

7

Lesson Exemplar for English

Quarter 4

Lesson

2

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

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ENGLISH/QUARTER 4/GRADE 7

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	<p>Learning Competency Publish a multimodal informational text for one's purpose and target audience: Expository Essay</p> <p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. Prewriting <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Revise the draft for clarity of main idea and validity/verifiability of supporting details. 4. Editing <ul style="list-style-type: none"> • Edit the grammar, word choice, and writing mechanics of the problem-solution essay. 5. Publishing <ul style="list-style-type: none"> • Publish a multimodal problem-solution text for one's purpose and audience in any of the following: <ul style="list-style-type: none"> ○ Digital or printed brochure ○ Digital or printed pamphlet

	<ul style="list-style-type: none"> ○ Digital or printed posters ○ Social media posts (Facebook, Instagram, etc.)
D. Content	<p>Topic: Writing process</p> <p>Sub-topics:</p> <p>Prewriting, Drafting, Revising, Editing, Publishing</p>
E. Integration	<p>Environmental awareness and preservation</p> <p>SDG 6: Ensure availability and sustainable management of water and sanitation for all</p> <p>SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>SDG 13: Take urgent action to combat climate change and its impacts</p> <p>SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</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	<p>DAY 1</p> <p>1. Short Review</p> <p>Hydro Highlights</p> <p>The teacher asks the students to recall what they think are the highlights from the previous discussion or any insights and realizations related to the topic. He or she gives the students a moment to think and then asks for volunteers to share their answers with the class.</p> <p>2. Feedback</p> <p>Marine Marvels: Illuminating your Strengths</p> <p>The class will be divided into groups of four to five members. Each student is requested to recall and share a moment from a previous lesson where they believe they performed exceptionally well, explaining the reasons for their outstanding performance. Group members will take turns sharing their experiences and collectively brainstorm ideas to enhance and reinforce their positive attributes. Each group will select a representative to present their insights and feedback to the class.</p>	

	<p>The learners may use the guide questions below during their group discussion:</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What specific moment or task from the previous lesson do you believe showcases your best performance? 2. What actions or behaviors do you think contributed to your exceptional performance? 3. How can you apply the strengths demonstrated in this moment to future tasks and challenges? 4. How can your group support each other in enhancing these positive attributes? 	
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose Navigating the Revision Seas <i>"In the vast ocean of words, revision is the compass that guides your essay to its intended harbor."</i></p>  <p>https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSgt50rCr_6ehbrwe1yoMW4g0BjFfC97XVpwg&s</p> <p>The teacher shows the image above to the students and asks them with the following questions:</p> <ul style="list-style-type: none"> • What can you say about the images? How will you describe each image? • Why does the sailor need to adjust the sails? How can you relate this image to writing? • What might happen if the sails are not adjusted properly, and how does this compare to an essay that hasn't been thoroughly revised? 	

	<ul style="list-style-type: none"> • What do the sailor's focus and attention tell us about the importance of careful attention during revision? <p>2. Unlocking Content Vocabulary Wharf of Words</p> <p>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' word scramble activity. A definition will be provided to aid the learners in unlocking the words. The learners should be given enough time to figure out the words.</p> <ol style="list-style-type: none"> 1. NEEUEQS Hint: The order in which things happen or are arranged 2. VNSEOIIR Hint: The process of reviewing, editing, and improving something, such as a written work or a plan 3. TICRLYA Hint: Clearness or transparency in communication, making ideas easy to understand. 4. SOCIIRNEP Hint: Accuracy, exactness, or attention to detail in the way something is done or expressed. 5. TGWRINI Hint: The act or process of expressing ideas, thoughts, or information through written language <p>After answering the word scramble activity, the teacher asks the following questions to the students:</p> <ul style="list-style-type: none"> • Are you familiar with the words you have unlocked in the word scramble activity? How familiar are you with these words? • Do you have any idea on how these words are applied practically? • Knowing that these words are important terminologies in our lesson, what are your expectations for this session? 	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. Sequence 2. Revision 3. Clarity 4. Precision 5. Writing
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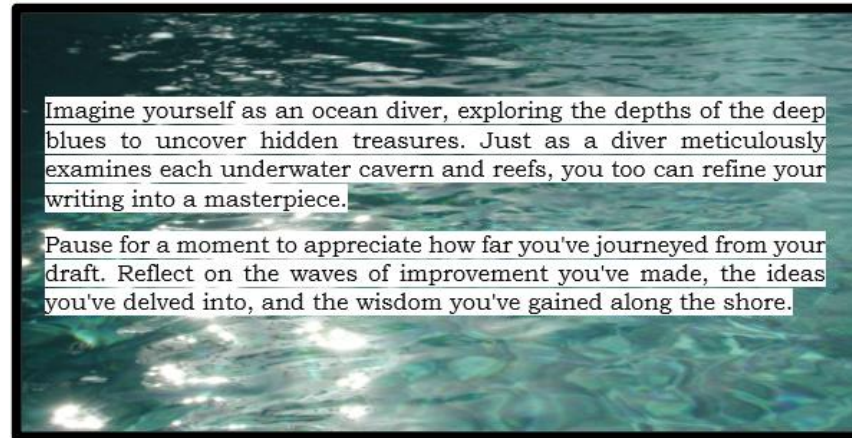
C. Developing and Deepening Understanding

SUB-TOPIC 3: REVISING

1. Explicitation

Reflection Pool

The teacher will guide the students to reflect on their current writing journey using the prompt below:



<https://www.freeimages.com/photo/pool-water-reflection-1505721>

Guide Questions:

1. What some specific improvements or changes have you made in writing your initial draft?
2. Why is it important to reflect on the progress you've made and the insights you've gained during the writing process before embarking on the journey of revising your essay?

2. Worked Example

Set The Sails

What is Revising?

Revising is the third stage of the writing process.

This is where you improve what you wrote by adding more information, omitting unnecessary details, re-arranging ideas, and even paraphrasing.

Revising allows the author a second chance to catch mistakes missed during the creation of the draft.

How is Revising done?

Review the topic and focus of the paper. Ensure that the topic and thesis statement do not stray from the given prompt of your writing task.

Check the sequence of ideas. How you structure your expository essay is important. Consider the effectiveness of your paper's structure to guide a reader through your points while maintaining their interest.

Assess your word choice and examine the clarity, conciseness, and precision of the language used in

During the discussion, the teacher could also elicit answers from the class by asking the following guide questions:

- Why is it important to evaluate the organization and structure of your essay during the revision process?
- What criteria should you consider when evaluating the strength of your thesis statement?
- Why is it valuable to reflect on your writing process and the revisions you've made to your essay?

Making Ripples (Practice Task)

To introduce the students to the revision process, the students use their output from their previous drafting lesson activity. They will follow the specific instructions below.

1. The students bring out the copy of their draft, colored pens, highlighters, pencils, and any other materials they need for annotating their draft.
2. The students read through their entire draft from start to finish without making any annotations. (This initial read-through helps the students get reacquainted with their writing process and identify any issues or areas that require attention.)

The teacher discusses to the class the concept of drafting, its significance, and the process of doing a revision.

The teacher is encouraged to roam around the classroom and check the student's work from time to time.

	<p>3. As the students read through their draft for the second time, the teacher instructs them to use colored pens or highlighters to mark areas that they think require revision. This could include:</p> <ul style="list-style-type: none"> • Sentences that are confusing • Paragraphs that lack sufficient evidence or support • Ideas or arguments that need further development • Transitions that are weak or missing • Grammar, spelling, or punctuation errors <p>4. The teacher encourages the students to write comments on their write-up by utilizing sticky notes or to scribble down on the edges of their draft notes or questions on the parts that need revision.</p> <p>5. In addition to marking areas for revision, the students should also highlight both the strengths and weaknesses of their draft.</p> <p>DAY 2 Peer Critiquing The teacher pairs up the students in the class, ensuring that each student has a partner with whom they exchange annotated drafts for peer critiquing. The students exchange their annotated drafts with their assigned partners. Each student receives their partner's draft along with their annotations and comments. Afterwards, the students carefully read through their partner's annotations, paying close attention to the feedback and suggestions provided. The pair then discuss and exchange thoughts about their observations and comments.</p> <p>3. Lesson Activity</p> <p>S.O.S: Save Our Seas! (Third Phase of the Writing Process) In continuation of their writing task, the students use their annotations and the feedback they received from their classmate to work on their expository essay's revision.</p> <p>The teacher may use the rubric below in evaluating the draft.</p>	<p>The teacher should clearly explain the purpose of peer critiquing and the process of providing constructive feedback. The teacher also ensures that the students remain respectful and constructive in giving feedback to their classmates. He/she should always be available to provide guidance and answer questions if they encounter any problem.</p> <p>The teacher may use other rubric/scoring sheet for the activity that is based on the learners' needs.</p>
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SUB-TOPIC 4: EDITING

1. Explicitation

Sketch Notes

The teacher posts or write the word 'Editing' on the board. On their notebooks, the students sketch or draw a visual representation of their understanding of the word presented. The teacher calls volunteers from the class to share their artwork and explain their ideas.

Processing Questions:

1. What do you think is the relation of the word 'editing' to your writing journey?
2. Why do you think editing is an important part of the writing process?
3. What are your expectations for this session?

2. Worked Example

Set The Sails

What is Editing?

Editing is the fourth stage of the writing process.

This is where you refine your written essay to improve its coherence, effectiveness, and overall quality for the last time. The focus during this process is at the sentence level.

Editing is an essential part of the writing process to ensure that the final paper will be able to meet the intended purpose and effectively convey one's ideas to their target audience through proper usage of language.

What's the difference between Editing and Revising?

Editing primarily focuses on language and presentation of the text, assessing paper's grammar usage and writing mechanics (spelling, capitalization, punctuation marks) errors. On the other hand, revising focuses on the content and organization. Both phases of the writing process

Alternative Activity:

The teacher writes the word 'Editing' on the board. Then, the students write down on their notebooks words or phrases they can associate with the given word. After a few minutes, the teacher asks for volunteers to share their answer with the class and explain their ideas.

How is editing done?

Read each sentence carefully and assess its role in the paragraph.

Simplify complex sentences and replace jargon or overly technical language.

Ensure consistency in word usage, formatting, and citation style.

Making Ripples (Practice Task)

No More Traffic Jams

(An excerpt)

There is nothing worse than being trapped in your car, waiting in the middle of a traffic jam. It is frustrating, knowing that there is nothing you can do and that you are going to be late to work. Traffic jams often occur during rush hour or right; after a large event because there are more cars on the road than normal. Traffic jams can also be caused by car accidents or road construction. They usually occur on major roads that many people use to travel to work or school. Traffic jams are a problem because they make people late for work or school they can cause car accidents and they are frustrating. How can we reduce the number of traffic jams? Possible solutions include carpooling or using public transportation. The best way to solve traffic jams is by using public transportation because it will be efficient, economical, and reliable.

DAY 4

3. Lesson Activity

S.O.S: Save Our Seas! (Fourth Phase of the Writing Process)

The teacher instructs the class to bring out their revised expository essay from the previous lesson activity. The students' task for this session is to edit their paper, using the checklist below to assess their work.

The teacher may use the rubric in evaluating the draft.

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To give the students an opportunity to practice their hands-on editing a paper, the students edit a sample article with errors. The teacher provides the students with an excerpt of a modified problem-solution expository essay.

The teacher divides the class into small groups. The teacher should give the learners sufficient time to read and analyze the provided material. Afterwards, the students discuss with their groups their observations. On a separate sheet of paper, they edit and rewrite the excerpt.

The teacher may use different reading material for the task.

Thesis Statement	The thesis statement is clear, specific, and compelling that effectively guides the essay's argument.	The thesis statement is clear and specific that addresses the main topic and purpose of the essay.	The thesis statement is vague or partially developed.	The thesis statement is unclear or missing.
Content and Development	The essay has an excellent analysis and development of ideas with strong coherence and organization.	The essay has a good analysis and development of ideas with logical progression.	The essay provides some analysis and development of ideas but lacks depth or coherence.	There is limited analysis and development of ideas.
Organization and Structure	Excellent organization with seamless coherence and logical sequencing is observed in the essay.	Good organization is evident with clear coherence and logical sequencing.	Organization is present but lacks coherence or logical sequencing.	The structure is disorganized or unclear.
Clarity and Meaning	Exceptionally clear and precise language is used with engaging tone and style.	Clear and precise language is used with consistent tone and style.	The essay shows a little clarity, but the language is awkward or inappropriate.	The language is unclear or confusing.
Grammar, spelling, and punctuation	The essay is free of errors or inconsistencies in grammar, spelling, and punctuation.	There are minor errors or inconsistencies in grammar, spelling, and punctuation.	The essay is generally well-edited, with some errors.	Numerous grammatical, spelling, and punctuation errors are present.

Another option is to let the class work instead of working in small groups.

Answer Key:

No More Traffic Jams
 There is nothing worse than being trapped in your car, waiting in the middle of a traffic jam. It is frustrating, knowing that there is nothing you can do and that you are stuck in traffic to work. Traffic jams often occur during rush hour or right after a large event because there are more cars on the road than normal. Traffic jams can also be caused by car accidents on road construction or a major accident on a major road. Traffic jams are a problem because they make people late for work or school, they can cause car accidents, and they are a waste of time. Possible solutions include carpooling or using public transportation. The best way to solve traffic jams is by using public transportation because it will be efficient, economical, and reliable.

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D. Making Generalizations	<p>1. Learners' Takeaways Exit Slip: 3, 2 1 On a piece of paper, the students answer the following:</p> <ul style="list-style-type: none"> • Write three things you learned from this lesson. • List down two things you want to learn more about. • Ask one question about the lesson. <p>2. Reflection on Learning A note to my future self On their notebooks, the students will write a reflective journal about their learning experiences for this week. Encourage them to discuss challenges, successes, insights gained, and areas for improvement.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What were the main challenges you faced during this period of learning. 2. What insights did you gain about yourself, your strengths, and areas for growth? 3. How do you plan to apply what you've learned in future endeavors or academic pursuits? 	<p>After the students answer their exit slip, the teacher may encourage them to share their answer with the class.</p> <p>The teacher should give the students sufficient time to accomplish their reflection task.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Formative Assessment Directions: Read the following questions and choose the letter of the correct answer.</p> <ol style="list-style-type: none"> 1. What is the primary focus of the editing stage in the writing process? <ul style="list-style-type: none"> A) Content and organization B) Grammar usage and writing mechanics C) Idea generation and brainstorming D) Research and citation" 2. How does editing differ from revising in the writing process? <ul style="list-style-type: none"> A) Editing focuses on content, while revising focuses on grammar. B) Editing involves adding new ideas, while revising involves removing content. C) Editing is the final stage, while revising is the initial stage. D) Editing focuses on language and presentation, while revising focuses on content and organization. 	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. B 2. D 3. C 4. D 5. B

	<p>3. Why is editing an essential part of the writing process?</p> <p>A) It focuses on generating new ideas. B) It ensures proper research and citation. C) It improves the coherence and effectiveness of the written essay. D) It only focuses on grammar and spelling errors.</p> <p>4. Which of the following is NOT a step typically involved in the revising process?</p> <p>A) Reviewing the topic and focus of the paper B) Checking for grammatical errors and spelling mistakes C) Assessing word choice and clarity of language D) Adding new information and details to the essay</p> <p>5. What is the primary purpose of revising in the writing process?</p> <p>A) To add more details and information B) To improve coherence and clarity C) To create the first draft of the essay D) To check for grammar and spelling errors</p>			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	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	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <u>Principles behind the teaching</u> 			This lesson design component guides the teacher in reflecting on and for

	<p>What principles and beliefs informed my lesson?</p> <p>Why did I teach the lesson the way I did?</p> <ul style="list-style-type: none"> ▪ <u>Students</u> What roles did my students play in my lesson? <p>What did my students learn? How did they learn?</p> <ul style="list-style-type: none"> ▪ <u>Ways forward</u> What could I have done differently? <p>What can I explore in the next lesson?</p>	<p>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.</p>
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