

7

Lesson Exemplar for English

Quarter 3

Lesson

1

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Lesson Exemplar for English Grade 7
Quarter 3: Lesson 1 of 8 (Week 3)
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 3/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques to produce culture-based texts based on one's purpose, context, and target audience.
B. Performance Standards	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose context (Indigenous People and regional celebrations); and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
C. Learning Competencies and Objectives	<p>EN7INF-III-1 Examine text structures of non-journalistic (expository) texts for clarity of meaning and purpose: comparison and contrast</p> <p>EN7INF-III-5 Analyze the real-world issues/occurrences presented in informational texts.</p> <p>EN7INF-III-9 Analyze how non-linear texts represent and/or summarize the contents of informational texts: graphical organizer</p> <p>EN7INF-III-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts: animations</p> <p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. Examine the two methods in writing comparison-contrast text – point by point and block methods. 2. Analyze how animations aid in presenting information. 3. Use graphic organizers in analyzing, representing, and summarizing information from expository texts.
D. Content	<ul style="list-style-type: none"> • Comparison and Contrast text structure • Analyzing use of visual elements in informative texts • Summarizing significant information in a comparison-contrast essay
E. Integration	Local, regional, and national celebrations/holidays

II. LEARNING RESOURCES

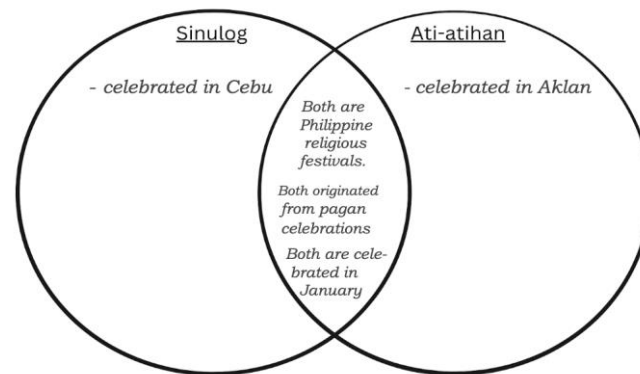
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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<div>DAY 1</div> <div>Short Review</div> <div>Transition markers for Comparing and Contrasting</div> <div><div><div>Transition Words</div><div>Compare & Contrast</div><div><div><div>Compare</div><div>compared to</div><div>similarly</div><div>at the same time</div><div>equally</div><div>either</div><div>in the same way</div><div>as well as</div><div>likewise</div><div>also</div><div>much like</div><div>another way</div></div><div><div>Contrast</div><div>although</div><div>however</div><div>besides</div><div>in contrast to</div><div>unlike</div><div>on the other hand</div><div>nevertheless</div><div>despite</div><div>on the contrary</div></div></div><div></div></div></div> <div>Transition markers connect sentences so they become a unified whole rather than separate ideas. Below are commonly used transition markers.</div> <div>Let's do a quick review of these signal words when writing about similarities and differences by filling in the blanks below with the appropriate transition markers.</div> <div><div><div>like</div><div>unlike</div></div><div><div>similarly</div><div>in the same way</div></div><div><div>although</div></div><div><div>in contrast</div></div><div><div>also</div></div><div><div>while</div></div></div> <div>The Sinulog and Ati-atihan are alike in some ways but they also differ in other ways.</div> <div><u>Like</u> the Sinulog Festival, Ati-Atihan began as a celebration of pre-colonial history and later on evolved into a religious commemoration after the Spaniards converted our ancestors to Catholicism.</div> <div><div>1) _____, both the Sinulog and Ati-atihan festivals are celebrated to honor the baby Jesus or Senor Sto. Nino.</div><div>2) The Sinulog festival commemorates the establishment of the friendship between two warring parties: Ferdinand Magellan and Hara Amihan, wife of Rajah Humabon. _____, the Ati-atihan re-enacts the peace talk between the Atis of Aklan and the Maraynons from Borneo.</div></div>	<div>Answer Key:</div> <div><div>1. Also</div><div>2. Similarly</div><div>3. in the same way</div><div>4. while</div><div>5. In contrast</div></div>

	<div>3) Sinulog dancers dance to the beat of drums _____ as the Ati-atihan dancers.</div> <div>4) Sinulog dancers chant “Pit Senor” _____ Ati-Atihan dancers chant “Hala bira. Viva Señor Santo Niño!”</div> <div>5) Finally, Sinulog dancers do not paint their skin. _____, Ati-Atihan dancers would color their skin black to signify the color of our Ati ancestors.</div>											
<div>B. Establishing Lesson Purpose</div>	<div>1. Lesson Purpose</div> <div>Have students go back to their Learner’s Takeaways chart in the previous lesson. The following questions may be asked:</div> <div><div>a. Which of the items are you most confident in? Why?</div><div>b. Which of the items do you need more help in? Why?</div></div> <div><div>very confident - 😊</div><div>not so confident - 😞</div><div>fairly confident - 😊</div><div>not confident at all - 😞</div></div> <table><thead><tr><th>Learning Targets</th><th>I feel...</th></tr></thead><tbody><tr><td>I can identify text structures of expository texts.</td><td></td></tr><tr><td>I can use correct transition markers for cohesion and coherence.</td><td></td></tr><tr><td>I can extract information from a given text.</td><td></td></tr><tr><td>I can summarize a text.</td><td></td></tr></tbody></table> <div>From the responses, highlight that Lesson 2 continues the discussion and practice in reading informational texts. The lesson will also focus on analyzing the text structure, using transition words, and summarizing but the tasks particularly cover comparing and contrasting.</div> <div>2. Unlocking Content Area Vocabulary</div> <div>There are two common methods of writing Comparison and Contrast compositions: the Block Method (section-by-section) and the Point-by-Point Method. The table below compares and contrasts these two writing methods. Ask students to note details on the</div>	Learning Targets	I feel...	I can identify text structures of expository texts.		I can use correct transition markers for cohesion and coherence.		I can extract information from a given text.		I can summarize a text.		
Learning Targets	I feel...											
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	definition and use of these methods. Inform them that developing ideas using these methods will be explored in the week's lesson.				
	Comparison & Contrast Methods	Definition	Advantages	Disadvantages	
	Block	describing similarities first of one point of a topic with a point of the other topic	Keeps each set of points for discussion close together. The reader does not have to remember as much information. Keeps the paper clearly organized. Avoids summary	The reader does not immediately see the similarities and differences of the subjects or topics being explained.	
	Point by Point	a presentation of all facts and supporting details about one topic followed by the facts and supporting details about the second topic	Presents the whole picture of the two sides; can be more effective if the essay is below 3-4 pages and is covering a general issue. Does not appear as monotonous	The reader must remember a lot since the comparison and contrast are done side by side. The paper is not always as clearly organized. Difficult to for papers over 3-4 pages	

<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation Ask the students this question:</p> <p>Suppose that your assignment is to write an essay that compares and contrast two games, artists, athletes, or movies that you like. Which two will you write about? Why? How will you start writing the essay?</p> <p>Link students' responses to the viewing activity in the next lesson component.</p> <p>2. Worked Example Introduce the viewing text on Comparing and Contrasting. The short video is produced by the University of North Carolina Writing Center and published on YouTube on November 26, 2018. The video will explain tips when writing a comparison and contrast paper. The video transcript and handout may be accessed in the writing center's website.</p> <p>After viewing, discuss the video content using the following questions:</p> <ol style="list-style-type: none"> 1. The video shared a writing tip in comparing and contrasting where a table is prepared to list factors for comparison in rows and items being compared in columns. How can this help in writing a comparison-contrast essay? 2. Another writing tip given is preparing a Venn diagram? How is this done? 3. According to the video, organizing information in comparing and contrasting may be done section by section or point by point. Which between the two do you prefer? Why? 4. Were these writing tips explained clearly in the video? What made the explanations clear? What made the explanations unclear? 5. Were the animated visual elements helpful in explaining comparing and contrasting? If yes, how did they help? If no, why were they not helpful? <p>Guide the students in another example of using the Venn Diagram to generate ideas in comparing and contrasting. Use the text on Sinulog and Ati-Atihan festivals covered in the previous lesson.</p> <p>The similarities of Sinulog and Ati-Atihan are placed in the overlapping parts of the circles. The differences or unique descriptions or information about Sinulog and Ati-Atihan are placed in the non-overlapping parts.</p>	<p>Explore the Writing Center website. Instructional materials on different writing topics can be downloaded for free.</p> <p>Link to Website https://writingcenter.unc.edu/tips-and-tools/comparing-and-contrasting/</p> <p>Link to Video https://www.youtube.com/watch?v=31PqwdpdrP0</p> <p>Possible answers:</p> <ol style="list-style-type: none"> 1. This will help identify points of comparison. This can also help the writer draw ideas for the thesis statement. 2. Each circle in the Venn diagram represents the items being compared. The common ideas the two items share will
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The Sinulog and Ati-Atihan festivals have similarities and differences. In terms of their similarities, both are celebrated as a religious festival to honor Senor Sto. Nino. Both originated from pagan religious celebrations. **Similarly**, both are _____.

In terms of their differences, **while** Sinulog is celebrated in Cebu, Ati-Atihan is done in Aklan. In Sinulog, _____ **whereas** in Ati-Atihan _____. In Sinulog, _____ **However**, in Ati-Atihan, _____. Finally, in Sinulog, _____, **but** in Ati-Atihan, _____.

The Venn Diagram is one of several strategies that would help generate ideas for writing comparison and contrast compositions. Ask the students to complete the comparison and contrast passage below based on what the class collaboratively wrote on the Venn diagram.

DAY 2 - 3

Two Methods of Writing Comparison and Contrast Compositions

There are two common methods of writing Comparison and Contrast compositions: the Block Method and the Point-by-point Method. Use the text and graphic organizers to discuss these.

be listed where the circles overlap.

3-5. Answers will vary.

Possible answers:

Differences

Sinulog

- celebrated in Cebu
- commemorates the start of the friendship of Magellan and Raja Humanabon and Hara Amihan and their conversion to Catholicism
- Dancers chant "Pit Senor."
- Dancers do not color their skin black

Ati-Atihan

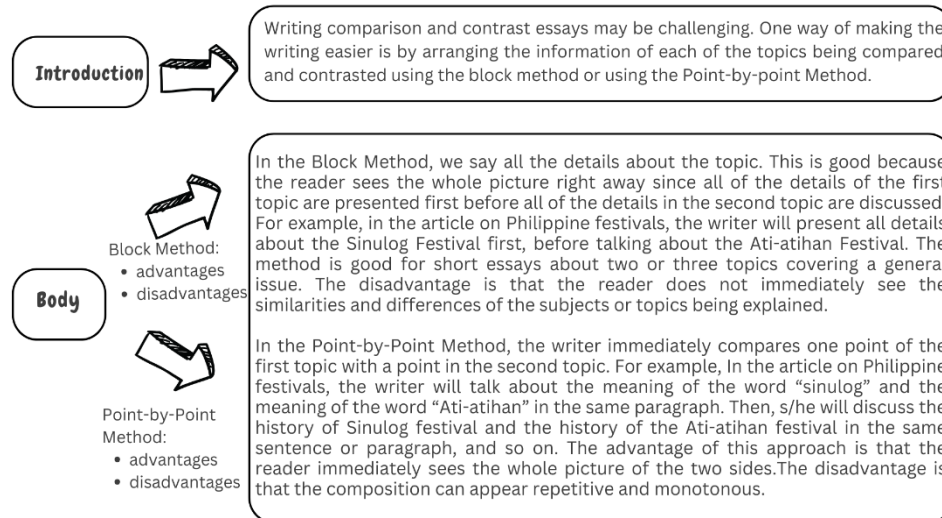
- celebrated in Aklan
- reenacts the peace talk (end of the war) between the Atis and the Maraynons of Borneo.
- Dancers chant "'Hala bira. Viva Señor Santo Niño!"
- Dancers color their skin black to signify the color of our Ati ancestors.

Block Method of Writing Comparison and Contrast

Writing comparison and contrast essays may be challenging. One way of making the writing easier is by arranging the information of each of the topics being compared and contrasted using the **block method** or the **Point-by-point Method**.

In the Block Method, the writer says all the details about the topic. This is good because the reader sees the whole picture right away since all of the details of the first topic are presented first before all of the details in the second topic are discussed. For example, in the article on Philippine festivals, the writer will present all details about the Sinulog Festival first, before talking about the Ati-atihan Festival. The method is good for short essays about two or three topics covering a general issue. The disadvantage is that the reader does not immediately see the similarities and differences of the subjects or topics being explained.

In the Point-by-Point Method, the writer immediately compares one point of the first topic with a point in the second topic. For example, in the article on Philippine festivals, the writer will talk about the meaning of the word “Sinulog” and the meaning of the word “Ati-atihan” in the same paragraph. Then, s/he will discuss the history of the Sinulog festival and the history of the Ati-atihan festival in the same sentence or paragraph, and so on. The advantage of this approach is that the reader immediately sees the whole picture of the two sides. The disadvantage is that the composition can appear repetitive and monotonous.



Conclusion



Whether you use the Block Method or the Point-by-Point Method, it is important to consider the reader. Will the reader understand your composition better if you present the similarities and differences of the topics side by side? Or will they understand it better if you present everything about Topic A first, before you present the details for Topic B?

Point-by-Point Method

In the **Point-by-Point Method**, you also start the paragraph by introducing the two (or more) ideas or topics that you will compare and contrast or by stating your opinion or claim or the thesis.

Then, in the second paragraph, the writer focuses on one aspect or feature of the topics that you will compare and contrast. For example, in the *#PHTravel: Sinulog, Ati-Atihan, and Dinagyang article*, the writer may state the similarities and differences between Sinulog and Ati-Atihan focusing on the meaning and the origin of their names first. Then, s/he will explain the similarities and differences of Sinulog and Ati-Atihan focusing on the history of the two festivals. Finally, the writer explains the similarities and differences of Sinulog and Ati-Atihan focusing only on the highlights of the two festivals.

Introduction



Writing comparison and contrast essays may be challenging. One way of making the writing easier is by arranging the information of each of the topics being compared and contrasted using the block method or using the Point-by-point Method.



Block Method and
Point-by-Point
Method:

- definition

Body



Block Method and
Point-by-Point
Method:

- advantages



Block Method and
Point-by-Point
Method:

- disadvantages

In the Block Method, we say all the details about the topic. For example, in the article on Philippine festivals, the writer will present all details about the Sinulog Festival first, before talking about the Ati-atihan Festival. However, in the Point-by-Point Method, we compare one point of the first topic with a point in the second topic. For example, In the article on Philippine festivals, the writer will talk about the meaning of the word “sinulog” and the meaning of the word “Ati-atihan” in the same paragraph. Then, s/he will discuss the history of Sinulog festival and the history of the Ati-atihan festival in the same sentence or paragraph, and so on.

Since these methods have differences in terms of the arrangement of information, they also have their own advantages for the readers. In the Block Method, the reader sees the whole picture right away since all of the details of the first topic are presented first before all of the details in the second topic are discussed. The method is also good for short essays about two or three topics covering a general issue. On the other hand, the Point-by-Point Method is good for readers to immediately see the whole picture of the two sides.

These two approaches for writing comparison and contrast essays also have disadvantages. In the Block Method, the reader does not immediately see the similarities and differences of the subjects or topics being explained, while in the Point-by-Point Method, the composition can appear repetitive and monotonous.

Conclusion



Whether you use the Block Method or the Point-by-Point Method, it is important to consider the reader. Will the reader understand your composition better if you present the similarities and differences of the topics side by side? Or will they understand it better if you present everything about Topic A first, before you present the details for Topic B?

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3. Lesson Activity

Have the students read the article in the next page. This is the last section of the article published in Rappler about Philippine January Festivals. Below is the suggested instruction:

In this passage, the author describes the Dinagyang Festival of Iloilo. Read the passage. Then, complete the table Venn Diagram or the Comparison Table to note the similarities and differences between Sinulog Festival and Dinagyang. Finally, choose whether you write a comparison and contrast essay about the Sinulog and Dinagyang Festival using one of the two methods: the Block Method or the Point-by-Point Method. The writing plan may be used as guide.



What it's all about

“Dinagyang” is an Ilonggo word for revelry or merrymaking. The festival is Iloilo’s version of the Ati-Atihan Festival. Iloilo and Aklan both belong to the island of Panay which explains why their festivals celebrate almost the same historical events. Three major events complete the festival: the Ati-Atihan street dancing contest, the Kasadyahan street dancing contest, and the crowning of Miss Dinagyang.

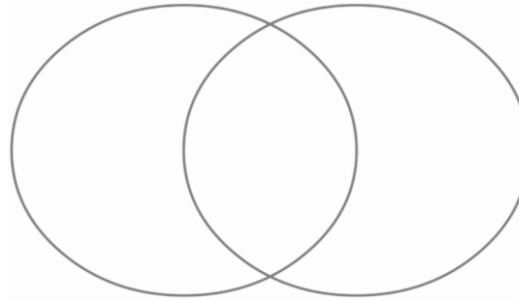
History

In 1967, a replica of the Santo Niño statue in Cebu was brought to Iloilo as a gift to the Parish of San Jose in Iloilo City. Devotees welcomed the image with a parade through the major streets of the city. This first parade, then confined to the parish, evolved to become the Dinagyang Festival. The task of organizing it now belongs to the city instead of to the parish.

Highlights

The Kasadyahan street dance parade is Dinagyang’s unique feature, celebrated on the Saturday before the Ati-Ati street dancing contest. It is the Ilonggos’ way of thanking God for the bountiful harvest, with performances by tribes from all over Panay who try to best each other in costume, choreography and energy.

Venn Diagram of Ati-Atihan and Dinagyang Festivals



Comparison and Contrast Writing Plan

Introduction



Body



Conclusion



Based on your writing plan above, write your comparison and contrast composition on the Sinulog and Dinagyang festivals.

Please point out to the students that the Rappler article was written using the Block Method. A careful analysis of the article shows that the first section of the article talks only about the first topic, Sinulog Festival. The writer focuses on three elements of the Sinulog Festival: 1.) the meaning of the Sinulog, 2.) the history of the festival, and 3.) the highlights of the festival. Then, the second section focuses only on the Ati-Atihan Festival. Here, the author discusses the same three elements but only refers to Ati-Atihan.

D. Making Generalizations	DAY 4 1. Learners' Takeaways Under the second column, draw the following emojis that represent how you feel about each statement: <div style="display: flex; justify-content: space-around;"> <div> <i>very confident</i> - 😄 </div> <div> <i>not so confident</i> - 😐 </div> </div> <div style="display: flex; justify-content: space-around;"> <div> <i>fairly confident</i> - 😊 </div> <div> <i>not confident at all</i> - ☹️ </div> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Learning Targets</th> <th style="width: 25%;">After Lesson 1, I feel...</th> <th style="width: 25%;">After Lesson 2, I feel...</th> </tr> </thead> <tbody> <tr> <td>I can identify text structures of expository texts.</td> <td></td> <td></td> </tr> <tr> <td>I can use correct transition markers for cohesion and coherence.</td> <td></td> <td></td> </tr> <tr> <td>I can extract information from a given text.</td> <td></td> <td></td> </tr> <tr> <td>I can compare and contrast informational texts.</td> <td></td> <td></td> </tr> <tr> <td>I can summarize a text.</td> <td></td> <td></td> </tr> </tbody> </table>		Learning Targets	After Lesson 1, I feel...	After Lesson 2, I feel...	I can identify text structures of expository texts.			I can use correct transition markers for cohesion and coherence.			I can extract information from a given text.			I can compare and contrast informational texts.			I can summarize a text.		
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2. Reflection on Learning What helped me become confident in achieving the learning targets? What other support do I need to be a better reader and writer?																				

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	Formative Assessment Have the students write a 100 to150-word comparison-contrast essay. Use the task sheet which includes a writing plan. The score guide is also provided.	Depending on the context, resources, or familiarity to the topic, the students may choose among the following topics: a. local festival

	Criteria	OUTSTANDING 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1	<ul style="list-style-type: none"> b. Filipino games or <i>Larong Pinoy</i> c. Local delicacies or restaurants d. Philippine legends or myths e. local tourist spots
	Content	The essay compares and contrasts items clearly. The essay points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The essay compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The essay compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The essay compares or contrasts, but does not include both. There is no supporting information or support is incomplete.	
	Organization	The essay breaks the information following the block method, or point-by-point structure. It follows a consistent order when discussing the comparison.	The essay breaks the information following the block method, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The essay breaks the information following the block method, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
	Transitions	The essay moves smoothly from one idea to the next. The essay uses comparison and contrast transition words to show relationships between ideas. The essay uses a variety of sentence structures and transitions.	The essay moves from one idea to the next, but there is little variety. The essay uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas seems unclear.	The transitions between ideas are unclear or nonexistent.	
	Grammar and Spelling	Writer makes no errors in grammar or spelling that	Writer makes a few errors in grammar or	Writer makes several errors in grammar or	Writer makes many errors in grammar or	

		distract the reader from the content.	spelling that may distract the reader from the content.	spelling that distract the reader from the content.	spelling that distract the reader from the content and cause confusion.	
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</p>		
	strategies explored					
	materials used					
	learner engagement/ interaction					
	others					
C. 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? How did I choose the materials I used for this lesson? ▪ <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 strategies will I continue using which worked well for this lesson? 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/Collab sessions.