

8

Lesson Exemplar for English

Quarter 4

Lesson

5

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Lesson Exemplar for English Grade 8
Quarter 4: Lesson 5 (Week 5)
SY 202-2026

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ENGLISH/QUARTER 4/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of inquiry) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
B. Performance Standards	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of inquiry); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of inquiry) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. Learning Competencies and Objectives	<p>Learning Competencies</p> <p>EN8INF-IV-1 Examine text structures for clarity of meaning and purpose: academic text: expository essay</p> <p>EN8INF-IV-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function <p>EN8INF-IV-3 Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p> <p>EN8INF-IV-4 Extract significant information.</p> <p>EN8INF-IV-5 Analyze supporting evidence to validate assertions and counterclaims:</p> <ul style="list-style-type: none"> -factual knowledge -statistical inferences -informed opinion -personal testimony <p>EN8INF-IV-6 Evaluate claims explicitly or implicitly made in a text:</p> <ul style="list-style-type: none"> -claim of fact -claim of value -claim of policy

	<p>EN8INF-IV-7 Draw inferences and conclusions to formulate sound judgment: -author's purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p> <p>EN8INF-IV-8 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p> <p>EN8INF-IV-9 Synthesize significant information.</p> <p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. <i>Define essay and identify its parts.</i> 2. <i>Classify essay paragraphs according to purpose.</i> 3. <i>Determine and define the different types of essays.</i> 4. <i>Define exposition and enumerate common parts of an expository essay.</i> 5. <i>Identify standard transitional words and expressions and point of view used in expository essays.</i>
D. Content	<ol style="list-style-type: none"> 1. Parts of an essay 2. Paragraphs according to purpose 3. Transitional devices 4. The third-person point of view 5. Types of essays
E. Integration	Subject integration with Araling Panlipunan/ Social Studies 8

II. LEARNING RESOURCES

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- Bogazici University. (n.d.). Cause/ effect paragraph. Accessed May 10, 2024, from <https://buowl.bogazici.edu.tr/causeeffect-paragraph#:~:text=A%20cause%20and%20For%20effect,%2F%20might%20this%20happen%3F%E2%80%9D>
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- University of Evansville. (n.d.). Components of a good essay. Accessed May 9, 2024, from <https://www.evansville.edu/writingcenter/downloads/parts.pdf>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAY 1: Pre-Writing Part 1</p> <p>1. Short Review: Recalling what essays are</p> <p>a. Matching Type Students are to match the term “essay” with its correct meaning from the following given ones:</p> <p>Meaning 1: It is a form of writing that usually involves telling a story with events similar to and/ or that are an exaggeration of those that are found in real life.</p> <p>Meaning 2: It is a form of writing that involves a topic that is thoroughly discussed with the help of supporting evidences.</p> <p>Meaning 3: It is a form of writing that involves the use of words restricted either by their length and/ or by how they sound alike.</p> <p>b. Odd One Out From the following, students are to decide which three components they could remember to be important in writing essays: Topic Fake Information Stand Supporting Evidences</p>	<p>Short Review: Recalling what essays are The Matching Type activity may be accomplished by the students individually or in groups, depending on their abilities. Based also on their proficiency levels, students may be asked about the actual terms described by those that do NOT match with the term “essay” (answers: Meaning 1: fiction; Meaning 3: poetry).</p> <p>The Odd One Out activity may either be done individually or in groups of two or three to encourage brainstorming among the members. It is likewise important to rationalize why one of the four, i.e., fake information, is something to be avoided when writing essays.</p>

B. Establishing Lesson Purpose**1. Establishing Lesson Purpose****Self-assessment****Activity: Star Check in**

Instruct the students to assess themselves if they have already developed the listed skills by providing a reaction according to the guide below. Draw their star/s on the column “Before the lesson.” Tell them that they will get back to the chart after the lessons.

	I can even help someone do this.
	I can do this by myself.
	I need some more practice.
	Help me a little, and I got it.
	Even with help, I don’t get it.

Learning skills/targets	Before learning the lessons	After learning the lessons
1) Define essay and identify its parts.		
2) Classify essay paragraphs according to purpose.		
3) Determine and define the different types of essays.		
4) Define exposition and enumerate common parts of an expository essay.		
5) Identify standard transitional words and expressions and point of view used in expository essays.		

2. Unlocking Content Vocabulary

Fill in the blanks with the appropriate term from the word bank. Write the letter of the correct answer.

Unlocking Content Vocabulary

Answer key:

1. b
2. a

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>a. Essay</p> <p>b. Exposition</p> <p>c. Paragraph</p> </div> <div style="width: 45%;"> <p>d. Stand</p> <p>e. Supporting evidence</p> <p>f. Topic</p> </div> </div> </div> <p>___ 1. It is related to the word expose which means “to reveal,” the term is about the process of explaining or informing people about a topic; it may be done through speaking or writing.</p> <p>___ 2. A written form of exposition; it centers on a topic that is discussed thoroughly or in detail.</p> <p>___ 3. The issue being talked about or articulated in the essay.</p> <p>___ 4. The opinions, thoughts, or feelings, either positive or negative, of the writer about a given topic.</p> <p>___ 5. the details that prove a stand to be valid, correct, or acceptable.</p> <p>After unlocking content vocabularies, start the discussion by asking "What makes a piece of writing an essay?" Encourage students to brainstorm and share their ideas.</p> <p>Present and discuss the unlocked terms.</p> <ul style="list-style-type: none"> a. Exposition—related to the word expose which means “to reveal,” the term is about the process of explaining or informing people about a topic; it may be done through speaking or writing. b. Essay—is a written form of exposition; it centers on a topic that is discussed thoroughly or in detail. c. Topic—the issue being talked about or discusses in the essay. d. Stand—the opinions, thoughts, or feelings, either positive or negative, of the writer about a given topic e. Supporting Evidence—the details that prove a stand to be valid, correct, or acceptable. <p>Looking for and Exploring Examples</p>	<p>3. f</p> <p>4. d</p> <p>5. e</p> <p>After the activity, call the attention of the students as to the arrangement of the unlocked words. Point out that they are sequenced from the broadest to the most specific. This will be discussed as you go along.</p> <p>Looking for and Exploring Examples</p> <p>Urge students to do this activity in groups of two to three</p>
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	<p>Based on the Matching type, Odd One Out, and Unlocking of Content Vocabulary activities, students are to look for their own actual object examples of an essay which they must then justify why they qualify to be so.</p> <p>If resources for examples are limited, the teacher can utilize essays from Playosmo.com by Tangible Play (see references). The teacher can present these examples, highlighting their conclusions, and ask students to justify why these pieces are considered essays, beyond simply being labeled as such.</p> <p>The teacher may ask: <i>“What does our example contain for it to be called an essay?”</i></p>	<p>members each to encourage brainstorming.</p>
<p>C. Developing and Deepening Understanding</p>	<p>DAY 2: Pre-Writing Part 1 continued</p> <p>1. Explicitation</p> <p>Teacher’s prompts: In the previous discussion, you participated in an activity where you searched for and analyzed examples of essays. In this session, you will build on that work by selecting one of the essays you previously analyzed. Using this essay, identify and write down the specific sections that correspond to the requested essay elements. Be prepared to share your findings in class.</p> <p>Topic (What issue is talked about in the essay?):</p> <hr/> <hr/> <p>Writer’s Stand (How does the writer feel about the topic?):</p> <hr/> <hr/> <p>Evidence/s (What detail/s or piece/s of information did the writer include to make his stand or feeling about the topic believable?):</p> <hr/> <hr/> <p>2. Worked Example</p>	<p>DAY 2: Pre-Writing Part 1 continued</p> <p>In this segment, students can use resources from Playosmo.com by Play Tangible (see references) if they have limited resources. Encourage students to work in groups to promote brainstorming and collaboration.</p> <p>If students do not have their own samples, provide them with modified examples that offer indirect hints to the answers needed. For instance, highlight the topic in red, the writer’s thesis in blue, and the supporting evidence in green. Color-code the questions on the left side accordingly to incorporate these clues.</p>

	<p>Teacher's prompts: Great answers in the activity we had earlier. It is now time to take note of additional details about essays. According to the University of Evansville (n.d.), an essay is a piece of writing meant to convince or inform someone. It gives the writer's own argument either to convince or inform people. Essay is a structured form of writing that includes an introduction, body, and conclusion.</p> <p>The Three Main Parts of an Essay</p> <p>a. Introduction — sets the stage for the essay, provides background information, presents the topic, and states the writer's stand about that topic.</p> <ul style="list-style-type: none"> • Activity: Show examples from Playosmo.com or the ones they found themselves. Have students identify the topic and the writer's stand. Then ask them to discuss why it's effective. <p>b. Body — is where the main ideas are developed and supported with evidence and examples. It contains at least three evidence that support or prove the stand of the writer to be true, valid, or acceptable, with each single evidence discussed in a separate paragraph.</p> <ul style="list-style-type: none"> • Activity: Using same set of essays from Playosmo.com or the ones they found themselves, ask students to identify the evidence presented that support the writer's stand. • Optional Activity: Provide a graphic organizer for students to plan a body paragraph. Include sections for topic sentence, evidence, explanation, and concluding sentence. <p>c. Conclusion—also known as the summary, it restates the stand along with the evidence in a in a new way. Conclusion should give a sense of closure.</p> <ul style="list-style-type: none"> • Activity: Using the same examples, have students identify the restated stand and discuss how the conclusion provides closure. <p>An essay should have a minimum of five paragraphs: the introduction, three body paragraphs, and the conclusion. These paragraphs should be connected using transitional devices, as previously discussed, to ensure coherence and cohesion throughout the essay.</p>	<p>Discuss and rationalize the correct answers with the class to ensure understanding.</p> <p>Worked Example</p> <p>To engage students and encourage the use of their examples from Playosmo.com or the ones they found themselves, invite them to read aloud portions of their essays corresponding to the parts being discussed.</p> <p>The Three Main Parts of an Essay</p> <p>Additional Tips:</p> <ol style="list-style-type: none"> 1. Use Visual Aids. Diagrams and flowcharts can help visual learners understand the structure of an essay. 2. Model Writing. Write a sample essay in front of the class, thinking aloud as you go through each part. 3. Interactive Activities. Use group work, discussions, and peer reviews to make the lesson interactive and engaging. <p>By the end of this lesson, students should have a clear understanding of the structure of an essay and be able to write</p>
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	<p>With the goal of convincing readers or proving that the stand is true, valid, or acceptable, an essay writer may use a cause-and-effect type of paragraph. Such a type of paragraph shows the reason and/ or the results of an event, phenomenon, or action (Bogazici University, n.d.). It answers the questions, “Why is something happening?” and “What effect/s may come as a result?”</p> <p>3. Lesson Activity</p> <p>Teacher’s prompt: Now that we’re done discussing, let’s work on doing an activity that will check on your ability to divide an essay into its parts and spot cause-and-effect paragraphs as well as transitional devices. I will be presenting an essay about a social issue affecting many lives nowadays.</p> <p>During Reading</p> <p>As you read the essay or even after doing so, answer the following questions:</p> <ol style="list-style-type: none"> From the 5 paragraphs of the text, which one/s serve/s as the introduction, stating the topic and its importance? From the 5 paragraphs of the text, which one/s contain/s the author’s stand or his/ her opinion about the topic? From the 5 paragraphs of the text, which one/s contain/s the evidences supporting the stand of the author? From the 5 paragraphs of the text, which one/s show/s the conclusion? From the 5 paragraphs of the text, which one/s show/s cause and effect? From the 5 paragraphs, cite at least two words used as transitional devices. <p>The Impact of Plastic Pollution on Marine Life</p> <p>Paragraph 1: Plastic pollution poses a significant threat to marine life and our planet's ecosystems. As an advocate for environmental conservation, I believe it is crucial to address this pressing issue. Plastic waste, particularly single-use plastics, is pervasive in our oceans, rivers, and beaches, endangering marine animals and disrupting fragile ecosystems. By understanding the causes and</p>	<p>their own essays with well-defined introductions, bodies, and conclusions.</p> <p>During Reading Answers</p> <ol style="list-style-type: none"> Paragraph 1, discussing plastic pollution as a threat to marine life Paragraph 1, discussing plastic pollution as a serious problem that needs solving; the author seems concerned and wants to have the problem solved Paragraphs 2-4 which show how plastics become waste that harm the ocean and its inhabitants Paragraph 5 which restates the topic and stand of the essay in a shorter way Paragraphs 2-4 which show how excessive use of plastics (cause) leads to waste in
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	<p>effects of plastic pollution, we can take action to mitigate its harmful consequences and protect our oceans for future generations.</p> <p>Paragraph 2: One of the main causes of plastic pollution is the excessive use of single-use plastics. Items such as plastic bags, bottles, and straws are designed for convenience but often end up as litter in our waterways. Additionally, inadequate waste management systems and improper disposal practices contribute to the accumulation of plastic waste in the environment. Without proper infrastructure and education on recycling and waste reduction, plastic pollution continues to escalate, threatening marine life and ecosystems.</p> <p>Paragraph 3: The effects of plastic pollution on marine life are devastating. Sea turtles, seabirds, and marine mammals often mistake plastic debris for food, leading to ingestion and entanglement. Consuming plastic can cause internal injuries, digestive blockages, and even death for these animals. Moreover, plastics can release harmful chemicals into the water, contaminating the food chain and posing risks to human health. As plastic waste accumulates in the oceans, entire ecosystems suffer, jeopardizing biodiversity and ecological balance.</p> <p>Paragraph 4: In addition to its direct impact on marine life, plastic pollution also exacerbates other environmental issues, such as climate change and habitat destruction. The production and disposal of plastics contribute to greenhouse gas emissions and fossil fuel consumption, further exacerbating global warming. Plastic debris can also smother coral reefs and disrupt nesting habitats for marine species, leading to habitat loss and population declines. Addressing plastic pollution requires a multifaceted approach that considers its interconnectedness with other environmental challenges.</p> <p>Paragraph 5: In conclusion, plastic pollution is a pressing social concern that requires immediate action. By reducing our reliance on single-use plastics, implementing effective waste management strategies, and advocating for policy changes, we can mitigate the harmful effects of plastic pollution on marine life and our planet. As individuals, we have the power to make conscious choices that contribute to a cleaner, healthier environment. Together, let us work</p>	<p>waterways and affects marine life, how they lead marine animals to ingest them and end up being entangled, etc. (effects)</p> <p>f. additionally, moreover, in addition, in conclusion</p> <p>Extended Activity: Sequencing Essay parts Answer Key:</p> <p>1. Introduction: Paragraph D Explanation: This</p>
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	<p>towards a future where our oceans are free from plastic pollution, and marine life thrives in their natural habitats.</p> <p>Extended Activity: Sequencing Essay parts Instruction: Read the paragraphs below and determine the correct order for a well-structured essay. Label each paragraph as Introduction, Body (1, 2, or 3), or Conclusion. Then, answer the questions that follow.</p> <p>Paragraph A The development of renewable energy sources is essential for reducing our dependence on fossil fuels. Solar, wind, and hydroelectric power provide sustainable alternatives that can help mitigate climate change. By investing in these technologies, we not only protect the environment but also create new jobs and industries.</p> <p>Paragraph B Renewable energy sources are not without challenges, such as the initial cost of technology and the need for storage solutions. However, the long-term benefits far outweigh these obstacles. As technology advances, costs are decreasing, and efficiency is improving, making renewable energy more accessible and practical for widespread use.</p> <p>Paragraph C In conclusion, the shift towards renewable energy is crucial for ensuring a sustainable future. By overcoming initial challenges and investing in clean energy, we can reduce our carbon footprint, protect natural resources, and support economic growth. Embracing renewable energy is not just an option but a necessity for the well-being of our planet and future generations.</p> <p>Paragraph D Transitioning to renewable energy is a pressing issue in today's world. With the increasing threat of climate change, finding sustainable energy solutions has become more critical than ever. This essay will explore the benefits of renewable energy, the challenges it faces, and why it is imperative for our future.</p> <p>Paragraph E</p>	<p>paragraph introduces the main topic, provides background information, and outlines what the essay will cover, making it an effective introduction.</p> <p>2. Conclusion: Paragraph C Explanation: This paragraph summarizes the key points discussed in the essay and reinforces the significance of renewable energy, which is characteristic of a conclusion.</p> <p>3. Body Paragraphs: Paragraph A: Body 1 Explanation: This paragraph introduces the benefits of renewable energy, fitting as the first body paragraph.</p> <p>Paragraph E: Body 2 Explanation: This paragraph provides detailed benefits of renewable energy, making it suitable as the second body paragraph.</p> <p>Paragraph B: Body 3 Explanation: This paragraph addresses the challenges of renewable</p>
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	<p>One of the most significant benefits of renewable energy is its potential to reduce greenhouse gas emissions. Unlike fossil fuels, renewable energy sources produce little to no emissions, making them a cleaner option. This reduction in emissions can help combat global warming and improve air quality, leading to better health outcomes for communities worldwide.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Identify the Introduction paragraph. _____ - Explain why this paragraph serves as the introduction. _____ _____ 2. Identify the Conclusion paragraph. _____ - Explain why this paragraph serves as the conclusion. _____ _____ 3. Identify the Body paragraphs. _____ - Label each Body paragraph (1, 2, or 3) and explain your reasoning. Body 1: _____ _____ Body 2: _____ _____ Body 3: _____ _____ 4. List the transitional devices used in each paragraph. _____ _____ 5. Explain how the topic's importance is introduced in the essay. _____ _____ _____ 	<p>energy, suitable as the third body paragraph.</p> <p>4. Transitional Devices: Paragraph A: "By investing in these technologies,"</p> <p>Paragraph B: "However," "As technology advances,"</p> <p>Paragraph C: "In conclusion," "By overcoming initial challenges,"</p> <p>Paragraph D: "With the increasing threat of climate change,"</p> <p>Paragraph E: "Unlike fossil fuels," "This reduction in emissions"</p> <p>5. Importance Introduction: Explanation: The importance of the topic is introduced in Paragraph D by emphasizing the critical nature of transitioning to renewable energy due to climate change and the essay's exploration of its benefits and challenges.</p>
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<p>D. Making Generalizations</p>	<p>DAY 3: Pre-Writing Part 1 continued</p> <p>1. Learners' Takeaways: Determining the Essay Type</p> <p>Teacher's prompts: From our previous meetings so far, we have been tackling what essays are, their components or usual parts, the use of the cause and effect paragraph to support the stand, and transitional devices to make the parts connected. Today, we continue with another set of learning activities aimed at making you further develop your awareness about essays, particularly ones that use cause and effect paragraphs.</p> <p>In the previous days, you matched the term essay with the meaning, "It is a form of writing that involves a topic that is thoroughly discussed with the help of supporting evidences," and you also stated that fake information has no room for such a form of writing because it has to make the readers believe in the author's stand.</p> <p>This time, you must focus on what is called the general types of essays. The general types of essays may be divided into two which are strict or impersonal and casual or familiar. Impersonal essays deal with serious topics, requiring the writer to showcase deep knowledge about the topic in question and do NOT seem to be based only on personal opinion while casual essays deal with common topics and are written in a very casual or conversational manner (Balinas et al., 2005).</p> <p>Oftentimes, the difference between the two types of essays may be seen signaled by the point of view (POV) they employ. Impersonal essays, often written for academic purposes (St. Louis Community College, 2024), commonly utilize the third-person POV to sound less opinionated.</p> <p>The third-person POV may be seen from the use of the following pronouns (adapted from St. Louis Community College, 2024):</p> <table border="1" data-bbox="515 1289 1572 1375"> <tr> <th>Gender</th><th>Singular</th><th>Plural</th></tr> <tr> <td> </td><td> </td><td> </td></tr> </table>	Gender	Singular	Plural				<p>Instead of completely presenting the inputs on the left side in verbatim, the teacher may have the details presented through a Venn Diagram wherein the area where there is an overlap would be the labelled as "essay" along with the terms "introduction," "topic," "stand," "body," etc. are found and on the opposite, non-overlapping sides are the terms "casual" and "impersonal," with casual side having the terms "conversational" and "opinionated" and the impersonal side having the terms "complex" and "academic."</p> <p>Afterwards, the teacher may present the table on the left as a</p>
Gender	Singular	Plural						

Male	he, him, his	they, them, their, theirs
Female	she, her, hers	
Neuter	they, them, their, theirs	

The third-person POV is different from the **first-person POV** which presents an essay from the own experience of the author as signified by the pronouns me, my, our, we, or us. **The second-person POV**, on the other hand, is about presenting an essay as if speaking with another person as seen in the pronouns you and your.

Teacher's prompt: We are now done with discussing the last point you should note about essays so far. Let us now check if you remembered any of it. Read once more the essay you were asked to read yesterday and then tell what type of essay it is most likely based on the POV it uses. Do this in groups and be prepared to explain when called.

Exit Ticket

Teacher's prompt: At this point, you will have to complete strictly individually the following prompts and then submit your answers so that we can check if you are already fully prepared to exit this lesson:

1. Essays are _____.
2. Any essay requires the use of _____ parts.
3. The first part called _____ should contain the _____ and the writer's _____.
4. The second part should have a minimum of _____ paragraphs that show the _____ that support the author's stand.
5. The last part called _____ should _____ the message of the entire essay.
6. While all essays basically have the same parts, their _____ helps in distinguishing them apart.

shortcut to telling whether or not the essay is casual or impersonal.

Each group must then be called to share their thoughts or answers. Once all groups have finished presenting and sharing, the teacher should reveal that the essay leaning more towards the casual type considering its non-use of the third-person pronouns and its lack of cited sources.

Exit Ticket

Collect students' output to assess how many are on the right track, then identify any concepts that may require revisiting or reinforcing before students take the quiz.

7. These types of essays are called _____ and _____.

2. Reflection on Learning

Self-Assessment

Activity: Star Check Out

Instruct the students to assess themselves if they have already developed the listed skills by drawing a star or stars according to the guide below. Draw their star/s on the column “After learning the lessons.”

	I can even help someone do this.
	I can do this by myself.
	I need some more practice.
	Help me a little, and I got it.
	Even with help, I don't get it.

Learning skills/targets	Before learning the lessons	After learning the lessons
1) Define essay and identify its parts.		
2) Classify essay paragraphs according to purpose.		
3) Determine and define the different types of essays.		
4) Define exposition and enumerate common parts of an expository essay.		
5) Identify standard transitional words and expressions and point of view used in expository essays.		

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>DAY 4: Pre-Writing Part 1 continued</p> <p>1. Summative Assessment</p> <p>Teacher's prompt: Read ALL of the instructions and each of the items carefully and then select or supply the details needed. Erasures will be considered incorrect. There are 20 points for the whole quiz.</p> <p>a. Multiple-Choice (6pts): Select the choice that corresponds to the correct answer to each item.</p> <ol style="list-style-type: none"> Which of the following is described to be a piece of writing focused on discussing a topic and proving a point about the topic? a. poetry b. fiction c. letter d. essay Which of the following is synonymous with exposition? a. to let others understand c. to hide something from others b. to let others become confused d. to converse with others If the topic is about the issue discussed or covered in an essay, the stand is which of the following? a. the reader's feelings b. details shortening but maintaining the message of the article c. the author's feelings d. details proving the correctness of the author's idea In essays, it is said that there is no room for fake information. Which of the following may happen if the stand is supported with wrong or fake information? a. the stand would have deep sense c. the stand becomes incorrect b. the stand would not make sense d. the stand becomes correct Which method is helpful in determining the general type of essay presented? a. looking at the topic c. looking at the evidences b. looking at the stand d. looking at the POV All of the following DO NOT show the use of the third-person POV, EXCEPT: a. hers b. we c. my d. our <p>b. Enumeration (5pts): Enumerate the details needed per part of an essay. Introduction</p>	<p>Since students have already undergone numerous formative assessments throughout the discussion of the lesson, this segment will already be a summative quiz.</p>

	<p>7. 8. 9. Body 10. Conclusion 11.</p> <p>c. Analysis and Identification (9pts): Read the following short essay and then identify at least four different transitional devices used in it (2pts each) and the POV it uses (1pt). “Bullying is a big problem that affects many kids in schools like myself and neighborhoods everywhere. Even though people try to stop it, bullying still happens and can still be very hurtful. We might get bullied because of how we look, where we're from, or whom we like. Therefore, it's important for teachers, parents, and everyone around us in the community to work together to make sure everyone feels safe and respected. Bullying doesn't just hurt kids like us in the moment—it can make us feel bad for a long time. Moreover, it also makes it hard for us to get along and do our best in school. Lastly, that's why it's important to stop bullying before it happens, be nice to each other, and help out anyone who's being bullied. In conclusion, by being kind and supportive, people can make their schools and neighborhoods better places for children.”</p> <p>12-13. Transitional Device 1: 14-15. Transitional Device 2: 16-17. Transitional Device 3: 18-19. Transitional Device 4: 20. POV:</p> <p>Answer Key: 1. d 10. evidence/s 2. a 11. summary 3. c 12-13. even though 4. c 14-15. therefore 5. d 16-17. moreover</p>	<p>For Items 12-19, the answers do NOT have to be in identical sequence with the key and answers included may vary from the ones given as the transitional devices in the provided essay total to more than four.</p>
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	6. a 18-19. lastly/in conclusion 7. topic 20. POV: first-person 8. importance of topic 9. (author's) stand			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	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	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> 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.