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Lesson Exemplar for English 7

Quarter 3

Lesson

2

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Lesson Exemplar for English Grade 7
Quarter 3: Lesson 2 (for Week 4)
SY 2024-2025

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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 in order 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 and 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>Learning Competency Examine the quality and structure of a news article as a journalistic text.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> a. Analyze the text's diction and writing style at a sentence level. b. Distinguish varied techniques of quoting, paraphrasing, and summarizing words and statements.
C. Content	<p>Journalistic text (News)</p> <p>Diction and writing style in journalistic articles</p> <p>Quoting, paraphrasing, and summarizing words and statements</p>
D. Integration	Recognition of and appreciation for Philippine indigenous games

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>1. Short Review</p> <p>Pair and Recall The teacher may review the class with the previous lesson on the structure and elements of non-journalistic texts. The students look for a partner and read the texts <i>Fiesta Señor and Sinulog Festival: What's the difference?</i> As they read the article, they complete the worksheet <i>Pair and Recall</i>.</p> <p><i>Fiesta Señor and Sinulog Festival: What's the difference?</i> by Wenilyn Sabalo (Cebu Daily News Digital; January 07, 2023)</p> <p>In less than two weeks, local and foreign spectators will gather anew in the Queen City of the South which celebrates the comeback of the most anticipated in-person Sinulog Festival and Fiesta Señor. However, as these related occasions draw near, some are confused about the distinction between these two important celebrations.</p> <p>CDN Digital interviewed Rev. Fr. John Ion Miranda, OSA, Fiesta Señor 2023 Head Secretariat and Chair of the Health, Safety, and Security Committee, for a quick recap about the essence of the Fiesta Señor, now on its 458th year, and of the Sinulog Festival.</p> <p>Fiesta Señor Miranda started by explaining the Fiesta Señor celebration which is spearheaded by the Order of the Augustinian Friars at the Basilica Minore del Sto. Niño de Cebu.</p> <p>The essence of the celebration of the Fiesta Señor, he said, goes way back from the beginning of the country's Christian Faith during the arrival of the image of Sto. Niño in 1521.</p> <p>The formal evangelization of the country, however, began in 1565 with the Augustinian friars as the first missionaries of the Christian Faith in the Philippines; thus the 458th Fiesta Señor celebration this year.</p>	<p>(Days 1 and 2 within 55 minutes each)</p> <p>In this worksheet, students work in pairs to recall their knowledge of comparison and contrast methods, such as block and point-by-point, by analyzing the text and answering the guide questions.</p> <p>The teacher should give the students enough time to read the text and answer the questions. Then, some pairs may be called to share their answers with the class. As the teacher processes the answers, they must point out to the students that the text follows the block method of comparison and contrast. As a review, the class may further recall the elements of writing a comparison and contrast essay.</p>

	<p>The annual Fiesta Señor covers all the religious activities of the Basilica in honor of the Holy Child Señor Sto. Niño.</p> <p>These activities include the nine-day novena masses, the foot, and fluvial processions, and even the traditional “Hubo” mass held on the Friday after the Feast Day of the Señor Sto. Niño.</p> <p>Sinulog Sinulog, on the other hand, is the cultural aspect of the Fiesta Señor.</p> <p>“Although before, Sinulog is part of the ritual of devotion to Sto. Niño. Since na-capture siya sa city government for tourism, ilang gipalambo ni siya, ang ritual aspect of the devotion to Sto. Niño,” he said.</p> <p>“Without the Sto. Niño, of course, the Sinulog Festival is impossible. That’s why we are thankful to the City of Cebu that they really emphasized the religious aspect of the celebration. It’s not only a fanfare or a Mardi Gras celebration of the Sinulog Festival, but they made it to the point that this is mainly a religious celebration in honor of the Holy Child,” he added.</p> <p>The Sinulog Festival, which covers various competitions ranging from the grand parade, and a ritual showdown on a new and bigger venue this year, is handled by the Sinulog Foundation Inc., spearheaded by the city government through Mayor Michael Rama.</p> <p>The SFI expects to gather at least 2 million spectators in the in-person festival this year, while the Basilica expects to accommodate about 300,000 devotees daily, considering the different mass schedules for the novena.</p>	
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Guess the Indigenous Game!</p> <p>Option 1</p> <p>The teacher groups the class into two. Each group sends three (3) representatives who will act out the indigenous game provided by the teacher without speaking. Meanwhile, the other group members guess what is being acted out by saying the</p>	<p>The teacher has to consider the cognitive levels of the students about the Philippine indigenous</p>

word/phrase loudly to the actors. The group that guesses the correct word/phrase first gets the point.

Sample word prompts:

- | | | |
|--------------|------------------|----------------------------|
| 1. Sipa | 4. Kadang-kadang | 8. Taguan |
| 2. Trumpo | 5. Santik | 9. Pana |
| 3. Palo sebo | 6. Patintero | 10. Karera ng Baong Sangko |
| 7. Yoyo | | |

Option 2

The teacher shows the following pictures to the students. Then, the students guess the Philippine indigenous game portrayed in each picture by supplying the missing letters of the word/phrase beside each picture.

1.



_ _ _ a

2.



t _ _ _ _

3.



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~

4.



_ _ n _

5.



_ _ _ o _ _ _ o

Photo Sources:

Image 1:

<https://steemit.com/philippines/@watersnake101/street-games-sipa>

games. If the teacher sees that the students lack knowledge about the indigenous games, they may employ the second activity.

The teacher should call students to share their answers to the questions. The teacher may also employ small group discussions (SGDs) in which the students could talk about their experiences with the local or indigenous games. This time, the teacher may already connect the students' answers to the lesson on writing journalistic articles, such as news, to document and represent indigenous knowledge and practices and why writing news is important to be studied.

Answer Key:

1. sipa
2. trumpo
3. kadang-kadang
4. pana
5. palo sebo

	<p>2. Unlocking Content Area Vocabulary</p> <p>Mix and Match</p> <p>The students answer the worksheet <i>Mix and Match</i>. In this worksheet, the letters of the words are jumbled inside a rectangular box. The students must reorder the letters of each word to find the correct answer, guided by the definition provided for each item. This activity helps students recognize the qualities of a journalistic text, particularly news, and it will also scaffold their analysis of the linguistic features prevalent in the sample texts later.</p> <p>After the activity, the teacher asks the following questions to the students:</p> <ol style="list-style-type: none"> 1. Are you familiar with these Philippine local or indigenous games? 2. Where do you usually see, hear, or read about these games? 3. Do you have any experience playing these games? 4. Why do we need to know about these games? 5. In what ways can we support the preservation of these games as part of our culture and identity? 6. Can journalistic articles, such as news stories, be a way to inform the public about local or indigenous games? 	<p><i>Answer Key:</i></p> <ol style="list-style-type: none"> 1. opinion 2. simplicity 3. fact 4. precision 5. quoting 6. brevity <p>After answering the 6-item vocabulary test, the teacher may call some students to share their answers to the synthesis questions. The teacher may also give the students an idea about the lesson and the sample texts that they will read.</p>
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<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: DICTION AND STYLE OF NEWS ARTICLES (Simplicity, Precision, and Brevity)</p> <p>1. Explicitation</p> <p>Read and Survey The students read the news article <i>IP Games Return to Palawan</i> published by <i>Manila Standard Sports</i>. After reading the article, they look for a partner and answer the worksheet. <i>Read and Survey</i> in pairs. This worksheet is an initial activity to identify simplicity, precision, and brevity as qualities of a news article.</p> <p>The teacher may use this rubric in scoring this formative activity.</p> <table border="1"> <tr> <th>10-7</th><th>6-4</th><th>3-1</th></tr> <tr> <td>The ideas are relevant, complete, and comprehensive.</td><td>The ideas are relevant, but the amount of information is inadequate.</td><td>The ideas are relevant, but no explanation is provided.</td></tr> <tr> <td>The ideas are logically and coherently explained.</td><td>The ideas are somewhat logically and coherently explained.</td><td>The ideas are not logically and coherently explained.</td></tr> </table> <p>2. Worked Example</p> <p>Activity A: Highlight and Analyze This time, the students answer the worksheet, <i>Highlight and Analyze</i>. This worksheet allows the students to take note of the words, phrases, or sentences that</p>	10-7	6-4	3-1	The ideas are relevant, complete, and comprehensive.	The ideas are relevant, but the amount of information is inadequate.	The ideas are relevant, but no explanation is provided.	The ideas are logically and coherently explained.	The ideas are somewhat logically and coherently explained.	The ideas are not logically and coherently explained.	<p>The teacher gives a copy of the article with numbered paragraphs for easy reference so that it is easy for the students to identify which paragraph shows or illustrates the qualities of journalistic articles. In <i>IP Games' Return to Palawan</i>, there are 10 paragraphs.</p> <p>The teacher has to guide the students in annotating information, most especially on the distinction of the three: simplicity, precision, and brevity.</p> <p>This activity can be done in pairs or small groups.</p> <p>The teacher may call some students to share their answers</p>
10-7	6-4	3-1									
The ideas are relevant, complete, and comprehensive.	The ideas are relevant, but the amount of information is inadequate.	The ideas are relevant, but no explanation is provided.									
The ideas are logically and coherently explained.	The ideas are somewhat logically and coherently explained.	The ideas are not logically and coherently explained.									

D. Making Generalizations	<p>1. Learners' Takeaways List on My Fingers For this activity, the students answer the worksheet <i>List on My fingers</i>. They list down considerations in conveying information in journalistic texts by using appropriate style and diction and in quoting, paraphrasing, and summarizing.</p> <p>2. Reflection on Learning How confident am I? As a metacognitive activity, the students accomplish the worksheet How confident am I? The students answer the short survey questionnaire honestly by putting a checkmark to indicate the extent of confidence they have in a) style and diction and b) quoting, paraphrasing, and summarizing words and statements. There are no right or wrong answers.</p>	<p>After the students complete the worksheet, the teacher may encourage them to share their work with a partner in a group.</p> <p>The teacher should provide the students with enough time to finish the activity. Then, they may call some students to share their work with the class.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Formative Assessment For the evaluation of learning, the students answer the 10-item test.</p> <p>Multiple Choice Test Instructions: Read the questions/statements and choose the correct answer from the choices. Write only the letter of your answer on your paper.</p> <ol style="list-style-type: none"> Ana uses plain and straightforward language to make her journalistic article easy to understand. What aspect of writing style does Ana apply? a. simplicity b. brevity c. precision d. summarization It is a must to use accurate and truthful information in writing a journalistic text, particularly news. What writing style is emphasized in the statement? a. simplicity b. brevity c. precision d. summarization This refers to the kind or choice of words used by a writer according to the context and purpose of writing. a. style b. diction c. quotation d. summarization 	<p><i>Answer Key:</i></p> <ol style="list-style-type: none"> a c b c d c c d a b

	<p>4. What writing style is not followed by the sentence below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A very long time ago, once city in Davao del Norte hosted the first indigenous peoples' games participated by many tribes.</p> </div> <p>a. simplicity b. brevity c. precision d. summarization</p> <p>5. Which of the following describes how brevity can be achieved in writing?</p> <p>a. By using accurate and bias-free information</p> <p>b. By quoting a direct statement to support an argument</p> <p>c. By adding too much-describing words to illustrate an idea</p> <p>d. By explaining an idea concisely, using a few number of words</p> <p>6. The sentences below follow the correct writing of a direct quotation EXCEPT for one.</p> <p>a. "Mabuhay ang Pilipinong manlalaro!" the Philippine president proudly expressed in his welcome address during the opening of the IP Games.</p> <p>b. The Philippine president proudly expressed in his welcome address during the opening of the IP Games, "Mabuhay ang Pilipinong manlalaro!"</p> <p>c. Mabuhay ang Pilipinong manlalaro! the Philippine president proudly expressed in his welcome address during the opening of the IP Games.</p> <p>d. In his welcome address during the opening of the IP Games, the Philippine president proudly expressed, "Mabuhay ang Pilipinong manlalaro!"</p> <p>7. Which of the following is NOT a characteristic of paraphrasing?</p> <p>a. Most of the words or phrases are rephrased.</p> <p>b. The meaning of the rewritten text is still the same.</p> <p>c. Citing the source of the information is not necessary.</p> <p>d. The re-written sentence has the same length as the original one.</p> <p>8. John would like to summarize a piece of information for a journalistic article he is writing. Which among the following should he consider?</p> <p>a. Most of the words or phrases should be retained.</p> <p>b. Citing the source of the information is not necessary.</p> <p>c. The meaning of the summarized idea may be different from the source.</p>	
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	<p>d. The sentence should be shorter than the original text.</p> <p>9. What punctuation mark is used to separate the word/phrase signal and the original text?</p> <p>a. comma b. semi-colon c. period d. quotation marks</p> <p>10. Which is a paraphrased sentence of the following quoted statements?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>2019 SEA Games champion Roger Casugay shared in an interview, “We have a brotherhood in surfing. If someone needs help, you go.”</p> </div> <p>a. 2019 SEA Games winner Roger Casugay said during the interview they established a family in surfing.</p> <p>b. 2019 SEA Games winner Roger Casugay said during the interview they created camaraderie in surfing, and provided aid to the needful.</p> <p>c. 2019 SEA Games winner Roger Casugay shared in an interview: We have a brotherhood in surfing. If someone needs help, you go.</p> <p>d. 2019 SEA Games winner Roger Casugay said during the interview that they created camaraderie in the surfing competition, and they help each other by assisting the ones who need them the most.</p>			
B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher’s Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <i>principles behind the teaching</i> <i>What principles and beliefs informed my lesson?</i> <p><i>Why did I teach the lesson the way I did?</i></p>			

	<ul style="list-style-type: none"> ▪ <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> 	
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