

**7**



# Lesson Exemplar for English

Quarter 4  
Lesson

**1**

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for English Grade 7**  
**Quarter 4: Lesson 1 (for Week 2)**  
**SY 2024-2025**

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## ENGLISH/QUARTER 4/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
<b>B. Performance Standards</b>	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms and structures that represent their meaning, purpose, and target audience.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b> Evaluate informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function.</p> <p><b>A. Evaluating expository essay (problem and solution) for clarity of meaning and purpose</b></p> <ul style="list-style-type: none"> <li>Identify the main idea.</li> <li>Identify details that support the main idea through the following: <ul style="list-style-type: none"> <li>Facts (figures, dates, statistical reports, research findings) Note: Integrate quoting</li> <li>Opinions (informed opinion) Note: Integrate paraphrasing and summarizing</li> </ul> </li> <li>Differentiate claim of fact, claim of value, and claim of policy as used in problem-solution expository text.</li> </ul>
<b>D. Content</b>	<p>A. Evaluating expository essay (problem and solution) for clarity of meaning and purpose</p> <ol style="list-style-type: none"> <li>Identifying the main idea.</li> <li>Identifying details that support the main idea through the following: <ul style="list-style-type: none"> <li>Facts (figures, dates, statistical reports, research findings) Note: Integrate quoting</li> <li>Opinions (informed opinion) Note: Integrate paraphrasing and summarizing</li> </ul> </li> <li>Differentiating claim of fact, claim of value, and claim of policy as used in problem-solution expository text.</li> </ol>
<b>E. Integration</b>	<p>Environmental awareness and preservation</p> <p>SDG 13: Take urgent action to combat climate change and its impacts</p> <p>SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>

## II. LEARNING RESOURCES

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## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

### A. Activating Prior Knowledge

#### DAY 1

#### Short Review

#### Plot the Solution

Instruct the students to read the given problem-solution text and plot it on the given organizer.

The four climbers plodded up the side of the mountain. The boreal wind was biting at their faces. Suddenly, one lost his footing and began to slide. Fortunately, they were tethered together and were able to avert a catastrophe. To be able to avoid

	<p>anymore untoward incidents, they decided to pack up and went on their way back home.</p> <div style="text-align: center;"> <p><b>PROBLEM</b></p> <div style="display: inline-block; border: 1px solid black; width: 120px; height: 120px; margin-right: 20px;"></div> <div style="display: inline-block; width: 100px; height: 100px; background-color: #4a7ebb; clip-path: polygon(50% 0%, 90% 30%, 70% 60%, 90% 90%, 50% 100%, 10% 90%, 30% 60%, 10% 30%, 50% 0%);"></div> <div style="display: inline-block; border: 1px solid black; width: 120px; height: 120px; margin-left: 20px;"></div> </div> <p>Source: <a href="https://worksheetland.com/worksheets/reading/text-structure/problem-and-solution-worksheet/problem-and-solution-worksheet.jpg">https://worksheetland.com/worksheets/reading/text-structure/problem-and-solution-worksheet/problem-and-solution-worksheet.jpg</a></p>	
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b></p> <p><b>Tell Me Its Poin</b></p> <p>Instruct the learners to read the given paragraph and ask them the main point of the text.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Green plants contain chlorophyll, which enables them to make their own food. They require sunlight, water, minerals, and carbon dioxide to do this. Other plants, such as molds, mushrooms, and yeasts, depend on food from other sources. Mold grows and feeds on such things as bread and fruit. Mushrooms get their food from soil or decaying wood. Yeasts can live on the sugar in water.</p> </div> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is the text trying to convey?</li> <li>2. What does it say about plants?</li> </ol> <p><b>2. Unlocking Content Vocabulary</b></p> <p><b>Let's Decode</b></p> <p>Ask the learners to decode the hidden letters and form new words. Each letter in the alphabet contains an equivalent number.</p>	<p><i>This activity will help learners unlock their knowledge about getting the main idea.</i></p>

	<table><tr><td>A-1</td><td>B-2</td><td>C-3</td><td>D-4</td><td>E-5</td><td>F-6</td><td>G-7</td></tr><tr><td>H-8</td><td>I-9</td><td>J-10</td><td>K-11</td><td>L-12</td><td>M-13</td><td>N-14</td></tr><tr><td>O-15</td><td>P-16</td><td>Q-17</td><td>R-18</td><td>S-19</td><td>T-20</td><td>U-21</td></tr><tr><td>V-22</td><td>W-23</td><td>X-24</td><td>Y-25</td><td>Z-26</td><td></td><td></td></tr></table> <p>1. 19-21-13-13-1-18-9-26-9-14-7 _____</p> <p>It involves condensing the main points, ideas, and arguments of a text into a concise and coherent form.</p> <p>2. 17-21-15-20-9-14-7 _____</p> <p>It refers to the act of directly citing or referencing specific language or passages from a text to support the main idea.</p> <p>3. 16-1-18-1-16-8-18-1-19-9-14-7 _____</p> <p>It involves restating information from the original text in your own words while retaining the original meaning.</p>	A-1	B-2	C-3	D-4	E-5	F-6	G-7	H-8	I-9	J-10	K-11	L-12	M-13	N-14	O-15	P-16	Q-17	R-18	S-19	T-20	U-21	V-22	W-23	X-24	Y-25	Z-26			<p>Answer:</p> <ol style="list-style-type: none"><li>1. SUMMARIZING</li><li>2. QUOTING</li><li>3. PARAPHRASING</li></ol>
A-1	B-2	C-3	D-4	E-5	F-6	G-7																								
H-8	I-9	J-10	K-11	L-12	M-13	N-14																								
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V-22	W-23	X-24	Y-25	Z-26																										
<b>C. Developing and Deepening Understanding</b>	<p><b>DAY 2</b></p> <p><b>TOPIC 2: EVALUATING EXPOSITORY ESSAY (PROBLEM AND SOLUTION) FOR CLARITY OF MEANING AND PURPOSE</b></p> <p><b>SUB-TOPIC 1: Identifying the main idea</b></p> <p><b>1. Explication</b></p> <p><b>What are we talking about?</b></p> <p>Instructions: Read the following text and identify what is being talked about in the paragraph.</p> <p>Filipinos are usually very warm and friendly people who enjoy conversing with those around them. It is common to find strangers engaging in conversation or sharing stories to family, friends or foreigners about their hometown, family or</p>	<p>The teacher should guide the students to understand the main point of the paragraph without explicitly telling them that it is the main idea. Allow the students to discover the topic that will be discussed later in the lesson. The main point of the paragraph is <b>Filipinos are warm and friendly people.</b></p> <p>In this activity, the teacher can now introduce the Main</p>																												

	<p>country. Filipinos are often expressive and sentimental while maintaining a light-hearted demeanor. For example, the word 'hugot' ('to pull out') is often used to describe someone drawing out deep sentimental memories or experiences. Indeed, Filipinos are often willing to share stories of their past that may be considered personal.</p> <p><b>2. Worked Example</b>  <b>What's the main point?</b>  Instructions: Read the passages below and determine the main idea of each paragraph.</p> <p>A. Plastic pollution has become a global environmental crisis, with devastating impacts on ecosystems, wildlife, and human health. The widespread use and disposal of single-use plastics have led to the accumulation of plastic waste in oceans, rivers, and landfills, posing significant challenges for our planet's sustainability.</p> <p>B. Deforestation is a serious problem affecting many countries worldwide; the Philippines is no exception. The country is home to a vast array of unique flora and fauna, but deforestation has put many of these species at risk of extinction. Over the years, the Philippine government has implemented various programs and initiatives to combat deforestation and promote reforestation, but the battle is still ongoing. In this article, we will explore the progress made by the Philippines in the fight against deforestation, the challenges it faces, and what more needs to be done.</p> <p><b>Points for Discussion:</b>  The <b>MAIN IDEA</b> refers to the central concept or primary point that a piece of writing, speech, or other form of communication aims to convey. It tells the most important information or message that the author or speaker wants the audience to understand.</p> <p><b>HOW DO WE GET THE MAIN IDEA?</b></p> <ol style="list-style-type: none"> <li>1. Read the text thoroughly.</li> <li>2. Identify the topic.</li> </ol>	<p>Idea through recalling the previous activity with the first paragraph under explicitation. The teacher asks the students how they came up with their answers, what they did to be identify the sentence that comprises the main idea of the paragraph.</p> <p>Possible Answers:  A. Plastic pollution is a global crisis harming ecosystems, wildlife, and human health, driven by single-use plastics accumulating in natural environments, challenging sustainability.  B. Deforestation is a serious issue in the Philippines, threatening unique species. Despite government reforestation efforts, significant challenges remain.</p> <p>The teacher may explain to the learners what the main idea is and how to identify it in a given text.</p>
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	<ol style="list-style-type: none"> <li>3. Look for the author's purpose.</li> <li>4. Find the central point.</li> <li>5. Summarize the text.</li> <li>6. Distinguish between main ideas and supporting details.</li> <li>7. Consider the text's structure.</li> <li>8. Use context clues.</li> <li>9. Ask questions: What is the author trying to say?" or "What is the central point of this passage?"</li> <li>10. Practice: Identifying the main idea takes practice.</li> </ol> <p><b>3. Lesson Activity</b>  <b>Find the Main Idea!</b>  The teacher instructs the learners to do the steps given on how to get the main idea. Ask the students to give the main idea of the following paragraphs.</p> <p>"Climate change is one of the most pressing challenges facing humanity today. Rising global temperatures, melting ice caps, and extreme weather events are all evidence of this phenomenon. Scientists agree that human activities, such as the burning of fossil fuels and deforestation, are largely responsible for these changes. Addressing climate change requires international cooperation and concerted efforts to reduce greenhouse gas emissions and transition to renewable energy sources."</p> <p><b>Main Idea Sort!</b></p> <ol style="list-style-type: none"> <li>A. "The beauty of nature is unparalleled, offering a respite from the hustle and bustle of modern life. Whether it's the majestic mountains, serene lakes, or lush forests, nature has a way of captivating our senses and rejuvenating our spirits. Spending time in nature has been linked to numerous health benefits, including reduced stress levels, improved mood, and enhanced creativity. As stewards of the Earth, it is our responsibility to preserve and protect the natural world for future generations to enjoy."</li> <li>B. "Biodiversity is the foundation of life on Earth, encompassing the variety of living organisms and ecosystems that inhabit our planet. From the smallest microorganisms to the largest mammals, each species plays a unique role in maintaining ecosystem balance and stability. Unfortunately, human activities</li> </ol>	<p>The teacher should process the answers of the students by discussing the steps on how to determine the main idea of a text. This way students will be guided.</p> <p>The main idea of this paragraph is that climate change is a significant global issue caused by human activities, and addressing it requires international cooperation and efforts to reduce greenhouse gas emissions.</p> <p>The teacher may write these passages on cartolina paper or print them on paper and paste them on cardboard. If neither option is feasible, she may choose to simply write them on paper.</p>
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such as deforestation, pollution, and habitat destruction have led to a rapid loss of biodiversity. Protecting biodiversity is essential for preserving ecosystem services, such as clean air, water, and soil, and ensuring the long-term sustainability of our planet."

### DAY 3

**SUB-TOPIC 2: Identifying details that support the main idea through the following: Facts (figures, dates, statistical reports, research findings) Opinions (informed opinion). Note: Integrate paraphrasing and summarizing**

#### 1. Explicitation

The teacher solicits ideas from the students through questions:

- *What is the main idea of a text?*
- *How does one identify the main idea of a text?*

Note:

The main idea can be found by examining the facts presented in the text, such as dates, figures, statistical reports, or research findings. Another way is by considering the opinions expressed in the text. This can be achieved through quoting, paraphrasing, and summarizing.

**A. Quoting** in the context of discussing the main idea typically refers to the act of directly citing or referencing specific language or passages from a text to support the main idea. When analyzing a text to determine its main idea, quoting can be a valuable technique for providing evidence or examples that reinforce the central concept being conveyed.

**B. Summarizing** involves condensing the main points, ideas, and arguments of a text into a concise and coherent form. When finding the main idea, summarizing allows you to distill the most important information and central message of the text without including unnecessary details. By summarizing, you can identify the core essence of the text and articulate its main idea in your own words, focusing on the key concepts and overarching themes.

#### Answer Key:

A. Nature's beauty and tranquility provide numerous health benefits and that it is our responsibility to conserve and safeguard the natural environment.  
B. Biodiversity is vital for ecosystem stability, but human activities are causing its rapid decline, threatening essential ecosystem services. Protecting biodiversity is crucial for sustainability.

The teacher may ask the students about the main idea and recall how to determine the main idea of a paragraph. This way, the students can easily connect the new topic which is: **supporting details**. The teacher may use the previous paragraphs given as examples in processing students' answers.

The teacher prepares a set of short paragraphs or sentences, each with a clearly stated main idea. Mix them up and instruct the students to work in pairs to match each paragraph or

**C. Paraphrasing** involves restating information from the original text in your own words while retaining the original meaning. When finding the main idea, paraphrasing allows you to rephrase key sentences or phrases from the text in order to gain a deeper understanding of the main concept.

## 2. Worked Example

### THE QSP: QUOTE, SUMMARIZE AND PARAPHRASE

The teacher instructs the students to read and get the main idea of the given passages using quoting, summarizing, and paraphrasing. The graphic organizer is provided for the students to present their answers. (Answers may vary)

"The rainforest is a special place full of many different plants and animals. It's like a big, green jungle with tall trees and lots of colorful birds and butterflies. The rainforest is important because it gives us clean air to breathe and helps to keep the Earth's climate just right. But some people are cutting down the trees in the rainforest, and this is causing big problems for the plants and animals that live there. We need to help protect the rainforest by planting more trees and taking care of the environment."



## 3. Lesson Activity

### MORE QUOTING, SUMMARIZING AND PARAPHRASING

sentence with its corresponding main idea.

#### Quoting:

The text says, "The rainforest is a special place full of many different plants and animals."

#### Summarizing:

This passage talks about the rainforest, describing it as a unique habitat with diverse plants and animals. It emphasizes the importance of the rainforest for providing clean air and maintaining the Earth's climate.

However, it also mentions the threat of deforestation caused by human activities and urges for conservation efforts such as planting trees and caring for the environment.

#### Paraphrasing:

The rainforest is a remarkable environment teeming with various plants and animals. It's often compared to a vast, green jungle, adorned with towering trees and vibrant birds and butterflies. Not only does the rainforest supply us with fresh air and

	<p>Instructions: Read the text below. Then, quote, summarize, and paraphrase the passage to present the main idea. (Answers may vary)</p> <div><p>ORIGINAL TEXT:</p><p>Nature is a wondrous thing, full of beauty and mystery. From the majestic mountains to the serene lakes and winding rivers, there is something enchanting about the natural world. The sound of birds chirping in the trees, the gentle rustle of leaves in the wind, and the sight of colorful flowers blooming in the meadows all contribute to the sense of wonder that nature inspires. It's a reminder of the interconnectedness of all living things and the delicate balance of life on Earth.</p><div><div>QUOTE</div><div>SUMMARY</div><div>PARAPHRASE</div></div></div> <p><b>SUB-TOPIC 3: Differentiating claim of fact, claim of value, and claim of policy as used in problem-solution expository text</b></p> <p><b>1. Explicitation</b> The teacher asks the students to re-read some of the passages given in the previous activity and let them observe for possible <i>claims</i> present in the texts. The teacher further asks: <i>What is a claim? What are the three types of claims?</i></p> <p><b>2. Worked Example</b></p> <p><b>Guess the Word!</b></p>	<p>help regulate the Earth's climate, but it's also facing challenges due to deforestation. To safeguard this vital ecosystem, it's essential for us to plant more trees and actively preserve the environment.</p> <p><b>Quoting:</b> The text says, "Nature is a wondrous thing, full of beauty and mystery."</p> <p><b>Summarizing:</b> This passage celebrates the beauty and mystery of nature, highlighting its various elements such as mountains, lakes, rivers, trees, leaves, and flowers. It emphasizes the sensory experiences of nature, including the sounds of birds and wind, as well as the vibrant colors of blooming flowers. Ultimately, it reflects on nature's ability to evoke wonder and serves as a reminder of the interconnectedness and balance of life.</p> <p><b>Paraphrasing:</b> The wonders of nature never cease to amaze, offering a blend of beauty. From the</p>
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	<p>Instructions: Fill in the missing letters to form the word. The descriptions will serve as a clue for your answers.</p> <p>1. It means something that has actual existence, a piece of information presented as having objective reality.</p> <table><tr><td>F</td><td></td><td>C</td><td></td></tr></table> <p>2. It simply means to take.</p> <table><tr><td></td><td>I</td><td></td><td>M</td></tr></table> <p>3. It means worth or importance.</p> <table><tr><td></td><td>A</td><td>L</td><td></td></tr></table> <p>4. It means methods, management, or procedure.</p> <table><tr><td>P</td><td></td><td>L</td><td></td><td></td><td>Y</td></tr></table> <p><b>Points for Discussion:</b> <b>Claim of Fact:</b> This type of claim asserts whether something is true or false, or to what extent it is true. It deals with factual statements that can be proven or disproven based on evidence. For example:</p> <ul style="list-style-type: none"><li>• "The Earth revolves around the sun".</li><li>• "Climate change is caused by human activity".</li></ul> <p><b>Claim of Value:</b> This type of claim expresses a judgment about something, stating whether it is good or bad, right or wrong, desirable or undesirable. It involves subjective assessments based on personal beliefs, cultural norms, or ethical principles. For example:</p>	F		C			I		M		A	L		P		L			Y	<p>beautiful mountains to the tranquility of lakes and rivers, there's a captivating essence to the natural world. Whether it's the chirping of birds, the gentle sway of leaves in the breeze, or the vibrant colors of flowers in bloom, each aspect of nature contributes to its enchanting beauty. Moreover, it serves as a reminder of the web of life and the harmonious balance that exists on our planet.</p> <p>The teacher may explain the different types of claims by using examples. Emphasize that in the context of getting the main idea, <b>identifying the type of claim being made can help clarify the central argument or purpose of a text.</b></p> <p>The teacher can introduce the three types of claims after the words have been guessed. Additional clues can be provided by the teacher if the students are unable to guess the words asked.</p>
F		C																		
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	<ul style="list-style-type: none"> <li>• <i>"Protecting the environment is morally right".</i></li> <li>• <i>"Artificial intelligence poses a threat to humanity".</i></li> </ul> <p><b>Claim of Policy:</b> This type of claim proposes a specific course of action or solution to address a problem or achieve a particular goal. It focuses on what should be done or what actions should be taken. For example:</p> <ul style="list-style-type: none"> <li>• <i>"Governments should implement stricter regulations to combat air pollution".</i></li> <li>• <i>"Schools should provide free meals for all students to address food insecurity".</i></li> </ul> <p><b>3. Lesson Activity</b> <b>Identify the Claims!</b> Instructions: Identify the following claims as to <b>FACT, VALUE, OR POLICY</b>. Write your answers in the blanks provided.</p> <p>_____1. The average global temperature has been rising steadily over the past century due to human-induced climate change.</p> <p>_____2. Vaccines are effective in preventing the spread of infectious diseases such as measles and polio.</p> <p>_____3. Democracy is the most preferable form of government because it promotes individual freedoms and equality.</p> <p>_____4. To reduce plastic pollution in oceans, governments should ban single-use plastic products and promote reusable alternatives.</p> <p>_____5. Blue light from screens has great effects on the brain and it makes it more difficult to sleep.</p> <p><b>ADVERTISEMENT'S CLAIM!</b> Discuss how advertisers use different types of claims to persuade consumers.</p>	
		<p>The teacher shows the students the following examples of advertisements from various media sources and instruct them to form a</p>

	 <p>Source: <a href="https://medium.com/@ddima/s8374/what-makes-the-man-c01730aaadf5">https://medium.com/@ddima/s8374/what-makes-the-man-c01730aaadf5</a></p>  <p>Source: <a href="https://stock.adobe.com/ph/search/images?k=milk+poster">https://stock.adobe.com/ph/search/images?k=milk+poster</a></p>  <p>Source: <a href="https://hitechcentury.com/samsung-ces-2023-press-conference/">https://hitechcentury.com/samsung-ces-2023-press-conference/</a></p>	<p>triad. Then, with their groupmates, the students are asked to observe the following pictures and identify the claims in the advertisements (<i>e.g., claims of fact about product effectiveness, claims of value about lifestyle benefits, claims of policy about why consumers should buy the product</i>). Allow the students to freely discuss their ideas and opinions about the advertisements in triads.</p>
<b>D. Making Generalizations</b>	<p><b>DAY 4</b></p> <p><b>1. Learners' Takeaways</b>  <b>You Need to Reflect!</b>          Conclude the activity with a reflection exercise. Ask students to reflect on the importance of evaluating online advertisements they encounter. What factors should they consider before accepting a claim as true?</p> <p><b>2. Reflection on Learning</b>  <b>Yes, You Can!</b>          I can _____.          I can _____.          I can _____.</p>	<p>This activity will enable students to draw their own realizations about reality by applying what they have learned from the lesson to their daily life situations.</p> <p>The teacher instructs the students to complete the phrases beginning with the words "I can..." to indicate the realizations they have gained from the lesson and how they can apply them in real-life scenarios.</p>

**Commented [1]:** Maybe too short for a one-day session

**Commented [2]:** \_Marked as resolved\_

**Commented [3]:** \_Re-opened\_

#### IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION

#### NOTES TO TEACHERS

<p><b>A. Evaluating Learning</b></p>	<p><b>1. Formative Assessment</b> The teacher instructs the students to answer the five-item quiz below.</p> <ol style="list-style-type: none"> <li>This type of claim asserts whether something is true or false, or to what extent it is true.             <ol style="list-style-type: none"> <li>claim of truth</li> <li>claim of fact</li> <li>claim of value</li> <li>claim of policy</li> </ol> </li> <li>This type of claim expresses a judgment about something, stating whether it is good or bad, right or wrong, desirable or undesirable. It involves subjective assessments based on personal beliefs, cultural norms, or ethical principles.             <ol style="list-style-type: none"> <li>claim of truth</li> <li>claim of fact</li> <li>claim of value</li> <li>claim of policy</li> </ol> </li> <li>This type of claim proposes a specific course of action or solution to address a problem or achieve a particular goal. It focuses on what should be done or what actions should be taken.             <ol style="list-style-type: none"> <li>claim of truth</li> <li>claim of fact</li> <li>claim of value</li> <li>claim of policy</li> </ol> </li> <li>It refers to the act of directly citing or referencing specific language or passages from a text to support the main idea.             <ol style="list-style-type: none"> <li>quoting</li> <li>summarizing</li> <li>paraphrasing</li> <li>plagiarizing</li> </ol> </li> <li>It involves restating information from the original text in your own words while retaining the original meaning.             <ol style="list-style-type: none"> <li>quoting</li> <li>summarizing</li> </ol> </li> </ol>	<p>If worksheets are not available, the teacher may write the questions on a manila paper and instruct the students to write their answers in their notebook.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>b</li> <li>c</li> <li>d</li> <li>a</li> <li>c</li> </ol>
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	c. paraphrasing d. plagiarizing			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <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?  What did my students learn? How did they learn?</li> <li>▪ <u>Ways forward</u> What could I have done differently?  What can I explore in the next lesson?</li> </ul>			

**Commented [4]:** Writer should add HOTS questions, specially application