

8

# Lesson Exemplar for English

Quarter 2

Lesson

1

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for English Grade 8**  
**Quarter 2: Lesson 1 (Week 1)**  
**SY 2025-2026**

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**ENGLISH/QUARTER 2/ GRADE 8**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
<b>B. Performance Standards</b>	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.
<b>C. Learning Competencies and Objectives</b>	<p>Lesson 1: Evaluating Persuasive Texts</p> <p>Objectives:</p> <ul style="list-style-type: none"><li>• Differentiate facts from opinions<ul style="list-style-type: none"><li>- self evidence</li><li>- anecdotal evidence</li><li>- argument from authority</li><li>- empirical evidence</li></ul></li><li>• Identify examples of fact and opinion in persuasive texts</li><li>• Identify the main idea of the persuasive text</li><li>• Identify the supporting details that contribute to the clarity of the main idea through the following:<ul style="list-style-type: none"><li>-Facts (factual knowledge, statistical inferences)</li><li>-Opinions (informed opinion and personal testimony)</li></ul></li><li>• Differentiate claim of fact, claim of value, and claim of policy</li><li>• Identify the common types of claims used in persuasive texts.</li></ul>
<b>C. Content</b>	<p>Topic 1: Evaluate persuasive texts for clarity of meaning and validity of information</p> <p>Subtopics:</p> <ol style="list-style-type: none"><li>1. Facts vs. Opinions</li><li>2. Types of Claims</li></ol>

<b>D. Integration</b>	<b>Theme:</b> <i>African-Asian (post)colonial struggles, cultural identity, and values</i> SDG 10: Reduce inequality within and among countries SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
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## II. LEARNING RESOURCES

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E-book/s:  
Burg, B. (2011). The art of persuasion: Winning without intimidation. Tremendous Life Books.

Frederick, P. (2011). Persuasive writing: How to harness the power of words. Pearson Education.

Marteney, J. (n.d.). Arguing using critical thinking. Los Angeles Valley College. Open Education Resource (OER) LibreTexts Project, Department of Education Open Textbook Pilot Project, California State University.

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[https://socialsci.libretexts.org/Bookshelves/Communication/Argument\\_and\\_Debate/Arguing\\_Using\\_Critical\\_Thinking\\_\(Marteney\)/04%3A\\_Claims/4.04%3A\\_Types\\_of\\_Claims](https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney)/04%3A_Claims/4.04%3A_Types_of_Claims)

Web References:  
Audi, R. (2018, February 23). Understanding, self-evidence, and justification. Philosophical Perspectives.  
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Department of Education, Republic of the Philippines. (n.d.). Reading and writing skills. Quarter 3 & 4 - Module 2. Text and context connections. MILGER A. BAANG & ANADESI L. BUHISAN.

Henry County Schools. (n.d.). Lesson 8: Facts and opinions.  
[https://www.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/4800/LR\\_DR\\_T280NA\\_R9\\_L8.pdf](https://www.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/4800/LR_DR_T280NA_R9_L8.pdf)

Mandela, N. (1964, April 20). Nelson Mandela's statement at the opening of the defense case in the Rivonia Trial (Pretoria Supreme Court). <http://law2.umkc.edu/faculty/projects/ftrials/mandela/mandelaspeech.html>

Rizal, J. (n.d.). The indolence of the Filipino.

[https://web.seducoahuila.gob.mx/biblioweb/upload/the\\_indolence\\_of\\_the\\_filipino\\_by\\_jos%C3%83%C2%A9\\_rizal.pdf](https://web.seducoahuila.gob.mx/biblioweb/upload/the_indolence_of_the_filipino_by_jos%C3%83%C2%A9_rizal.pdf)

StudySmarter. (n.d.). Argument from authority. <https://www.studysmarter.co.uk/explanations/english/rhetoric/argument-from-authority/>

Waldron, S., & Payne, T. (2023, November 21). Anecdotal evidence: Definition & examples. Study.com.

<https://study.com/learn/lesson/anecdotal-evidence-examples.html>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>1. Activating Prior Knowledge</b>	<p><b>1. Short Review</b></p> <p style="text-align: center;">FACT-CHECKING</p> <p>1. What are three questions you can ask yourself to evaluate the trustworthiness of the source and the information it presents?</p> <p>2. How can you identify potential bias in a source and adjust your interpretation of the information accordingly?</p> <p><b>2. Feedback (Optional)</b></p>	The teacher will ask the students these prompt questions to review the importance of fact-checking.
<b>2. Establishing Lesson Purpose</b>	<p><b>DAY 1</b></p> <p><b>1. Lesson Purpose</b></p> <p>This lesson equips you with the skills to assess persuasive texts, a crucial ability in today's information-rich world. By differentiating between facts and opinions, and understanding various types of claims, you'll become a more discerning reader, able to weigh evidence and identify potential biases in persuasive writing.</p> <p>The students will be asked the following questions:</p> <p>1. What is the difference between a fact and an opinion, and how can you spot each in a persuasive text?</p> <p>2. What are the different types of claims an author can make in a persuasive text?</p>	Give emphasis that these questions are their guide all throughout the lesson. These

	<p>3. How can identifying facts and claims help you evaluate the strength of a persuasive argument?</p> <p><b>2. Unlocking Content Vocabulary</b></p> <p style="text-align: center;"><b><i>The Persuasion Puzzle</i></b></p> <p><i>Directions: Below, you'll find scrambled terms related to evaluating persuasive texts. Unscramble the jumbled words and define each.</i></p> <ol style="list-style-type: none"> <li>1. FCATS</li> <li>2. OINIONPS</li> <li>3. CAMILS</li> <li>4. EICNEDVE</li> <li>5. AMNUERGT</li> </ol>	<p>prompts will be asked again after the discussion.</p> <p>Expected answers are:</p> <ol style="list-style-type: none"> <li>1. FACTS</li> <li>2. OPINIONS</li> <li>3. CLAIMS</li> <li>4. EVIDENCE</li> <li>5. ARGUMENT</li> </ol>
<b>3. Developing and Deepening Understanding</b>	<p><b>DAY 1</b></p> <p><b>SUB-TOPIC 1: Facts vs. Opinions</b></p> <p><b>1. Explicitation</b></p> <p style="text-align: center;"><b><i>Apple Appeal - Fact or Fancy?</i></b></p> <p><i>Directions: Analyze the given situation and answer the questions that follow.</i></p> <p>Information:</p> <ol style="list-style-type: none"> <li>1. A student holds up an apple and says, "This apple is the healthiest lunch option!"</li> <li>2. A poster on the wall claims, "Apples a day keep the doctor away!"</li> </ol> <p>Challenge:</p> <p>Is the first statement a fact or an opinion? Why?</p> <p>Is the second statement a fact or an opinion? Why?</p> <p><b>2. Worked Example</b></p> <p>A <b>fact</b> is a proven piece of information. It is a statement that can be verified in a reference source such as an encyclopedia, a dictionary, a map, or a history book. Facts are things that happened in the past or are happening now. It can be supported by evidence.</p>	<p>The teacher will present the scenario as a springboard to discuss facts vs opinions.</p> <p>Expected answers are:</p> <ul style="list-style-type: none"> <li>• The first statement is an opinion. It expresses a personal belief about the healthiest option without providing evidence.</li> <li>• The second statement is a catchy slogan, likely an opinion. While apples have health benefits, it's not a guaranteed way to avoid doctors.</li> </ul>

	<p>Examples:</p> <ul style="list-style-type: none"> <li>• The Philippines is an archipelago composed of over 7,600 islands. (This is a verifiable statement about the country's geography.)</li> <li>• Sinigang, a sour soup dish, is a national favorite in the Philippines, with various regional variations. (This is a confirmed fact about Filipino cuisine.)</li> <li>• The Philippines is the world's largest producer of abaca, a natural fiber used in textiles. (This can be verified through agricultural production statistics.)</li> </ul> <p>An <b>opinion</b> is a belief, judgment, or a way of thinking about something. Statements that express that something is good or bad in some ways are usually opinions.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Adobo is the best Filipino dish. (This expresses a personal preference for a particular dish.)</li> <li>• Wearing shorts to school is disrespectful. (This reflects a belief about appropriate school attire, which can vary depending on the school's policies.)</li> <li>• Studying abroad is the only way to get a good job. (This expresses a personal viewpoint on career opportunities, which may not be universally true.)</li> </ul> <p><i>Ways to Recognize the Differences</i></p> <ol style="list-style-type: none"> <li>1. Words that show extreme positives or negatives are clues to opinions. <i>everyone, never, most, always, nobody, ever, all, really, none, very</i></li> <li>2. Descriptive words are subjective. Sentences with descriptive words are mostly opinions. <i>beautiful, ugly, smart, foolish, joyful, lucky, gloomy</i></li> <li>3. Language intended to appeal emotions is opinionated. Read this example of an emotional appeal: <i>Have you ever driven down a road and seen all the garbage alongside the road? People should wake up and realize how much this harms the environment. The unsightly mess contains toxic substance that damage the earth and kill wildfire.</i></li> </ol> <p><i>Tools for Verification</i></p> <p>Here's where evidence comes in. It's the information used to support a claim, either factual or opinion-based. But not all evidence is created equal. These are the common types:</p>	
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	<b>1. SELF-EVIDENCE</b>	Self-evidence is plausibly taken to be a status that marks propositions as capable of being justifiably believed (and known) on the basis of understanding them. This is something everyone can readily agree on.	"Adobo is a popular Filipino dish." (This is readily observable by most Filipinos.)
	<b>2. ANECDOTAL EVIDENCE</b>	These are personal stories or experiences used to support a claim. While relatable, they may not apply universally. Anecdotal evidence generally is the experience or observations of one person.	"My Lola's adobo recipe is the best! Everyone who tries it says so." (Personal experience used to support a claim, but not universally applicable.)
	<b>3. ARGUMENT FROM AUTHORITY</b>	An argument from authority is when someone uses an authority's words and not their reasoning to justify an argument. This relies on the credibility of a respected source, like a doctor saying a certain medication is effective. However, the source's qualifications and potential biases should be considered.	"Renowned chef, Sylvia Reynoso-Gamboa, considers adobo a cornerstone of Filipino cuisine." (Expertise of a respected figure supports a claim.)
	<b>4. EMPIRICAL EVIDENCE</b>	This is based on scientific research and experimentation. It involves data collection, analysis, and testing to reach reliable conclusions. This is the strongest type of evidence.	"A recent study by the Department of Tourism found adobo to be the most frequently ordered Filipino dish by foreign tourists." (Data and research support the claim.)



By understanding different types of evidence, we can critically evaluate the information we encounter and make informed decisions. Remember, facts require strong, verifiable evidence, especially empirical evidence, while opinions can be supported by various types, but should be recognized as personal viewpoints.

## DAY 2

### 3. Lesson Activity

#### **Activity 1: Evidence Detectives!**

*Directions: Identify the type of evidence being referred to in the definition, and classify the given examples to its type.*

Term	Definition	Example
1.	Relies on the credibility of a respected source.	
2.	Everyone agrees on this information without needing proof.	
3.	Based on scientific research or experimentation.	
4.	A personal story or experience used to support a claim.	
5.	They are relatable, but may not apply universally.	

Examples:

- My family always celebrates Christmas Eve with a Noche Buena feast.
- A historian claims Lapu-Lapu defeated Ferdinand Magellan at the Battle of Mactan.
- My lola's herbal remedy always cures my cough. It's a secret family recipe passed down for generations.
- Studies show that planting mangroves helps protect coastal areas from typhoons.
- The national flag of the Philippines has three stars and a sun with eight rays.

Expected answers are:

Terms:

1. Argument from authority
2. Self-evidence
3. Empirical evidence
4. Anecdotal evidence
5. Anecdotal evidence

Examples:

1. A historian claims Lapu-Lapu defeated Ferdinand Magellan at the Battle of Mactan.
2. The national flag of the Philippines has three stars and a sun with eight rays.
3. Studies show that planting mangroves helps protect coastal areas from typhoons.

### Activity 2: Beyond the Siesta

*Directions: Using Chapter 1 of The Indolence of the Filipino, explore Jose Rizal's perspective on Filipino work ethic compared to the perceived "indolence" of his time. Identify examples of facts and opinions, specifically the types of evidence present in the text.*

TYPE EVIDENCE	TEXTUAL EVIDENCE
Central Idea (Opinion)	

### SUB-TOPIC 2: Types of Claims

#### 1. Explicitation

#### Activity 3. Claim or Not a Claim?

*Direction: For each statement provided, determine if it is a claim (a statement someone believes) or not a claim (does not state a belief). Check the "Claim" column if the statement is a claim; otherwise, check the "Not a Claim" column.*

	CLAIM	NOT A CLAIM
1. Dogs are the best pets.		
2. The weather is beautiful today.		
3. Chocolate ice cream is the tastiest flavor.		
4. The classroom door is blue.		
5. Students should wear uniforms to school.		
6. There are 12 months in a year.		

4. My family always celebrates Christmas Eve with a Noche Buena feast.

5. My lola's herbal remedy always cures my cough. It's a secret family recipe passed down for generations.

Teachers may look up to the excerpt of The Indolence of the Filipino by Jose Rizal through this site: [https://web.seducoahuila.gob.mx/biblioweb/upload/the\\_indolence\\_of\\_the\\_filipino\\_by\\_jos%C3%83%C2%A9\\_rizal.pdf](https://web.seducoahuila.gob.mx/biblioweb/upload/the_indolence_of_the_filipino_by_jos%C3%83%C2%A9_rizal.pdf)

Give emphasis that not all evidence is present in Chapter 1. If given enough time, the teacher can include other chapters.

Expected answers are:

- Self-evident Fact: "The climate of the Philippines is hot, enervating, proper for a life of ease..." (This establishes a commonly understood fact about the Philippines' geography.)
- Anecdotal Evidence: "...there are many Filipinos who are industrious and laborious..." (This is Rizal's personal observation challenging the stereotype.)
- Central Idea (Opinions are Rizal's judgments and beliefs): "Indolence is not inherent in Filipinos, but rather a consequence of various factors."

	<table border="1" data-bbox="481 143 1691 399"> <tr> <td data-bbox="481 143 1339 207">7. This pizza is delicious!</td><td data-bbox="1339 143 1471 207"></td><td data-bbox="1471 143 1691 207"></td></tr> <tr> <td data-bbox="481 207 1339 271">8. Learning a new language is challenging but rewarding.</td><td data-bbox="1339 207 1471 271"></td><td data-bbox="1471 207 1691 271"></td></tr> <tr> <td data-bbox="481 271 1339 335">9. Adding pineapple to pizza enhances its flavor profile.</td><td data-bbox="1339 271 1471 335"></td><td data-bbox="1471 271 1691 335"></td></tr> <tr> <td data-bbox="481 335 1339 399">10. Pineapples don't belong on pizza!</td><td data-bbox="1339 335 1471 399"></td><td data-bbox="1471 335 1691 399"></td></tr> </table> <p data-bbox="481 462 772 502">Prompting question:</p> <ul data-bbox="481 502 1254 574" style="list-style-type: none"> <li>• What strategies did you use to identify the claims?</li> <li>• How does a claim differ from an opinion?</li> </ul> <p data-bbox="492 662 806 702"><b>2. Worked Example</b></p> <p data-bbox="481 702 1702 837">A <b>Claim</b> is any single statement of controversy advanced for the purpose of argument. Both sides of an argument, the pro- side and the con-side in a debate, should argue the same Claim. The Claim is a statement much like the topic of an argument, but it does much more. There are seven key characteristics of Claims:</p> <ol data-bbox="481 837 1702 1220" style="list-style-type: none"> <li>1. Claims are phrased as statements and not questions. The goal of a claim is to promote a pro versus con debate-style environment.</li> <li>2. Claims are phrased against the status quo in order to create the potential for controversy.</li> <li>3. Claims should be phrased in an unbiased manner so that both sides have an equal opportunity to advocate, support, and defend their positions.</li> <li>4. Properly phrased claims should be as specific as possible.</li> <li>5. Effective claims promote a pro/con argumentative environment.</li> <li>6. The claim should be phrased so that the burdens (obligations and responsibilities of each arguer) are clear to both sides involved in the debate.</li> <li>7. Both sides debate the same claim.</li> </ol> <p data-bbox="481 1252 705 1292"><i>Types of Claims</i></p> <p data-bbox="481 1292 1657 1396"><b>1. Claims of Fact</b> are often qualified by such terms as generally, probably, or as a rule. And, to verify whether these statements are claim of fact or not, ask these questions:</p>	7. This pizza is delicious!			8. Learning a new language is challenging but rewarding.			9. Adding pineapple to pizza enhances its flavor profile.			10. Pineapples don't belong on pizza!			<p data-bbox="1724 231 1993 263">Expected answers are:</p> <ol data-bbox="1724 263 2083 542" style="list-style-type: none"> <li>1. (Claim)</li> <li>2. (Not a Claim - Observation)</li> <li>3. (Claim)</li> <li>4. (Not a Claim - Observation)</li> <li>5. (Claim)</li> <li>6. (Not a Claim - Fact)</li> <li>7. (Not a Claim - Opinion)</li> <li>8. (Claim)</li> <li>9. (Claim)</li> <li>10. (Not a Claim - Opinion)</li> </ol> <p data-bbox="1724 566 2150 686">Emphasize to the students the difference of an opinion and a claim. The teacher may use the prompt questions.</p> <p data-bbox="1724 710 2150 853">A <b>claim</b> is a statement that someone believes to be true and can be argued for or against with evidence. It's like making a case for something.</p> <p data-bbox="1724 877 2150 997">An <b>opinion</b> is a personal belief or judgment that doesn't necessarily require evidence. It expresses how you feel about something.</p>
7. This pizza is delicious!														
8. Learning a new language is challenging but rewarding.														
9. Adding pineapple to pizza enhances its flavor profile.														
10. Pineapples don't belong on pizza!														

	<p>Is it debatable? Is it verifiable? Is it specific? Can it be solved objectively?</p> <p>Types of factual claims (generally "objective")</p> <ol style="list-style-type: none"> <li>1. Factual / historical</li> <li>2. Relational - causal connections</li> <li>3. Predictive</li> </ol> <p>Proof requires:</p> <ul style="list-style-type: none"> <li>• sufficient and appropriate grounds</li> <li>• reliable authority</li> <li>• recent data</li> <li>• accurate, typical data</li> <li>• clearly defined terms -no loaded language</li> <li>• a clear distinction between fact and inference</li> </ul> <p>EXAMPLES OF CLAIMS OF FACT</p> <ul style="list-style-type: none"> <li>• "The Earth revolves around the sun." (This is a well-established scientific fact supported by a vast amount of evidence.)</li> <li>• "The population of the world is over 8 billion people." (This is a demographic fact supported by data from international organizations.)</li> <li>• "The unemployment rate in this country is currently 5%." (This is an economic fact based on official government statistics.)</li> </ul> <p><b>2. The Claim of Policy</b> advocates a specific course of action. It asserts that specific policies should be instituted as solutions to problems. It argues that certain conditions should exist. Almost always "should" or "ought to" or "must" are included in this claim. Claims of Policy are specific statements on procedures or laws that need to be modified based on certain issues or conditions. Most of the time, claims of policy ask for plans of action to solve current problems.</p> <p>Proof requires:</p> <ul style="list-style-type: none"> <li>• Making proposed action (clear), need (justification), plan (must be workable), benefit (advantages), consider opposition / counter arguments.</li> </ul> <p>Consider this statement, for example:  <i>To attract more non-traditional students, this college must review and revise its course offerings.</i></p>	
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	<p>The given statement above is an example of a claim of policy. It calls on action for the college referred to, regarding its course offerings to arrive at a workable conclusion which is to attract more non-traditional students. The author may choose to elaborate on this course of action to prove that this claim can work for the college.</p> <p><b>EXAMPLES OF CLAIMS OF POLICY</b></p> <ul style="list-style-type: none"> <li>• "All schools should require students to take a foreign language class."</li> <li>• "We should ban single-use plastic bags to reduce pollution."</li> <li>• "The government should provide universal healthcare for all citizens."</li> </ul> <p><b>3. Claims of Value</b> involve judgments and evaluations. It judges whether something is good/bad, right/wrong, just/unjust, ethical/non-ethical, and others. We judge the worth of something. It attempts to prove that some things are more or less desirable than others.</p> <p>Some claims of value are simply expressions of taste, preferences, and prejudices. The most important in proving claim of value is by establishing standards of evaluation.</p> <p>Proof requires:</p> <ul style="list-style-type: none"> <li>• Establishing standards of evaluation (i.e. a warrant that defines what constitutes instances of the relevant value)</li> <li>• note the priority of the value in this instance</li> <li>• Establish the advantage (practical or moral) of your standards</li> <li>• Use examples to clarify abstract values</li> <li>• Use credible authorities for support</li> </ul> <p>The famous saying, <i>honesty is the best policy</i>, is one good example of a claim of value. To prove the statements validity, the author may elaborate on the examples that show how honesty holds advantage over other policies and how it has been proven to be effective.</p> <p><b>EXAMPLES OF CLAIMS OF VALUE</b></p> <ul style="list-style-type: none"> <li>• "It is better to be feared than loved." (expresses a belief that fear inspires obedience, while love might lead to manipulation)</li> </ul>	
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- “Cheating is not good.” (expresses the belief that cheating is wrong because it gains an unfair advantage and undermines the spirit of competition or task completion)
- “Helping others in need is the most important thing in life.” (This is a moral value judgment about the importance of compassion.)

To generalize:

Premise: Social media has a significant impact on teenagers.

Claim of Fact	Claim of Policy	Claim of Value
Teenagers spend an average of 7.5 hours per day on social media platforms.	Social media companies should implement stricter age verification procedures to limit access for young teenagers.	Social media interaction can be a valuable tool for fostering connection and community among teenagers, but it's important to balance that with real-world experiences.
<ul style="list-style-type: none"> <li>• <i>(verifiable with data)</i></li> <li>• <i>Focuses on the quantifiable impact (time spent)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>(Advocates for a specific course of action)</i></li> <li>• <i>Proposes an action to address a potential issue arising from the impact.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>(Expresses a judgment about the value of social media for teenagers)</i></li> <li>• <i>Judges the overall worth of social media for teenagers, acknowledging both positive and negative aspects.</i></li> </ul>

**DAY 3****3. Lesson Activity****Activity 4: Claim Detective!**

*Directions: Read and identify the types of claims used in each statement. Write COF for Claim of Fact, COP for Claim of Policy and COV for Claim of Value. Write your answer on the space provided before each sentence.*

- \_\_\_\_\_ 1. The Great Wall of China is the longest man-made structure in the world.
- \_\_\_\_\_ 2. All students should wear uniforms to school.
- \_\_\_\_\_ 3. Chocolate chip cookies are the best kind of cookie.
- \_\_\_\_\_ 4. The Amazon rainforest is vital to the health of the planet.
- \_\_\_\_\_ 5. We should invest more resources in renewable energy sources.
- \_\_\_\_\_ 6. Honesty is the best policy.
- \_\_\_\_\_ 7. The population of the Earth is over 8 billion people.
- \_\_\_\_\_ 8. Video games can improve problem-solving skills.
- \_\_\_\_\_ 9. Recycling is a waste of time.
- \_\_\_\_\_ 10. Wearing a seatbelt is the law.

**Activity 5: Claim Crafter**

*Directions: Based on the given premise, complete the table by composing an example for each missing type of claim.*

Premise 1: Traffic congestion is a major problem in Metro Manila.		
Claim of Fact	Claim of Policy	Claim of Value
A 2023 study by the Japan International Cooperation Agency (JICA) found that the average travel time in Metro Manila is 4.2 hours per day.		

**Activity 1: Claim Detective!**

expected answers are:

- 1. COF: is a verifiable fact
- 2. COP: advocates for a specific course of action (policy) in Philippine schools
- 3. COV: expresses a personal preference (value judgment) about cookies
- 4. COF: is a well-established scientific fact
- 5. COP: proposes a specific policy for the Philippines
- 6. COV: expresses a moral value judgment
- 7. COF: is a verifiable fact, though not specific to the Philippines

	Premise 2: Jollibee is a beloved Filipino fast-food chain.			8. COV: can be debatable based on individual experiences 9. COV: expresses a personal opinion (value judgment) 10. COF: is a verifiable fact, and "can save your life in an accident" is a well-established consequence  Activity 2: Claim Crafter expected answers are: Premise 1: COP - The government should invest in expanding public transportation infrastructure like trains and buses. COV - Efficient transportation systems are crucial for economic growth and a better quality of life in urban areas.  Premise 2: COF - Jollibee is the top fast-food restaurant brand in the Philippines according to a 2022 survey by Statista. COV - Jollibee represents Filipino hospitality and is a source of national pride.  Premise 3: COF – The Philippines is considered one of the world's biodiversity hotspots, with a high number of endemic species. COP – Stricter environmental laws and enforcement are needed to protect endangered species and ecosystems.
	Claim of Fact	Claim of Policy	Claim of Value	
		The government should support local fast-food chains like Jollibee to promote Filipino cuisine globally.		
	Premise 3: The Philippines has a rich biodiversity.			
	Claim of Fact	Claim of Policy	Claim of Value	
			Protecting our natural heritage is a responsibility for future generations.	



#### 4. Making Generalizations

##### DAY 4

##### 1. Learners' Takeaways

The students will be asked the following questions:

1. What is the difference between a fact and an opinion, and how can you spot each in a persuasive text?
2. What are the different types of claims an author can make in a persuasive text?
3. How can identifying facts and claims help you evaluate the strength of a persuasive argument?

##### 2. Reflection on Learning

*Direction: Self-assessment is a valuable tool for self-improvement and growth. Embrace the opportunity to reflect on your skills and take proactive steps towards enhancing your understanding and analytical abilities in evaluating persuasive texts for clarity of meaning and validity of information. Go through each section of the checklist and check the box of your proficiency or confidence level using the provided rating scale. Be honest in your self-assessment.*

	5 - Extremely familiar	4 - Very familiar	3 - Moderately familiar	2 - Somewhat familiar	1 - Not at all familiar
I can differentiate facts from opinions (through self-evidence, anecdotal evidence, argument from authority, and empirical evidence)					
I can identify examples of fact and opinion in persuasive texts.					
I can identify the main idea of the persuasive text.					
I can identify the supporting details that contribute to the clarity of the main idea.					

	I can differentiate claim of fact, claim of value, and claim of policy.						
	I can identify the common types of claims used in persuasive texts.						

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION						NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<b>1. Formative Assessment</b> <p style="text-align: center;"><b><i>From Text to Action</i></b></p> <p><i>Directions: Evaluate the given persuasive text for clarity of meaning and validity of information. Identify examples of facts and opinions through classifying textual evidence of the types of evidence and types of claims. Use the matrix and the first example as a guide.</i></p> <p><i>Suggested Persuasive Text: "I Am Prepared to Die" by Nelson Mandela (Pretoria Supreme Court, April 20, 1964)</i></p>					<p>The teacher may opt to have this activity by groups. Each group will be assigned to different excerpts of the persuasive text.</p> <p>You may access the full transcript of the persuasive text here:  <a href="http://law2.umkc.edu/faculty/projects/ftrials/mandela/mandelaspeech.html">http://law2.umkc.edu/faculty/projects/ftrials/mandela/mandelaspeech.html</a></p> <p>An alternative text may be used. Students can copy the table in a sheet of paper to work on the task.</p>
	<b>STATEMENT</b>	<b>TYPE</b>	<b>TYPE OF EVIDENCE</b>	<b>TYPE OF CLAIM</b>	<b>EVALUATION</b>	
	"I am prepared to die for the freedom of my country and the rights of my people."	Opinion	Self-evidence	Claim of Value, Claim of Policy	The statement is clear and expresses a strong personal conviction. Further evidence could	

					strengthen the argument.	
	1.					
	<b>2. Homework (Optional)</b>					
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>		<b>Effective Practices</b>	<b>Problems Encountered</b>		<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	<b>strategies explored</b>					
	<b>materials used</b>					
	<b>learner engagement/ interaction</b>					
	<b>Others</b>					
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li><u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li><u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li><u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </ul>					<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input</p>