MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	7
	Name of Teacher		Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 28 - 31, 2024 (WEEK 5)	Quarter:	Second

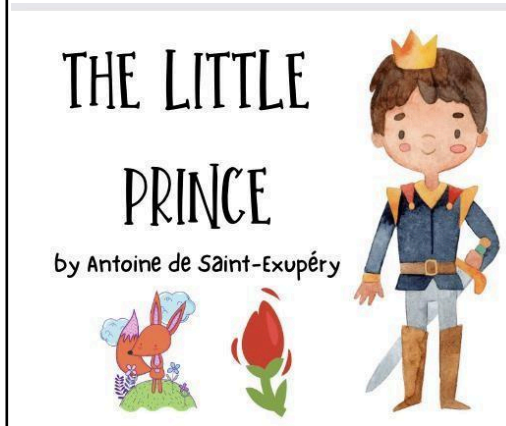
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.
B. Performance Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.
C. Learning Competencies and Objectives	Identify one's meaning and purpose in selecting the type of literary text for composition
D. Content	Types and purposes of literary text
E. Integration	ESP/Filipino Values and Local/National Identity

II. LEARNING RESOURCES
The State University of New York (n.d.). Understanding the Four Major Purposes for Writing. Retrieved from: https://sites.newpaltz.edu/owrc/wp-content/uploads/sites/16/2014/01/Purpose-Handout.pdf

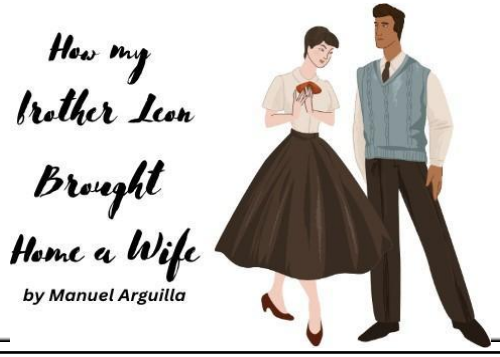
Description	Type	Characteristics
1.		
2.		

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS

A. Activating Prior Knowledge	**Day 1** **What do you think? (Activity 1)** (15 - 20 minutes) Activate students' prior knowledge by reviewing the types of literary texts. Let them identify what is being described by the given images and discuss its characteristics.  	This can be done by pair. Use worksheet 1.


THE LITTLE
PRINCE
by Antoine de Saint-Exupéry

3.


How my
Brother Leon
Brought
Home a Wife
by Manuel Arguilla

4.		

	Nothing Gold Can Stay **by Robert Frost** **Nature's first green is gold,** **Her hardest hue to hold.** **Her early leaf's a flower;** **But only so an hour.** **Then leaf subsides to leaf.** **So Eden sank to grief,** **So dawn goes down to day.** **Nothing gold can stay.**	

B. Establishing Lesson Purpose	**1. Lesson Purpose** (1 minute) Establish lesson purpose by providing the objective of this week's lesson. The teacher may say: You did well in determining the types and characteristics of the previously given texts. Your knowledge on that topic is necessary because the focus of this week's lesson is on identifying the meaning and purpose of literary texts.	
B. Developing and Deepening Understanding	**1. Explicitation** (8 minutes) Define *purpose* and discuss the three core purposes of writing. The *purpose* is the goal or aim of a piece of writing. Three major purposes of writing:	Establish the idea that writing or selecting a text depends on one's purpose.



a. To **persuade** - influence the readers' perspectives or encourage them to reconsider their stance on a debate and contemplate the writer's viewpoint
b. To **inform** – explains, clarifies something, or educate the audience
c. To **entertain** - focuses on entertaining rather than informing; aims to make the audience laugh, cry, or provide overall enjoyable reading experience

Use the acronym PIE for a more effective recall of the concept.

Key questions for discussion:

- Why do you think we need to write?
- How is the writer's purpose conveyed in writing?
- How will you apply these concepts in your everyday life?

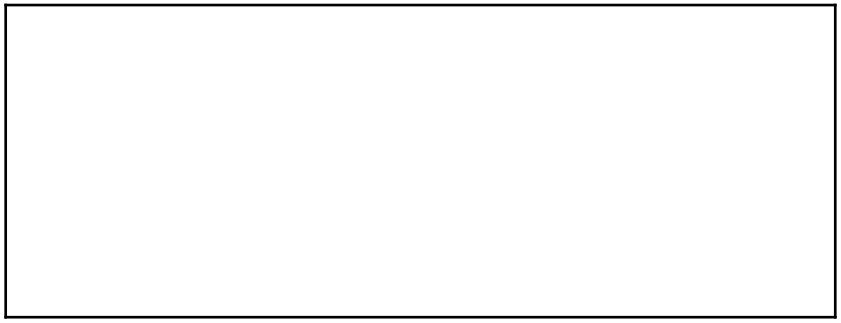
Day 2

2. Lesson Activity

Group these texts! (Activity 2) (35 minutes) Mechanics:

- This activity may be done in pair or by group.
- Provide a list of text types:

Use worksheet 2.



	short story legend autobiography poetry fable myth drama speech journal blog new articles editorial essay screenplay advertising campaign letters diary entries posters Ask the students to group the text types based on their purpose using the table below: **To inform** | **To persuade** | **To entertain** Process/discuss their answers using the following key questions: ● What are the texts that used to express one's ideas/opinion? to educate or explain something to an audience? to influence others? ● Why do you think it is necessary determining the meaning and purpose of piece of writing, especially, in selecting a literary text?	Though we have provided all other types of texts, emphasize that the focus of the topics on the succeeding weeks is on literary texts which will be listed on the last column *(To entertain).*

C. Making Generalizations	**Day 3 - 4** **Learning capture Activity** Ask the students to reflect on their learning by answering this activity.  **What are you going to take away with you when you get home?** *(takeaway - something you will remember)*	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**Author's Purpose Task Card (Group Activity)** Below are task cards which contain the author's purpose/intention in writing. Ask the students to take the role, choose one purpose, and have it written/presented to the class. A script for a commercial A letter to a friend about his/her vacation A story about a spooky Halloween night A news report on a recent activity/event in school A poster/slogan illustrating nationalism A birthday party invitation to a friend	The students can choose or the teacher can assign a specific task to each group.

<table>
<tr><td rowspan="5">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5">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.

Teacher may also suggest ways to improve the different activities explored/lesson exemplar.</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>Others</td><td></td><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="3">Reflection guide or prompt can be on:
▪ <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?</td><td>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/collaborative sessions.</td></tr>
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