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Lesson Exemplar for English

Quarter 2
Lesson
5

Lesson Exemplar for English Grade 8
Quarter 2: Lesson 5 (Week 5)
SY 2025-2026

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ENGLISH/QUARTER 2/GRADE 8

I.	CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES
A. Content Standards	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. Performance Standards	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.

C. Learning Competencies and Objectives	***Publishing a multimodal informational text (PERSUASIVE TEXT) for one's purpose and target audience***
	Identify the text type appropriate for one's topic, purpose, and target audience.
	    a. Identify a specific sociocultural issue
	    b. Determine the purpose and target audience of the persuasive text
	    c. Brainstorm ideas on how this sociocultural problem can be solved

C. Content	Purpose and target audience of the persuasive text
D. Integration	SDG 16: Promote peaceful and inclusive societies

II. LEARNING RESOURCES

Chi, C. (2023). Fewer Filipino children engaged in hazardous work in 2022 – PSA data. *Philstar Global.* Retrieved from:
    https://www.philstar.com/headlines/2023/07/26/2283977/fewer-filipino-children-engaged-hazardous-work-2022-psa-data
Encyclopedia Britannica, Inc. (2024). The Britannica Dictionary. Retrieved from:
    https://www.britannica.com/dictionary/persuasive#:~:text=%3A%20able%20to%20cause%20people%20to,very%20persuasive%20%5B%3Dconvincing%5D%20argument
Contemporary Issues in the Philippines. *https://www.youtube.com/watch?v=Mj4262bOeHg*

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **If you were… (7 minutes)** Build on existing knowledge by asking the students to share their insights as they answer the following question: If you were tasked with drafting a school policy/rule, what specific proposal would you suggest? Process the answers using the following questions: • *How did you come up with the proposal?* • *What problem/s do you wish to address on your proposal?*	
B. Establishing Lesson Purpose	**1. Lesson Purpose (12 minutes)** Allow the students to watch the YouTube video, *Contemporary Issues in the Philippines.* Allow them to note significant information on sociocultural issues that are present in the Philippines. Key questions for discussion: • *What are the concepts presented on the video?* • *What are the sociocultural issues illustrated on the video?* • *Who do you think is the target audience of the writer/creator of the video?* • *What do you think is the purpose of the video?*	Alternatively, the teacher may use images to be flashed on the screen. Video link: *https://www.youtube.com/watch?v=Mj4262bOeHg* Process the answers to both activities and relate them to the

	• *Was the video effective and has achieved its purpose? Why or why not?*	topics/objectives for this week's lesson.
	2. Unlocking Content Vocabulary (8 minutes) Introduce the vocabulary words by asking the students to read the following gibberish and try to guess the hidden word/phrase. Discuss the meaning of each word/phrase. • SAUCY YOU CULT YOUR AL IS YOU • PEE EER PAUSE • PURSE WAYS EVE • IS TAKE WHO OLDER Definition: *sociocultural issue* – a topic/problem pertaining to social and cultural factors *purpose* – reason, intention, or objective *persuasive* - able to cause people to do or believe something; able to persuade people *stakeholder* – an individual or group that has vested interest or are impacted by outcome of an activity/project/endeavor	Answer Key: a. sociocultural issue b. purpose c. persuasive d. stakeholder
C. Developing and Deepening Understanding	**1. Explicitation** (20 minutes) **What's in the News! (Activity 1)** Engage students in a discussion about sociocultural issue/s by asking them to read the excerpt of a news article and answering the key questions. Encourage students to share their personal experiences or observations related to these issues.	Use *Learning Activity Sheet 1.*

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Fewer Filipino children engaged in hazardous work in 2022 – PSA data

MANILA, Philippines — The number of child laborers in the country has decreased to around 800,000 in 2022, down from 900,000 in the previous year, based on estimates by the Philippine Statistics Authority.

Child laborers are working children engaged in hazardous work. Based on the labor and employment department's definition of the terms, children aged 15 to 17 years old who work more than 40 hours and children below 15 years of age who work more than 20 hours are considered child laborers.

While there was a decrease in the number of child laborers in the country in 2022, this was still higher than the reported number in 2020, which was around 597,000, according to the government statistics body.

At least 56% or more than half of all working children in the country were found to be engaged in hazardous work in 2022 — lower than the proportion reported in 2021 and 2020, which is 68%.

Boys constitute the majority of working children involved in child labor, according to PSA data. At least 66% of the total number of child laborers are boys while 34% are girls.

Agriculture continues to be the sector where most child laborers can be found at 69%. The services sector followed with a share of 26% while the industry sector accounted for 5% percent of child laborers.

Key Questions:
1. *What is the central idea of the news article? Cite ideas/parts of the text that support this.*
2. *What sociocultural issue is presented in the text?*

3. What are your thoughts/experiences/observations on the issue in child labor?

DAY 2

2. Worked Example

List it! (Activity 2) (20 minutes)

This is an individual/peer activity. Ask the students to list the sociocultural issues in the Philippines, which they are aware of, and the possible causes, effects, and stakeholders involved in each issue. They may include the ones mentioned on the previously watched video. Ask them to use the chart below to organize and present their ideas.

Sociocultural Issue	Possible Cause/s	Effect/s	Stakeholders Involved

Process students' answer by allowing them to choose and briefly discuss one issue from their list.

3. Lesson Activity

Let's Collaborate! Group Activity (30 minutes)

Ask the students to further explore sociocultural issues by brainstorming and combining their answers from the previous activity. Allow them to present and discuss their group's output using the chart provided.

Sociocultural Issue	Possible Cause/s	Effect/s	Stakeholders Involved

Scoring guide:

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Below Basic (1)
List of Sociocultural Issues	Student lists 5 or more sociocultural issues in the Philippines, demonstrating comprehensive awareness and understanding.	Student lists 4 sociocultural issues in the Philippines, showing good awareness and understanding.	Student lists 2-3 sociocultural issues in the Philippines, showing basic awareness.	Student lists fewer than 2 sociocultural issues, showing limited awareness.
Causes, Effects, and Stakeholder	Provides detailed and insightful explanations of causes, effects and stakeholders involved.	Provides clear explanations of causes, effects and stakeholders involved.	Provides basic explanations of causes, effects and stakeholders involved.	Provides vague or inaccurate explanations of causes, effects and stakeholders involved.
Overall Understanding	Demonstrates a deep understanding of sociocultural issues in the Philippines, including causes, effects, and stakeholders, with insightful connections made between different elements.	Shows a good understanding of sociocultural issues in the Philippines, including causes, effects, and stakeholders, with clear connections between different elements.	Shows a basic understanding of sociocultural issues in the Philippines, with some connections made between causes, effects, and stakeholders.	Shows limited understanding of sociocultural issues in the Philippines, with little to no connections made between causes, effects, and stakeholders.

A. Making Generalizations

1. Learners' Takeaways (10 minutes)

Ask students to write or talk about what they learned during this week's discussion. They can choose any of the prompts.

I discovered _____.

	I realized that _____. *I believe that* _____. **2. Reflection on Learning (10 minutes)** *Real-life application.* Ask students to share a real-life experience/application of the topic discussed. Use this prompt: • *How can you apply what you learned about the sociocultural issues and their solutions in your own life or community?*	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS
A. Evaluating Learning	**Suggest Solutions (Group Activity) (40 minutes)** Ask the students to do the following: • Form their group. • Pick one sociocultural issue they wish to discuss. • Brainstorm possible solutions to their problem, considering different angles (individual actions, community efforts, policy changes, etc.) • Categorize the solutions into (e.g., short-term vs. long-term solutions, individual vs. collective actions). • Present the ideas through a graph/concept map/chart	

Criteria	Excellent (5)	Satisfactory (4)	Good (3)	Needs Improvement (2)	Lacking/ Incomplete (1)
Group Discussion and Understanding the Problem	Group demonstrates a thorough understanding of the problem, discussing its causes, effects, and importance in detail. All group members actively participate and contribute.	Group shows a good understanding of the problem, discussing its main aspects with some detail. Most group members participate and contribute.	Group shows a basic understanding of the problem, but the discussion lacks depth. Participation is uneven, with some members contributing more than others.	Group shows little understanding of the problem, with minimal discussion and limited participation from members.	No understanding of the problem demonstrated, and no participation from group members.
Brainstorming and Generating Ideas	Group generates a wide range of creative and feasible ideas, showing original thinking. Ideas are well thought out and clearly written.	Group generates several good ideas, with some creativity. Most ideas are feasible and clearly written.	Group generates a few ideas, but they may lack creativity or feasibility. Some ideas are not clearly written.	Group generates very few ideas, with little creativity. Ideas are not clearly written or well thought out.	No ideas generated or shared by the group.
Presentation and Communication	Presentation is clear, well-organized, and engaging. All group members participate.	Presentation is clear and organized. Most group members participate.	Presentation is somewhat clear but may lack organization. Participation is uneven.	Presentation lacks clarity and organization. Few group members participate.	No presentation or participation from group members

B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**		**Problems Encountered**	The teacher may take note of some observations related to the effective practices and

	strategies explored			problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.
	materials used			
	learner engagement/ interaction			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	others			
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*			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.