

7

# Lesson Exemplar for English 7

Quarter 3  
Lesson

3

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**Lesson Exemplar for English Grade 7**  
**Quarter 3: Lesson 3 for 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.

## 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 in order 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> Publish a multimodal informational text (newsletter) for one's purpose and target audience.</p> <p><b>Learning Objectives</b> 4. Publishing</p> <ul style="list-style-type: none"><li>a. Share the newsletter in varied forms and platforms.</li><li>b. Gather feedback from the target audience.</li></ul>
<b>C. Content</b>	Newsletter Writing and Publication
<b>D. Integration</b>	Appreciation of Philippine festivals and indigenous games

## II. LEARNING RESOURCES

Canva. (n.d.). *Newsletter templates*. <https://www.canva.com/newsletters/templates/>

Canva. (n.d.). *Black and white aesthetic charity monthly newsletter A4*. [https://www.canva.com/p/templates/EAF44o6j\\_qg-black-and-white-aesthetic-charity-monthly-newsletter-a4/](https://www.canva.com/p/templates/EAF44o6j_qg-black-and-white-aesthetic-charity-monthly-newsletter-a4/)

Canva. (n.d.). *White navy modern professional daily newsletter*. [https://www.canva.com/p/templates/EAFG1n\\_8p58-white-navy-modern-professional-daily-newsletter/](https://www.canva.com/p/templates/EAFG1n_8p58-white-navy-modern-professional-daily-newsletter/)

Cruz, C. J. (2010). *Campus journalism and school paper advising*. REX Book Store: Manila

Mallare, A. (2020, July-September). *Hero with a heart of gold*. The Podium, Volume 3, Number 3.

Mallare, A. (2020, July-September). *Surfing: Making waves in the Philippines*. The Podium, Volume 3, Number 3.


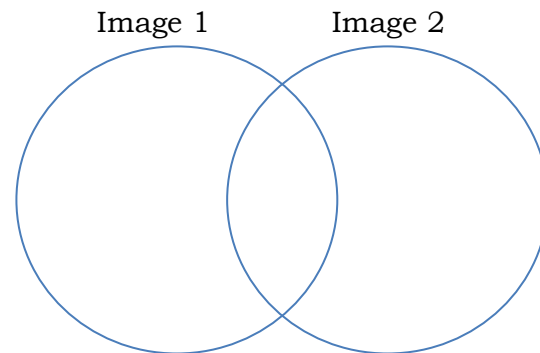
III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p><b>1. Activating Prior Knowledge</b></p> <p><b>DAY 1</b>  <b>Short Review</b>  <b>Name me!</b>                      The students identify the major parts of the following news report published online.</p> <div> <div> <p>1</p> <p>2</p> <p>3</p> <p>4</p> </div> <div>  </div> </div>	<p>This activity may be done individually, by pair, or by group. In this part, the teacher should review the students with the parts of a news story published online (e.g., website).</p> <p>Answers:</p> <ol style="list-style-type: none"> <li>1. Headline</li> <li>2. Byline</li> <li>3. Picture/image</li> <li>4. Lead</li> </ol>
<p><b>2. Establishing Lesson Purpose</b></p> <p><b>Lesson Purpose</b>  <b>What's the difference?</b>                      Using the Venn diagram below, the students write the similarities and differences of a newspaper (in Image 1) and a news website (in Image 2) in terms of layout.</p> <div> <p><b>Image 1</b></p> <p><b>Image 2</b></p> </div>	<p>This activity may be done through a board work or any other interesting activity.</p> <p>The teacher may use the following guide questions in</p>



Image 1 Source: <https://www.magzter.com/PH/Manila-Bulletin-Publishing-Company/Manila-Bulletin/Newspaper/388087>  
 Image 2 Source: <https://www.gmanetwork.com/news/topstories/nation/873781/house-bill-seeks-preservation-of-indigenous-games/story/>



### Unlocking of Difficulty

Match the terms in Column A with their definitions in Column B.

#### Column A

1. newsletter

#### Column B

This pertains to the arrangement or order of visual elements in a page

This refers to the <sup>5</sup>brief description about the image or diagram.

This refers to the writer/s of the article or contributor/s of an image

processing the students' answers:

1. What are the similarities of Image 1 and Image 2 in terms of layout?
2. How are they different in terms of packaging? layout?
3. Why do you think layout is important in presenting a news story in both print and non-print platforms?
4. Do you know how to layout an article using a computer?
5. What should we consider when we layout a news story using a computer?
6. How does the layout affect the meaning of the news story?

Answers:

1. D
2. A
3. B
4. C

	<p>2. layout</p> <p>3. caption</p> <p>4. byline</p>										
<p><b>3. Developing and Deepening Understanding</b></p>	<p><b>SUB-TOPIC 3: Publishing</b></p> <p><b>1. Explicitation</b></p> <p><b>Draw the differences</b></p> <p>The students answer the worksheet <b>Draw the differences</b>. In this activity, the students compare and contrast the two newspapers in terms of their layout or makeup design.</p> <p>The teacher gives to the students the following questions as a guide in accomplishing the activity:</p> <ol style="list-style-type: none"> <li>1. Which layout design is more visually appealing to you? Why?</li> <li>2. Do the pictures or images help enhance the visual presentation of the texts?</li> <li>3. Does the layout help effectively present and convey the texts and images?</li> </ol> <p>The teacher may use this rubric in scoring the writing activity.</p> <table border="1"> <thead> <tr> <th>10-7</th><th>6-4</th><th>3-1</th></tr> </thead> <tbody> <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> </tbody> </table> <p><b>Day 2</b></p> <p><b>2. Worked Example</b></p> <p><b>Let's explore!</b></p> <p>The students go back to their groups. Each group answers the worksheet <b>Let's explore!</b> in which they observe the layout of the sample</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>After answering the activity, the teacher should call students to share their observations with the class.</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.									

newsletters/newspapers/magazines and they recreate the layout makeup or design in a drawing.

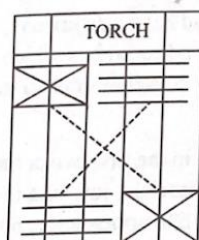
Afterwards, the teacher asks the following questions:

1. Do the newspapers/magazines have the same layout designs?
2. What layout design do you think will work for your group newsletter?

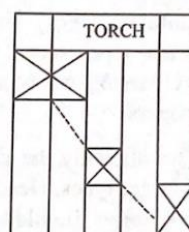
**Points for Discussion (Teacher's Guide)**

- A newsletter is a digital or print publication that contains news or feature articles, updates, events, and other content on a wide range of topics.
- The following are layout formats for text and image combination (Cruz, 2010).

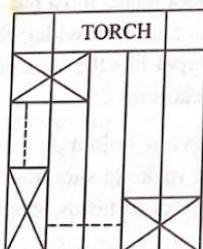
1. *The X Format*



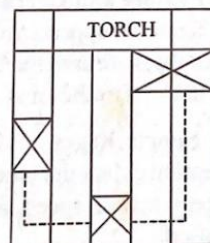
2. *The Curve Format*



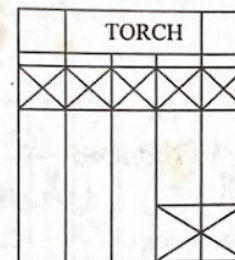
3. *The L Format*



4. *The J Format*



5. *The Umbrella Format*



Th

<https://www.canva.com/newsletters/templates/>

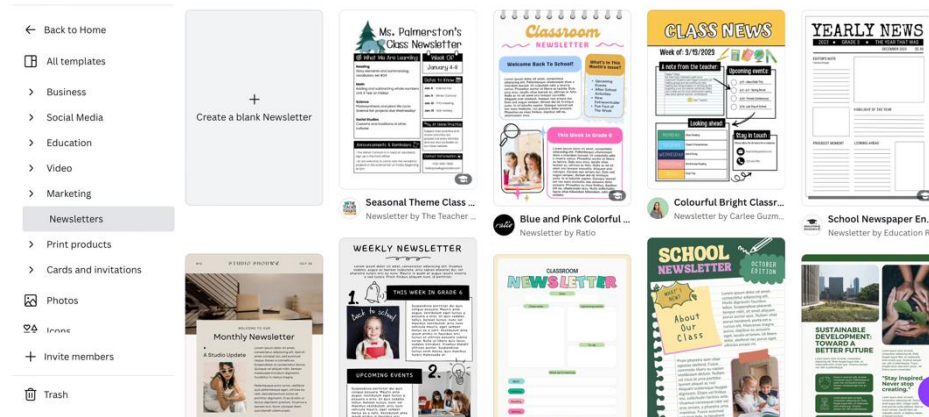
er layout designs through

Answers:

1. X format
2. L format
3. Umbrella format
4. Curve format

As the teacher discusses the different layout formats, they go back to the sample newsletters/newspapers/magazines and point out the structure or form of the layout. The teacher may also suggest what layout format will work best for the students' outputs.

The teacher should guide the students in choosing the appropriate layout format for their newsletters. The teacher should also assist them in using the computer while creating the layout, because some of them may be novice computer users.



Here are sample layout formats that the teacher may recommend to the students.

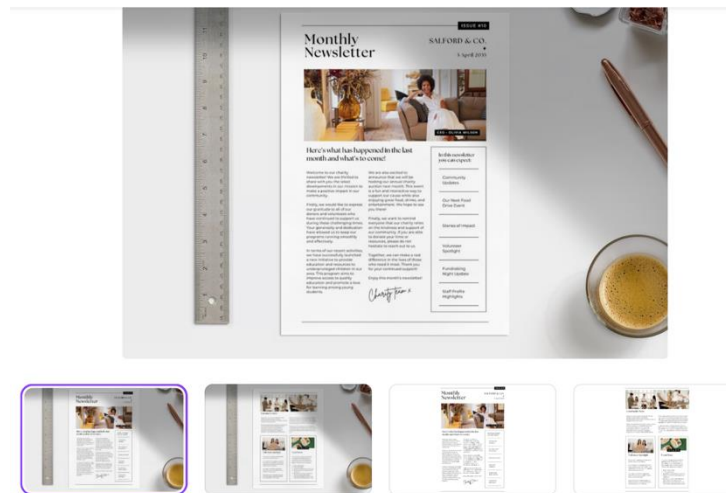


Photo source: [https://www.canva.com/p/templates/EAF44o6j\\_qg-black-and-white-aesthetic-charity-monthly-newsletter-a4/](https://www.canva.com/p/templates/EAF44o6j_qg-black-and-white-aesthetic-charity-monthly-newsletter-a4/)





Photo source: [https://www.canva.com/p/templates/EAFG1n\\_8p58-white-navy-modern-professional-daily-newsletter/](https://www.canva.com/p/templates/EAFG1n_8p58-white-navy-modern-professional-daily-newsletter/)

### Basic Parts of the Newsletter

1. Nameplate (Optional: Name and logo of the organization)
2. Title of the article (Headline for a news article)
3. Text (The article itself)
4. Byline (The writer/s of the article or contributor/s of an image)
5. Images/photos/diagrams/charts/quotations
6. Caption (Brief description of the image or diagram)
7. Masthead/editorial team (List of members with their roles, i.e., writer/contributor, layout artist, researcher, etc.)
8. Page number (May appear at the upper or bottom part of the newsletter)

**Basic Rules in Laying out a Newsletter** (Cruz, 2010)

1. Avoid tombstoning or placing two or more headlines (titles) on a similar level in adjacent columns, particularly when the two articles contain the same topic.
2. Avoid bad breaks or breaking texts at the top of a column. Each column should begin with a headline or a cut.
3. Avoid separating related stories and pictures. Make sure that the texts, images, or charts complement each other in the layout.
4. Avoid gray areas. Gray areas in layout design can occur due to inconsistent spacing, unclear visual elements, or a lack of clear organization.
5. Balance the font size of the text and the size of the pictures.
6. Provide captions or brief descriptions of the images or diagrams.

### **Day 3**

### **3. Lesson Activity**

#### **Lay it out!**

The students create the layout of their newsletters. They follow the guidelines below.

1. Open a computer.
2. Prepare the layout template.
  - a. The students may choose from any of the layout formats provided by Cruz (2010) or from <https://www.canva.com/newsletters/templates/>
3. Layout a 2-page newsletter using the text (article/s) and photos, images, or diagrams in the computer following an appropriate format or template.
4. Do a peer review (peer feedbacking) of the output. Use the \*peer-review checklist.
5. Revise and edit the output based on the peer-review result.
6. Submit your output to your teacher for evaluation.

#### **\*Peer-review Checklist**

Indicators	Yes	No
1. The articles are positioned strategically.		

The teacher should show examples of newsletters highlighting the basic parts. They can utilize the images used in the learning activity sheets.

	2. The images, diagrams, charts, etc. complement the texts.			The teacher makes sure that all groups already have the final copy of their articles for layout. Moreover, the teacher checks if each group has access to a personal computer. In case any group has no access to a personal computer, the teacher may ask permission from the school if the students can use the school computer laboratory for the activity.  Further, the teacher may contextualize the guidelines provided.									
	3. The layout format is appropriate to the articles' and images' theme or content.												
	4. The basic parts of the newsletter are present. 4.1 Nameplate (Optional: Name and logo of the organization) 4.2 Title of the article (Headline for a news article) 4.3 Text (The article itself) 4.4 Byline (The writer/s of the article or contributor/s of an image) 4.5 Images/photos/diagrams/charts/quotations 4.6 Caption (Brief description of the image or diagram) 4.7 Masthead/editorial team (List of members with their roles, i.e., writer/contributor, layout artist, researcher, etc.) 4.8 Page number (May appear at the upper or bottom part of the newsletter)												
	5. Tombstoning is avoided.												
	6. Bad breaks are not present.												
	7. Gray areas are not evident.												
	8. The font style and size are suitable.												
	9. The grammar is structurally correct.												
	10. There are no spelling, capitalization, and writing mechanics errors.												
	The teacher may use the following rubric in rating the students' newsletters.												
<table><tr><td>Dimensions</td><td>10-9 (Excellent)</td><td>8-6 (Good)</td><td>5-3 (Fair)</td><td>2-1 (Poor)</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>				Dimensions	10-9 (Excellent)	8-6 (Good)	5-3 (Fair)	2-1 (Poor)					
Dimensions	10-9 (Excellent)	8-6 (Good)	5-3 (Fair)	2-1 (Poor)									

	Content of the articles (Text)	The featured article/s is/are well-written with 90-100% clarity of purpose and understanding of the topic.	The featured article/s is/are well-written with 85-89% clarity of purpose and understanding of the topic.	The featured article/s is/are written with 84-75% clarity of purpose and understanding of the topic.	Less than 75% of the article/s show clarity of purpose and understanding of the topic.
	Content of the articles (Images, diagrams, charts, etc.)	The images, diagrams, charts, etc., complement and enhance the texts and the overall newsletter layout.	The images, diagrams, charts, etc., complement and the texts but relatively enhance the overall newsletter layout.	The images, diagrams, charts, etc., complement and enhance the text and the overall newsletter layout relatively.	Little to no images, diagrams, charts, etc., complement and enhance the overall newsletter layout.
	Layout	The layout format used is appropriate and visually appealing. The articles are encoded using a well-chosen font style and size. The images and diagrams are well-placed, complementing the text.	The layout format used is appropriate and relatively visually appealing. The articles are encoded using a suitable font style and size. The images and diagrams are somewhat complementing the text.	The layout format used is relatively appropriate and visually appealing. The articles are encoded using an inappropriate font style and size. The images and diagrams are somewhat complementing the text.	The layout makes the contents (text and image) of the newsletter disorganized.
	Grammar and writing mechanics	There are no errors in grammar, spelling, capitalization, or use of	There are very few errors in grammar, spelling, capitalization, and use of	There are a number of errors in grammar, spelling, capitalization, and use of	There are many errors in grammar, spelling, capitalization, and use of

	<table><tr><td></td><td>punctuation marks.</td><td>punctuation marks.</td><td>punctuation marks.</td><td>punctuation marks.</td></tr><tr><td colspan="5">This rubric is adapted from <a href="https://scccd.insructure.com">https://scccd.insructure.com</a> and <a href="https://schoolnet.org.za">https://schoolnet.org.za</a></td></tr></table>		punctuation marks.	punctuation marks.	punctuation marks.	punctuation marks.	This rubric is adapted from <a href="https://scccd.insructure.com">https://scccd.insructure.com</a> and <a href="https://schoolnet.org.za">https://schoolnet.org.za</a>					
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1. <b>Making Generalizations</b>	<p><b>Day 4</b></p> <p><b>1. Learners' Takeaways</b></p> <p><b>My learning bullets</b> The students answer the worksheet to express their knowledge they gained from the different lessons on pre-writing, drafting, revising, editing, and publishing their newsletter. The students write their responses in the table in bullet form.</p> <p><b>2. Reflection on Learning</b></p> <p><b>What went well and went wrong...</b> The students answer the worksheet provided. They write their experiences on what went well and what went wrong in pre-writing, drafting, revising, editing, and publishing their newsletters. They also write what they could do to improve their skills in pre-writing, drafting, revising, editing, and publishing.</p>	The teacher may call some students to share their work with the class.										

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. <b>Evaluating Learning</b>	<p><b>1. Formative Assessment</b></p> <p>The formative assessment may be an extension of the publishing activity. The teacher may provide more detailed guidelines on the following:</p> <ol style="list-style-type: none"> <li>1. Number of pages (Minimum of 2 pages)</li> <li>2. Packaging (Digital or print) <ol style="list-style-type: none"> <li>a. Digital: Portable Document Format (DPF) of the newsletter to be submitted through email</li> <li>b. Print: Hardcopy of the newsletter using A4 or short bond papers</li> </ol> </li> <li>3. Publication platforms (Web-based, exhibits)</li> </ol>	The teacher may use a separate rubric in publishing depending on the publishing platform, such as online publication, exhibits, etc. As a suggested activity, the students may do a classroom exhibit of the newsletters.

	a. Web-based: WordPress, Canva, etc. b. Exhibits: Classroom exhibit, portfolio exhibit, etc. 4. Submission deadlines  <b>2. Homework (Optional)</b>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	On teaching activities <ul style="list-style-type: none"> <li>There are many ways of teaching the writing process. The teacher may note the opportunities and setbacks of employing the activities suggested in this lesson exemplar.</li> <li>Feedback is crucial in the writing process. The teacher may explore how different forms of feedback (self, peer, and teacher) improve the students' writing performance.</li> </ul> On learner engagement/interaction <ul style="list-style-type: none"> <li>The teacher may note the attitude of the students towards others during paired or group activities, such as debates, group discussions, etc. The teacher may use the observations as bases for future group learning tasks.</li> </ul>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <li><u>principles behind the teaching</u> What principles and beliefs informed my lesson?  Why did I teach the lesson the way I did?</li> <li><u>students</u> What roles did my students play in my lesson?</li> </ul>			<ul style="list-style-type: none"> <li>The teacher may not and reflect on the part of the writing process (prewriting, drafting, revising, editing, and publishing) in which the students have worked successfully and did not work well.</li> <li>The teacher may also reflect on the critical role they played in</li> </ul>

	<p><i>What did my students learn? How did they learn?</i></p> <ul style="list-style-type: none"><li>▪ <u><i>ways forward</i></u></li></ul> <p><i>What could I have done differently?</i></p> <p><i>What can I explore in the next lesson?</i></p>	<p>the writing process as a facilitator, writing model, and evaluator (teacher-feedbacking).</p>
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