

7

Lesson Exemplar

Quarter 4

Lesson

4

Lesson Exemplar for Science Grade 7
Quarter 4: Lesson 4 for Week 8
SY 2024-2025

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LESSON EXEMPLAR TEMPLATE

LEARNING AREA/QUARTER/ GRADE LEVEL

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience.
B. Performance Standards	The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (recount) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
C. Learning Competencies and Objectives	<p>Learning Competency: EN7TRAN-IV-7 Revise for coherence and cohesion. EN7TRAN-IV-8: Edit for consistency of diction, style, tone and register, point of view, and grammar. EN7TRAN-IV-9: Send correspondences to communicate with and respond to senders within the bounds of ethics.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 3. Revising <ul style="list-style-type: none"> • Revise the drafted letter for clarity of meaning and purpose. 4. Editing <ul style="list-style-type: none"> • Edit the grammar, word choice, and writing mechanics of the letter of request. 5. Publishing <ul style="list-style-type: none"> • Send the letter of request to the intended reader or publish it in printed or digital multimodal platforms.
C. Content	Sending letters to communicate to a person or to be published for public action Writing process <ul style="list-style-type: none"> • Revising • Editing • Publishing
D. Integration	

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

DAY 1





1. Short Review

Arrange the steps in writing a draft of a letter of request.

1

Begin by introducing yourself and your role.

Key Answers:
1 4 5 3 2

	<table><tr><td>2</td><td>Reiterate the importance of addressing the environmental concern.</td></tr><tr><td>3</td><td>Propose a specific solution or set of solutions. Explain why these solutions are effective.</td></tr><tr><td>4</td><td>Clearly state the purpose of the letter and describe the environmental concern, its causes and effects to the community.</td></tr><tr><td>5</td><td>Provide detailed information about the issue, supporting your claims with facts and statistics.</td></tr></table> <p>2. Feedback The teacher asks the learners about their feelings regarding the previous lesson using the emojis below.</p> <div><p>How Do I Feel About the Previous Lesson?</p><div><div><p>Great! I understand and can explain it to others.</p></div><div><p>ok..I need some help</p></div><div><p>Not so good! this is hard.</p></div><div><p>Pretty good! I get it</p></div></div></div>	2	Reiterate the importance of addressing the environmental concern.	3	Propose a specific solution or set of solutions. Explain why these solutions are effective.	4	Clearly state the purpose of the letter and describe the environmental concern, its causes and effects to the community.	5	Provide detailed information about the issue, supporting your claims with facts and statistics.	
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<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>In our previous lesson, we focused on the initial stages of the writing process: prewriting and drafting. During prewriting, we explored various techniques for brainstorming ideas, organizing thoughts, and outlining our letter of request. We also discussed how important it is to plan before putting pen to paper or fingers to keyboard.</p> <p>This week, we will focus on the final stages of the writing process: revising, editing and publishing. Each of these stages contributes to the overall quality and effectiveness of our letter of request. Failure to master any of these stages can result</p>									

	<p>in work that is unclear, error-prone, or poorly received by its audience. Thus, revising, editing, and publishing are integral to the writing process to ensure that the writer's ideas are communicated clearly, accurately, and compellingly.</p> <p>2. Unlocking Content Vocabulary Arrange the letters to come up with the word being referred to in each item below.</p> <p>1. evrisngi It is a vital step in the writing process as it ensures that the final product is clear, coherent, and error-free.</p> <p>2. itidneg It deals with the surface-level aspects of writing, such as grammar, punctuation, spelling, and formatting.</p> <p>3. bhulisingp It means sharing or submitting the letter to the appropriate individuals, organizations, or platforms.</p> <p>4. ytlse It refers to the distinctive way in which a writer or speaker expresses his/her thoughts.</p> <p>5. otne It conveys the attitude or mood of a piece of writing or speech.</p>	<p>Answers:</p> <ol style="list-style-type: none"> 1. revising 2. editing 3. publishing 4. style 5. tone 												
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 3: Revising Drafted Letter for Clarity and Meaning</p> <p>1. Explicitation Check it out! The students assess their written draft of the request letter through the checklist provided.</p> <table border="1"> <thead> <tr> <th>Checklist in Writing the Draft</th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr> <td>1. Have I clearly defined the purpose of my letter (to propose a solution to an environmental concern)?</td><td></td><td></td></tr> <tr> <td>2. Have I avoided unnecessary information that may distract from the main purpose?</td><td></td><td></td></tr> <tr> <td>3. Is there a logical flow of ideas from the introduction to the conclusion?</td><td></td><td></td></tr> </tbody> </table>	Checklist in Writing the Draft	Yes	No	1. Have I clearly defined the purpose of my letter (to propose a solution to an environmental concern)?			2. Have I avoided unnecessary information that may distract from the main purpose?			3. Is there a logical flow of ideas from the introduction to the conclusion?			<p>The teacher may ask the students to share their answers with their peers. They have to explain the answers they provided in the checklist. Hence, the students would be able to realize the areas they need to improve in their drafted letters.</p>
Checklist in Writing the Draft	Yes	No												
1. Have I clearly defined the purpose of my letter (to propose a solution to an environmental concern)?														
2. Have I avoided unnecessary information that may distract from the main purpose?														
3. Is there a logical flow of ideas from the introduction to the conclusion?														

4. Have I used transition words and phrases to guide the reader through the different sections of the letter?		
5. Are the supporting details directly related to the environmental concern and proposed solution?		

DAY 2 - 3
2. Worked Example

Why is Revising Important?

Revising is a vital step in the writing process as it ensures that the final product is clear, coherent, error-free, and effectively communicates the intended message to the audience. It is a crucial aspect of producing high-quality and impactful written content.

- Revising is important for several reasons:
1. It helps in eliminating ambiguity and ensuring that the intended message is communicated clearly to the target readers.
 2. Through the revision process, writers can organize their thoughts more coherently. It involves evaluating the logical flow of ideas, strengthening connections between sentences and paragraphs.
 3. Writers can identify and eliminate redundant or repetitive content.

What are the Steps in Revising?

1. Confirm that the purpose of the letter is clearly stated – to request action and propose a solution to the identified environmental concern.
2. Revise sentences or paragraphs that may be unclear, and consider seeking feedback from others to ensure clarity.
3. Make sure that each paragraph in the body contributes to the discussion of the environmental concern and the proposed solution.
4. Ensure that supporting details (facts, statistics, examples) are accurate, relevant, and effectively contribute to your argument.
5. Ensure that the call to action is clear and specific, indicating the desired response from the recipient.

Further, the teacher discusses the importance of coherence and cohesion in revising their draft.

Coherence is concerned with how a writer guides the reader through the argument using logical connectors. It ensures that the ideas in a paragraph flow logically and make sense together.

Cohesion refers to the way that texts use grammar and vocabulary to 'stick' ideas together. It involves using words and phrases (cohesive devices) to connect sentences smoothly.

To illustrate the two, the teacher showcases the following example:

Coherence	Cohesion
Last Saturday, my family and I went to the zoo. First, we visited the lions and heard them roar. After that, we went to the monkey enclosure and watched them swing from tree to tree. It was so much fun! Then, we took a break and had a picnic near the elephant exhibit. We laughed and shared our sandwiches. Finally, we strolled through the aquarium and saw colorful fish swimming in the tanks. The day at the zoo was amazing, with each part fitting together like pieces of a puzzle.	My school day is filled with interesting activities. First , I attend math class, where we solve problems and learn new concepts. Next, during recess, my friends and I play games like soccer and tag. After that , in science class, we conduct experiments and make cool discoveries. Later , during lunch, we chat and share our favorite stories. Finally , in English class, we read exciting books and write creative stories. Overall, my school day is full of fun and learning.
<i>In this paragraph, the sentences are organized in a logical sequence, starting with the visit to the lions, moving through different areas of the zoo, and ending with the aquarium. This logical flow creates coherence.</i>	<i>In this paragraph, cohesive devices like "first," "next," "after that," and "finally" help connect the sentences, creating a smooth and organized progression of ideas. Cohesion makes it easier for readers to follow the flow of information in the paragraph.</i>

The teacher may refer to the link below for more examples of cohesive devices.

<https://latrobe.libguides.com/writing/linking-words>

To deepen the learners' understanding of coherence and cohesion, the teacher instructs the learners to do the following activities:

3. Lesson Activity

I must stick with you!

Exercise 1: Arrange the following events in chronological order to create logical flow. Write 1-5 on the blanks provided.

- _____ A. He reached her. She was beginning to drown.
- _____ B. He managed to pull her back to the shore and saved her.
- _____ C. He saw that she was in trouble. He dived in to save her.
- _____ D. Fred was swimming on the beach. He saw a woman waving at him.
- _____ E. He thought she was just being friendly.

Exercise 2: Then, use the signal words in the box to connect the sentences in Exercise 1. Write the sentences in paragraph form.

finally when at first then immediately by the time
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Peer Critiquing

Now that the learners have the idea of what coherence and cohesion are, the teacher instructs them to exchange drafts with other groups for peer critiquing. Each group will read, pay attention to details and give comments and suggestions by making annotations. Afterwards, each group will work on their annotated drafts for revision.

Answer Key:

Exercise 1:

D-1; E-2; C-3; A-4; B-5

Exercise 2:

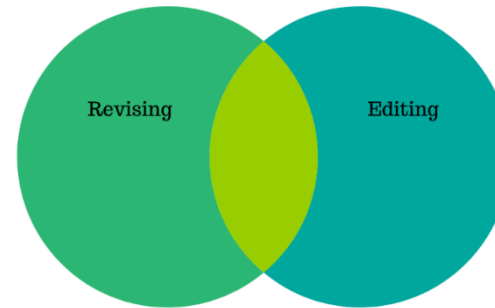
Fred was swimming on the beach **when** he saw a woman waving at him. **At first**, he thought she was just being friendly. **Then**, he saw that she was in trouble. **Immediately** he dived in to save her. **By the time** he reached her, she was beginning to drown. **Finally**, he managed to pull her back to the shore and saved her.

SUB-TOPIC 4: Editing Grammar, Word Choice, and Writing Mechanics of the Letter of Request.

1. Explicitation

Let's compare and contrast!

The teacher shows an image of a Venn diagram and asks the learners to compare and contrast *editing* versus *revising*. The students may write their answers on the worksheet provided or on a clean sheet of paper.



2. Worked Example

Editing primarily deals with the surface-level aspects of writing, such as grammar, punctuation, spelling, and formatting. The main goal of editing is to polish the language and correct any mechanical errors to improve the overall clarity and readability of the text.

Editors may change word choices for clarity, correct sentence structure, check for consistency in style, fix punctuation and grammatical errors, and ensure proper formatting.

Steps in Editing a Letter of Request

1. Review the letter for common mistakes such as subject-verb agreement, sentence fragments, and run-on sentences.
2. Review rules on capitalization. Also check punctuation marks including commas, periods, and proper use of semicolons and colons.
3. Choose words that are precise and convey the intended meaning. Review consistency of diction, style, tone and register, and point of view.
4. Review the mechanics (overall structure, format, and professionalism of the document) of the letter of request.
5. Have someone else review the letter to provide a fresh perspective. Consider feedback and make further revisions as needed.

The teacher may discuss the following before doing their editing task.

Diction refers to the choice and use of words in speech or writing.

Style refers to the distinctive way in which a writer or speaker expresses their thoughts. Style can be formal, informal, descriptive, narrative, poetic, or any combination of these.

Tone conveys the attitude or mood of a piece of writing or speech. Example: serious, humorous, optimistic.

Point of view (POV) refers to the narrator's position in relation to the story being told.

- **First person** is the **I/we** perspective.
- **Second person** is the **you** perspective.
- **Third person** is the **he/she/it/they** perspective.

Carousel Technique

The teacher facilitates the editing phase through the carousel technique. The teacher assigns 3 stations. Each station will be given specific editing tasks.

Station 1. Grammar check (subject-verb agreement, capitalization and punctuation marks)

Station 2. Diction Check (style, tone, point of view)

Station 3. Unity Check (cohesion and coherence)

Once each group has done the editing of their request letter, they should be ready for the submission of their final output which will be rated by the teacher using the following rubric.

Writing a Letter of Request Proposing a Solution to an Environmental Concern

Criteria	Excellent (4)	Good (3)	Needs Improvement (1)
Clarity of Purpose	The letter clearly and succinctly conveys the purpose of addressing the environmental concern, including a well-defined request and proposed solution. The purpose is immediately apparent to the reader.	The purpose is clear, with an identifiable environmental concern, proposed solution, and a request, though there might be some areas where additional clarity is needed.	The purpose is unclear, making it difficult for the reader to understand the environmental concern, proposed solution, or the request.
Identification of Environmental Concern	The letter thoroughly identifies and explains the environmental concern, providing relevant details such as its nature, causes, and potential impacts.	The environmental concern is identified and explained, but there may be some gaps in detail or depth of analysis.	The identification of the environmental concern is vague or missing crucial details, making it difficult for the reader to grasp the issue.
Proposed Solution	The proposed solution is well-reasoned, innovative, and directly addresses the identified environmental concern.	The proposed solution is reasonable and aligns with the environmental concern, but there might be areas where more detail or clarity is needed.	The proposed solution is unclear, impractical, or does not directly address the identified environmental concern.
Request for Action	The letter contains a clear and compelling request for specific actions, resources, or cooperation, with well-justified reasons for making the request.	The request for action is clear and reasonable, but there may be some areas where additional justification or persuasion is needed.	The request is unclear, vague, or does not align with the proposed solution.

Note: The number of groups may vary based on the class size.

Persuasiveness	The letter is highly persuasive, effectively using language, evidence, and reasoning to convince the reader of the importance of addressing the environmental concern and implementing the proposed solution.	The letter is persuasive, presenting a convincing argument, but there may be minor areas where additional persuasive elements could enhance the overall impact.	The letter lacks persuasiveness, with significant weaknesses in the argument or language used to convince the reader.
Organization and Structure	The letter is exceptionally well-organized, with a logical flow of ideas, clear paragraphs, and effective use of headings or sections. The structure enhances readability and comprehension.	The letter is well-organized, with a logical flow, though there may be some areas where improved transitions or paragraph structure could enhance overall organization.	The overall organization lacks coherence, and there are significant gaps or inconsistencies in connecting different elements of the letter.
Grammar and Language Use	The letter demonstrates excellent grammar, spelling, and language use. It adheres to professional writing standards, contributing to the overall clarity and effectiveness of the communication.	The letter is well-written, with few grammar or spelling errors, though there may be some areas where language could be refined for greater impact.	The letter has numerous grammar and spelling errors, making it challenging to understand the content.

SUB-TOPIC 5: Publishing

1. Explicitation

Sending Letter of Request to the Intended Reader or Publish it in Printed or Digital Platforms

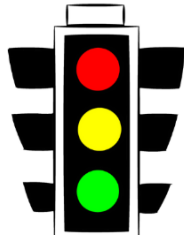
Which is which?



The teacher may use other photos of the possible platforms or ways to publish the student's letters of request. The teacher must be able to process/provide feedback on the students' responses.

The teacher should show example FB groups to students to familiarize them with its features so that they will be guided in accomplishing the Practice Task. Feedback must be provided by the teacher upon accomplishing the tasks.

	<p>The teacher shows the images above and asks the learners the following questions:</p> <ol style="list-style-type: none"> 1. What are the two images? 2. What do you think is the best way to publish the letter of request (proposing a solution) that you have just written? 3. Give the pros and cons for each platform. <p>2. Worked Example</p> <p>What is Publishing a Letter of Request?</p> <p>Publishing a letter of request means sharing or submitting the letter to the appropriate individuals, organizations, or platforms that have the authority or influence to address the environmental concern. This could involve sending the letter to government officials, environmental agencies, community leaders, or publishing it on relevant websites or publications to raise awareness and garner support for the proposed solution.</p> <p>How is Publishing a Letter of Request is Done?</p> <p>Decide on the platforms where you intend to publish your letter. This could include:</p> <ol style="list-style-type: none"> 1. Sending it directly to the intended recipients via email or traditional mail. 2. Submitting it to relevant government offices, environmental agencies, or community organizations. 3. Posting it on community bulletin boards, newsletters, or local publications. <p>Practice Task</p> <p>The teacher creates a Facebook Group for the class and sets the context that everyone plays the role as environmental advocates. Each group posts their letters of request in proposing a solution to an environmental concern. Individual request letters may also be posted. After reading the posted letters, as active environmentalists, each student is tasked to write their response/comments in trying to address the said request.</p> <p>3. Lesson Activity</p>	<p>The teacher should provide feedback to the students' choices of sending their letters and ensure that the final step is accomplished by sharing their final output either in print or through online or digital publishing.</p>
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	<p>After considering both the pros and cons of the publication platforms, the learners decide which platform they would use to send their letter of request. Each group must select a representative to share with the class how they intend to publish their letter and be able to explain <i>why</i>. The students then finally publish their revised and edited letter to their intended receiver(s).</p>	
D. Making Generalizations	<p>DAY 4</p> <p>1. Learners’ Takeaways</p> <p>3-2-1 Activity</p> <p>The teacher asks the students to answer the following:</p> <p><i>3 significant things I learned...</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><i>2 things I liked...</i></p> <p>1. _____</p> <p>2. _____</p> <p><i>1 thing I did not like...</i></p> <p>1. _____</p> <p>2. Reflection on Learning</p> <p>Reflect on your own understanding of the lesson. Color the light that demonstrates how you learned and write your brief explanation on the space provided.</p> <div><div>Traffic Light Reflection</div><p>Use the traffic light system to reflect on your understanding of the lesson .</p><div><div></div><div><div>I'd like some more help with this please!</div><div>I'm on my way. I just need a little more time.</div><div>I've got this ! I can help someone else.</div></div></div></div>	

Color the light below to demonstrate your learning so far.



Why did you choose this color?

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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>DAY 4</p> <p>1. Formative Assessment Tell whether the following statements are true or false. Write T if the answer is true and F if otherwise.</p> <p>_____ 1. Revising ensures that the final product is clear, coherent, error-free, and effectively communicates the intended message to the audience.</p> <p>_____ 2. You can ask someone else to review your letter of request to provide a fresh perspective.</p> <p>_____ 3. Coherence ensures that the ideas in a paragraph flow logically and make sense together, while cohesion refers to the way that texts use grammar and vocabulary to 'stick' ideas together.</p> <p>_____ 4. Checking for errors in spelling and grammar is done in revising phase.</p> <p>_____ 5. Publication can also be done by sharing the letter in online platforms.</p> <p>2. Homework (Optional)</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

	<i>strategies explored</i>			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.
	<i>materials used</i>			
	<i>learner engagement/interaction</i>			
	<i>others</i>			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			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.