

8

# Lesson Exemplar for English

Quarter 2

Lesson

4

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for English Grade 8**  
**Quarter 2: Lesson 4 (Week 4)**  
**SY 2025-2026**

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## ENGLISH/QUARTER 2/ GRADE 8

### I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

<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>	Evaluating Persuasive Texts Objectives: <ul style="list-style-type: none"><li>• Examine the sentence structure and function commonly observed in persuasive texts</li><li>• Identify and examine the parts of a persuasive text</li></ul>
<b>C. Content</b>	Analyze the linguistic features of persuasive texts Subtopics: <ol style="list-style-type: none"><li>1. Sentence Structure</li><li>2. Parts of Persuasive Text</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

### II. LEARNING RESOURCES

E-book/s:

- Burg, B. (2011). *The art of persuasion: Winning without intimidation* (p. 28). Tremendous Life Books.

- Frederick, P. (2011). *Persuasive writing: How to harness the power of words*. Pearson Education.
- Malek, C. (2014). *Language acts: Rhetoric and writing I: Academic reading and analytical writing (1st ed.)*. Fountainhead Press. ISBN 978-1-59871-854-6
- McGuigan, B. (2007). *Rhetorical devices: Handbook and activities for student writers*. Prestwick House, Inc. ISBN 978-1-935466-57-4
- Quinley, E. (2005). *Persuasive writing*. Saddleback Educational Publishing. ISBN 1-56254-750-X.
- Peters, M. (2014). *Grammar and style*. Penguin Group Publishing.
- Krohn, R. (1971). *English sentence structure*. University of Michigan. ISBN 0-472-08307-4.
- Radford, A. (2009). *An introduction to English sentence structure*. Cambridge University Press. ISBN 10: 0521516935.
- Shertzer, M. D. (1986). *The elements of grammar: The essential guide to refining and improving grammar - from the basics of sentence structure to the art of composing written works*. Macmillan Publishing Company. ISBN 10: 0028614496.

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
1. Activating Prior Knowledge	<p><b>1. Short Review</b></p> <p><b><i>Let's Recall!</i></b></p> <p><i>Directions: Identify the terms being referred to in each item. Write your answers in the space provided.</i></p> <p>_____ 1. It is a type of diction that is more conversational and often used in narrative literature.</p> <p>_____ 2. It is a type of diction that sticks to grammatical rules and uses complicated syntax—the structure of sentences.</p> <p>_____ 3. These are words that originated within a specific culture or subgroup but gained traction.</p> <p>_____ 4. It is an actual, specific group of people who will read or listen to the message.</p> <p>_____ 5. It is a theoretical group created for the purpose of crafting a message, not actually existing in the real world.</p> <p>_____ 6. These are individuals with little to no specialized knowledge in the field being discussed.</p> <p>_____ 7. These are individuals with extensive knowledge or proficiency in a particular field.</p> <p>_____ 8. Its purpose is to show differences or highlight opposing ideas.</p>	<p>Expected answers are:</p> <ol style="list-style-type: none"> <li>1. Informal</li> <li>2. Formal</li> <li>3. Slang</li> <li>4. Real Audience</li> <li>5. Hypothetical</li> <li>6. Laypeople</li> <li>7. Experts</li> <li>8. Contrast</li> <li>9. Cause and Effect</li> <li>10. Emphasis</li> </ol>

	<p>_____ 9. Its purpose is to show the relationship between actions or events and their outcomes.</p> <p>_____ 10. Its purpose is to stress an important point.</p> <p><b>Feedback (Optional)</b></p>	
<p><b>2. Establishing Lesson Purpose</b></p>	<p><b>DAY 1</b></p> <p><b>1. Lesson Purpose</b></p> <p>This lesson aims to enhance students' understanding of how various sentence types, lengths, and complexities contribute to the overall effectiveness of an argument. By dissecting the roles of individual sentences in supporting claims, providing evidence, and addressing counterarguments, students will gain insight into the strategic construction of persuasive writing. Additionally, the lesson will cover the identification and examination of critical parts of a persuasive text, such as the introduction, body paragraphs, and conclusion, enabling students to recognize and evaluate the cohesive elements that make persuasive texts compelling and convincing.</p> <p>The students will be asked the following questions:</p> <ol style="list-style-type: none"> <li>1. How do different sentence structures and functions enhance the effectiveness of persuasive arguments in a text?</li> <li>2. What are the key components of a persuasive text, and how do they work together to persuade the reader?</li> <li>3. In what ways do rhetorical devices and transitional phrases contribute to the clarity, coherence, and persuasiveness of a text?</li> </ol> <p><b>2. Unlocking Content Vocabulary</b></p> <p><b>Vocabulary Mind Maps</b></p> <p><i>Directions: Create mind maps for the words given. Write the word in the center of your paper or digital mind map tool. Draw a circle or box around it to make it stand out. Draw branches out from the central word. On each branch, write a word that is related to the central word. This can include synonyms, antonyms, or other related terms. On additional branches, write example sentences or phrases that show how the word can be used in context.</i></p> <ol style="list-style-type: none"> <li>1. RHETORICAL</li> <li>2. ANAPHORA</li> </ol>	<p>Give emphasis that these questions are their guide all throughout the lesson. These prompts will be asked again after the discussion.</p> <p>The teacher can either provide a template of the mind map or let the students create their own.</p> <p>After completing the mind map, require students to pair up with a classmate or small group to share their work.</p>

	3. HYPOTHETICAL 4. HOOK 5. EVIDENCE	They are encouraged to discuss how they understood and represented the word.														
3. Developing and Deepening Understanding	<p><b>DAY 1</b></p> <p><b>SUB-TOPIC 1: Sentence Structure</b></p> <p><b>1. Explicitation</b></p> <p style="text-align: center;"><b>Sorting Patterns</b></p> <p><i>Directions: Read through the given sample sentences carefully. Sort the sentences into categories based on similarities you observe. Look for patterns such as statements, questions, commands, or expressions of emotion. Create own category names and write them on your paper.</i></p> <table><tr><th colspan="2">Let's Sort This!</th></tr><tr><td>a. Climate change is the most significant challenge facing humanity today.</td><td>g. Who wouldn't want a cleaner, healthier planet for future generations?</td></tr><tr><td>b. How can we ignore the overwhelming evidence of climate change?</td><td>h. Act now. Save our planet.</td></tr><tr><td>c. Take steps today to reduce your carbon footprint.</td><td>i. Although renewable energy sources are becoming more prevalent, we still rely heavily on fossil fuels.</td></tr><tr><td>d. We must act now before it's too late!</td><td>j. Just as we must save money for the future, we must also save our natural resources.</td></tr><tr><td>e. If we continue to pollute the oceans, marine life will suffer irreparable damage.</td><td>k. We will fight for justice. We will fight for equality. We will fight for our future.</td></tr><tr><td>f. We need action, we need dedication, we need change.</td><td>l. What if we could eliminate pollution within a decade?</td></tr></table>	Let's Sort This!		a. Climate change is the most significant challenge facing humanity today.	g. Who wouldn't want a cleaner, healthier planet for future generations?	b. How can we ignore the overwhelming evidence of climate change?	h. Act now. Save our planet.	c. Take steps today to reduce your carbon footprint.	i. Although renewable energy sources are becoming more prevalent, we still rely heavily on fossil fuels.	d. We must act now before it's too late!	j. Just as we must save money for the future, we must also save our natural resources.	e. If we continue to pollute the oceans, marine life will suffer irreparable damage.	k. We will fight for justice. We will fight for equality. We will fight for our future.	f. We need action, we need dedication, we need change.	l. What if we could eliminate pollution within a decade?	
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## 2. Worked Example

Sentence structure refers to the way a sentence is arranged, grammatically. It includes the order of words, the presence of phrases and clauses, and the types of sentences used.

Sentence Structures	Definition	Example
<b>SIMPLE SENTENCE</b>	A sentence consisting of only one clause, with a single subject and predicate.	<i>The cat slept.</i>
<b>COMPOUND SENTENCE</b>	A sentence with more than one subject or predicate.	<i>The cat slept, and the dog barked.</i>
<b>COMPLEX SENTENCE</b>	A sentence containing a subordinate clause or clauses.	<i>Although the cat slept, the dog barked.</i>
<b>COMPOUND-COMPLEX SENTENCE</b>	A sentence having two or more coordinate independent clauses and one or more dependent clauses.	<i>Although the cat slept, the dog barked, and the mouse ran away.</i>

In persuasive texts, sentence structures are crafted to convince the reader of a particular point of view or action.

Sentence Structures	Definition	Example
<b>Declarative Sentences</b>	States a fact or argument clearly and directly.	<i>Climate change is the most significant challenge facing humanity today.</i>

	<b>Interrogative Sentences</b>	Poses questions to engage the reader and provoke thought.	<i>How can we ignore the overwhelming evidence of climate change?</i>
	<b>Imperative Sentences</b>	Gives a command or request to encourage action.	<i>Take steps today to reduce your carbon footprint.</i>
	<b>Exclamatory Sentences</b>	Expresses strong emotion to emphasize a point.	<i>We must act now before it's too late!</i>
	<b>Conditional Sentences</b>	Presents hypothetical scenarios to illustrate potential outcomes.	<i>If we continue to pollute the oceans, marine life will suffer irreparable damage.</i>
	<b>Parallel Structures</b>	Uses repetition of a particular grammatical form within a sentence to create rhythm and emphasize key points.	<i>We need action, we need dedication, we need change.</i>
	<b>Rhetorical Questions</b>	Asks questions where the answer is implied, emphasizing the argument.	<i>Who wouldn't want a cleaner, healthier planet for future generations?</i>
	<b>Anaphora</b>	Repeats a word or phrase at the beginning of successive clauses or sentences to emphasize a point.	<i>We will fight for justice. We will fight for equality. We will fight for our future.</i>
	<b>Antithesis</b>	Contrasts two ideas in a balanced structure to highlight differences.	<i>It's not about what the planet can do for us, but what we can do for the planet.</i>



	<table border="1" data-bbox="481 148 1702 279"> <tr> <td data-bbox="481 148 891 279"><b>Hypothetical Questions</b></td><td data-bbox="891 148 1296 279">Poses "what if" scenarios to illustrate the potential consequences of actions.</td><td data-bbox="1296 148 1702 279"><i>What if we could eliminate pollution within a decade?</i></td></tr> </table> <p>By using a combination of these sentence structures, persuasive texts can effectively communicate their message and compel readers to consider and adopt the writer's viewpoint.</p> <p><b>DAY 2</b></p> <p><b>3. Lesson Activity</b></p> <p><b>Activity 1: Exposing Persuasive Sentence Structures</b></p> <p><i>Directions: Read each sentence carefully and identify its structure. Write the type of sentence structure next to each sentence.</i></p> <ol style="list-style-type: none"> <li>1. If we don't act now, the consequences could be disastrous.</li> <li>2. Save water, save life.</li> <li>3. It was the best of times; it was the worst of times. (<i>Charles Dickens' A Tale of Two Cities</i>)</li> <li>4. Recycling is essential for reducing waste and conserving natural resources.</li> <li>5. Imagine a world where every person contributes to environmental preservation.</li> <li>6. We will reduce, we will reuse, and we will recycle.</li> <li>7. Why wait until it's too late?</li> <li>8. Act now!</li> <li>9. Reduce your plastic use to save the oceans.</li> <li>10. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. (<i>Winston Churchill</i>)</li> </ol> <p><b>DAY 3</b></p> <p><b>SUB-TOPIC 2: Parts of Persuasive Text</b></p> <p><b>1. Explication</b></p> <p><b>Dissecting Text</b></p> <p><i>Directions: Read the text thoroughly to understand its main idea and structure. Identify the introduction, body, and conclusion through the brief guide.</i></p>	<b>Hypothetical Questions</b>	Poses "what if" scenarios to illustrate the potential consequences of actions.	<i>What if we could eliminate pollution within a decade?</i>	<p>Subtopic 1: Lesson Activity 1 expected answers:</p> <ol style="list-style-type: none"> <li>1. Conditional Sentence</li> <li>2. Imperative Sentence</li> <li>3. Antithesis</li> <li>4. Declarative Sentence</li> <li>5. Hypothetical Question</li> <li>6. Parallel Structure</li> <li>7. Rhetorical Question</li> <li>8. Exclamatory Sentence</li> <li>9. Imperative Sentence</li> <li>10. Anaphora</li> </ol>
<b>Hypothetical Questions</b>	Poses "what if" scenarios to illustrate the potential consequences of actions.	<i>What if we could eliminate pollution within a decade?</i>			

	<p>INTRODUCTION - <i>Does this part introduce the topic and provide a thesis statement or main idea?</i></p> <p>BODY - <i>Do these paragraphs support the thesis with evidence, examples, or detailed information?</i></p> <p>CONCLUSION - <i>Does this part wrap up the discussion and reinforce the main idea?</i></p> <div> <p>Recycling is a crucial practice that helps to reduce waste, conserve natural resources, and protect the environment. With growing concerns about climate change and pollution, it has become more important than ever to recycle materials like paper, plastic, and glass. Firstly, recycling helps to reduce the amount of waste that ends up in landfills. By reusing materials, we can decrease the need for new landfills, which often pose environmental hazards. Secondly, recycling conserves natural resources. For example, by recycling paper, we can save trees and reduce deforestation. Lastly, recycling saves energy. Manufacturing products from recycled materials generally requires less energy than producing them from raw materials. In conclusion, recycling is an essential practice for protecting the environment and conserving resources. By making a collective effort to recycle, we can contribute to a healthier planet and ensure that natural resources are preserved for future generations.</p> </div> <p><b>2. Worked Example</b></p> <p>A persuasive text is designed to convince the reader to adopt a certain point of view or to take a specific action. The effectiveness of a persuasive text depends on several key components. "I Have a Dream," the famous speech delivered by Martin Luther King Jr. on August 28, 1963, during the March on Washington for Jobs and Freedom, is a prime example of persuasive rhetoric. It will be used as the sample persuasive text to identify the parts.</p> <table> <tr> <th>Parts of a Persuasive Text</th><th>Subparts and Definition</th><th>Example</th></tr> <tr> <td></td><td></td><td></td></tr> </table>	Parts of a Persuasive Text	Subparts and Definition	Example				<p>This activity can be done individually or by group.</p> <p>Expected answers are:  INTRODUCTION - Recycling is a crucial practice... and glass.</p> <p>BODY - Firstly, recycling helps to reduce the amount of waste... from raw materials.</p> <p>CONCLUSION - In conclusion, recycling is an essential... for future generations.</p>
Parts of a Persuasive Text	Subparts and Definition	Example						

	<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>▪ Hook</li> </ul> <p>A compelling opening statement to grab the reader's attention. This could be a startling fact, a rhetorical question, a quote, or an anecdote.</p>	<i>"I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation."</i>
		<ul style="list-style-type: none"> <li>▪ Background Information</li> </ul> <p>Briefly provides context or background information on the topic to help the reader understand the issue.</p>	Dr. King sets the context by referring to the historic significance of the day and the ongoing struggle for civil rights.
		<ul style="list-style-type: none"> <li>▪ Thesis Statement</li> </ul> <p>Clearly states the main argument or position that the writer will be advocating for in the text.</p>	Implicit in his opening is the central argument - the necessity of equality and freedom for all, regardless of race.
	<b>BODY PARAGRAPHS</b>	<ul style="list-style-type: none"> <li>▪ Topic Sentence</li> </ul> <p>Each paragraph begins with a topic sentence that introduces the main idea of the paragraph.</p>	(excerpt) <i>"We have also come to this hallowed spot to remind America of the fierce urgency of now."</i>
		<ul style="list-style-type: none"> <li>▪ Evidence</li> </ul> <p>Provides supporting evidence for the argument. This can include facts, statistics, quotes from experts, examples, and anecdotes.</p>	Descriptions of the injustices faced by African Americans, such as police brutality and economic inequality.
		<ul style="list-style-type: none"> <li>▪ Explanation</li> </ul> <p>Explains how the evidence supports the argument. This is where the</p>	Emphasizes that gradualism is not acceptable; immediate action is needed to

		writer connects the dots for the reader.	address civil rights issues.
		<ul style="list-style-type: none"> <li>Counterarguments</li> </ul> Addresses potential counterarguments or opposing views and refutes them. This demonstrates the writer's understanding of the topic and strengthens the original argument.	Addresses potential concerns about extremism by advocating for nonviolent protest.
	<b>CONCLUSION</b>	<ul style="list-style-type: none"> <li>Restate the Thesis</li> </ul> Reiterates the main argument of the text, but in different words.	<i>"And when this happens, and when we allow freedom to ring..."</i>
		<ul style="list-style-type: none"> <li>Summary of Key Points</li> </ul> Summarizes the main points discussed in the body paragraphs.	Summarizes the vision of a future where freedom and equality prevail across America.
		<ul style="list-style-type: none"> <li>Call to Action</li> </ul> Ends with a strong closing statement that urges the reader to take a specific action or to adopt a particular viewpoint.	<i>"Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring."</i>  <i>"Free at last! Free at last! Thank God Almighty, we are free at last!"</i> This powerful closing statement leaves a lasting impact and reinforces the urgency and righteousness of the cause.

By incorporating these elements, a persuasive text can effectively convey its message and convince the reader to adopt the writer's perspective or take action. Knowing the different parts of a persuasive text enhances both the creation and evaluation of arguments, leading to more effective communication, critical thinking, and persuasive power.

### 3. Lesson Activity

#### **Activity 2: The Anatomy of Persuasion**

*Directions: Select a persuasive text. This can be an article, speech, essay, or any piece of writing designed to convince the reader of a particular point of view. Carefully read the text and identify the different parts of the persuasive text: introduction, body paragraphs (including topic sentences, evidence, explanations, and counterarguments), and conclusion.*

Parts of a Persuasive Text	Subparts and Definition	Example
<b>INTRODUCTION</b>	Hook	
	Background Information	
	Thesis Statement	
<b>BODY PARAGRAPHS</b>	Topic Sentence	
	Evidence	
	Explanation	
	Counterarguments	

This activity can be done individually or by group.

	<table><tr><td></td><td></td><td></td></tr><tr><td rowspan="3">CONCLUSION</td><td>Restate the Thesis</td><td></td></tr><tr><td>Summary of Key Points</td><td></td></tr><tr><td>Call to Action</td><td></td></tr></table>				CONCLUSION	Restate the Thesis		Summary of Key Points		Call to Action				
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4. Making Generalizations	<p>DAY 4</p> <p>1. Learners’ Takeaways</p> <p>The students will be asked the following questions:</p> <p>1. How do different sentence structures and functions enhance the effectiveness of persuasive arguments in a text?</p> <p>2. What are the key components of a persuasive text, and how do they work together to persuade the reader?</p> <p>3. In what ways do rhetorical devices and transitional phrases contribute to the clarity, coherence, and persuasiveness of a text?</p> <p>2. Reflection on Learning</p> <p><i>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.</i></p> <table><tr><td></td><td>5 - Extremely familiar</td><td>4 - Very familiar</td><td>3 - Moderately familiar</td><td>2 - Somewhat familiar</td><td>1 - Not at all familiar</td></tr><tr><td>● I can examine the sentence structure and function</td><td></td><td></td><td></td><td></td><td></td></tr></table>		5 - Extremely familiar	4 - Very familiar	3 - Moderately familiar	2 - Somewhat familiar	1 - Not at all familiar	● I can examine the sentence structure and function						
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	commonly observed in persuasive texts.						
	• I can identify and examine the parts of a persuasive text.						

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS									
A. Evaluating Learning	<b>1. Formative Assessment</b> <i>From Text to Action</i> <i>Directions: Assess the provided persuasive text for its sentence structure and the coherence between its components. Determine the specific type of sentence structure used and its corresponding section within the persuasive text. Use the matrix and the first example as a guide.</i>  <i>Suggested Persuasive Text:</i> <i>Jawaharlal Nehru's Speech at the Bandung Conference (1955)</i>			The teacher may opt to have this activity by groups. Each group will be assigned to different excerpts of the persuasive text.  You may access the full transcript of the persuasive text here: <a href="https://s3.amazonaws.com/saylordotorg-resources/wwwresources/site/wp-content/uploads/2011/07/HIST103-9.2.3.pdf">https://s3.amazonaws.com/saylordotorg-resources/wwwresources/site/wp-content/uploads/2011/07/HIST103-9.2.3.pdf</a>  Each of their answers in the From Text to Action activity will be explained during the class sharing.									
	<table><tr><th>STATEMENT</th><th>SENTENCE STRUCTURE</th><th>PART OF THE TEXT</th></tr><tr><td>0. We do not agree with the communist teachings, we do not agree with the anticommunist teachings, because they are both based on wrong principles.</td><td>Antithesis</td><td>Body - Topic Sentence</td></tr><tr><td>1.</td><td></td><td></td></tr></table>				STATEMENT	SENTENCE STRUCTURE	PART OF THE TEXT	0. We do not agree with the communist teachings, we do not agree with the anticommunist teachings, because they are both based on wrong principles.	Antithesis	Body - Topic Sentence	1.		
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<b>2. Homework (Optional)</b>													
<i>Note observations on any of the following areas:</i>													
B. Teacher’s Remarks		Effective Practices	Problems Encountered	The teacher may take note of some observations									

	<b><i>strategies explored</i></b>			<p>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><i>materials used</i></b>			
	<b><i>learner engagement/ interaction</i></b>			
	<b><i>Others</i></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><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></li> <li>▪ <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></li> <li>▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></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 for the LAC/Collab sessions.</p>