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# Lesson Exemplar

Quarter 4

Lesson

4

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

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## LESSON EXEMPLAR TEMPLATE

### LEARNING AREA/QUARTER/ GRADE LEVEL

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	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>B. Performance Standards</b>	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.
<b>C. Learning Competencies and Objectives</b>	<p><b>EN7TRAN-IV-5</b> Identify one's purpose and meaning in writing letters.</p> <p><b>EN7TRAN-IV-6</b> Compose a letter of request.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Prewriting <ul style="list-style-type: none"> <li>• Identify one's role and purpose, situation, and target readers in writing a letter of request in proposing a solution to an environmental concern.</li> <li>• Use any of the following pre-writing strategies (brainstorming, diagramming, freewriting, outlining, etc.) in gathering and organizing ideas.</li> </ul> </li> <li>2. Drafting <ul style="list-style-type: none"> <li>• Write a letter of request using the gathered information from the pre-writing activity.</li> </ul> </li> </ol>
<b>C. Content</b>	<p>Sending letters to communicate to a person or to be published for public action</p> <p>Writing process</p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul>
<b>D. Integration</b>	SDG 13: Take urgent action to combat climate change and its impacts

### II. LEARNING RESOURCES

College Reading & Writing: Making Meaning. <https://courses.lumenlearning.com/suny-esc-introcollegereadingandwriting/chapter/college-reading-writing-making-meaning/#:~:text=Meaning%20is%20created%20when%20you,your%20ideas%20to%20your%20readers.>






Cumins, K. (2021, July 23). *What Is The Author's Purpose?* <https://literacyideas.com/authors-purpose/>

Northern Michigan University Writing Center. *Parts of a Business Letter.* <https://nmu.edu/writingcenter/parts-business-letter>

San Diego State University. *Writing an Effective Appeal or Request Letter.* <https://sacd.sdsu.edu/student-ombudsman/writing-an-effective-appeal-or-request-letter>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>DAY 1</b></p> <p><b>1. Short Review</b> Students recall their past lesson about writing a request letter by identifying its parts.</p> <p>The teacher may gamify this activity. He/she divides the class into 2 groups. The first group to label the parts of a request letter correctly wins the game.</p> <p>To prepare for the game, the teacher must print two sets of Parts of a Request Letter (tarpapel) with spaces provided for labeling.</p>	Note: The number of groupings may vary based on the class size.

	<div><div><div></div><div>Ms. Anne L. Lawrence Chairperson Green Earth Advocates 123 Green Street Greenville, GA 12345 greenearth@email.com (555) 555-5555 May 29, 2024</div></div><div><div></div><div>Mr. Jay S. Moore Chief Executive Officer XYZ Corporation 456 Environment Avenue Eco City, EC 54321</div></div><div><div></div><div>Dear Mr. Moore,</div></div><div><div></div><div><p>I am writing to request your support for our upcoming environmental fundraising project, "Green Tomorrow." As Green Earth Advocates, we are committed to promoting sustainable practices and environmental conservation.</p><p>Our project aims to engage local communities in planting 1,000 trees in urban areas to improve air quality and biodiversity. Your generous donation of \$1,000 will directly contribute to achieving this goal and making our cities greener and healthier.</p><p>We are eager to acknowledge your generosity through public recognition in our promotional materials and on our website. Attached, please find more detailed information about our project and the various ways you can contribute.</p><p>For further discussion or questions, please do not hesitate to contact me directly at (555) 555-5555 or greenearth@email.com.</p><p>Thank you for considering our request. Together, we can create a healthier, more sustainable future for generations to come.</p></div></div><div><div></div><div>Sincerely,</div></div><div><div></div><div>Ms. Anne L. Lawrence Chairperson Green Earth Advocates</div></div><div><div></div><div>Enclosure: Project Proposal</div></div></div> <div><p><b>2. Feedback (Optional)</b></p><p>The teacher asks the learners to pick the emoji that best describes his/her feeling about the previous lesson (Evaluating Letter of Request).</p></div>	<p>The teacher may let the students share with their peers about their chosen emoji. The students should be allowed to express their feelings/thoughts about the previous lesson. Then, the teacher may call upon some students to share their answers with the class. It should also serve as an avenue to process students' answers and clarify any misconceptions about previous topics, enabling them to connect to the next topic more effectively.</p>
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	<p style="text-align: center;"><b>How Do I Feel About the Previous Lesson?</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Great! I understand and can explain it to others.</p> </div> <div style="text-align: center;">  <p>ok..I need some help</p> </div> <div style="text-align: center;">  <p>Not so good! this is hard.</p> </div> <div style="text-align: center;">  <p>Pretty good! I get it</p> </div> </div>	
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b></p> <p>In your previous lessons, you were tasked to write a problem-solution expository essay and to evaluate a letter of request. In this lesson, you will learn how to write and publish a letter of request proposing a solution to an environmental concern using the knowledge that you gained from the previous lessons.</p> <p>The ability to articulate a problem clearly, propose viable solutions, and effectively communicate these ideas is important in enacting change. Whether it's advocating for cleaner air, preserving biodiversity, or mitigating climate change, the power of the written word can catalyze action and influence decision-makers.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Have you heard of the name Greta Thunberg? What is she famous for?</li> <li>2. What problem is highlighted in the video?</li> <li>3. What solution is proposed?</li> <li>4. Do you believe that children, like yourself, can also make a difference similar to Greta Thunberg? How?</li> <li>5. If you were to compose a letter of request based on the content of the video viewed, what particular considerations should you take to write the letter effectively and appropriately?</li> </ol> </div> <p>In today's world, where natural disasters are haunting us, the need for proactive engagement is more critical than ever. By mastering the skill of writing and publishing letters of request proposing solutions to environmental concerns, you're not just honing your writing skills, but you are also becoming agents of change.</p>	<p>The teacher may use the following link to access the video:</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=-S14SjemfAg">https://www.youtube.com/watch?v=-S14SjemfAg</a></p> <div style="text-align: center;">  </div> <p>The teacher should provide feedback and process student responses. He or she must be able to emphasize the importance of those considerations when writing and eventually lead the students to connect their previous lesson</p>

Learners watch the video below and answer the questions that follow.  
<https://www.youtube.com/watch?v=-S14SjemfAg>

## 2. Unlocking Content Vocabulary




The learners will guess the word/phrase based on the following images.

**GUESS THE WORD/PHRASE**

**au +**  **s**  **+** 



1. It is the reason or objective for which a letter is written. It encompasses the author's intent in communicating with the recipient.

**GUESS THE WORD/PHRASE**

 **+**  **+**  **+** **tion**



2. It refers to the circumstances or context that prompt the need for communication. It provides the background or setting for the information or message being conveyed.

**GUESS THE WORD/PHRASE**

**re +**  



3. It is a formal written document that is written to make a specific request or seek assistance from an individual or organization.

**GUESS THE WORD/PHRASE**

  **+** **er**

4. A. They are the specific individuals or audience for whom the letter is written. It includes those who are intended to receive, read, and act upon the content of the letter.

**GUESS THE WORD/PHRASE**

**au +**  **s** **r +** 




5. It refers to the position, title, or identity of the person composing the letter. It encompasses the individual's responsibility, authority, or expertise relevant to the context of the communication.

on the Writing Process to the next lesson.

The teacher may flash the following pictures of the answers on the screen or have them posted if the projector is not available

Answer key:




**GUESS THE WORD/PHRASE** Answer: author's purpose

**au +**  **s**  **+** 

author's purr pose

1. It is the reason or objective for which a letter is written. It encompasses the author's intent in communicating with the recipient.



**GUESS THE WORD/PHRASE** Answer: situation

 **+**  **+**  **+** **tion**

sit you way tion

2. It refers to the circumstances or context that prompt the need for communication. It provides the background or setting for the information or message being conveyed.



**GUESS THE WORD/PHRASE** Answer: request letter

**re +**  

re quest letter



3. It is a formal written document that is written to make a specific request or seek assistance from an individual or organization.

**GUESS THE WORD/PHRASE** Ans

  **+** **er**

4. A. They are the specific individuals or audience for whom the letter is written. It includes those who are intended to receive, read, and act upon the content of the letter.

**GUESS THE WORD/PHRASE**

**au +**  **s** **r +** 

author's r owl

5. It refers to the position, title, or identity of the person composing the letter. It encompasses the individual's responsibility, authority, or expertise relevant to the context of the communication.

<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>DAY 2 - 3</b></p> <p><b>Purpose and Meaning in Writing a Letter</b></p> <p><b>1. Explicitation:</b></p> <p>The teacher refers to the students' responses to the fifth question based on the previous video watched: If you were to write a letter of request based on the context of the video watched, what specific considerations should you take to effectively and appropriately write the letter?</p> <p>If Greta were to write a letter of request to person(s) or organization(s) concerned, list down keywords you think must have been identified by the writer and the activities she probably had done before she finalized and have her letter published.</p> <p><b><i>Key points for discussion:</i></b></p> <p><b>Pre-writing</b> is the stage when writers choose a topic, generate ideas, gather information, and create an outline through the use of charts and diagrams. Pre-writing strategies such as brainstorming, diagramming, freewriting, outlining, etc. may be used in gathering and organizing ideas. Stating the purpose for writing and the target readers may be done at this stage.</p> <p><b>What is Author's Purpose and Making Meaning in Writing?</b></p> <p>The <b>author's purpose</b> refers to the primary reason or intent behind a piece of writing. Authors write for different purposes, and these purposes can often be grouped into four main categories: to inform, to persuade, to entertain, and to express thoughts or feelings. Understanding the author's purpose is crucial for readers as it helps them interpret and analyze the text more effectively. Here are the three base categories of the author's purpose:</p> <p><b>1.To Inform</b></p> <p>The primary goal is to provide the reader with factual information.</p> <p><b>2.To Persuade</b></p> <p>The author's objective is to convince the reader to adopt a particular viewpoint or take a specific action.</p> <p><b>3.To Entertain</b></p>	<p>The teacher may let the students use a semantic web, chart, or any diagram to write down and show their answers. The students may share their output with their peers and some representatives may be called to present to the class.</p>
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The primary purpose is to engage and amuse the reader. Authors use creative and imaginative elements to tell a story, create characters, or present an enjoyable experience.

On the other hand, **“to make meaning”** is when you understand the intention behind the words. You create meaning as you read by identifying and thinking about the author’s ideas so that they make sense to you. You facilitate meaning as you write by clearly presenting your ideas to your readers.

## **2. Worked Example**

### **To Whom It May Concern**

The teacher asks the learners to read the letter provided on the learning activity worksheet and identify the role, purpose, situation, and target readers of the letter.

*Answer key:*

*1. Who is the letter sender? What is his role?*

➤ *The letter sender is Mr. Jose Ramirez. He is the class adviser of Juanito.*

*2. What is his purpose for writing the letter?*

➤ *Mr. Ramirez’s purpose in writing the letter is to share insights into Juanito’s performance, behavior, and engagement in class.*

*3. What is the situation?*

➤ *Juanito has exhibited commendable effort and dedication in his studies. However, there is a slight decline in his recent tests scores.*

*4. Who is the target reader?*

➤ *The target reader is Mrs. Mila Santos, the mother of Juanito.*

*5. What specific information or action does the letter sender request?*

➤ *The letter sender requests Mrs. Santos to meet and discuss Juanito’s progress.*

## **3. Lesson Activity**

### Clock is Ticking....

The teacher divides the class into five (5) groups based on the proximity of the students' respective barangays or community. The teacher asks the learners to read the top environmental concerns in the Philippines.



After reading about the top environmental concerns in the Philippines, each group discusses among their members about their observed environmental concern in their specific locality. Then, they must be able to identify the most common pressing environmental issue found in their respective barangay or community.

The teacher may allow the learners to visit the library computer laboratory, or surf the internet to gather necessary information, facts and statistics.

After the students brainstorm on the causes and effects and the potential solution to the identified environmental concern, the teacher should also let the students generate ideas on how they would write a letter of request in proposing a solution to the issue. They should be able to write down their *role and purpose, situation, and target readers in writing the letter.*

The students should be allowed to use any of the pre-writing: strategies (brainstorming, diagramming, freewriting,

The learners also brainstorm on the possible causes and effects as well as the potential solutions to the identified concern using the worksheet provided to make the brainstorming more organized.

## **SUB-TOPIC 2: Writing a Letter of Request Using the Gathered Information from the Pre-Writing Activity**

### **1. Explicitation**

This time, the focus is on drafting a letter of request using the gathered information from the pre-writing activity. After the pre-writing activities, the teacher assesses the learners' readiness in writing their draft for the letter of request.

Checklist on Readiness in Writing a Letter of Request	Yes	No
1. I have a clear understanding of the specific environmental issue I want to address.		
2. I can articulate the causes and effects of the environmental concern.		
3. I have researched and identified potential solutions to the environmental concern.		
4. I can clearly state the purpose of my letter which is to propose solutions to the environmental concern.		
5. I know the key components of a letter including introduction, body, and conclusion.		

### **2. Worked Example**

#### **Why is Making a Draft Important?**

**Drafting** is the second phase of the writing process. Drafting a letter is important for several reasons, particularly when addressing complex issues such as proposing solutions to environmental concerns. Here are some key reasons why drafting is an essential part of the writing process:

1. Drafting allows you to organize your thoughts and ideas in a clear and coherent manner.

outlining, etc.) in gathering and organizing ideas.

The teacher may ask the learners to use the activity sheet.

The teacher may also ask the learners to write the information on a piece of paper or notebook.

	<ol style="list-style-type: none"><li>2. During the drafting process, you can refine and expand upon your initial ideas. This allows you to develop a more comprehensive proposal, ensuring that your solutions are well-thought-out and doable.</li><li>3. Drafting enables you to structure your letter in a logical and organized way. This ensures that your message flows smoothly from the introduction to the conclusion, making it easier for the reader to follow your argument.</li></ol> <p><b>What are the Steps in Making a Draft?</b></p> <ol style="list-style-type: none"><li>1. Begin by introducing yourself and your role.</li><li>2. Clearly state the purpose of the letter and describe the environmental concern, its causes and effects to the community.</li><li>3. Provide detailed information about the issue, supporting your claims with facts and statistics.</li><li>4. Propose a specific solution or set of solutions. Explain why these solutions are effective.</li><li>5. Reiterate the importance of addressing the environmental concern.</li></ol> <p><b>My Drafting Attempt!</b></p> <p>The teacher may first let the students write their draft of request letter individually based on their gathered information in the pre-writing activity. Then, the students share their outputs with their group mates to prepare them for accomplishing the next activity, which involves drafting the group's letter of request proposing a solution to their identified environmental concern.</p> <p><b>3. Lesson Activity</b></p> <p>In continuation of the learners' writing tasks, at this point, the learners will use the information they gathered from the prewriting activity: <i>brainstorming</i>.</p> <p>The teacher emphasizes that at this writing phase, the learners will only focus on putting their ideas into sentences and paragraphs. This phase also focuses on explaining and providing supporting details.</p> <p>The teacher also reminds the learners that they don't have to pay attention to grammar rules and spelling yet, as that will be addressed in the next phase of the writing process.</p>	<p>The teacher may also let the students consider their inputs</p>
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### Drafting the Letter!

As a collaborative task, the teacher asks the students to draft their letter of request with their groupmates through the worksheet given.

**Writing a Letter of Request Proposing a Solution to Environmental Concerns**  
**Phase 2 :Drafting**

Directions: Begin drafting your letter of request based on the information you gathered on the Brainstorming stage. Emphasize the importance of focusing on ideas rather than perfection.

Date:

Sender's Address:

Salutation:

Body Text:

Closing:

Signature Block:

Enclosure (CC):

in the previous activity in deciding for their group's draft of the letter.

The teacher may also ask the learners to write the information on a piece of paper or notebook.

**D. Making Generalizations**

**DAY 4**

**1. Learners' Takeaways**

Learners will answer the following:

**3 Things I learned...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**2 Things I liked...**

1. \_\_\_\_\_
2. \_\_\_\_\_

**1 Thing I did not like...**

1. \_\_\_\_\_

**2. Reflection on Learning**

**Traffic Light Reflection**

Use the traffic light system to reflect on your understanding of the lesson .

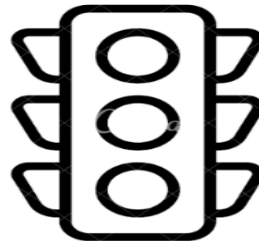


I'd like some more help with this please!

I'm on my way. I just need a little more time.

I've got this ! I can help someone else.

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	<b>DAY 4</b> <b>1. Formative Assessment</b> Tell whether the following statement is true or false. Write <b>T</b> if the answer is true and <b>F</b> if it is false.  1. The author's purpose refers to the primary reason or intent behind a piece of writing. 2. Drafting allows you to organize your thoughts and ideas in a clear and coherent manner. 3. You may begin writing your letter by proposing a solution. 4.To persuade is the main purpose of writing a request letter. 5. To make meaning refers to the process of effectively conveying ideas, messages, or information in a way that is clear, coherent, and purposeful.  <b>2. Homework (Optional)</b>			Answer key: 1. T 2. T 3. F 4. F 5. T
	B. Teacher’s Remarks	Note observations on any of the following areas:	Effective Practices	
strategies explored				
materials used				
learner engagement/ interaction				
others				
C. Teacher’s Reflection	Reflection guide or prompt can be on: ▪ <u>principles behind the teaching</u>			

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