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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for English

IMPLEMENTATION OF THE MATATAG K TO 10 CURRICULUM

Lesson Exemplar for English Grade 7
Quarter 4: Lesson 2 (for Week 5)
SY 2024-2025

Development Team

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I.	CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES
A. Content Standards	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. Performance Standards	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.

C. Learning Competencies and Objectives	**Learning Competency**
	Publish a multimodal informational text for one's purpose and target audience: Expository Essay
	Lesson Objectives
	1.Prewriting
	● Identify a specific problem related to environmental awareness and preservation and brainstorm possible solutions.
	● Describe the specific situations where the problem exists, the target readers of the problem solution essay, and the purpose for writing it.
	
	2. Drafting
	● Determine one's thesis as the central idea of the essay.
	● Gather facts and informed opinions (texts and images) to support the central idea.
	● Write a problem-solution essay based on the central idea and supporting details.
	● Draw a convincing solution to the identified problem.
	
	3. Revising
	● Revise the draft for clarity of main idea and validity/verifiability of supporting details.
	
	4. Editing
	● Edit the grammar, word choice, and writing mechanics of the problem-solution essay.
	
	5. Publishing
	● Publish a multimodal problem-solution text for one's purpose and audience in any of the following:
	   ○ Digital or printed brochure
	   ○ Digital or printed pamphlet

	○ Digital or printed posters ○ Social media posts (Facebook, Instagram, etc.)
D. Content	Topic: Writing process Sub-topics: Prewriting, Drafting, Revising, Editing, Publishing
E. Integration	Environmental awareness and preservation SDG 6: Ensure availability and sustainable management of water and sanitation for all SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable SDG 13: Take urgent action to combat climate change and its impacts SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development 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

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** **WAVES: Writing Acronyms, A Vast Exploration Session** R - E - V - I - S - E - D - I - T - I - N Today's task is to think of words or phrases that start with each initial letter and are relevant to the topic of revision or editing. These words or phrases will be the building blocks of their acronym.	The teacher will show or write the word 'R.E.V.I.S.E' and 'E.D.I.T.I.N.G' on the board and explain that to recall the previous lesson. The learners will work in pairs and each pair will present their work in front of the class.

	2. Feedback **Currents of Capability: Shining a Light on Your Superpowers** The class will work in pairs and each student will recall and share a moment from the previous discussion where they believe they performed exceptionally well, explaining the reasons for their outstanding performance. The pair will take turns sharing their experiences and collectively brainstorm ideas to enhance and reinforce their positive attributes. They will write down their combined answer on a one whole sheet of paper. The learners may use the guide questions below during their group discussion. **Guide Questions:** 1. Reflecting on the previous discussion, what moment stands out to you as a time when you felt exceptionally capable or performed at your best? Describe the situation and what made it memorable for you. 2. What specific strengths or superpowers did you exhibit during that moment of exceptional performance? How did these strengths contribute to your success? 3. As you listen to your partner's experience, what similarities or differences do you notice between your moments of exceptional performance? How can you learn from each other's strengths and experiences? 4. As a pair, write down your combined answer on a sheet of paper. Summarize your key learnings, insights, and action plans for harnessing and maximizing your superpowers in various situations	
B. Establishing Lesson Purpose	**1. Lesson Purpose** **The Ripple Effect** *"Every published word is a stone thrown into the vast ocean of ideas, creating ripples that can change perspectives and shape conversations."* Source: www.focus.it/images/2021/11/09/sasso_1020x680.jpg	

The teacher shows the image above to the students and asks them with the following questions:
- What can you say about the image? How will you describe the image?
- Do you agree with the statement: "Every published word is a stone thrown into the vast ocean of ideas, creating ripples that can change perspectives and shape conversations."
- In what ways do you think publishing an essay can create ripples of impact like those seen in the image?
- Imagine yourself as the person casting the stone in the image. How does this action parallel the process of sharing your thoughts and ideas through published work?

2. **Unlocking Content Vocabulary**
   Wharf of Words: Match It Up!
   To familiarize the students with the key terms that they will encounter throughout the lesson, the teacher presents to the students the 'Wharf of Words: Match It Up!' learning activity, where a list of words shall be provided, and the students will match it with its proper definition. The learners should be given enough time to figure out the answer.

Answer Key:
1. E
2. A
3. C
4. B
5. D

C. Developing and Deepening Understanding	**SUB-TOPIC 5: PUBLISHING**
	
	1. Explicitation
	
	Photo Source: https://www.auditconsultingeducation.com/facebook-and-genuine-leadership-whats-on-my-mind/
	
	The teacher shows the image above to the class and asks them with the following questions:
	   1. Who has a social media account? What social media accounts do you have?
	   2. Have you ever posted something online before?
	   3. Do you think that posting online and the writing process have any similarities?
	   4. In your opinion, how is posting a content on a social media application (e.g., Facebook) similar to publishing a written work (e.g., essay)?
	   5. What do you think is the purpose of publishing?
	
	2. Worked Example
	
	Set The Sails
	What is Publishing?
	    Publishing is the final stage of the writing process.
	    This is where you prepare to share your written work to an audience through a platform, either digital or print. It can be done by sharing your work to a friend, submitting it to a teacher, publishing it on print materials (books, magazines, etc.) or digital platforms (blogs, social media, etc.).
	
	How is Publishing done?
	    Once your written work has been finalized, you need to choose where you will publish your paper. Your work may need reformatting depending on the medium or publishing platform you will use. You may also need to consider the layout, graphics, colors, and fonts
		The teacher has the option not to show the image to the class. He/she instead asks the students whether they have tried posting online before and what social media application they used.
		
		The teacher encourages the students to elaborate their answers to the questions.
		
		The teacher discusses the concept of publishing a written work to the students. The teacher may show examples of print publications, such as books,

		journals, newspapers, magazines, among others. The teacher may also encourage the students to share their own idea of a published work and cite examples.

	DAY 2
	  Making Ripples (Practice Task)
	  To give the students an idea on how to publish, the students work in small groups and publish their own essay.
	
	  Creativity Cove
	  ● Theme of the Activity: *My Writing Journey*
	  ● The small groups will consist of four to five members. The task of each member is to create an image with their own quote about their experiences or learnings on their writing journey. They can use Microsoft Word or other editing software, such as Canva, Fotor, Adobe Express, etc.
	  ● Once all members are done, the group posts their work on any social media, such as Facebook, Instagram, etc., using the hashtag **#InkAdventure**.
	
	  Processing Questions:
	  1. Share your thoughts about expressing your writing journey through an image and quote. What did you feel?
	  2. What did you consider in deciding on the content and design elements for your group post?
	  3. What new insights did you learn from the activity?
	  4. How do you feel about sharing your creative process with a wider audience?
		Another option is for the class to visit the school library and look for published essays or articles. Afterwards, the students share with the class their observations about the published reading materials they have read.
		
		Alternative directions for the Creativity Cove activity:
		● Instead of creating the images and brochure digitally, the students can draw or cut-out pictures and words from old magazines or newspapers.
		● The finished output of each member from the group can be placed in one manila paper/cartolina or posted on the walls of the classroom, like a gallery of images.

5. How will you apply the insights gained from this activity to further develop your writing skills and creativity?

DAY 3
3. Lesson Activity
As the final output of the students for Lesson 2, the students work as one team. Their task is to publish all their revised and edited problem-solution expository essay on a website.

Innovation Bay: S.O.S: Save Our Seas! (Final Stage)

● The students select a free website building platform on the internet where they can upload their written works. The possible options for the students are WordPress, Wix, or Weebly, as they are user-friendly and offer ready-made template that the students can easily use and modify to best suit their needs.
● The class president or appointed leader of the group sign up on their chosen website building platform and create the class account. The students begin designing their website by choosing a template. The teacher encourages the students to choose a design or template that suits the content of their essay.
● The students should transfer their essay and encode it on a word processing program (Microsoft Word or Google Docs) for easy uploading.
● Once all essays are complete, the class now upload their works on the chosen website. They may enhance their website by adding pictures, videos, music, and other visual elements.
● The students share the website link with their friends, schoolmates, and teachers and encourage them to visit the website and read their essays.

The teacher may use the rubric below in evaluating the learning task.

	5	4	3
Platform Selection	Suitable platform is chosen with clear rationale, demonstrating	Suitable platform is chosen with clear rationale for selection.	Suitable platform is chosen (e.g., WordPress, Wix, Weebly).

Links to the websites:
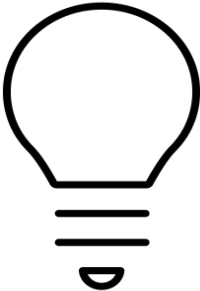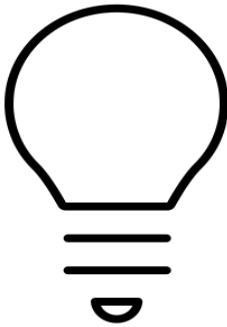● https://wordpress.com/
● https://www.wix.com/
● https://www.weebly.com/

Alternative directions for the Innovation Bay activity:

The class works as one team. Instead of using a website, they may use cartolina, Manila paper, or patched recycled papers in which they paste or post their essays (handwritten or printed). They may add pictures and lettering to make it visually appealing. The students may design the patched recycled papers or cartolina. The design should be related to the topic of their essays. The teacher may use the rubric below in evaluating the learning task.
● Collaboration and Teamwork (5 points)
  o 5 – Exceptional collaboration action is displayed with seamless teamwork and mutual support among all group members.
  o 4 – Strong collaboration is demonstrated with effective division of tasks among group members.
  o 3 – Collaboration is evident with group members

	understanding of platform features.		
Essay Formatting	Essays are transferred and formatted exceptionally, enhancing the readability and visual appeal.	Essays are transferred and formatted well, demonstrating attention to detail.	Essays are transferred and formatted adequately for uploading.
Layout and Multimedia Use	Website layout is excellent, easy to navigate, with diverse and engaging visual elements, significantly enhancing the reading experience.	Website layout is good with multiple visual elements added, enhancing the presentation.	Website layout is okay with some visual elements added.
Collaboration and Teamwork	Exceptional collaboration is displayed, with seamless teamwork and mutual support among all group members.	Strong collaboration is demonstrated, with effective division of tasks among group members.	Collaboration is evident, with group members working together to complete the project.

- working together to complete the project.
- Creativity and Design
  - 5 – Exceptional creativity is displayed in the design by using diverse and engaging visual elements.
  - 4 – Creative design is evident with thoughtful incorporation of visual elements.
  - 3 – Creativity is displayed through visually engaging elements but lacks cohesion.
- Overall presentation and Impact
  - 5 – The presentation is excellent, captivating, memorable, and leaves a lasting impression on the viewer.
  - 4 – The presentation effectively engages the viewer and leaves a positive impression.
  - 3 – The presentation adequately captures attention and sparks interest but lacks memorability.

D. Making Generalizations	**DAY 4** **1. Learners' Takeaways** **Exit Slip: 3, 2 1** On a piece of paper, the students answer the following: ● Write three things you learned from this lesson. ● List down two things you want to learn more about. ● Ask one question about the lesson. **2. Reflection on Learning** **A Brighter Mind** A light bulb moment where I had a sudden realization during the lesson was: This made me think about: I can apply what I learned from this lesson practically by:	After the students answer their exit slip, the teacher may encourage them to share their answer with the class. The teacher should give the students sufficient time to accomplish their reflection task.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS

A. Evaluating Learning	**1. Formative Assessment** Directions: Write **True** if the statement is correct and write **False** if the statement is not correct. 1. Revising is a process during which a writer engages in brainstorming and collects all essential information for the paper.	Answer Key: 1. False 2. True 3. True 4. False

	2. The goal of rephrasing is to improve the coherence, effectiveness, and overall quality of any written work. 3. Drafting is a process where an author's idea is being transformed into a written work. 4. Editing is where the author prepares their written work for publication. 5. The prewriting process involves making your topic more specific, as well as figuring out why you are writing and who you are writing for.			5. True
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	This lesson design component prompts the teacher to record relevant observations and/or critical teaching events that he/she can reflect on to assess the achievement of objectives. The documenting of experiences is guided by possible areas for observation including teaching strategies employed, instructional materials used, learners' engagement in the tasks, and other notable instructional areas. Notes here can also be on tasks that will be continued the next day or additional activities needed. Teachers can be provided with notes on which particular lesson component(s) they can focus on.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *Principles behind the teaching* What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ *Students* What roles did my students play in my lesson? What did my students learn? How did they learn?			This lesson design component guides the teacher in reflecting on and for practice. Entries on this component will serve as inputs for the LAC sessions, which can center on sharing best practice; discussing problems encountered and actions to be taken; and identifying anticipated challenges and intended solutions. Guide questions or prompts may be provided. Some examples are given here.

	▪ *Ways forward* What could I have done differently? What can I explore in the next lesson?	