

7

Lesson Exemplar for English

Quarter 4

Lesson

2

Lesson Exemplar for English Grade 7
Quarter 4: Lesson 2 for Week 3
SY 2024-2025

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Development Team

Writer:

Rhayn C. Leongson (Malabon City National Science and Mathematics High School)

Validator:

Robertgie L. Piañar (Leyte Normal 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.

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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University of North Carolina at Chapel Hill. (2023, December 8). The Writing Center • University of North Carolina at Chapel Hill. <https://writingcenter.unc.edu/tips-and-tools/revising-drafts/>

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Writing guides. Illinois Tech. (n.d.). <https://www.iit.edu/humanities/student-resources/writing-center/writing-guides>

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review Welcome to Memory Shore!</p> <p>The teacher shows a variety of image cut-outs related to the sea (seashells, conch, coral, crab, fish, etc.) using the image of a shore as a background. Attached on the cut-outs are words from their previous lesson such as: Problem-Solution Expository Essay, Linguistic Features, Transition Markers, Facts, Opinion, and Claims.</p> <p>The teacher asks the students to recall what they have learned from the previous lesson or any insights and realizations related to any of the words posted/ projected on the board. 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 Yesterday's Tides: The Highs and Lows</p> <p>The students work in pairs and briefly reflect on all the learning activities and assessment tasks they accomplished from their previous lesson. Each student chooses one learning activity or assessment task in which they think they</p>	<p>If the teacher has a projector or a television, he/she can use a PowerPoint presentation for easier illustration. He/she may also draw the images on a manila paper, bond paper, or directly on the chalkboard. Moreover, the teacher can limit the words to be included for review.</p>

performed well and poorly. On their notebooks, they list down three reasons as to why they think they were able to do extremely well and three reasons why they think they performed poorly. Each pair will compare their answers and note any similarities or differences. After a brief discussion, each student jots down idea/s on how they can improve or maintain their learning performance.

Use the table below as a reference:

Yesterday's Tides: The Highs and Lows		
MY BEST MOMENT...	I COULD DO A LITTLE BETTER HERE...	NEXT TIME I WILL...

B. Establishing Lesson Purpose

1. Lesson Purpose Island of Ideas

"The classroom is a barren island, and your ideas are the valuable resources needed to keep it habitable. Share your thoughts, young adventurers of learning!"





Photos Courtesy of: <https://www.fairplanet.org/story/the-top-10-items-that-are-polluting-our-oceans/>
<https://blog.cleanhub.com/the-top-6-ocean-pollutants>
<https://www.plasticcollective.co/how-are-marine-megaflora-impacted-by-plastic-pollution/>
<https://moboxmarine.com/blogs/mobox-marine-blog/how-does-plastic-pollution-affect-marine-life>
<https://www.pinterest.ph/pin/cartoon-pier-in-2023--1103874558662099929/>

The teacher shows the images above to the students and asks them with the following questions:

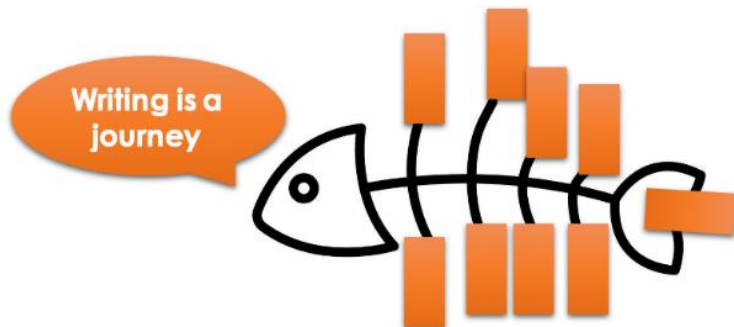
- What can you say about the images? How will you describe each image?
- Are there any similarities between or among the images? If yes, what are they?
- What do you think is the message being conveyed through these images?
- If you were asked to craft your own expository essay, which type of text structure would you use to share information and awareness about the issue being conveyed in the images?

2. Unlocking Content Vocabulary Wharf of Words



The teacher may print out a 'tarpapel' of the crossword puzzle or copy it on a Manila paper so that the students can answer directly on it. On the other hand, the teacher may provide each student with an individual copy of the activity sheet. The teacher may also use television or projector to present the puzzle.

Answer Key:
Across:

	<p>Crossword Puzzle generated through: https://crosswordlabs.com/</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’ cross puzzle. The learners should be given enough time to figure out the words.</p> <p>After answering the crossword puzzle, 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 crossword puzzle game? 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>2. Revising</p> <p>3. Prewriting</p> <p>5. Drafting</p> <p>Down:</p> <p>1. Publishing</p> <p>4. Editing</p>
<p>C. Developing and Deepening Understanding</p>	<p>DAY 2</p> <p>SUB-TOPIC 1: PREWRITING</p> <p>1. Explicitation</p> <p>FishBone Concept Map</p>  <p>Processing</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How did creating the concept map help you visualize and understand the concept of writing as a journey? 2. As you created the concept map, what insights did you gain about your own writing process and journey? 3. If you are tasked to write an expository essay right now, what is the first thing that you need to do? 	<p>The teacher tells the class to recall their answers during the ‘Welcome to Memory Shore’ task and relate them to the phrase: “Writing is a journey.”</p> <p>The students share and write their responses using the diagram below. The teacher should allow the students to read their answers out loud to the class. Afterwards, the teacher asks the processing questions.</p> <p>Photo Source: Scan the code to grab a copy of the fishbone image:</p> <p>The teacher may also simply ask the students their</p>

2. Worked Example

Set The Sails

What is Prewriting?

Prewriting is the first stage of the writing process.

This is also known as the planning process, where you brainstorm and gather all the necessary information for your paper. This process also consists of narrowing your chosen topic, determining your purpose and audience, and creating a framework for your documentation.

Engaging in the prewriting process is important because this is when you prepare the groundwork for a successful written output by establishing a clear direction for their writing task.

How is Prewriting done?

Read and study your writing assignment.

Brainstorm ideas and topics related to your assignment. Narrow down your choices and consider factors such as relevance, audience, and personal interest.

Research and gather relevant information.

Organize your ideas and the information you have gathered into an

answers and to write it on the chalkboard.

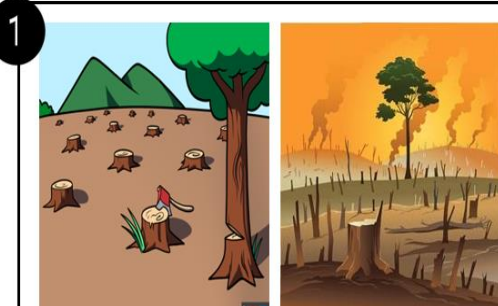
The teacher introduces to the class the concept of prewriting and its importance in the writing process. To familiarize the class on the process of prewriting, the students accomplish a practice task.

During the discussion of concept, the teacher may also ask the input of the students using the following questions:

- What activities are done during the prewriting phase?
- Why do you need to determine your purpose and audience?
- What will happen if you have a clear direction for your writing task?
- Do you agree that prewriting is important?

The teacher divides the class into four groups and provides each group an envelope containing two pictures. Using the given images as their reference, the learners' task is to brainstorm and

Making Ripples (Practice Task)



Envelope 1: <https://easydrawingguides.com/how-to-draw-deforestation/>
<https://www.istockphoto.com/photos/deforestation-wasteland>



Envelope 2: <https://www.climate-change-guide.com/desertification-and-climate-change.html>
<https://www.groundwatercatalogue.org/topics/climate-change/desertification>



Envelope 3: <https://www.worldvision.ca/stories/child-sponsorship/what-is-poverty>
https://medium.com/@gerphis_v26_poverty/causes-of-poverty-in-metro-manila-6f0586b5278e



Envelope 4: <https://www.britannica.com/topic/war>
<https://www.icrc.org/en/document/reducing-civilian-harm-urban-warfare-handbook-armed-groups>

Processing Questions:

1. What factors did you consider to narrow down your group's topic?
2. What did you do during your brainstorming activity? Who led the brainstorming activity?
3. How did the pictures help you in brainstorming ideas for your possible essay topic?
4. Did you find any brainstorming techniques or strategies helpful in gathering ideas?
5. What insights or discoveries did you gain in this prewriting activity?

3. Lesson Activity

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

The students work individually in answering this prewriting activity in preparation for their problem-solution expository essay.

Using the pictures shown during the 'Island of Ideas' activity as their point of reference, the students brainstorm ideas, thoughts, and associations through the image prompts below. The students choose one idea or concept that resonates and is significant to them. Then, they begin gathering information about the idea or concept.

On a piece of paper, the students will write the following:

1. Chosen idea or topic
2. Organized list of related information for their chosen topic
3. Target readers
4. Purpose for writing
5. Outline of the expository essay

come up with a possible essay topic. The students are also encouraged to visit the school library to research or consult their textbooks for any relevant information about the topic that they will come up. Each group presents their findings and topic using a graphic organizer.

The teacher may allow the students to visit the school library, consult their modules/ textbooks as reference materials, or use the internet with their supervision.

The teacher may create a rubric in grading the task based on the criteria below.

Conciseness and relevance of topic/idea to the prompt	Significance and comprehensiveness of data list	Organization outline of essay	TOTAL
10 POINTS	10 POINTS	10 POINTS	30 POINTS

DAY 3

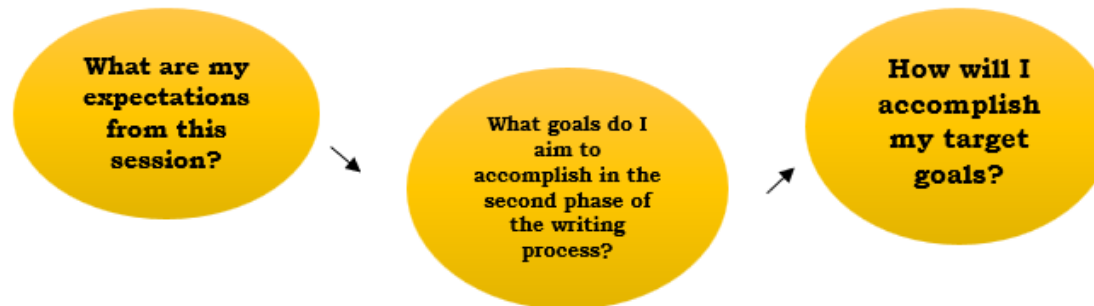
SUB-TOPIC 2: DRAFTING

1. Explicitation

Setting Goals and Expectations

The teacher poses the following question to the students: *“How do you think you can begin to transform one’s initial thoughts into a cohesive written draft?”* The students work in pairs to exchange thoughts and compare ideas. The teacher encourages the students to share their answer to the class.

After the sharing of answers, the teacher asks the students to answer the diagram below on their notebook.



Processing Questions:

1. Did the process of setting expectations and goals help clarify your focus and intentions for today's lesson?
2. How will the setting of expectations and goals guide your actions and decisions in the next stage of the writing process?

The teacher recognizes the efforts of the students for successfully accomplishing the first phase of the writing process in which they explored ideas and scoured relevant information for their expository essay. The

3. How will you know if you have successfully met your expectations and goals by the end of the lesson?

students now move to the next part of the lesson.

2. Worked Example

Set The Sails

What is Drafting?

Drafting is the second stage of the writing process.

This is where you start to put into words the ideas and data you have gathered and outlined. Drafting is primarily focused on expressing thoughts in the write-up. This process is less concerned with grammar, spelling, or the organization of ideas, but rather on the shaping of a written essay.

Drafting is important because this is the part where the ideas and the purpose of writing are being crafted into a tangible form.

How is prewriting done?

Start writing the introduction.

This part of your expository essay is where you set the tone and introduce your chosen topic. Write a strong introduction by using any of the following:

- A thought-provoking question
- A noteworthy statistics or fact
- An interesting quote related to your topic

Develop the body of your essay. Organize your thoughts or ideas in a logical sequence. Write a thesis statement and develop the central idea

What is a thesis statement?

A thesis statement is a sentence that expresses your written work's topic and purpose. An effective thesis statement will guide the organization of your essay and make it easier for your readers to understand the ideas or details you will discuss in the body of your paper.

The teacher introduces to the students the concept of drafting and its importance in the writing process.

Making Ripples (Practice Task)
Thesis Statement Gallery Walk

To acquaint the students with the process of drafting, they work together to determine a possible main thesis statement for the example problem-solution expository essay below:

Consumption of processed and convenience foods and our dependence on the car have led to an increase in obesity and reduction in the fitness level of the adult population. In some countries, especially industrialized ones, the number of obese people can amount to one third of the population. This is significant as obesity and poor fitness lead to a decrease in life expectancy, and it is therefore important for individuals and governments to work together to tackle this issue and improve their citizen' diet and fitness.

Obesity and poor fitness decrease life expectancy. Overweight people are more likely to have serious illnesses such as diabetes and heart disease, which can result in premature death. It is well known that regular exercise can reduce the risk of heart disease and stroke, which means that those with poor fitness levels are at an increased risk of suffering from those problems.

Changes by individuals to their diet and their physical activity can increase life expectancy. There is a reliance today on the consumption of processed foods, which have a high fat and sugar content. By preparing their own foods, and consuming more fruit and vegetables, people could ensure that their diets are healthier and more balanced, which could lead to a reduction in obesity levels. In order to improve fitness levels, people could choose to walk or cycle to work or to the shops rather than taking the car. They could also choose to walk upstairs instead of taking the lift. These simple changes could lead to a significant improvement in fitness levels.

Governments could also implement initiatives to improve their citizens' eating and exercise habits. This could be done through education, for example by adding classes to the curriculum about healthy diet and lifestyles. Governments could also do more to encourage their citizens to walk or cycle instead of taking the car, for instance by building more cycle lanes or increasing vehicle taxes. While some might argue that increased taxes are a negative way to solve the problem, it is no different from the high taxes imposed on cigarettes to reduce cigarette consumption.

In short, obesity and poor fitness are a significant problem in modern life, leading to lower life expectancy. Individuals and governments can work together

The teacher could also make use of other problem-solution expository essay as an example for this task.

to tackle this problem and so improve diet and fitness. Of the solutions suggested, those made by individuals themselves are likely to have more impact, though it is clear that a concerted effort with the government is essential for success. With obesity levels in industrialized and industrializing countries continuing to rise, it is essential that we take action now to deal with this problem.

Example essay source: <https://academic-englishuk.com/wp-content/uploads/2017/04/SPSE-AEUK.pdf>

The teacher asks the students to arrange the classroom and put the desks on the sides to prepare for a gallery on the wall. The students read the given essay and identify the underlying issues and potential solutions being presented and discussed in the text.

After a few minutes, the students brainstorm ideas and write down the potential problem, causes, effects, and proposed solutions in the given essay. The teacher provides sticky notes to the students where they write one potential thesis statement and post it on the wall of the classroom.

The teacher prompts the students to participate in a gallery walk to read and review each other's thesis statement. The students discuss in groups the different thesis statements displayed. The teacher encourages the students to provide constructive feedback and suggestions to each other, while they refine their thesis statements based on their peers' input.

Based on the feedback they received during the group discussion, the teacher instructs the students to refine their thesis statements as needed. The practice task concludes with the teacher asking the students with their insights on the importance of writing a strong thesis statement. The students share their insights to the class.

DAY 4


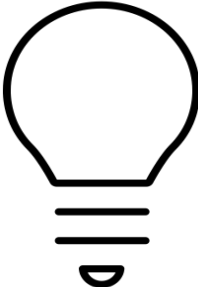
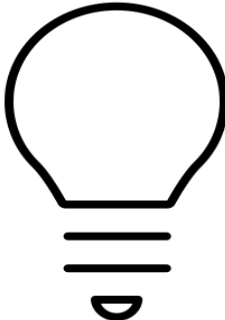
3. Lesson Activity

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

In continuation of their writing task, at this point, the students use their output from the previous lesson activity as their source material and guide in creating the draft of their problem-solution expository essay.

The teacher may use the rubric below in evaluating the draft.

		5	4	3	2	The teacher may use other materials if sticky notes are not available.
	Thesis Statement	The thesis statement is exceptionally clear and specific, and it effectively guides the direction of the essay.	The thesis argument is clear and specific, providing a concise summary of the main argument or purpose of the essay.	The thesis statement is somewhat clear but lacks specificity or focus.	The thesis statement is unclear or missing.	
	Organization and Structure	The essay demonstrates exceptional organization, with a clear and coherent structure that effectively supports the thesis statement.	The essay is well-organized, with logical transitions between paragraphs and sections.	The essay bears some organizational structure, but transitions between ideas are weak or inconsistent.	The essay lacks clear organizational structure, making it difficult to read.	
	Content and Development	The essay demonstrates exceptional content and development, with thorough exploration of ideas and compelling supporting evidence.	The essay provides adequate content and development of ideas, with sufficient supporting evidence and examples to strengthen the argument.	The essay includes some relevant content and development of ideas but lacks depth or thorough exploration.	The essay lacks sufficient content or development of ideas, with little or no supporting evidence or examples.	

<p>D. Making Generalizations</p>	<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 Brighter Mind</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>A light bulb moment where I had a sudden realization during the lesson was:</p>  </div> <div style="text-align: center;"> <p>This made me think about:</p>  </div> <div style="text-align: center;"> <p>I can apply what I learned from this lesson practically by:</p>  </div> </div>	<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
<p>A. Evaluating Learning</p>	<p>Formative Assessment Directions: Write True if the statement is correct and write False if the statement is not correct.</p> <ol style="list-style-type: none"> 1. Drafting is primarily focused on perfecting grammar, spelling, and the organization of ideas. 	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. False 2. True 3. True 4. False

	2. During the prewriting stage, one should start by writing the introduction to set the tone and introduce the topic. 3. Drafting is the second stage of the writing process, where the main goal is to shape the ideas into a written essay. 4. In the prewriting stage, organizing thoughts in an illogical sequence and developing the central idea using supporting details are crucial steps. 5. The drafting stage is less concerned with the final structure of the essay and more with putting ideas into words.			5. True
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> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>Students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>Ways forward</u> 			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.

	What could I have done differently? What can I explore in the next lesson?	
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