

7

Lesson Exemplar for English

Quarter 2

Lesson

8

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

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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.

ENGLISH/QUARTER 2/ GRADE 7

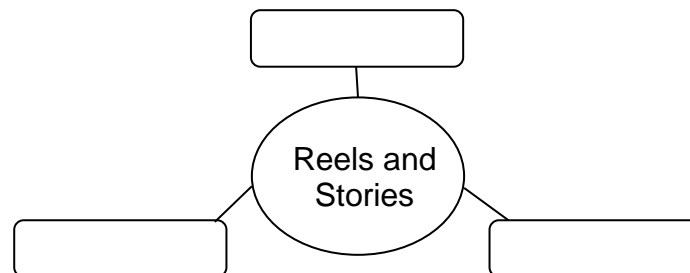
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary 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	Publish an original literary text that reflects culture (short story)
D. Content	Publishing an original literary text that
E. Integration	ESP/Filipino Values and Local/National Identity

II. LEARNING RESOURCES
Admin, W. (2021, April 18). Comparing TikTok and Instagram Reels. New Age Digital. https://newagedigital.ph/comparing-tiktok-and-instagram-reels/ How to add music to a Facebook Story Clipchamp Blog. (n.d.). Clipchamp. from https://clipchamp.com/en/blog/how-add-music-to-facebook-story/ Lit 1 - How My Brother Leon Brought Home A Wife. (n.d.). Www.youtube.com. Retrieved June 9, 2024, from https://www.youtube.com/watch?v=djFoEBQbq-c

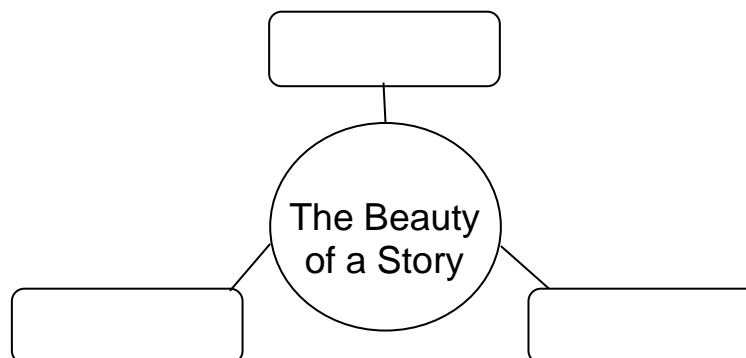
III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS						
A. Activating Prior Knowledge	<p>Day 1 Review (Activity 1) (15 minutes)</p> <p>A. Ask the students to answer the activity by using the appropriate transitional markers in connecting the sentences.</p> <table border="1"> <tr> <td>as a result</td><td>but</td><td>on the other hand</td></tr> <tr> <td>similarly</td><td>so</td><td>then</td></tr> </table> <p>1. The American soldier offered whiskey. The Filipino farmer refused. _____</p> <p>2. The farmer took a bamboo ladder and leaned it against a spiny tree. He climbed the ladder and picked some calamansi. _____</p> <p>3. Joe got so drunk. The Filipino farmer was just sober. _____</p> <p>4. Joe got so drunk and delusional. He thought that the farmer was a Japanese soldier. _____</p> <p>5. Mother's scream alarmed the entire barrio. Everyone came out with their bolos, rifles, and knives. _____</p> <p>B. Ask the students to identify the writing process described on the following steps:</p> <p>1. Consider who will read or listen to your written work.</p> <p>2. Correct spelling, capitalization, and punctuation.</p> <p>3. Write sentences and paragraphs even if they are not perfect.</p> <p>4. Put your writing on display.</p> <p>5. Read what you have written again.</p>	as a result	but	on the other hand	similarly	so	then	<p>Use Learning Activity Sheet No. 1</p> <p>Answer Key:</p> <ol style="list-style-type: none"> 1. but 2. then 3. on the other hand 4. similarly 5. as a result <p>Answer Key:</p> <ol style="list-style-type: none"> 1. pre-writing 2. editing 3. drafting 4. publishing
as a result	but	on the other hand						
similarly	so	then						

	6. Think about what others said about it. 7. Use a graphic organizer (e.g. story map) to organize your ideas. 8. Create a book of your work. 9. Change words that are not used correctly. 10. Read what you have written and judge if it says what you mean.	5. revising 6. revising 7. prewriting 8. publishing 9. editing 10. drafting
C. Establishing Lesson Purpose	1. Lesson Purpose (1 minute) Establish the lesson purpose by presenting the objectives of the study. The teacher may say: For this week's lesson, we will focus on the last part of the writing process which is publishing.	
B. Developing and Deepening Understanding	1. Explicitation (40 minutes) Ask the students if they are familiar with Facebook and Instagram Reels and Stories. The following pictures are shown as examples:  Reels and Stories Ask the students to fill out the graphic organizer by writing answers to the questions:	

What does a person who shares Reels and Stories in Instagram or Facebook reveal about himself/herself?



What do you think is the importance of writing and/or reading stories?



Day 2

Explain that *publishing*, the last step in the writing process, contributes to the growth and development of writers. It makes the writing more tangible and accessible for a larger audience.

Reiterate the following checklist that was discussed previously:

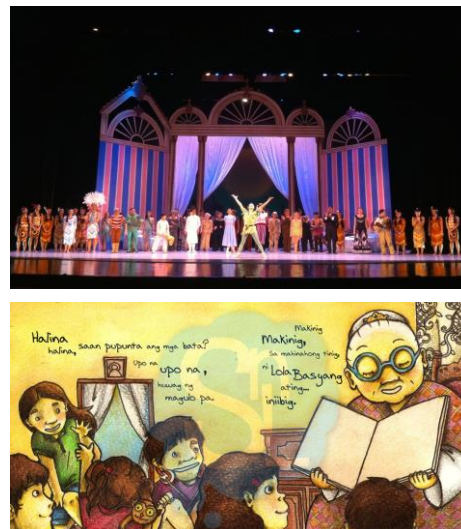
Using the “Reels and Stories” graphic organizer, students brainstorm on what they learn about the lives of people sharing Reels and Stories in Instagram or Facebook.

Possible answers:

- likes and dislikes
- hobbies and interests
- identity
- culture
- skills and/or talents
- their community

PUBLISHING	<input type="checkbox"/> Did I/we follow the editing suggestions? <input type="checkbox"/> Is the final copy neat and presentable?	<input type="checkbox"/> Is the copy correct based on the editing suggestions? <input type="checkbox"/> Is the final copy neat and presentable?
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Discuss the different ways on how stories may be published:



2. Worked Example (15 minutes)

To illustrate what actual publishing looks like, show the copies of the stories they have read since the beginning of the quarter. Sample videos of one of the stories they have read for this quarter may be shown.



3. Lesson Activity

Name the Ways (Activity 2) (35 minutes)

Ask the students to form their groups, and work on the following activity:

Directions: Complete the graphic organizer by providing other ways/forms to publish a story, whether digital or printed.



Ask the students to present their output. Process their answers.

Day 3

Let's republish! (40 minutes)

Ask the students to:

- select/think about their favorite story
- create a short summary
- present the summary by republishing it using other forms (for example: if the original story came from a book, they could recreate it using a comic strip/book)

Ask students to present their output.

Use Learning Activity Sheet No. 2.

Possible answers:
printed/digital literary magazines
story book
online platforms (Wattpad, WordPress)
social media sites (Tumblr, Facebook, Twitter, YouTube)

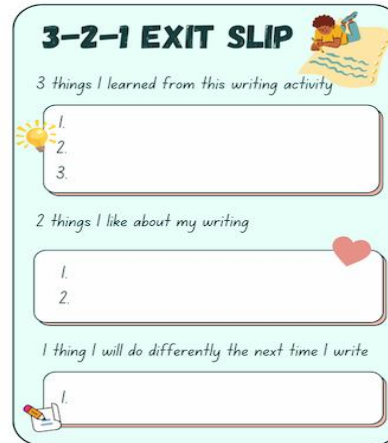
This can be a paired activity.


The teacher can ask the students beforehand to think/select a story of their choice.

**C. Making
Generalizations**


3-2-1 Exit Slip (15 minutes)

At this point, ask the students accomplish the 3-2-1 Exit Slip to reflect on their learning.




3-2-1 EXIT SLIP 


3 things I learned from this writing activity

 1.
2.
3.

2 things I like about my writing

1. 
2.

1 thing I will do differently the next time I write

 1.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION					NOTES TO TEACHERS													
D. Evaluating Learning	Day				4													
	Ask the students to go back to their writing output last week. They should now finalize their work by writing or printing a final copy. the students will compile all their stories and create a book using indigenous or local materials. For example, they may use local plants for the design of the cover and even as thread for binding. This may be displayed in the library, their Homeroom, or the hallways during the Book Week Celebration, English Month Culmination or any other school event.																	
	Scoring guide/rubric:																	
	<table><tr><td>CRITERIA</td><td>Outstanding (10 points)</td><td>Satisfactory (8 points)</td><td>Developing (6 points)</td><td>Beginning (4 points)</td></tr><tr><td>Relevant Content</td><td>The story clearly and relevantly reflects one’s values and culture and evidently facilitates promoting and preserving local and national identity.</td><td>The story reflects one’s values and culture and facilitates promoting and preserving local and national identity.</td><td>The story ambiguously reflects one’s values and culture and inadequately facilitates promoting and preserving local and national identity.</td><td>The story does NOT reflect one’s values and culture and fails to facilitate promoting and preserving local and national identity.</td></tr><tr><td>Plot Development</td><td>The storyline is thoroughly developed creating an engaging plot and enabling readers to follow through. The ideas and other story elements clearly establish the theme of the</td><td>The storyline is adequately developed. The ideas and other story elements contribute to the establishment of the theme of the story.</td><td>The storyline is partially developed. The ideas and other story elements somehow contribute to the establishment of the theme of the story.</td><td>The storyline is inadequately developed. Some ideas and story elements are missing which are needed in order to establish the plot and theme of the story.</td></tr></table>				CRITERIA	Outstanding (10 points)	Satisfactory (8 points)	Developing (6 points)	Beginning (4 points)	Relevant Content	The story clearly and relevantly reflects one’s values and culture and evidently facilitates promoting and preserving local and national identity.	The story reflects one’s values and culture and facilitates promoting and preserving local and national identity.	The story ambiguously reflects one’s values and culture and inadequately facilitates promoting and preserving local and national identity.	The story does NOT reflect one’s values and culture and fails to facilitate promoting and preserving local and national identity.	Plot Development	The storyline is thoroughly developed creating an engaging plot and enabling readers to follow through. The ideas and other story elements clearly establish the theme of the	The storyline is adequately developed. The ideas and other story elements contribute to the establishment of the theme of the story.	The storyline is partially developed. The ideas and other story elements somehow contribute to the establishment of the theme of the story.
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The teacher may also opt to have students publish their works in different ways such as the following: a. creating a digital story book using online applications or websites such as https://bookcreator.com/ b. animated videos using https://www.powtoon.com/ c. role play																		

			story.				
	Logical Structure	Connections between events, ideas, and feelings in the story are clearly and efficiently expressed and are highly appropriate. Transitional markers are consistently and efficiently used throughout the story.	Connections between events, ideas, and feelings in the story are expressed and are appropriate. Transitional markers are used throughout the story.	Connections between events, ideas, and feelings in the story are not consistently observed throughout the story. Transitional markers are used for the most parts of the story.	The story seems very disconnected and it is very difficult to figure out connections between and among events, ideas, and feelings. Transitional markers are rarely used correctly, or are not used at all.		
	Mechanics	The story contains no errors in grammar, spelling, usage, capitalization, and punctuation.	The story contains negligible errors in grammar, spelling, usage, capitalization, and punctuation.	The story contains a number of errors in grammar, spelling, usage, capitalization, and punctuation which may interfere with reading.	The story contains so many errors in grammar, spelling, usage, capitalization, and punctuation that seriously affect reading and comprehension.		
E. 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 practices and problems encountered after utilizing the different strategies, materials used, learner	
	strategies explored						
	materials used						

	learner engagement/ interaction			engagement, and other related stuff.
	Others			Teacher may also suggest ways to improve the different activities explored/lesson exemplar.
F. Teacher's Reflection	<p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> 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.