of the previously given texts. Your knowledge on that topic is necessary because the focus of this week's lesson is on identifying the meaning and purpose of literary texts.</p> |  |  |  |
| <p><b>B. Developing and Deepening Understanding</b></p> | <p><b>1. Explicitation</b> (8 minutes)</p> <p>Define <i>purpose</i> and discuss the three core purposes of writing.</p> <div data-bbox="528 1212 1585 1388" style="border: 1px solid black; padding: 10px;"> <p>The <i>purpose</i> is the goal or aim of a piece of writing.</p> <p>Three major purposes of writing:</p> </div>  |  |  | <p>Establish the idea that writing or selecting a text depends on one's purpose.</p> |



## PIE

- a. To **persuade** - influence the readers' perspectives or encourage them to reconsider their stance on a debate and contemplate the writer's viewpoint
- b. To **inform** - explains, clarifies something, or educate the audience
- c. To **entertain** - focuses on entertaining rather than informing; aims to make the audience laugh, cry, or provide overall enjoyable reading experience

Key questions for discussion:

- Why do you think we need to write?
- How is the writer's purpose conveyed in writing?
- How will you apply these concepts in your everyday life?

### Day 2

#### 2. Lesson Activity

**Group these texts! (Activity 2)** (35 minutes)

Mechanics:

- This activity may be done in pair or by group.
- Provide a list of text types:

Use the acronym PIE for a more effective recall of the concept.

Use worksheet 2.

|               |                      |
|---------------|----------------------|
| short story   | blog                 |
| legend        | new articles         |
| autobiography | editorial            |
| poetry        | essay                |
| fable         | screenplay           |
| myth          | advertising campaign |
| drama         | letters              |
| speech        | diary entries        |
| journal       | posters              |

Though we have provided all other types of texts, emphasize that the focus of the topics on the succeeding weeks is on literary texts which will be listed on the last column (*To entertain*).

Ask the students to group the text types based on their purpose using the table below:

| To inform | To persuade | To entertain |
|-----------|-------------|--------------|
|           |             |              |

Process/discuss their answers using the following key questions:

- What are the texts that used to express one’s ideas/opinion? to educate or explain something to an audience? to influence others?
- Why do you think it is necessary determining the meaning and purpose of piece of writing, especially, in selecting a literary text?

|   |  |  |
|---|--|--|
|   |  |  |
| <p><b>C. Making Generalizations</b></p> | <p><b>Day 3 - 4</b></p> <p><b>Learning capture Activity</b></p> <p>Ask the students to reflect on their learning by answering this activity.</p> <div data-bbox="526 470 869 877"></div> <p><b>What are you going to take away with you when you get home?</b></p> <p><i>(takeaway - something you will remember)</i></p> |  |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION |   | NOTES TO TEACHERS   |
|--|---|---|
| <p><b>A. Evaluating Learning</b></p>                                   | <p><b>Author's Purpose Task Card (Group Activity)</b><br/> Below are task cards which contain the author's purpose/intention in writing. Ask the students to take the role, choose one purpose, and have it written/presented to the class.</p> <div style="text-align: center;"> <p>A script for a commercial</p> <hr/> <p>A letter to a friend about his/her vacation</p> <hr/> <p>A story about a spooky Halloween night</p> <hr/> <p>A news report on a recent activity/event in school</p> <hr/> <p>A poster/slogan illustrating nationalism</p> <hr/> <p>A birthday party invitation to a friend</p> </div> | <p>The students can choose or the teacher can assign a specific task to each group.</p> |

|                                |  |                            |                             |  |
|--------------------------------|--|----------------------------|-----------------------------|--|
| <b>B. Teacher's Remarks</b>    | <i>Note observations on any of the following areas:</i>  | <b>Effective Practices</b> | <b>Problems Encountered</b> | The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other related stuff.<br><br>Teacher may also suggest ways to improve the different activities explored/lesson exemplar. |
|                                | <b>strategies explored</b>   |                            |                             |  |
|                                | <b>materials used</b>  |                            |                             |  |
|                                | <b>learner engagement/ interaction</b>   |                            |                             |  |
|                                | <b>Others</b>  |                            |                             |  |
| <b>C. Teacher's Reflection</b> | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u><br/><i>What principles and beliefs informed my lesson?</i><br/><i>Why did I teach the lesson the way I did?</i></li> <li>▪ <u>students</u><br/><i>What roles did my students play in my lesson?</i><br/><i>What did my students learn? How did they learn?</i></li> <li>▪ <u>ways forward</u><br/><i>What could I have done differently?</i><br/><i>What can I explore in the next lesson?</i></li> </ul> |                            |                             | Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/collaborative sessions.  |

