

LESSON PLAN TEMPLATE

Lesson Title	Mastering Informational Texts: Purpose, Thesis, and Organization
Learning Area/s	English
Name of Teacher/s	DepED Tambayan PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 7
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:	<p>Learning Competency:</p> <ul style="list-style-type: none"> • Identify the text type appropriate for one's topic, purpose, and target audience. • Determine one's thesis as the central idea of the paper. • Organize significant information using various technique <p>Content Standards:</p> <p>The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (expository texts and journalistic texts: news and press releases and features) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts</p> <p>Performance Standards:</p> <p>The learners analyze the style, form, and features of informational texts (expository texts, news and press releases, and features); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository texts, news and press releases, and features) using appropriate forms and structures that represent their meaning, purpose, and target audience</p>
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	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	<ul style="list-style-type: none"> Identify the specific text type (expository, news, or feature) appropriate for a given local topic. Match the purpose and target audience to various informational text samples. 	<ul style="list-style-type: none"> Determine a clear thesis statement as the central idea for a chosen informational text. Differentiate between a topic and a thesis statement using community-based examples. 	<ul style="list-style-type: none"> Organize significant information using graphic organizers (e.g., Venn diagrams, Spider maps). Select relevant details that support the determined thesis statement. 	<ul style="list-style-type: none"> Synthesize topic, purpose, audience, thesis, and organized info into a coherent writing plan. Refine the organization of information to ensure clarity of meaning.
Learner Context:	Learners show a high interest in local social media trends and community news but often struggle to distinguish between factual reporting and opinion-based features. While they are visually oriented and respond well to video clips, some students face barriers in identifying formal academic language versus colloquialisms used in their daily Filipino-English conversations.	The class exhibits strong oral participation when discussing community issues but finds it difficult to narrow down broad topics into a single concise sentence. A few learners with lower reading comprehension require more explicit examples of how a 'big idea' controls the rest of the writing.	Learners enjoy hands-on activities and visual mapping. They are proficient at identifying details but often list them randomly rather than logically. Some students are easily overwhelmed by large amounts of information and need guided steps to categorize data.	As this is the final session of the week, some learners may show fatigue. However, their strength lies in their ability to work together. Barriers include inconsistent grammar skills, which might hinder their confidence in drafting, though their conceptual understanding of the 'plan' is generally strong.
<p>Learning Experience.</p> <p>A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a</p>				

purposeful way.

Pre-Lesson:	<ul style="list-style-type: none"> ● Photo Prompt: Display images of a local 'Pista' (festival) and a 'Baha' (flood) incident. Ask: 'If you were to write about this for a newspaper vs. a blog, how would the writing differ?' 	<ul style="list-style-type: none"> ● Active Retrieval: 'What was the purpose of the news report we read yesterday?' Quick recap of Session 1. ● The 'Umbrella' Analogy: Explain that a thesis is like an umbrella that covers all the points in a paper. 	<ul style="list-style-type: none"> ● Brain Dump: Ask students to list everything they know about 'Philippine Street Food' on sticky notes. 	<ul style="list-style-type: none"> ● Quick Quiz: A 5-item review on identifying text types and thesis statements to activate prior knowledge.
Flow:	<p>1. Introduction: Present three short texts about the 'Philippine Jeepney Modernization': a news report, an expository essay on its history, and a feature story on a driver's life. 2. Scaffolding: Use a comparison matrix to highlight differences in tone, audience, and structure. 3. Social Learning: In groups, learners categorize local headlines (e.g., 'Barangay Clean-up Drive') into text types. 4. Check for Understanding: Brief 'Flashcard</p>	<p>1. Modelling: Show a topic (e.g., 'Philippine Tourism') and transform it into a thesis (e.g., 'Sustainable tourism in Palawan protects marine life while boosting the local economy'). 2. Collaborative Practice: 'Thesis Workshop'—provide topics like 'Online Gaming' or 'School Uniforms' and have pairs draft one central idea. 3. Scaffolding: Provide 'Thesis Starters' (e.g., '[Topic] is important because...') for learners who need support. 4.</p>	<p>1. Demonstration: Show how to group the 'Street Food' sticky notes into categories (Safety, Taste, Variety) using a Spider Map. 2. Active Learning: Introduce different organizers: Venn Diagram for comparing News vs. Features; Flowchart for Expository processes. 3. Guided Practice: Using their thesis from Session 2, students select the best graphic organizer to map out their supporting details. 4. Peer Check: Students</p>	<p>1. Integration: Explain that today is the 'Blueprint Day.' Just like building a house (Bahay Kubo), they need a plan before they write. 2. Scaffolding: Provide a 'Writing Plan Template' that combines all elements from Sessions 1-3. 3. Independent Work: Students finalize their plan: Choosing the text type, audience, purpose, writing the thesis, and outlining the details. 4. Social Learning: 'Gallery Walk'—students post their plans on</p>

	Vote' where students raise cards labeled 'News', 'Expository', or 'Feature' based on prompts.	Individual Task: Students write a thesis for a topic of their choice related to their school or barangay.	swap organizers and check if the details actually support the central thesis.	the wall; peers provide 'Star and Wish' feedback (one thing they like, one suggestion).
Learning Resources:	<ul style="list-style-type: none"> • PowerPoint presentation • Sample local news clippings • Whiteboard and markers 	<ul style="list-style-type: none"> • Projector • Thesis Statement Graphic Organizer • Chalkboard 	<ul style="list-style-type: none"> • Printed graphic organizer templates • Sticky notes • Markers 	<ul style="list-style-type: none"> • Writing Plan Templates • Manila paper for Gallery Walk • Smart TV for timers and music
Opportunities for integration:	Integration with Araling Panlipunan (Current Events) by using local community issues as text samples.	Integration with Values Education (EsP) by selecting thesis topics centered on community service and 'Bayanihan'.	Integration with Mathematics by using logical grouping and sets to categorize information.	Integration with Arts by allowing students to add visual elements or multimodal sketches to their writing plans.
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.				
Formative Assessment:	A matching activity where students connect a specific topic (e.g., 'How to cook Adobo') to its appropriate text type, purpose, and audience.	'Exit Ticket': Students must write one original thesis statement on a provided local issue before leaving the room.	Observation of the students' ability to categorize at least three supporting details under their main thesis within their chosen graphic organizer.	The completed 'Writing Plan Template' serves as the tangible evidence of learning, evaluated for coherence between the thesis and the organized details.
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.				

Extended learning opportunities:	Ask students to find one example of an informational text in their home (e.g., a government brochure or a news post) and identify its intended audience.	Students interview a family member about a local tradition and summarize the 'main point' of the tradition in one sentence.	Encourage students to use a graphic organizer to plan their study schedule for other subjects this week.	Students are tasked to start gathering one 'real-world' quote or interview snippet to include in their final draft next week.
Reflections:	<ul style="list-style-type: none"> • Which text type did the students find hardest to identify? • Were the visual examples sufficient for the struggling readers? 	<ul style="list-style-type: none"> • Did the 'Thesis Starters' help the struggling learners? • Can students distinguish a factual statement from a thesis? 	<ul style="list-style-type: none"> • Which graphic organizer was most popular among the students? • Did the visual mapping help bridge the gap for learners with mixed readiness levels? 	<ul style="list-style-type: none"> • Are the students ready to transition from planning to actual drafting? • Which students will need one-on-one conferencing in the next week?