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# 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 2)**  
**SY 2024-2025**

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## ENGLISH/QUARTER 3/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	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>B. Performance Standards</b>	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.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b></p> <p><b>EN7INF-III-4</b> Extract significant information.</p> <p><b>EN7INF-III-5</b> Analyze the real-world issues/occurrences presented in informational texts.</p> <p><b>EN7INF-III-8</b> Draw inferences and conclusions to formulate sound judgment:</p> <ul style="list-style-type: none"> <li>• author's purpose and meaning</li> <li>• target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</li> </ul> <p><b>EN7INF-III-11</b> Analyze textual evidence to support an argument/general statement: quoting, paraphrasing, and summarizing</p>
<b>D. Content</b>	<ul style="list-style-type: none"> <li>• Drawing inferences about the author's purpose and target audience</li> <li>• Analyzing real-world issues presented</li> <li>• Analyzing how textual evidence supports arguments by summarizing, paraphrasing, and quoting</li> <li>• Analyzing how non-linear texts summarize and/or represent information</li> <li>• Synthesizing significant information</li> </ul>
<b>E. Integration</b>	<p>Local, regional, and national celebrations/holidays</p> <p>SDG 10. Reduced Inequalities</p> <p>SDG 16. Peace, Justice, and Strong Institutions</p>

## II. LEARNING RESOURCES

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## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

### A. Activating Prior Knowledge

#### 1. Short Review

Ask students to read the short text about renewable energy and answer the questions that follow.

#### Text

The world's demand for energy is constantly growing. As our population increases and technology advances, we need more ways to power our homes, businesses, and transportation. Fossil fuels like coal and oil have been the main source of energy for many years, but they contribute to pollution and climate change.

After reading the short passage you can discuss the questions with your students. Call some students to share their answers to the questions.

	<p>Renewable energy sources, like solar, wind, and geothermal power, offer a cleaner and more sustainable alternative. Solar panels convert sunlight into electricity, wind turbines capture the power of the wind, and geothermal energy harnesses the heat from the Earth's core. These renewable resources can be replenished naturally and produce minimal greenhouse gas emissions.</p> <p>However, there are also challenges associated with renewable energy. Solar panels can be expensive to install, and wind turbines can sometimes disrupt wildlife habitats. Despite these challenges, many countries are investing in renewable energy sources to reduce their reliance on fossil fuels and create a cleaner future.</p> <p>Taken from <a href="https://www.energy.gov/eere/office-energy-efficiency-renewable-energy">https://www.energy.gov/eere/office-energy-efficiency-renewable-energy</a></p> <ol style="list-style-type: none"> <li>1. What is the author's main goal in writing this text? <ol style="list-style-type: none"> <li>a. Do they want to inform readers about a new technology?</li> <li>b. Persuade them to use renewable energy?</li> <li>c. Entertain them with a story about energy sources?</li> <li>d. Explain something else?</li> </ol> </li> <li>2. Who do you think this text is written for? <ol style="list-style-type: none"> <li>a. What clues can you find in the language or content that helps you identify the target audience?</li> </ol> </li> <li>3. Does the text mention any real-world issues or problems? <ol style="list-style-type: none"> <li>a. Briefly explain what they are.</li> </ol> </li> </ol> <p><b>2. Feedback</b></p>	<p>You can assign this review activity as group work.</p> <p>Note that the first set of questions address the author's main goal in writing the text.</p> <p>The second question is to identify the Target Audience. While the third question give the Real-World Issues in Focus</p>
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<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b></p> <p>Have the students work in pairs or small groups. Ask them to read the short passage and answer the questions.</p> <p>Monarch butterflies, with their vibrant orange and black wings, are a familiar sight. But their life cycle hides a fascinating secret – a superpower no other butterfly possesses. They begin their lives as tiny eggs laid on milkweed plants. These eggs hatch into hungry caterpillars that munch on milkweed leaves. But here's the twist: milkweed contains a toxin that's poisonous to most creatures. However, monarch caterpillars have a remarkable adaptation – they can store the toxin in their bodies.</p> <p>As the caterpillar grows, it forms a chrysalis, a hard shell where an incredible transformation takes place. Inside, the caterpillar's body dissolves and rebuilds itself entirely. When the chrysalis breaks open, a magnificent adult butterfly emerges, complete with the stolen toxin from the milkweed. This stolen toxin becomes a weapon for the adult butterfly. Predators that try to eat a monarch will get a mouthful of the toxin and quickly learn to avoid these brightly colored butterflies in the future. It's a clever survival strategy that allows monarchs to migrate long distances without fear of being eaten.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Does the author intend the reading text to a particular group of people? Who do you think is the text for?</li> <li>2. Are the sentences mostly short and direct, delivering information efficiently (informative), or are they more varied and descriptive, helping you visualize the events (entertaining)?</li> <li>3. Does the text feel serious and focused on providing information (informative), or is it lighthearted and fun (entertaining)?</li> <li>4. What specific details from the text helped you understand the author's purpose (to inform, persuade, or entertain)?</li> <li>5. In addition to the author's purpose, does the text seem written for a particular group of people? Who do you think the text is intended for?</li> </ol> <p><b>2. Unlocking Content Vocabulary</b></p>	<p>Facilitate a class discussion where each group shares their work. What clues did they find that support their interpretation of the author's purpose?</p>
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<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>1. Explicitation</b></p> <p>Understanding the author's purpose and intended audience helps you grasp the message's meaning. This ability enables you to tackle real-world issues, form opinions, and critically evaluate information. Analyzing how evidence supports arguments teaches you to identify bias and assess the validity of information. Similarly, interpreting non-linear texts, such as charts and graphs, enhances your skills in understanding visual data. Synthesizing information from different sources helps you comprehensively understand a topic. These skills are crucial for navigating our information-rich world and becoming a thoughtful and independent thinker.</p> <p><b>2. Worked Example</b></p> <p><b>Activity 1.</b> Have students read a text and draw inferences about the author's purpose and target audience based on textual clues. Also, have them analyze the information presented in a text about a real-world issue (ocean acidification).</p> <p><b>Our Oceans in Peril: The Silent Threat of Acidification</b></p> <p>Have you ever poured vinegar on baking soda? The fizzing reaction is caused by a chemical process called acidification. This same process is happening in our oceans, but at a much slower rate. The culprit? Excess carbon dioxide (CO<sub>2</sub>) in the atmosphere.</p> <p>As human activities like burning fossil fuels release more CO<sub>2</sub>, some of it gets absorbed by the oceans. While this helps regulate atmospheric CO<sub>2</sub> levels, it has a negative consequence. The ocean water becomes more acidic, which disrupts the delicate balance of marine ecosystems.</p> <p>The shells and skeletons of many sea creatures, like coral reefs and shellfish, are made of calcium carbonate. Acidic water makes it harder for these organisms to build and maintain their shells, making them weaker and more vulnerable. This can disrupt entire food chains in the ocean.</p>	
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Ocean acidification is a complex issue with far-reaching consequences. Scientists are still researching its full impact, but it's clear that it poses a serious threat to the health of our oceans and the marine life that depends on them.

Discuss the following questions with groupmates:

1. What is the main topic or issue discussed in the text?
2. What kind of language is used? Is it complex and scientific, or clearer and easier to understand? (Consider vocabulary and sentence structure)
3. Decide on the author's purpose (Inform, Persuade, Entertain) based on the clues you found in the text (language and sentence structure). List specific examples from the text that support your choice.
4. Who do you think this text is written for? Consider the age-appropriateness of the language, the level of detail provided, and the overall tone of the text. Write your answer in the graphic organizer.

**Activity 2. Analyzing Real-World Issues.** Choose one of the following graphic organizers to help you analyze the previous text (*Our Oceans in Peril: The Silent Threat of Acidification*) and its connection to the world around us.

#### Cause-and-Effect Chart

Cause	Effect
Increased CO2 in the atmosphere	(List effects on the ocean environment - e.g., more acidic water)
More acidic ocean water	(List consequences for marine life - e.g., weaker shells)
Weaker shells in marine life	(List potential impacts on food chains)

#### T-Chart (Real-World Issue & Our Connection)

Real-World Issue	How Does It Affect Us?
Ocean Acidification	(List consequences for marine ecosystems)
	(Explain how a healthy ocean benefits us - e.g., food source, oxygen production)
	(Identify potential consequences of a disrupted ocean)

See **Worksheet 2** for the complete activity on Ocean Acidification

	<p><b>Activity 3. Decoding Author's Message.</b> Ask students to read a short expository text about artificial intelligence. Guide them through identifying clues within the text that reveal the author's purpose (inform, persuade, entertain).</p> <p>Students can work in pairs or small groups to discuss these clues and complete a graphic organizer identifying the author's purpose and supporting evidence from the text. Then, facilitate a class discussion where each group shares their analysis of the author's purpose and the textual evidence they found.</p> <p><i>Text:</i></p> <p>Imagine a world where machines can create things just like humans! This is the promise of Generative AI, a branch of artificial intelligence that focuses on generating entirely new content. Unlike traditional AI that analyzes existing data, Generative AI takes inspiration from the world around it and uses that knowledge to produce something entirely new. Think about it - Generative AI can create realistic images based on a simple text description. It can compose music that mimics the style of your favorite artist. It can even write stories that unfold in unexpected ways. The possibilities are truly endless!</p> <p>This groundbreaking technology is already making waves in various fields. Fashion designers are using Generative AI to create unique clothing patterns. Architects are employing it to design buildings that are both functional and aesthetically pleasing. And writers are exploring its potential to help them overcome writer's block or even co-author creative pieces. Of course, with any powerful technology, there are questions to consider. How will the widespread use of Generative AI impact human creativity? Will it lead to job displacement in creative industries? These are important discussions that society needs to have as this technology continues to evolve.</p> <p><b>Clues and Evidence:</b></p> <ol style="list-style-type: none"> <li>1. What kind of language is used? Does it focus on technical terms or is it more accessible to a general audience?</li> <li>2. How are the sentences constructed? Are they short and factual, or are they more varied and engaging?</li> </ol>	<p>You can discuss in class that these clues can include:</p> <ol style="list-style-type: none"> <li>a. <b>Vocabulary choices:</b> Formal language for informing, persuasive language with strong verbs for persuading, descriptive language for entertaining.</li> <li>b. <b>Sentence structure:</b> Short, direct sentences for informing, persuasive language with strong verbs, descriptive and varied sentences for entertaining.</li> <li>c. <b>Overall tone:</b> Serious and informative, persuasive and convincing,</li> </ol>
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	<p>3. Does the text feel objective and informative, or does it convey a sense of excitement or wonder about Generative AI?</p> <p>Once students gather the clues, let them discuss within their group. Fill out the graphic organizer below, identifying the author's purpose and supporting evidence from the text.</p> <p><b>Lesson Activity</b>  <b>Activity 4.</b> Read again the passage about Generative AI carefully. This time underline or highlight the key points and main ideas you encounter.</p> <p>Imagine a world where machines can create things just like humans! This is the promise of Generative AI, a branch of artificial intelligence that focuses on generating entirely new content. Unlike traditional AI that analyzes existing data, Generative AI takes inspiration from the world around it and uses that knowledge to produce something entirely new. Think about it - Generative AI can create realistic images based on a simple text description. It can compose music that mimics the style of your favorite artist. It can even write stories that unfold in unexpected ways. The possibilities are truly endless!</p> <p>This groundbreaking technology is already making waves in various fields. Fashion designers are using Generative AI to create unique clothing patterns. Architects are employing it to design buildings that are both functional and aesthetically pleasing. And writers are exploring its potential to help them overcome writer's block or even co-author creative pieces. Of course, with any powerful technology, there are questions to consider. How will the widespread use of Generative AI impact human creativity? Will it lead to job displacement in creative industries? These are important discussions that society needs to have as this technology continues to evolve.</p> <p>Now, condense the information from the text into a concise summary in your own words. Aim for 3-5 sentences that capture the most important points about Generative AI.</p> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>• Include the main idea of Generative AI and its capabilities.</li> <li>• Briefly mention some potential applications.</li> </ul>	<p>See worksheet for Activity 3.</p> <p>Key to correction for the <i>worksheet</i> (Please note that some answers may vary):  <b>Author's Purpose:</b>  To inform</p> <p><b>Evidence from the Text (Vocabulary):</b>  The text avoids overly technical language and uses words like "imagine," "think about it," and "groundbreaking" which are accessible to a general audience.</p> <p><b>Evidence from the Text (Sentence Structure):</b>  The sentences are varied in length and structure, using engaging questions and explanations to keep the reader interested.</p> <p><b>Evidence from the Text (Overall Tone):</b>  The overall tone is objective and informative, presenting the facts about Generative AI without pushing a specific opinion.</p>
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	<ul style="list-style-type: none"> <li>• Focus on factual information and avoid opinions.</li> <li>• Use clear and concise language.</li> </ul> <p>Once you have completed your summary, share it in class. Discuss your thought process and why you chose the specific information to include.</p>	
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D. Making Generalizations

1. Learners' Takeaways

Under the second column, draw the following emojis that represent how you feel about each statement:

very confident - 😊

not so confident - 😐

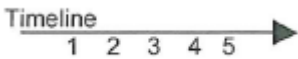

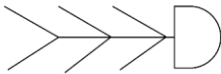
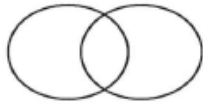
fairly confident - 😊

not confident at all - ☹️

Learning Targets	I feel...
I can identify text structures of expository texts.	
I can use correct transition markers for cohesion and coherence.	
I can identify different visual elements/graphic organizers used in the different expository text structures.	
I can extract information from a given text.	
I can compare and contrast informational texts.	
I can quote, paraphrase, and summarize a text.	

2. Reflection on Learning

		
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>Formative Assessment</b></p> <p><b>A. Expository Text Structure.</b> <i>Identify what is asked in each of the following items. Encircle the letter that corresponds to the correct answer.</i></p> <p>1. What graphic organizer is used to organize information for a comparison and contrast article?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>A.</p>  </div> <div style="text-align: center;"> <p>C. Cycle/Circle</p>  </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>B.</p>  </div> <div style="text-align: center;"> <p>D. Venn Diagram</p>  </div> </div> <p>2. Which expository text structure is used in writing how-to articles?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A. cause and effect</p> <p>B. comparison and contrast</p> </div> <div style="width: 45%;"> <p>C. problem and solution</p> <p>D. sequence</p> </div> </div> <p>3. Read the paragraph below and identify its structure.</p>	<p>Answer Key:</p> <p>A. Expository Text Structure</p> <ol style="list-style-type: none"> <li>1. D.</li> <li>2. D.</li> <li>3. A.</li> <li>4. C.</li> <li>5. D.</li> </ol> <p>B. Transition Markers</p> <ol style="list-style-type: none"> <li>1. while</li> <li>2. on the other hand</li> <li>3. unlike</li> <li>4. at the same time</li> <li>5. similarly</li> </ol>

*Though celebrating Philippine festivals benefits the locality where they are celebrated, people may encounter a few problems during these gatherings. One of these is the heavy traffic experienced by motorists. Another is the increase in the demand for products, like food items, which also means an increase in prices. Lastly, prices of hotels and flight tickets tend to be higher.*

- A. cause and effect
- B. comparison and contrast
- C. problem and solution
- D. sequence

4. In your Social Studies class, you were asked to interview people involved in the fiesta celebration preparations (e.g., tourism officers and church officials) and ask about the usual challenges they face during these preparations and their intended plan of action or solution. Once you make a report on the data you gathered, what expository text structure will you use?

- A. cause and effect
- B. comparison and contrast
- C. problem and solution
- D. sequence

5. Below are the titles of articles; which among the following do you think is an expository text that most likely uses the problem and solution structure?

- A. Steps in the Writing Process
- B. Expository vs. Narrative Text
- C. Five Common Mistakes in Writing
- D. Challenges in Writing and How to Overcome Them

**B. Transition Markers:** *Complete each sentence by filling in the blanks with the correct transition marker. Choose your answers from the box below.*

<b>at the same time</b>	<b>in the same way</b>	<b>on the other hand</b>	<b>unlike</b>
<b>besides</b>	<b>likewise</b>	<b>similarly</b>	<b>while</b>

The Masskara Festival and Moriones Festival are two Philippine festivals that showcase Filipino creativity and resilience. These festivals are similar in a way, but they have more differences.

	<ol style="list-style-type: none"> <li>1. The Moriones Festival has been celebrated for centuries _____ the Masskara Festival is more recent.</li> <li>2. The Masskara Festival is celebrated in Bacolod City, the capital of Negros Occidental, every October. _____, the Moriones Festival is held on the island of Marinduque every Holy Week.</li> <li>3. _____ the Moriones Festival which is a Christian tradition to celebrate the life and passion of Christ, the Masskara Festival is not a religious celebration.</li> <li>4. The Masskara Festival started in 1980 when a sea vessel, MV Don Juan, and a Tacloban tanker collided, taking away around 700 lives. _____ the Negrenses experienced a crisis when the price of sugar, the major product of Negros Occidental, dropped.</li> <li>5. The Masskara Festival is celebrated with street dancers wearing smiling masks. _____, the Moriones Festival is characterized by penitents wearing masks and intricate costumes, bringing to life the Roman soldiers wearing Morion helmets.</li> </ol>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<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>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> <li>▪ <u>Principles behind the teaching</u> What principles and beliefs informed my lesson?</li> </ul>			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice.

	<p><i>Why did I teach the lesson the way I did?</i></p> <p><i>How did I choose the materials I used for this lesson?</i></p> <ul style="list-style-type: none"><li>▪ <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></li><li>▪ <u>Ways forward</u> <i>What strategies will I continue using which worked well for this lesson?</i> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li></ul>	<p>You may also consider this as an input for the LAC/Collab sessions.</p>
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