



MATATAG

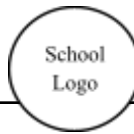
Bansang Makabata



Batang Makabansa



BAGONG PILIPINAS



School
Logo

Name of School:		Quarter:	4th Quarter
Grade Level & Section:	Grade 7	Week:	Week 7 Day 2
Subject:	ENGLISH	Date and Time:	
Topic:		Teacher:	

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		ANNOTATIONS
A. CONTENT STANDARDS	The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience.	
B. PERFORMANCE STANDARDS	The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (recount) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.	
C. LEARNING COMPETENCIES / LEARNING OBJECTIVES	EN7TRAN-IV-5 Identify one's purpose and meaning in writing letters. EN7TRAN-IV-6 Compose a letter of request. Objectives: 1. Prewriting - Identify one's role and purpose, situation, and target readers in writing a letter of request in proposing a solution to an environmental concern. - Use any of the following pre-writing strategies (brainstorming, diagramming, freewriting, outlining, etc.) in gathering and organizing ideas. 2. Drafting - Write a letter of request using the gathered information from the pre-writing activity.	

I. CONTENT

Sending letters to communicate to a person or to be published for public action
Writing process

II. LEARNING RESOURCES

A. REFERENCES

B. OTHER LEARNING RESOURCES

College Reading & Writing: Making Meaning.

<https://courses.lumenlearning.com/sunyescintrotocollegereadingandwriting/chapter/college-reading-writingmakingmeaning/#:~:text=Meaning%20is%20created%20when%20you.your%20ideas%20to%20your%20readers.>

Cumins, K. (2021, July 23). What Is The Author's Purpose?

<https://literacyideas.com/authors-purpose/>

Northern Michigan University Writing Center. Parts of a Business Letter.

<https://nmu.edu/writingcenter/parts-business-letter>

San Diego State University. Writing an Effective Appeal or Request Letter.

<https://sacd.sdsu.edu/student-ombudsman/writing-an-effective-appeal-or-request-letter>

III. TEACHING AND LEARNING PROCEDURE

BEFORE/PRE-LESSON PROPER

ACTIVATING PRIOR KNOWLEDGE

Homework

Instructions:

1. Identify a problem in your **school, community, or organization** that requires a formal request and a suggested solution.
2. Write a **formal letter of request** addressing the problem and proposing a clear and practical solution.
3. Ensure that your letter follows the correct format:
 - **Sender's Information** (Name, Address, Contact, Date)

	○ Recipient's Information (Name, Position, Organization, Address) ○ Salutation (Dear [Recipient's Name],) ○ Introduction (State the purpose of the letter) ○ Body (Explain the issue in detail and propose a solution) ○ Conclusion (Request for action and express gratitude) ○ Closing & Signature (Sincerely, [Your Name]) 4. Proofread your work for grammar, clarity, and formality. 5. Submit a neatly written or printed letter. Sample Topics for Your Letter: • Request for more garbage bins in the school • Proposal to have a reading program in the community • Asking for improved classroom ventilation or electric fans • Suggesting a school-wide clean-up drive • Requesting additional sports equipment for students Reflection Questions 1. Why is it important to write a well-structured letter of request? 2. How does proposing a solution in your letter make your request more effective? 3. If you were the recipient of this letter, would you approve the request? Why or why not?	
LESSON PURPOSE/INTENTION	Lesson Purpose: ✓ Recognize their role as responsible individuals advocating for environmental solutions. ✓ Define the purpose of their letter in addressing a specific environmental issue. ✓ Analyze the situation by identifying the problem, its impact, and a realistic solution. ✓ Determine the target readers (recipients) who have the authority to act on the request. ✓ Write a well-structured and persuasive letter of request that effectively communicates their message.	

LESSON LANGUAGE PRACTICE	Vocabulary Role – The position or responsibility of the writer in addressing an issue (e.g., student, community member, environmental advocate). Purpose – The reason for writing the letter, such as requesting action or proposing a solution to an environmental problem. Situation – The context or issue that needs attention, including the environmental problem and its impact on people or nature. Target Readers – The intended recipient(s) of the letter, such as government officials, school administrators, or community leaders. Proposal – A suggested plan or solution to solve the identified environmental issue. Formal Letter – A structured type of written communication used for official requests and professional matters. Request – A polite demand or appeal for action to be taken on a specific issue. Environmental Concern – Any issue related to pollution, waste management, deforestation, climate change, or ecosystem protection. Sustainability – The ability to maintain environmental balance by avoiding depletion of natural resources. Advocacy – Public support or recommendation for a cause, such as environmental protection. Recipient – The person or organization receiving the letter and responsible for taking action. Persuasion – The act of convincing someone to take action or agree with a proposed solution. Impact – The effect or consequence of an environmental problem on people, animals, or the ecosystem. Call to Action – A request in the letter urging the recipient to take specific steps to solve the issue.	

	Conservation – The practice of protecting and preserving natural resources, such as water, air, and forests. Pollution – The contamination of the environment, leading to harm for humans, animals, and nature. Waste Management – The proper handling, disposal, and recycling of waste materials to reduce environmental damage. Eco-friendly – Actions or products that do not harm the environment. Implementation – The process of putting a proposed solution into action. Accountability – The responsibility of individuals or organizations to act on an issue and make changes for the better.	
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM	Writing a letter of request is an important skill that allows individuals to formally communicate a problem and propose a solution. When addressing environmental concerns, it is essential to carefully consider: 1. Your Role – Who you are in relation to the issue. 2. Your Purpose – Why you are writing the letter. 3. The Situation – The environmental problem and the solution you propose. 4. The Target Readers – The person or group responsible for taking action. By understanding these key elements, you can write a more effective and persuasive letter that leads to real action. Your role determines how you present yourself in the letter. It shows why the issue is important to you and why your request should be considered. Some possible roles include: • A student concerned about waste management in school • A resident noticing pollution in the community • A member of an environmental group advocating for tree planting Example: <i>"As a Grade 7 student, I have observed that many students struggle to properly dispose of their waste because of the lack of trash bins around the school."</i>	

The purpose explains why you are writing the letter. You are requesting an action and proposing a solution.

- To raise awareness about an environmental issue
- To request help from authorities to solve the problem
- To suggest an initiative (e.g., tree-planting, clean-up drives)

Example:

"I am writing this letter to request additional trash bins in our school to encourage proper waste disposal and maintain a clean environment."

The situation refers to the specific environmental concern you want to address. When explaining the problem, consider:

- What is the issue? (e.g., too much litter, air pollution, deforestation)
- Where is it happening? (e.g., school, neighborhood, park)
- Who is affected? (e.g., students, residents, wildlife)
- What are the possible solutions? (e.g., recycling program, stricter rules, awareness campaign)

Example:

"Many students find it difficult to properly dispose of their waste because there are not enough trash bins in the hallways and near the canteen. As a result, littering has increased, making our school environment unpleasant."

Your target reader is the person or organization that has the power to take action. Address your letter to:

- School authorities (Principal, School Administrator)
- Local government officials (Mayor, Environmental Officer)
- Community leaders (Barangay Captain, Homeowners' Association)
- Environmental organizations

Example:

"I am addressing this letter to our school principal, who can approve the placement of additional trash bins in key areas around the campus."

Now that you have identified your role, purpose, situation, and target reader, you can structure your letter properly:

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| | <ol style="list-style-type: none">1. Sender's Information – Your name, grade, school, and date2. Recipient's Information – Name, position, and organization3. Salutation – (Dear [Recipient's Name],)4. Introduction – State your role and purpose for writing5. Body – Explain the situation and propose a solution6. Conclusion – Express appreciation and request action7. Closing & Signature – (Sincerely, [Your Name]) <p>Sample Letter of Request</p> <p> Scenario: A student requests a clean-up drive in their barangay.</p> <p>Maria Santos
Grade 7 - XYZ High School
March 20, 2025</p> <p>Hon. Luis Ramos
Barangay Captain, Barangay 123
City, Province</p> <p>Subject: Request for a Community Clean-Up Drive</p> <p>Dear Hon. Ramos,</p> <p>I hope you are doing well. I am writing as a concerned student and resident of Barangay 123. I have noticed that many public spaces, such as parks and sidewalks, are often littered with plastic waste, posing harm to both the environment and residents.</p> <p>To address this, I would like to propose a community clean-up drive involving students, parents, and barangay officials. This initiative will not only keep our surroundings clean but also raise awareness about proper waste disposal.</p> <p>I kindly ask for your support in organizing this event. We would appreciate your help in providing cleaning materials and encouraging community participation. Thank you for considering this request, and I look forward to your positive response.</p> | |
|--|--|--|

	Sincerely, Maria Santos	
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM	Group Activity Instructions: Form Groups - Divide the class into 4-5 groups (each with 4-5 members). - Each group must assign one writer and one presenter (they can rotate roles as needed). Choose an Environmental Concern - Each group will draw a card from a set of prepared environmental concerns (or choose their own). - Examples of issues: - Lack of proper waste disposal in school - Air pollution from too many vehicles - Cutting down of trees in the community - Water pollution in rivers or seas - Use of plastic waste in the canteen Letter Writing Relay - The teacher will set a timer for each step. Groups will pass their letter to the next person after each round. Step 1: Identify Your Role & Purpose (3 minutes) - Who are you in this situation? (Students, citizens, concerned members of the community) - What is the purpose of your letter? (To request a solution to the problem) Step 2: Describe the Situation (4 minutes) - What is the environmental problem?	

	▪ Where is it happening? Who is affected? ○ Step 3: Propose a Solution (4 minutes) ▪ What action should be taken? ▪ How will it solve the issue? ○ Step 4: Identify the Target Reader (2 minutes) ▪ Who has the power to take action? (School principal, barangay captain, mayor, environmental organizations) ○ Step 5: Write a Conclusion & Call to Action (3 minutes) ▪ How will you persuade the recipient to take action? ▪ End the letter with gratitude and encouragement for immediate response. 4. Presentation & Discussion ○ Each group reads their completed letter aloud. ○ The class votes on the most persuasive or well-structured letter based on clarity, practicality, and format. ○ Discuss: What made the best letters effective? 1.What challenges did you face while writing the letter? 2.How did teamwork help improve the letter? 3.Why is it important to choose the right target reader for your request? 4.How can writing letters help solve real-world environmental problems?	
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS	Worksheet Synthesis/Extended What you have learned In a one sheet of paper write something you understand about the lesson we discussed today.	
EVALUATING LEARNING	Directions: Read each question carefully and choose the letter of the correct answer.	ANSWER 1.C 2.C 3.B

	1. What is the main purpose of writing a letter of request to address an environmental concern? a) To entertain the reader b) To express personal opinions without suggesting a solution c) To request action and propose a solution to an environmental issue d) To criticize government policies 2. Which of the following is the BEST example of an environmental concern that can be addressed in a letter of request? a) A student not doing homework b) A broken chair in the classroom c) Trash accumulation in public parks d) A personal complaint about a classmate 3. When writing a letter of request, who is the best target reader for a problem about pollution in the barangay? a) A fast-food restaurant manager b) A barangay captain or local government official c) A student from another school d) A random passerby 4. What should be included in the introduction of a formal letter of request? a) A summary of a personal story b) The sender's role and the purpose of writing c) A detailed list of complaints d) A poem about nature 5. What is the role of the writer in a letter requesting tree planting in the school? a) A concerned student advocating for a greener school b) A famous celebrity endorsing a product c) A police officer reporting a crime d) A teacher assigning homework	4.B 5.A
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		

<i>REMARKS</i>		
<i>REFLECTION</i>		

Prepared by:

Subject Teacher
Teacher

Reviewed by:

Master Teacher/Head