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Lesson Exemplar for English

Quarter 3

Lesson

6

GOVERNMENT PROPERTY
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Lesson Exemplar for English Grade 8
Quarter 3: Lesson 6 (Week 6)
SY 2025-2026

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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	Prewriting <ol style="list-style-type: none">1. Identifying and narrowing a specific problem related to inequality faced by Asian and African (SDG 10) and brainstorm possible solutions for peaceful societies (SDG16).2. Describing the specific situations where the problem exists, the target readers of the opinion editorial, and the purpose for writing it.
C. Content	Prewriting Opinion Editorial Article
D. Integration	

II. LEARNING RESOURCES

Prewriting and Outlining. <https://www.umgc.edu/current-students/learning-resources/writing-center/writing-resources/prewriting/prewriting-and-outlining>
Purdue Online Writing Lab. Purdue Owl https://owl.purdue.edu/owl/general_writing/the_writing_process/prewriting/index.html
United Nations Sustainable Development Goals (UN SDGs). <https://sdgs.un.org/goals>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p>	<p>DAY 1</p> <p>1. Short Review</p> <p>Tell students that a global problem affects a significant portion of the world's population or environment. It goes beyond the borders of a single country or region. Examples include climate change, poverty, and access to clean water.</p> <p><i>Then ask the question:</i></p> <p>How can you tell if a problem is a true "global problem"?</p> <p>After discussing students' ideas about the topic, you can discuss the following information:</p> <p>Not all problems are created equal. Some issues impact a single community, while others have a far-reaching influence. So, how can you tell if a problem is a true "global problem"? According to the United Nations Sustainable Development Goals (UN SDGs), global problems are those that affect people and the planet on a wide scale, requiring international cooperation to address them (https://sdgs.un.org/goals).</p> <p><i>Here are some key criteria to consider when identifying a global problem (UN SDGs):</i></p> <ol style="list-style-type: none"> 1. Widespread Impact: A global problem affects a significant portion of the world's population or environment. It goes beyond the borders of a single country or region. Examples include climate change, poverty, and access to clean water. 2. Interconnectedness: Global problems are often interconnected. For instance, climate change can lead to food insecurity, which in 	<p>Call a few students to answer and you can write their answers on the board. OR you can encircle the phrase 'global problem' and ask students to write their ideas around it (concept mapping).</p>

	<p>turn can contribute to social unrest. Understanding these connections is crucial.</p> <p>3. Long-Term Consequences: Global problems have lasting effects on the planet and its inhabitants. They can threaten future generations and require ongoing solutions.</p> <p>4. Complexity: Global problems are rarely simple. They involve a multitude of factors and stakeholders, making solutions challenging.</p>	
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose <i>Addressing Educational Inequality to Promote Peaceful Societies in Asia and Africa</i> (Prewriting an Opinion Editorial on Global Inequality) <i>Prewriting Activities:</i></p> <ol style="list-style-type: none"> Identifying a specific problem related to inequality faced by Asian and African Proposing solutions to the identified problems <p>Say, the lesson will equip you with the skills to tackle a critical global issue (in this case, the educational inequality in Asia and Africa). Through prewriting activities, you may be able to develop the foundation for a powerful opinion editorial on this topic.</p> <p>Educational inequality has far-reaching consequences. It can limit opportunities, create social unrest, and hinder progress towards peaceful societies. By understanding and addressing this issue, we can work towards a more just and equitable world. Also, this lesson empowers you to use your voice and critical thinking skills when discussing a global challenge.</p> <p>QUESTIONS:</p>	<p>You can discuss the following information:</p> <p>In identifying the Problem, you may learn to analyze the root causes and the impact on individuals and societies. Next, once you understand the problem, we may shift our focus to potential solutions. You will explore various approaches to promote equal access to education in Asia and Africa. Then eventually, building your argument. By identifying the problem and brainstorming solutions, you may be well-equipped to produce a compelling opinion editorial. You may learn to present your argument, supported by</p>

	<ol style="list-style-type: none"> 1. Why do you think educational inequality might be a factor in achieving peaceful societies in Asia and Africa? Consider the potential consequences of limited educational opportunities. 2. In your opinion, what are some of the biggest challenges to achieving equal access to education in these regions? Brainstorm some ideas before we start exploring solutions. <p>2. Unlocking Content Vocabulary Instructions: Choose the answer that best defines the word or phrase based on the lesson information.</p> <ol style="list-style-type: none"> 1. What does the word, topic mean in the context of opinion editorials? <ol style="list-style-type: none"> a) A random fact or piece of information. b) The general area of concern or issue that the editorial will address. c) A specific detail used to support an argument. d) A fancy way of saying "thesis statement." 2. What is meant by narrowing the Focus in the context of opinion editorials? <ol style="list-style-type: none"> a) Adding more details and examples to a broad topic. b) Taking a broad topic and making it more specific and manageable. c) The same as writing a conclusion for your editorial. d) Finding synonyms for key words in your topic. 3. Focused Opinion Statement means? <ol style="list-style-type: none"> a) A question that asks the reader to consider a specific issue. b) A long and detailed explanation of your opinion. c) A clear and concise statement expressing your opinion on a specific subtopic. d) A fancy way of saying "introduction paragraph." 	<p>evidence, to advocate for change.</p> <p>Answer Key: 1. B 2. B 3. C 4. B 5. C</p>
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	<p>4. Counterargument means?</p> <p>a) A fancy way of saying "evidence." b) An argument that disagrees with your main point. c) A synonym for "focused opinion statement." d) A list of reasons why you might be wrong.</p> <p>5. What is meant by a global community?</p> <p>a) A group of people who live in the same neighborhood. b) A fancy way of saying "international relations." c) The people or nations of the world, considered as being closely connected by modern telecommunications and as being economically, socially, and politically interdependent. d) A specific organization focused on global issues.</p>	
<p>C. Developing and Deepening Understanding</p>	<p>DAY 2</p> <p>1. Explicitation</p> <p>WHY prewriting is crucial for a successful opinion editorial:</p> <p>A. <i>Planning and Organization</i>: Without a blueprint, it is hard to know where to put the walls, windows, and furniture. Prewriting helps you organize your thoughts, identify key points, and structure your editorial in a logical way.</p> <p>B. <i>Developing a Strong Argument</i>: A good opinion editorial needs a clear and focused argument. Prewriting activities like brainstorming and outlining allow you to explore different ideas, consider potential counterarguments, and refine your main point before you start writing.</p> <p>C. <i>Finding Evidence and Examples</i>: Persuasive writing relies on strong evidence to support your claims. Prewriting allows you to identify areas where you need to gather facts, statistics, or expert opinions to back up your argument and make it more convincing.</p>	

	<p>D. Streamlining the Writing Process: By prewriting, you will have a clearer understanding of your topic and what you want to say. This saves you time and frustration when writing the actual editorial. You won't be staring at a blank page wondering where to start.</p> <p>DAY 2</p> <p>2. Worked Example</p> <p>Activity 1. Exploring Inequality Issues.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Briefly introduce the Sustainable Development Goals (SDGs) 10 (Reduced Inequalities) and 16 (Peace, Justice, and Strong Institutions). Explain that these goals aim to create a more just and peaceful world. 2. Divide students into small groups. Ask them to brainstorm different types of inequality faced by people in Asian and African countries. These inequalities could be related to access to education, healthcare, economic opportunities, or gender equality. 3. Provide chart paper or a whiteboard for each group. Students will categorize their brainstormed inequalities based on the type (e.g., Education, Healthcare, Economic Opportunities). <p>Exploring Inequality Issues</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Brainstorming Inequality: <p>Think about the challenges faced by people in Asian and African countries. In your group, brainstorm different types of inequality that people might experience. These inequalities could be related to access to education, healthcare, economic opportunities, or gender equality. Write down your ideas.</p> 2. Categorizing Inequalities: 	<p>Discuss the following:</p> <p><i>The SDGs: Building a Just and Peaceful World</i></p> <p>The United Nations created the Sustainable Development Goals (SDGs) as a blueprint to address global challenges and create a better future for all. These goals cover a wide range of issues, and today, we will focus on two specific ones that are closely linked:</p> <p>1. Goal 10: Reduced Inequalities</p> <p>This goal aims to tackle various forms of inequality within and among countries. It focuses on reducing economic disparities, ensuring equal access to opportunities regardless of background, and promoting</p>
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Use the chart below to categorize your brainstormed inequalities based on the type of inequality (e.g., Education, Healthcare, Economic Opportunities, Gender Equality). Write each inequality in the corresponding box.

Type of Inequality	Examples
Education	
Healthcare	
Economic Opportunities	
Gender Equality	
Others:	

3. Group Discussion:

Once you have categorized your inequalities, discuss the following questions with your group:

- A. Which type of inequality seems most prevalent? Why?
- B. How might these inequalities be connected to each other?
- C. How do you think inequalities affect people's lives and societies as a whole?

4. Reflection:

Briefly reflect on the activity. Write down a sentence or two summarizing what you learned about inequality issues in Asia and Africa.

DAY 3-4

1. Lesson Activity

Activity 2. Narrowing the Focus on Inequality in Asia and Africa

social, political, and cultural inclusion.

2. Goal 16: Peace, Justice and Strong Institutions

This goal strives to promote peaceful and inclusive societies for sustainable development. It emphasizes providing access to justice for all, building effective and accountable institutions at all levels, and reducing violence and conflict.

Instructions:

1. On the chart below, rank the categories of inequality your class brainstormed earlier (1 being the most significant impact, 4 being the least) based on how they might impact people's lives in Asia and Africa. Briefly explain your reasoning for each ranking.
2. Discuss with your classmates how these categories of inequality might be interconnected. Provide examples in the space below. For instance, how might limited access to education (educational inequality) affect someone's economic opportunities?
3. Based on the class discussion and your own interest, choose one category of inequality to explore further.

Worksheet

Part 1: The Impact of Inequality (15 minutes)

1. *Ranking Inequalities*. The class brainstormed different categories of inequality faced by people in Asia and Africa. Review these categories and rank them in the chart below (1 being the most significant impact, 4 being the least) based on how they might impact people's lives in these regions. Briefly explain your reasoning for each ranking.

Category of Inequality	Rank (1-4)	Explanation for the ranking
Education		
Healthcare		
Economic Opportunities		
Gender Equality		

2. *The Web of Inequality*. Inequalities can be interconnected. Think about how the different categories you ranked might be related. Provide examples in the space below to illustrate these connections. For

instance, how might limited access to education (educational inequality) affect someone's economic opportunities?

Here are some prompts to get you started:

1. How could limited access to healthcare (healthcare inequality) affect a child's ability to attend school (educational inequality)?
2. How might unequal economic opportunities (economic inequality) limit access to quality healthcare (healthcare inequality)?
3. How could gender inequality restrict access to education (educational inequality) for girls?

Part 2: Choosing Your Focus (5 minutes)

Based on the class discussion and your own interest, choose one category of inequality to explore further. Write your chosen category here:

Why did you choose this category?

This worksheet sets the stage for further activities where students will examine/explore their chosen category, identify specific problems, and conduct research. (Continue to Activity 3)

Activity 3. Problem Identification (Brainstorming Solutions for Peace)

Focus Category:

(Write your chosen category here)

Unequal Access:

Within your chosen category of inequality, what specific aspects of access or opportunity are unequal?

For Example: (If you chose Educational Inequality)

Limited access to qualified teachers, particularly in rural areas.
Unequal access to technology and learning resources in schools.

Who Feels the Impact?

Consider factors like gender, socioeconomic background, or location (rural vs. urban) to identify who is most affected by this specific inequality.

For Example (If you chose Educational Inequality):

Girls in rural areas are often disproportionately affected due to cultural norms and limited resources.

	<p>Children from low-income families may have difficulty affording school supplies or extracurricular activities.</p> <div></div> <p><i>Real-World Examples:</i></p> <p>Find concrete examples to illustrate the inequality you identified. These could be news articles, statistics, or personal stories you found during your research.</p> <p>For Example (If you chose Educational Inequality):</p> <p>A recent study by UNICEF revealed that girls in rural Africa have a significantly lower enrollment rate in secondary education compared to boys.</p> <p>A news article highlighted the challenges faced by a school in a remote village with limited access to qualified teachers and technology.</p> <div></div>	
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	Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	
	Evidence Arsenal	Lists at least 4 types of evidence (facts, statistics, quotes, anecdotes)	Lists 3 types of evidence	Lists 2 types of evidence	Lists 1 type of evidence or provides an unclear explanation	
	Beyond Facts	Demonstrates a clear understanding of source credibility, relevance, and impact of evidence. Provides detailed explanations for each factor.	Explains source credibility and relevance but lacks details on impact.	Briefly mentions source credibility or relevance but lacks explanation.	Does not discuss factors beyond simply stating types of evidence.	
	Total points					
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<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</p>		
	<i>strategies explored</i>					
	<i>materials used</i>					
	<i>learner engagement/ interaction</i>					

	others			activities explored/ lesson exemplar.
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <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> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			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.