

7

Lesson Exemplar for English

Quarter 2

Lesson

7

Lesson Exemplar for English Grade 7
Quarter 2: Lesson 7 of 8 (Week 7)
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. <ul style="list-style-type: none">• 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
Mrs. Rooney / Revising Editing. (n.d.). Mrsrooney. from http://mrsrooney.pbworks.com/w/page/94013528/Revising%20%20Editing Editing Marks Anchor Chart Teaching Resources. (n.d.). Www.tes.com. https://www.tes.com/teaching-resource/editing-marks-anchor-chart-12304895

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>Day 1</p> <p>1. Springboard (5 minutes)</p> <p>Gauge the students' knowledge on the writing process by beginning the discussion with the following questions:</p> <ul style="list-style-type: none"> • 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	<p>1. Lesson Purpose (1 minute)</p> <p>Establish the lesson purpose by presenting the objectives of the study. The teacher may say:</p> <p>The discussions we had last week on the writing process will be enhanced further this week since our focus is on revising and editing with the use of transitional devices.</p>
B. Developing and Deepening Understanding	<p>Revising and Editing (Using Transitional Markers for Cohesion and Coherence)</p> <p>1. Explicitation (35 - 40 minutes)</p> <p>Lead the discussion on the third and fourth steps in the writing process: <i>Revising</i> and <i>Editing</i>. Ask students to compare the two. Then, discuss the following Venn diagram:</p>  <p><small>Created by Sarah McManis</small></p>

Source: <http://mrsrooney.pbworks.com/w/page/94013528/Revising%20%20Editing>

2. Worked Example

Ask the students to compare the plot elements in Column A and Column B and identify which is clearer and easier to understand.

Plot Element	Column A	Column B
Exposition	It was a common sight for Filipinos to see American soldiers who were subject to the influence of alcohol. An American soldier named Joe asked a Filipino farmer where he could find a bar in the barrio.	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.
Rising Action	There were no bars in the barrio. The farmer invited Joe to his nipa hut and offered lambanog. Joe got drunk. The farmer didn't.	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.
Climax	Joe was so drunk. He mistook the farmer as a Japanese soldier and the farmer's mother as a geisha. She screamed, ran, and alarmed the people in the barrio.	Since Joe was so drunk, he mistook the farmer as a Japanese soldier and the farmer's mother as a geisha. She screamed, ran, and alarmed the people in the barrio.
Falling Action	The American soldier became delusional. He passed out.	After the American soldier became delusional, he passed out.
Resolution	The Filipino farmer brought the soldier back to his camp.	So, the Filipino farmer brought the soldier back to his camp where he was offered a can of beer. However, he refused saying

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

		that Filipinos are mild drinkers.
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Guide Question:

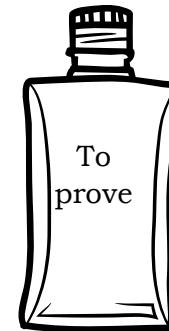
- Which plot clearer and easier to understand?
- What words made the plot in Column B clearer? How do you say so?
- How do we call these words?

Day 2

TRANSITIONAL MARKS

ACTIVITY 1: Bottle it Up (25 minutes)

Post some transitional markers around the room. Ask the students to accomplish the worksheet which requires them to classify the transitional markers based on their functions.



Present the following transitional markers and their functions.

TO ADD:

and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

TO COMPARE:

whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

	<p>TO PROVE: because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is</p> <p>TO SHOW EXCEPTION: yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes</p> <p>TO SHOW TIME: immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then</p> <p>TO REPEAT: in brief, as I have said, as I have noted, as has been noted</p> <p>TO EMPHASIZE: definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation</p> <p>TO SHOW SEQUENCE: first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon</p> <p>TO GIVE AN EXAMPLE: for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate</p> <p>TO SUMMARIZE OR CONCLUDE: in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently</p> <p>ACTIVITY 2: Transition it (20 minutes)</p>	
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A. Write the appropriate transitional markers on the blanks provided in the following summary of “My Father Goes to Court”. Choose your answers from the box below.

because	consequently	lastly
meanwhile	moreover	rather
then	when	while

In a small town in Luzon, two families lived. One was a rich family 1._____ the other was poor. The kids of the poor family were healthy 2._____ they would go out and play. 3._____, the rich family’s children usually seldom came out. they became pale, sickly, and anemic.

Since they were next-door neighbors, the poor family would inhale the aroma of the rich family’s food whenever their servants cooked something delicious. 4._____, the rich man accused the poor man and his family of stealing the spirit of their wealth and food.

5._____ the poor father appeared in court, he collected coins from his wife and children and jingled them inside his hat. 6._____, he asked if the rich man heard the spirit of the money and said that he had already paid with the spirit of the money. The judge dismissed the case 7._____ he even came down from his high chair to congratulate the poor man.

Day 3

REVISING (40 minutes)

Show the revised version of the sample draft. Ask the students to go over the draft and use the **Story Writing Checklist** for self-evaluation on **Revising**. After which, ask them to collaborate with a classmate for peer evaluation.

	<p>Draft</p> <p>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.</p> <p>One day, as I was working on the field, an American soldier passed by and asked, “Hey <i>amigo</i>, do you know any bars around here?”</p> <p>“I’m sorry but there are no bars here, Joe”</p> <p>“Do you know any place where I could get whiskey?”</p> <p>“There is none that I know of, Joe. We Filipinos don’t drink whisky. Why don’t you just go with me? I can offer you lambanog. It’s our local drink, though I am not sure if you will like it.” I replied.</p> <p>Joe smiled and accepted</p>	<p>Revised Version</p> <p>It was the year 1945. The American liberation forces came back to the Philippines after World War II. We were glad to see that they were back, not because they were Americans, but because they were not Japanese. In our barrio, it was common to see drunk American soldiers .</p> <p>My first acquaintance with groggy soldiers began one late afternoon. I was plowing our rice field with our carabao named Carpio. Disabled tanks and shot-down planes still cluttered the fields. I was barefooted and stripped to the waist.</p> <p>An American soldier was walking and when he saw me, he headed toward me. I stopped plowing waited for him. I noticed he was carrying a half-pint bottle of whisky. Whisky bottles seemed part of the American uniform.</p> <p>“Hello, Joel!” i said.</p> <p>““Oh hi <i>amigo</i>, do you know any bars around here?”</p>	<p>This is added to specify that <i>Americans</i> refer to American soldiers.</p> <p>This is to set the mood that the Filipinos were okay with having the Americans around</p> <p>→ changed to simplify the statement</p> <p>→ This is added for local color and more visualization of the setting.</p>	
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	<p>my offer. I hurriedly attended to my carabao and got ready to go home.</p>	<p>he asked.</p> <p>"I am sorry, Joe, but there are no bars in this Barrio," I replied.</p> <p>"Oh, well! You know where I could buy more whiskey?"</p> <p>"No, Joe, I am sorry. We do not drink whisky."</p> <p>Here, have a swig. You have been working too hard," he said, offering me his half-filled bottle.</p> <p>"NO. thank you, Joe," I said. "We Filipinos are mild drinkers."</p> <p>"Well, don't you drink at all?"</p> <p>"Yes, Joe, I drink but not whisky."</p> <p>"What the hell do you drink?"</p> <p>"I drink lambanog."</p> <p>"Jungle juice, eh?"</p> <p>"I guess that is what the</p>	<p>Dialogues are added to show that the characters have established rapport.</p> <p>This line tells the readers that the farmer is humble.</p> <p>Local color</p>	
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GIs call it."

You know where I could
buy some?"

"I have some you can
have, but I do not think you
will like it."

"I'll like it. Don't worry
about that. I have drunk
everything."

This is added
to show that
the American
soldier is proud
and confident
about his
alcohol
tolerance.








Day 4

EDITING (30 minutes)




Discuss the common editing marks.

Source: <https://www.tes.com/teaching-resource/editing-marks-anchor-chart-12304895>

Present and discuss how editing marks are used using the sample below.

EDITING MARKS		
Mark	Definition	Example
	FIX SPELLING	I had a <u>dreem</u> last night.
	ADD	The dog to go on walks. loves
	REMOVE	I took a really Only long nap yesterday.
	ADD PUNCTUATION	The alligator peeked out of the water.
	CAPITALIZE	On <u>tuesday</u> , we went out for ice cream.
	LOWER-CASE	The girl ran and jumped into the pool.
	INDENT	Finally, I wake up and realized I had been asleep.

	<div><p>Revised Version with Editing Marks</p><p>An American soldier was walking and when he saw me, he headed toward me. I stopped plowing and waited for him. I noticed he was carrying a half-pint bottle of whisky. Whisky bottles seemed part of the American uniform.</p><p>"Hello, Joe!" i said.</p><p>"Oh hi <i>amigo</i>, do you know any bars around here?" he asked. "I am sorry, Joe, but there are no bars in this Barrio," I replied.</p><p>"Oh, well! You know where I could buy more whiskey?"</p><p>"No, Joe, I am sorry. We do not drink whisky."</p></div> <div><p>Edited Version</p><p>An American soldier was walking and when he saw me, he headed toward me. I stopped plowing and waited for him. I noticed he was carrying a half-pint bottle of whisky. Whisky bottles seemed part of the American uniform.</p><p>"Hello, Joe!" I said.</p><p>"Oh hi <i>amigo</i>, do you know any bars around here?" he asked.</p><p>"I am sorry, Joe, but there are no bars in this Barrio," I replied.</p><p>"Oh, well! You know where I could buy more whiskey?"</p><p>"No, Joe, I am sorry. We do not drink whisky."</p></div>	<p>Present the edited version. Ask the students to repeat the process of evaluation focusing on the <i>Editing</i> section. Process their answer/evaluation.</p>				
<p>C. Making Generalizations</p>	<p>Learners’ Takeaways (5 minutes)</p> <table><tr><td>Learning Targets</td><td>I can do this on my own.</td><td>I can do this with a little help from others.</td><td>I am not able to do this on my own. I am still</td></tr></table>	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	
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>I can compose literary texts using appropriate structure.</i>				
	<i>I can revise the literary texts for coherence and cohesion.</i>				
	<i>I can use transitional markers.</i>				

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS						
A. Evaluating Learning	<p>Formative Assessment (10 minutes)</p> <p>Transitional Markers: Complete each sentence by filling in the blanks with the correct transitional marker. Choose your answers from the box below.</p> <table border="1"> <tr> <td>as a result</td><td>for instance</td><td>otherwise</td></tr> <tr> <td>because</td><td>however</td><td>such as</td></tr> </table>	as a result	for instance	otherwise	because	however	such as	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Even though 2. because 3. such as 4. However 5. On the other hand 6. Otherwise
as a result	for instance	otherwise						
because	however	such as						

	<div> <div>even though</div> <div>on the other hand</div> </div> <ol style="list-style-type: none"> _____ Filipinos have faced so many challenges, we still remain strong and resilient. The short stories written by our Filipino writers play a very important role in our society _____ they reveal our experiences and culture. Filipinos have unique traditions and customs _____ <i>bayanihan</i> (mutual cooperation) and <i>pamamanhikan</i> (proposing a wedding and asking permission to the family of the partner). The Philippines is blessed with so many natural resources. _____, some of us have neglected these gifts from above. The Spanish colonizers brought Christianity to our country. _____, the American colonizers introduced English as a medium of instruction. We need to protect our country. _____, what our heroes fought for will be put to waste. 			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	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.
	strategies explored			
	materials used			
	learner engagement/ interaction			

	Others			Teacher may also suggest ways to improve the different activities explored/lesson exemplar.
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			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.