

7

Lesson Exemplar for English

Quarter 3
Lesson

3

GOVERNMENT PROPERTY
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Lesson Exemplar for English Grade 7
Quarter 3: Lesson 3 for Week 6
SY 2024-2025

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Development Team

Writers:

Gina F. Bonior, PhD, LPT
Bea Mara L. Zamora, LPT

Validators:

Nimfa G. Dimaculangan, PhD (Laguna State Polytechnic University)
Ryan G. de la Torre (Bicol University)

Management Team

Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

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.

LESSON EXEMPLAR TEMPLATE

ENGLISH/QUARTER 3/ GRADE 7 (for Week 6)

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 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><i>Learning Competency</i> Publish a multimodal informational text (newsletter) for one's purpose and target audience</p> <p>EN7INF-III-14 Identify the text type appropriate for one's topic, purpose, and target audience. EN7INF-III-15 Organize significant information using various techniques. EN7INF-III-16 Determine one's thesis as the central idea of the paper. EN7INF-III-17 Compose the informational text based on the chosen text type.</p> <p><i>Learning Objectives</i></p> <ol style="list-style-type: none"> 1. <i>Pre-writing</i> <ol style="list-style-type: none"> a. Identify topics and sources appropriate for the purpose and target audience of the newsletter 2. <i>Drafting</i> <ol style="list-style-type: none"> a. Organize significant information in the newsletter. b. Apply multimodal elements in presenting information.
C. Content	Newsletter Writing
D. Integration	Local, regional, and national celebrations/holidays

II. LEARNING RESOURCES

Malanum, J. (2023, November 16). Palawan to host PSC's IP Games on November 18-19. *Philippine News Agency*.
<https://www.pna.gov.ph/articles/1213816#:~:text=18%2D19,-By%20Jean%20Malanum&text=MANILA%20%E2%80%93%20The%20Philippine%20Sports%20Commission,19%20at%20the%20Ramon%20VSt>
 St. Petersburg College Learning Resources. (2023, October 23). *How to write a news article: Headlines*.
<https://spcollege.libguides.com/c.php?g=254319&p=1695321>
 Newspaper Peer Revision and Editing Checklist. <https://studylib.net/doc/7646356/newspaper-peer-revision-and-editing-checklist>
 Manila Standard Sports. (2023, November 16). *IP games return to Palawan*. <https://manilastandard.net/sports/314390440/ip-games-return-to-palawan.html>

III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

DAY 1

1. Short Review

Let us have a quick review of what we learned in the past few weeks. Quarter 3 has three lessons. Lesson 1 was completed in three weeks, Lesson 2 was completed in two weeks, and Lesson 3, which we are doing in 3 weeks, starts today. What do you remember from Lessons 1 and 2? Let's travel back and recall our key understandings.

Lessons 1 and 2 Review Table

LESSONS	WHAT WE DISCUSSED	WHAT WE DID
Lesson 1: Introduction to Expository Text		

The teacher guides the students to recall the concepts and activities done for Lessons 1 and 2.

The Review Table may be given by the teacher as a blank table, and the students fill it out during the class discussion.

	<table border="1"> <tr> <td colspan="3">Lesson 2: Introduction to Journalistic Text</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </table>	Lesson 2: Introduction to Journalistic Text									
Lesson 2: Introduction to Journalistic Text											
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Activity No. 1 - Compare and Contrast a Narrative and Expository Text</p> <p>In the next three weeks, we will be applying what we have learned from the past lessons. We will write expository and journalistic texts and put them together in a newsletter. To do this, we need to review what expository and journalistic texts are. Then, we will learn what a newsletter is and what its purpose is. We will then make a two-page newsletter.</p> <p>Let's start by recalling what we already know about expository texts. Perhaps, a good way to do this is by comparing expository texts with narrative texts.</p> <p>Think of the story, "We Filipinos are Mild Drinkers" by Alejandro Roces (1945), which is an example of a narrative text. Now, compare it with the expository text that you read in #PHTravel: Sinulog, Ati-atihan, and Dinagyang, or IP Games return to Palawan. What are their similarities and differences?</p> <p>Based on the Venn diagram, the teacher explains the key similarities and differences between expository and narrative texts.</p> <p>Narrative:</p> <ul style="list-style-type: none"> - tells a story - has action - author's purpose is to entertain - has conflict and dialogue - has a beginning, middle and end <p>Expository:</p> <ul style="list-style-type: none"> - provides information, explanation or direction - author's purpose is to inform or explain 	<p>For this activity, students may work in groups or pairs in filling out the Venn diagram worksheet.</p>									

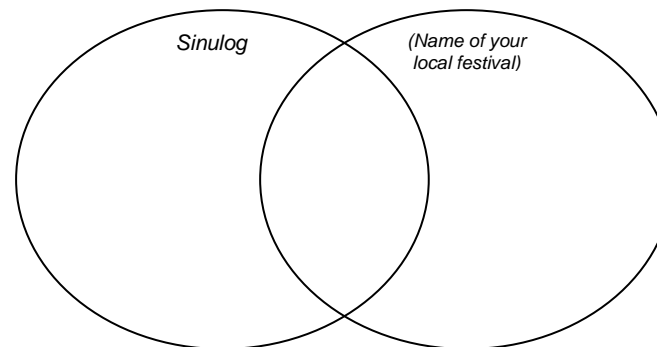
	<ul style="list-style-type: none"> - has a main idea (thesis) - structure: sequence, comparison and contrast, problem and solution, cause and effect <p>One of the articles that you will put in your newsletter is an expository text. You may choose between sequencing, or comparison and contrast. To recall, in Lesson 1, we wrote an essay comparing and contrasting Ati-Atihan and Dinagyang Festivals using the Point-by-Point Method. In this activity you may choose one of the following:</p> <ol style="list-style-type: none"> 1. compare and contrast Sinulog and a festival in your locality using either block or point-by-point method 2. write an essay comparing and contrasting two traditional games/Larong Pinoy (For example, sipa and palo sebo) <p>You may refer to the sample comparison and contrast essays in Lesson 1 as your guide.</p> <p>The second type of article that you will include in your newsletter is a journalistic text. This includes one or two news articles about current events in your school or local community.</p> <p>2. Unlocking Content Area Vocabulary Activity No. 2: Unlocking Vocabulary using an Example/Picture Below are words/phrases that we need to understand for this lesson.</p>	
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>Pre-writing and Drafting</p> <p>1. Explicitation</p> <p>Recall the steps in the Writing Process in the previous quarter. For the next three weeks, you will again apply these steps as you work on your newsletter.</p>	<p>The teacher may reuse the cards in the review activity in Lesson 1 of this quarter (See Q3 L1 Figure 1) or, just briefly ask students to mention and describe the Steps in the Writing Process:</p> <ol style="list-style-type: none"> 1. Pre-writing 2. Drafting 3. Revising 4. Editing

2. Worked Example

For the final task of this quarter, you will be assigned to groups having six members. Three of you may choose to write a comparison and contrast essay. The other three may choose to write a news report.

A. Writing the Comparison and Contrast Expository Essay

1. To start your essay, you may put together ideas about your local festival so you can compare it with Sinulog in terms of the following: origin of the name of the festival, history, highlights of the activities during the festival as stated in the Sinulog essay in Lesson 1.



2. Another pre-writing strategy for comparison and contrast is through outlining or table form.

A. Below is a sample outline:

Sinulog vs. (Name of your festival)

- I. Introduction
You may do one of the following:

5. Publishing

The teacher presents the different ways on how to do the pre-writing step to produce a comparison and contrast expository essay. The teacher must emphasize that for the pre-writing activity, students will only choose ONE (1) of the three suggested pre-writing strategies: Venn Diagram, Outlining, or Comparison Table.

- Attract the reader's attention by asking a question. (Example: Have you heard of....?)
- Provide background information about your topic.(Example: Filipinos kick off the year on an energetic note with 3 major festivals in the month of January)
- State the main idea. (Example: Sinulog and (insert name of your festival) differ in many ways. However, they share a lot of similarities in terms of the origin of the name of the festival, history, and highlights of the activities during the festival.

II. Body of the essay

- Origin of the name of the festival
- History
- Highlights of the activities during the festival

III. Conclusion

You may do one of the following:

- Summarize the similarities and differences in one to two sentences.
- Paraphrase the main idea mentioned in the introduction.
- Answer the question that you asked in the introduction.

B. Below is a Similarity and Difference Table

Name of Festival	Place Where it is Celebrated	Origin of the Name	History of the Festival	Highlights
Sinulog				
Name of your local festival				

B. Writing the Journalistic Text

The teacher points out that this table is similar to what was used in Lesson 1 for the Notes Table on Sinulog, Ati-atihan, and Dinagyang.

Using the students' copies of the article *IP Games return to Palawan*, the teacher leads the students in identifying the parts of a news report.

Remember the news report that you read in Lesson 2? Guess what? You will be writing a news report. But first, let's learn the basic parts of a news report.

IP Games return to Palawan
By Manila Standard Sports

The Philippine Sports Commission, in close coordination with the National Commission on Indigenous Peoples, will continue its mandate to preserve the country's cultural and traditional games with the staging of the Indigenous People's Games this weekend at the Ramon V. Mitra Sports Complex in Puerto Princesa, Palawan. Coming off a lengthy break after the pandemic, the IP Games return with nine participating tribes playing in eight disciplines on November 18 and 19.

"We are excited for the return of the IP Games for this year, in line with the PSC's mandate to bring sports for all sectors of our communities and continue to preserve, promote and propagate the rich cultural heritage of our IPs as embodied in Republic Act 8371," said PSC Commissioner Matthew "Fritz" Gaston during the special session of the Tabloids Organization in Philippine Sports, Inc. 'Usapang Sports' on Thursday.

Gaston, who oversees the IP Games project, also thanked the National Commission on Indigenous Peoples for assisting the agency in coordinating with the tribe leaders.

"Nakausap natin ang lahat and after a series of meetings naisaayos natin ang lahat and all systems go for the return of IP Games," said Gaston.

Headline

Byline

 **LEAD**

5 Ws and 1 H, depending on the most important information.

 **BODY**

Direct quotation from a reliable source commenting on the lead.

Description of the reliable source

The nine participating tribes are Molbog, Palaw'an, Tagbanua Central, Tagbanua Tandolanen, Tabuana Calamianen, Batak, Cuyonon, Agutaynen and Cagayanen. They will compete in Pana, Sibat, Supok, Pagbayo sa Palay, Santik, Trumpo and Kadang-Kadang.

“Currently, we listed 196 tribe members to compete. We expected na madagdagan ito during the Games proper,” Gaston said. He furthered that coordination is also in the works to conduct IP Games in other parts of the country, with a special National Games for them a possibility in the near future.

In 2018, the National Commission on Indigenous Peoples and the National Commission for Culture and the Arts collaborated with the PSC to preserve indigenous sports by creating the IP Games. The first leg of the Games was slated in Tagum City, Davao del Norte on April 27 to 28 that year.

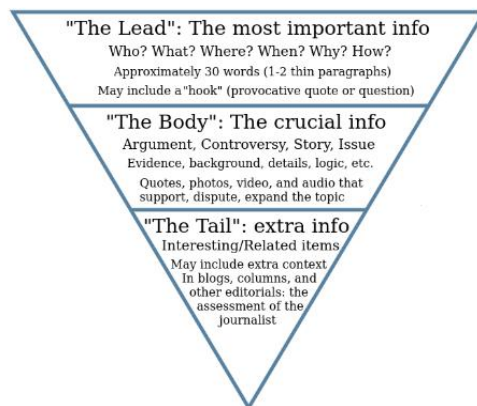
direct quotation from the source further explaining important information

→ **TAIL**
extra context or background

The teacher shows the inverted pyramid and points to these parts in the news report *IP Games return to Palawan*.

The teacher may also show more examples to illustrate how the inverted pyramid is used by journalists in their news reports. Moreover, the teacher may also show that some news reports do not strictly begin with the most important information. For example, it may start with a hook instead.

In summary, news reports are usually written in inverted pyramid form.



"Inverted pyramid in comprehensive form" by Christopher Schwartz is licensed under CC BY-SA 3.0

	<p>Please remember that there are specific rules or guidelines that you need to follow in writing a news report. Here are the most commonly used rules.</p> <p>Guidelines for Headline Writing</p> <ol style="list-style-type: none"> 1. The ideal headline is 5-10 words only. It must capture the readers' attention. 2. The headline is always written in the simple present to indicate present or past events. For example, IP Games return to Palawan, the verb "return" is in the present tense even if the event has already taken place. If the IP Games are still expected to happen in Palawan, the verb tense is "to + base form". For example, in IP Games to return to Palawan next year, "to return" means "will return". 3. It should be written in the active voice and should not begin with the verb. For example, IP Games return to Palawan. This is in the active voice because IP Games is also the doer of the action, "return". 4. Do not use conjunctions such as "and or like. For example, if the headline is "Palawan to host IP and Modern Games during National Palaro 2024". Instead of the conjunction "and", we use comma (,) so the correct headline is "Palawan to host IP, Modern Games in National Palaro 2024." Note also that we substitute "during" with the shorter word "in". 5. Capitalize the first letter of the first word and the first letter of all proper nouns. For example, in "IP Games to return to Palawan next year" IP is capitalized because is it an acronym for Indigenous People which is a proper for a specific name of a group. G in Games is also capitalized because it refers to the specific name of the games which is IP Games. Palawan is a specific name of a place so P is capitalized. But the rest are in small letters. <p>And now that you already know the common rules, you can now apply them as you write your news report. Below are the steps that you will follow in writing your news report.</p> <p>Steps in Writing a News Report</p>	<p>The teacher must guide students and point out these guidelines in the sample news report, <i>IP Games return to Palawan</i>.</p>
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Step 1: Identify the newsworthy event that you will write about. These are events that you believe are important or are interesting for your readers.

Step 2: Compile needed facts.

Remember that in lesson 5, we learned that facts are different from opinions.

- A fact is a statement which is generally acceptable and can be proven to be true based on objective evidence. In other words, the statement is verifiable by truthful accounts (figures, dates, statistical reports, research findings, etc.).
- A fact is an event that happens, is happening, or has happened.

For example, the headline *IP Games to return to Palawan on Nov 18*, has four (4) facts:

1. There is a sports event called IP Games.
2. The IP Games will be played again (to return) in Palawan
3. The games will be played in Palawan.
4. The games will be held on November 18.

All of the four statements above can be verified with objective evidence. All of the statements are truthful information about an event that is about to happen.

When you compile your facts, you may begin by asking yourself the 5Ws and 1H.

Be as specific as possible when writing down your facts.

Interview people who can give you reliable firsthand information.

Write word for word important statements that you can quote in your news report.

Step 3: Write your news article

- A. Write your lead. Alternatively, you may write the lead after you have written the whole story.
- B. Write the news report using the inverted pyramid format shown above.

Step 4: Submit your paper to your groupmates for peer revising and editing based on the given checklist.'

Step 5: Revise and edit the news report based on the classmate's suggestions.

Step 6: Add the news report to the newsletter following the rules in layouting a newsletter.

DAYS 3 and 4

3. Lesson Activity

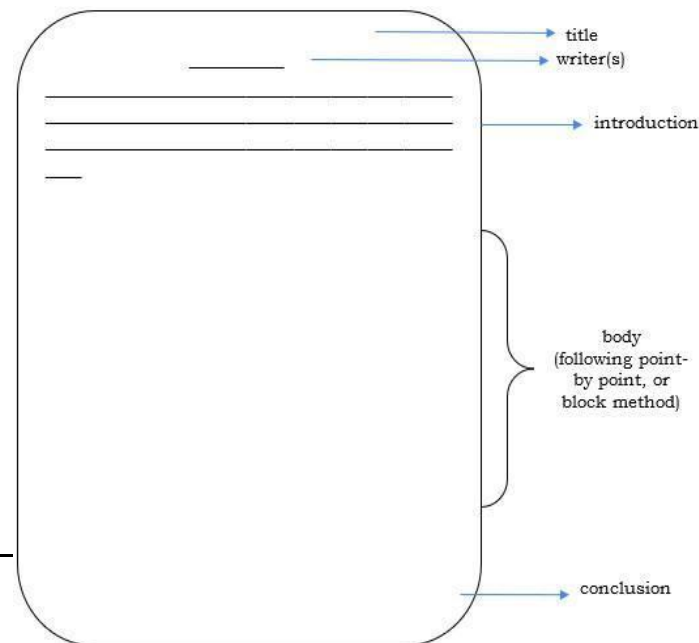
A. Writing the Comparison and Contrast Expository Essay

1. Prewriting

Choose the pre-writing activity (*using Venn diagram, outline, or table*) that you will use to present the information gathered for your essay. (*Please refer to the Worksheet for Activity No. 3 Pre-writing for a Comparison and Contrast Essay.*)

2. Drafting

Based on your prewriting output, you may now write your comparison and contrast expository essay on Sinulog and your local festival. (Please refer to the Worksheet for Activity No. 4 Drafting for a Comparison and Contrast Expository Essay.) Please remember to use the appropriate transition markers for comparing and contrasting as mentioned in Lesson 1 (Examples: also, like, similarly, although, in contrast, but, however, while, unlike).



B. *Writing the Journalistic Text*

1. Prewriting







Follow Steps 1 and 2 in the Steps in Writing a News Report. (Please refer to the worksheet for Activity No. 5– 5Ws and 1H.)

2. Drafting

Follow Step 3 in writing a news report. Then, prepare to have your work reviewed by your other groupmates. (Please refer to the Worksheet for Activity No. 6 Drafting a News Report).

The diagram illustrates the structure of a news report. It features a large rounded rectangle containing horizontal lines for text. To the right of the rectangle, labels are connected to specific parts of the structure by arrows and brackets:

- headline**: An arrow points to the first line of the rectangle.
- lead**: An arrow points to the second line of the rectangle.
- body**: A bracket on the right side of the rectangle groups the lines from the third to the eleventh, with the label "body" placed to the left of the bracket.
- direct quotation**: A bracket on the right side of the rectangle groups the twelfth and thirteenth lines, with the label "direct quotation" placed to the right of the bracket.
- description**: A bracket on the right side of the rectangle groups the fourteenth and fifteenth lines, with the label "description" placed to the right of the bracket.
- direct quotation**: A bracket on the right side of the rectangle groups the sixteenth and seventeenth lines, with the label "direct quotation" placed to the right of the bracket.
- tail**: An arrow points to the eighteenth line of the rectangle.

D. Making Generalizations	<p>1. Learners' Takeaways</p> <p>We Did it! Students complete the table below by listing down activities that made pre-writing and drafting easy and/or challenging.</p> <table border="1" data-bbox="465 355 1646 788"> <tr> <th data-bbox="465 355 719 523">Steps in the Writing Process</th><th data-bbox="719 355 1151 523">Easy </th><th data-bbox="1151 355 1646 523">Challenging </th></tr> <tr> <td data-bbox="465 523 719 655">Pre-writing</td><td data-bbox="719 523 1151 655"></td><td data-bbox="1151 523 1646 655"></td></tr> <tr> <td data-bbox="465 655 719 788">Drafting</td><td data-bbox="719 655 1151 788"></td><td data-bbox="1151 655 1646 788"></td></tr> </table> <p>2. Reflection on Learning</p> <p>Students work with a partner and share similarities and differences with their answers from the Learners' Takeaways Activity. They reflect especially on how they could make the challenging parts easier the next time they work on a similar task.</p>	Steps in the Writing Process	Easy 	Challenging 	Pre-writing			Drafting			<p>For this part, students recall the pre-writing and drafting process. They mention what aspect of pre-writing and drafting they found easy, and/or challenging. For example, a student may write for <i>Pre-writing</i> that identifying a newsworthy event was easy, but filling out the Venn diagram was challenging.</p> <p>Students may share their insights in a bigger group.</p>
Steps in the Writing Process	Easy 	Challenging 									
Pre-writing											
Drafting											

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment	A. Headline Writing. 1. true

	<p>A. Headline Writing. On the blank provided before each number, write TRUE if the statement is correct; otherwise, change the underlined word(s) to make it correct.</p> <p>_____ 1. The ideal headline is <u>5-10 words</u> only.</p> <p>_____ 2. Headlines are written using the <u>simple past tense</u> to indicate both present and past events</p> <p>_____ 3. Headlines are written in the <u>passive voice</u> and must not begin with a verb.</p> <p>_____ 4. <u>Commas</u> are used instead of conjunctions.</p> <p>_____ 5. <u>All nouns</u> are capitalized, together with the first letter of the first word of the headline.</p> <p>B. Pre-writing for Comparison and Contrast Essays Give the three strategies/tools that you can use in the pre-writing step when writing a comparison and contrast essay.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>C. Parts of a News Report After the headline and byline, the news report follows the inverted pyramid. Give the three (3) parts of an inverted pyramid in correct sequence.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>2. simple present tense</p> <p>3. active voice</p> <p>4. true</p> <p>5. Proper nouns</p> <p>B. Pre-writing for Comparison and Contrast Essays</p> <p>1. Venn Diagram</p> <p>2. Outlining</p> <p>3. Comparison Table</p> <p>C. Parts of a News Report</p> <p>1. Lead</p> <p>2. Body</p> <p>3. Tail</p>
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D. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>others</i>			
E. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></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> 			