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Lesson Exemplar for English

Quarter 3
Lesson

3

Lesson Exemplar for English Grade 8
Quarter 3: Lesson 3 (Week 3)
SY 2025-2026

Development Team

Writer: PNU-RITQ Development Team

Validator: PNU-RITQ Development Team

Management Team
Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

ENGLISH/QUARTER 3/ GRADE 8

I.	CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
	A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: opinion editorials, sports, and Science and Technology articles) 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 (opinion editorials, sports, and Science and Technology articles); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (opinion editorials, sports, and Science and Technology articles) using appropriate forms and structures that represent their meaning, purpose, and target audience.
	C. Learning Competencies and Objectives	**Learning Competencies:** **EN8INF-III-3** Examine how visual elements are used as tools to achieve the intended meaning of informational texts: **Lesson Objective:** 1. Analyze how editorial cartoons represent and/or summarize the contents of informational texts: caricatures, stereotypes, symbols, analogies, humor
	D. Content	Cartoon as Representation in Opinion Editorial Article
	E. Integration	

II. LEARNING RESOURCES

- Estrada, E., & Nem Singh, R. (2008). *Basic journalism.* Mandaluyong: PH: National Bookstore.
- Malinao, A. (2004). *Journalism for Filipinos (3rd ed.).* Mandaluyong, PH: National Bookstore.
- Ohio State University. (2024). *Editorial cartoons: An introduction.* https://hti.osu.edu/opper/editorial-cartoons-introduction

| III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** Ask students to recall the lesson last week on tone. Say that tone can also be applied in images, illustrations, photographs and any visual material, other than in writing. Ask them: "What do you think is the tone of the creator of this image?" 	Process students answers. Accept as many within the time allotted for this segment.
B. Establishing Lesson Purpose	**1. Lesson Purpose** Students learn the objective of the lesson for the week:	

Analyze how editorial cartoons represent and/or summarize the contents of informational texts: caricatures, stereotypes, symbols, analogies, humor.

2. **Unlocking Content Vocabulary**

Show the illustration below and ask the students:
- What do you think is the illustration trying to convey?
- Where do you usually see these kinds of illustrations?
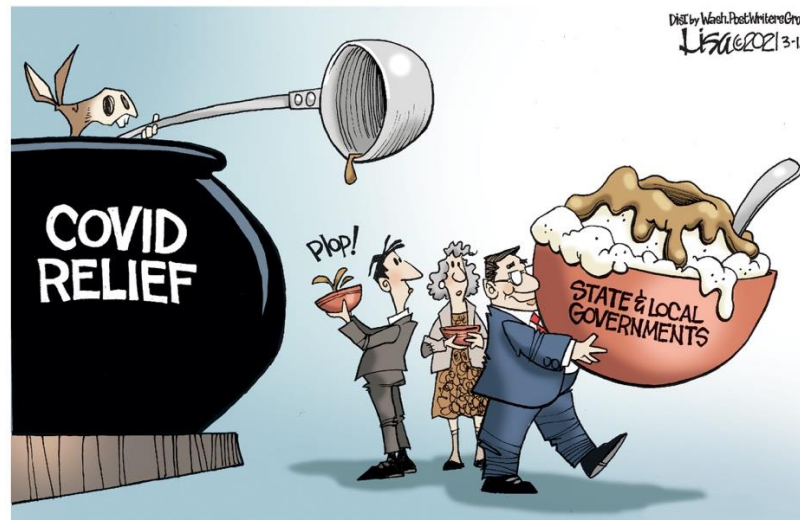
Introduce the term "editorial cartoon."
Editorial cartoons are graphic expressions of their creator's ideas and opinions. In addition, the editorial cartoon usually, but not always, reflects the publication's viewpoint.

Introduce another term "satire."
Satire is the use of humor, irony, sarcasm, or ridicule to criticize something or someone.

C. Developing and Deepening Understanding	**Editorial Cartoon and Tools Used in Creating Editorial Cartoon**	
	1. Explicitation Introduce the concept with more explanation and examples.	
	• **Editorial cartoons** are sometimes referred to as **political cartoons**, because they often deal with political issues.	Learn more of the content sources from the links in the "Learning Resources" page of this material.
	• Editorial cartoons are published in mass medium, such as newspaper, news magazine, or the Web. **(Note that political cartoons are also distributed in social media.)**	
	• Editorial cartoons are based on current events. That means that they are produced under restricted time conditions in order to meet publication deadlines (often 5 or 6 per week).	
	• Editorial cartoons, like written editorials, have an educational purpose. They are intended to make readers think about current political issues.	
	• Editorial cartoons must use a visual and verbal vocabulary that is familiar to readers.	Teacher may provide sample editorial cartoons or illustrations for the examples provided.
	A cartoonist use the following **tools in creating editorial/political cartoons**. • **Caricatures** are drawings of public figures in which certain physical features are exaggerated. (Example: Donald Trump's caricature usually depicts him with his finger pointing upward.)	
	• **Stereotypes** are formulaic images used to represent particular groups. (Example: A stereotypical cartoon mother might have messy hair, wear an apron, and hold a screaming baby in her arms.)	
	• **Symbols** are pictures that represent something else by tradition. (Example: A dove is a symbol for peace.)	

- **Analogies** are comparisons that suggest that one thing is similar to something else. (Example: The title of a popular song or film might be used by a cartoonist to comment on a current political event.)
- **Humor** is the power to evoke laughter or to express what is amusing, comical or absurd.

Due to the political nature of editorial cartoons, they are often **satirical** in nature.

DAY 2
2. Worked Example

How do you evaluate an editorial cartoon?
- A good editorial cartoon combines a **clear drawing** and **good writing**.
- A good editorial cartoon expresses a recognizable **point-of-view** or **opinion**.
- In the best instances, the cartoon cannot be read or understood by only looking at the words or only looking at the picture. **Both the words and the pictures must be read together** in order to understand the cartoonist's message.
- **Not all editorial cartoons are meant to be funny**. Some of the most effective editorial cartoons are not humorous at all. Humor is only one tool available to editorial cartoonists.

Ask the students to analyze the illustrations below.

"WHY DO I NEED TO GO BACK TO SCHOOL? I ACED A COGNITIVE TEST JUST LIKE THE PRESIDENT!"

(Image source: https://images.app.goo.gl/xXYpRBgMDC7XfGfX9)

Ask the following questions:
- What tool(s) of editorial cartoon do you think the cartoonist used in this illustration? (stereotypical teacher image, analogy of the drawing of the snake and the term "democrat" in the student's paper)
- What opinion or point-of-view does the cartoonist try to convey?
- Do you think the cartoonist was successful in delivering this message?

3. Lesson Activity

Activity #1. Guess the Message (Individual Work)
Instructions: Analyze the editorial cartoon. Write a short paragraph about the opinion/point-of-view/message that the cartoonist was

trying to convey. Identify all the possible tools used to convey that message and provide an explanation for each.

Editorial Cartoon 1.

(Image source: Facebook of T_____ Kalbo)

Editorial Cartoon 2.

(Image source: Facebook of T_____ Kalbo)

DAY 3

Activity #2. Truth Teller: Creating an Editorial Cartoon (Group Work)
Instructions: Read the current news today. Based on your reading, create an editorial cartoon that reflect your opinion of a current issue. Make sure to use clear drawing and good writing in developing your cartoon. Use 2 or more tools in creating an editorial cartoon.

This can be drawn in a cartolina.
The groups should present their work in class.

A. Making Generalizations	**DAY 4** **1. Learners' Takeaways** Ask the students to complete the sentence: "This week, I learned that _____."	

| | 2. **Reflection on Learning**
Ask the students to ask themselves:
• What aspect of the lesson did I find most valuable to improve my skills in conveying an opinion?
• How do I integrate my learning into what I usually do? | |

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**DAY 4** **1. Formative Assessment** Instructions: A. Identify whether the statement is true or false. _____ 1. Political cartoons are similar with editorial cartoons. _____ 2. Editorial cartoons only appear in newspaper. _____ 3. Editorial cartoons are similar with comics strips. _____ 4. Editorial cartoons are mere representations of editorial articles and cannot stand alone. _____ 5. Symbols, a tool for creating editorial cartoon, are used to evoke laughter or express what is amusing, comical, or absurd. B. Evaluate the editorial cartoon below. 6-10. What opinion is conveyed in this editorial cartoon?	Answer: 1. True 2. False 3. False 4. False 5. False

(Image source: https://images.app.goo.gl/4nai7mgYL5YayTV79)

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 problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson?*			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to

	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?*	improve practice. You may also consider this as an input for the LAC/Collab sessions.