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Lesson Exemplar for English

Quarter 2
Lesson
6

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Lesson Exemplar for English Grade 7
Quarter 2: Lesson 6 of 8 (Week 6)
SY 2024-2025

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ENGLISH/QUARTER 2/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	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. Performance Standards	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.
C. Learning Competencies and Objectives	Revise the literary texts for coherence and cohesion. • Use transitional markers
D. Content	Transitional Devices as Tool for Coherence and Cohesion
E. Integration	ESP/Filipino Values and Local/National Identity

II. LEARNING RESOURCES
MIT Comparative Media Studies. (2022, July 28). *Resources for writers: The writing process*. https://cmsw.mit.edu/writing-and-communication-center/resources/writers/writing-process/ Roces, A. (n.d.). We Filipinos Are Mild Drinkers. Retrieved June 8, 2024, from https://geekyenglish.wordpress.com/wp-content/uploads/2013/10/we-filipinos-are-mild-drinkers.pdf

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**Day 1** **1. Springboard** (5 minutes) Gauge the students' knowledge on the writing process by beginning the discussion with the following questions: • In writing a story, what is the first thing that you usually do? • What should you do to make your story interesting and understandable, or clearly written?	
B. Establishing Lesson Purpose	**1. Lesson Purpose** (1 minute) Establish the lesson purpose by presenting the objectives of the study. The teacher may say: Since you are now knowledgeable about the types of literary text for composition and on how to select a literary text type based the meaning and purpose, you are now ready to compose literary text. For this week we will focus on the • steps in the writing process • constructing a timeline of events for a short story **2. Unlocking Vocabulary/Language Practice** (5 minutes) Introduce the words that students will encounter for this week's lesson.	

Content Vocabulary	Definition
Story Map	a graphic organizer with the elements of a story such as setting, characters, and plot
Prewriting	includes all activities done before writing the draft such as brainstorming, outlining, and gathering information

Drafting	putting ideas into sentences and paragraphs; ideas are supported with details and are connected
Revising	making changes in terms of content and organization; ideas may be added, deleted, or changed
Editing	checking for grammar and spelling errors
Publishing	sharing the final story to others in various forms like storytelling, handing out printed copies, or posting it online

C. Developing and Deepening Understanding

STEPS IN THE WRITING PROCESS: PREWRITING and DRAFTING

1. **Explicitation** (35 - 40 minutes)

Present the following concepts and explain that these are the steps that they have to follow in writing a story.

Step 1: Prewriting (Think)	Step 2: Drafting (Write)	Step 3: Revising (Make It Better)	Step 4: Editing (Make It Correct)

Provide the following questions written on paper strips. Ask the students to analyze each question and place it under the column where they think it belongs:

This can be done by pair, so students can brainstorm and create mini discussion to promotion collaboration.

• What do I want to say? • How do I want to say it? • Who will read my writing? • What else do I need to know to begin? • Who can I talk to about my ideas? • Are my thoughts organized? • Which ideas do I want to develop? • Who can read this and offer suggestions? • Have I read what I have written? • Are my details clear? • Should I add or take out parts? • Have I used the best ideas and words? • Is my writing in a sensible order? • What suggestions have others made?	• Have I used complete sentences? • Are my spelling, capitalization, and punctuation correct? • Have I marked corrections that I need? • Has someone checked my work? • Do I have a correct and neat copy? • Should I illustrate it and display it? • Should I bind it in a book? • Should I read it out loud? • Can I place it in a classroom library? • Will I act it out? • Should I record myself telling my story and post it online?

Process the students' answer by discussing the steps using the table below. Emphasize that this will also be their guide/checklist as they write their composition.

STEP 1: PREWRITING (THINK)	
• Decide on a topic to write about. • Consider who will read or listen to your written work. • Brainstorm ideas about the topic. • Use a graphic organizer (e.g. story map) to organize your ideas. • Do your research, if necessary.	• What do I want to say? • How do I want to say it? • Who will read my writing? • What else do I need to know to begin? • Who can I talk to about my ideas?
STEP 2: DRAFTING (WRITE)	
• Write sentences and paragraphs even if they are not perfect. • Read what you have written and judge if it says what you mean. • Show it to others and ask for suggestions.	• Are my thoughts organized? • Which ideas do I want to develop? • Who can read this and offer suggestions?
STEP 3: REVISING (MAKE IT BETTER)	

• Read what you have written again. • Think about what others said about it. • Rearrange words or sentences. • Delete, add, or change parts. • Replace overused or unclear words.	• Have I read what I have written? • Are my details clear? • Should I add or take out parts? • Have I used the best ideas and words? • Is my writing in a sensible order? • What suggestions have others made?
STEP 4: EDITING (MAKE IT CORRECT)	
• Be sure all sentences are complete – have subjects and verbs. • Correct spelling, capitalization, and punctuation. • Change words that are not used correctly. • Have someone check your work. • Recopy it correctly and neatly.	• Have I used complete sentences? • Are my spelling, capitalization, and punctuation correct? • Have I marked corrections that I need? • Has someone checked my work? • Do I have a correct and neat copy?
STEP 5: PUBLISHING (SHARE THE FINISHED PRODUCT)	
• Read your writing aloud to a group. • Create a book of your work. • Send a copy to a friend or relative. • Put your writing on display. • Illustrate, perform, or set your creation to music.	• Should I illustrate it and display it? • Should I bind it in a book? • Should I read it out loud? • Can I place it in a classroom library? • Will I act it out? • Should I record myself telling my story and post it online?

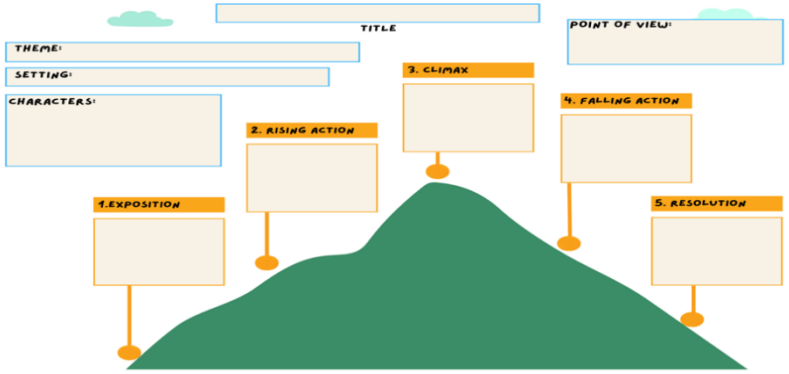
Day 2 - 3

ACTIVITY 1: Map it Out (Prewriting) (35 minutes)

After the discussion on the Steps of the Writing Process, present the Story Map worksheet. Explain how this will be used as part of the first step: *Prewriting*.

Before the students create their own story map, show how it is done using of the story, "We Filipinos are Mild Drinkers" by Alejandro R. Roces. This will help them see if they can identify the elements and picture out how this story map translates to a complete short story.

MY STORY MAP



Before revealing the answers, the following guide questions may be asked for each part of the plot:

Exposition:
a. When and where did the story happen?
b. How did the story begin?
c. What was the character's situation in the beginning of the story?

Rising Action:
a. What conflict/problem was encountered by the character(s?)

Climax:
a. How did the character confront the problem?
b. What is the turning point of the story?

Falling Action:
a. How did the character solve the problem/conflict?
b. What happened after the most intense part of the story?

Resolution:
a. How did the story end?

ACTIVITY 2: STORY WRITING CHECKLIST (25 minutes)
Once all the answers are shown, present the Story Writing Checklist. Using this, they go over each item in the Self Evaluation and Peer Evaluation for Prewriting.

The activity may cover two sessions because students would need an ample time to think of a story and accomplish the map.

Story Writing Checklist

Steps in the Writing Process	Self-evaluation	Peer Evaluation	Suggestions/ Remarks
PREWRITING	☐ Did I/we consider who will read my/our story? ☐ Have I/we included the setting and characters in the exposition? ☐ Is the conflict revealed in the Rising Action? ☐ Can my/our climax be considered the turning point of the story or the most intense part? ☐ Does the falling action lead to the resolution of the problem? ☐ Does my/our ending bring closure to the story? ☐ Are the plot elements organized logically?	☐ Based on the story map alone, is it appropriate for the intended readers? ☐ Does the exposition introduce the setting and characters? ☐ Is the conflict revealed in the Rising Action? ☐ Is the climax considered the turning point of the story or the most intense part? ☐ Does the falling action lead to the resolution of the problem? ☐ Does the ending bring closure to the story? ☐ Are the plot elements organized logically?	

	DRAFTING	☐ Are my/our details enough to make the story interesting? ☐ Are story elements consistent with the story map? ☐ Were dialogues added? ☐ Do I only have one idea in every paragraph?	☐ Are the details enough to make the story interesting? ☐ Are story elements consistent with the story map? ☐ Were dialogues added? ☐ Does every paragraph have one idea only?		
	REVISING	☐ Have I read what I have written? ☐ Are my details clear? ☐ Should I add, delete, or change parts? ☐ Have I used the best ideas and words? ☐ Is my writing in a sensible order?	☐ Are the details clear? ☐ Should parts be added, deleted, or changed? ☐ Did the writer(s) use the best ideas and words? ☐ Is the writing in a sensible order?		

EDITING	☐ Have I used complete sentences? ☐ Are words spelled correctly? ☐ Did I/we capitalize the beginning of each sentence and the proper nouns? ☐ Are punctuation marks used correctly? ☐ Are transition markers used correctly?	☐ Are sentences complete? ☐ Are words spelled correctly? ☐ Did the writers capitalize the beginning of each sentence and the proper nouns? ☐ Are punctuation marks used correctly? ☐ Are transition markers used correctly?	
PUBLISHING	☐ Did I/we follow the editing suggestions? ☐ Is the final copy neat and presentable?	☐ Is the copy correct based on the editing suggestions? ☐ Is the final copy neat and presentable?	

LESSON ACTIVITY: DRAFT IT UP! (25 minutes)
Based on the story timeline, guide the students in writing the draft of the story. The first few parts may be directly shown to them and the rest may be done together with them.

In the discussion, point out that the story timeline is a summary, while the draft is the longer version with added details, and dialogues between or among characters. Also point out how drafts are written in paragraphs and that the sentences should not necessarily be perfect.

Story Timeline	Draft
<u>Exposition:</u> In 1945, it was a common sight for Filipinos to see American soldiers who were subject to the influence of alcohol. One day, an American soldier named Joe asked a Filipino farmer where he could find a bar in the barrio.	It was the year 1945, when the Americans came back to the Philippines after World War II. In our barrio, it was common to see American soldiers who were drunk. One day, as I was working in the field, an American soldier passed by and asked, "Hey *amigo,* do you know any bars around here?"
<u>Rising Action:</u> Because there were no bars in the barrio, the farmer invited Joe to his nipa hut and offered lambanog. Joe got drunk while the farmer didn't.	"I'm sorry but there are no bars here, Joe." "Do you know any place where I could get whiskey?" "There is none that I know of, Joe. We Filipinos don't drink whisky. Why don't you just go with me so I can offer you lambanog. It's our local drink but I am not sure if you will like it." Joe smiled and accepted my offer. So, I hurriedly attended to my carabao and got ready to go home.
<u>Climax:</u> Since Joe was so drunk, he mistook the farmer as a Japanese soldier and the farmer's mother as a kimono girl. She screamed, ran, and alarmed the people in the barrio.	
<u>Falling Action:</u> After the American soldier became delusional, he passed out.	

	<u>Resolution:</u> So, the Filipino farmer brought the soldier back to his camp where he was offered a can of beer. However, he refused saying that Filipinos are mild drinkers. Once the entire draft is done, the teacher leads them to the Story Writing Checklist again. But this time, they focus on the Checklist for Drafting. **Day 4** **ACTIVIY 3: CRAFT YOUR OWN DRAFT (Drafting)** (40 minutes) Ask the students to start working on their own draft based on the discussions on story map and timeline. Once they are done, ask the students to go over the checklist on Drafting for Self-Evaluation (LEARNING ACTIVITY SHEET 2). After this, they exchange story maps and drafts again and the group does the Peer Evaluation.	
D. Making Generalizations	**Learners' Takeaways** (5 minutes) Learning Targets I can do this on my own. I can do this with a little help from others. I am not able to do this on my own. I am still confused. *I can identify the steps in the writing process.* *I can construct a timeline of events for a short story.*	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	**Formative Assessment** (8 minutes) **Steps in the Writing Process:** ***Encircle the letter that corresponds to the correct answer.*** 1. Which among the following steps in the writing process requires the writer to check for spelling, capitalization, and punctuation marks? A. drafting C. revising B. editing D. publishing 2. Which step focuses on the taking out, adding, or changing words or sentences to make the idea clearer? A. drafting C. revising B. editing D. publishing 3. Which step in the writing process are you at if you are now finalizing whether you will bind your story in a book, illustrate it, or act it out? A. prewriting C. revising B. editing D. publishing 4. Based on the given situations below, which is NOT an activity that you do during the Prewriting Stage? A. Think of a topic. B. Research for the needed information. C. Make sure that transitional markers are used correctly. D. Use a graphic organizer or story map to organize your ideas. 5. Which among the following will writers do if they are now in the Revising Stage of the writing process? A. Replace overused or unclear words. B. Be sure that all sentences are complete. C. Consider who will read or listen to their story. D. Write sentences and paragraphs even if they are not perfect yet.			
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	The teacher may take note of some observations related to the effective

	strategies explored			practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other related stuff. Teacher may also suggest ways to improve the different activities explored/lesson exemplar.
	materials used			
	learner engagement/ interaction			
	Others			
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*			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.