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|  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

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| 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.

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| <p>B. Establishing Lesson Purpose</p> | <p>1. Lesson Purpose (1 minute)</p> <p>Establish lesson purpose by providing the objective of this week’s lesson. The teacher may say:</p> <p>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.</p> | |
| <p>B. Developing and Deepening Understanding</p> | <p>1. Explication (8 minutes)</p> <p>Define <i>purpose</i> and discuss the three core purposes of writing.</p> <div data-bbox="533 624 1588 798" style="border: 1px solid black; padding: 10px;"> <p>The <i>purpose</i> is the goal or aim of a piece of writing.</p> <p>Three major purposes of writing:</p> </div> | <p>Establish the idea that writing or selecting a text depends on one’s purpose.</p> |



PIE

- 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

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

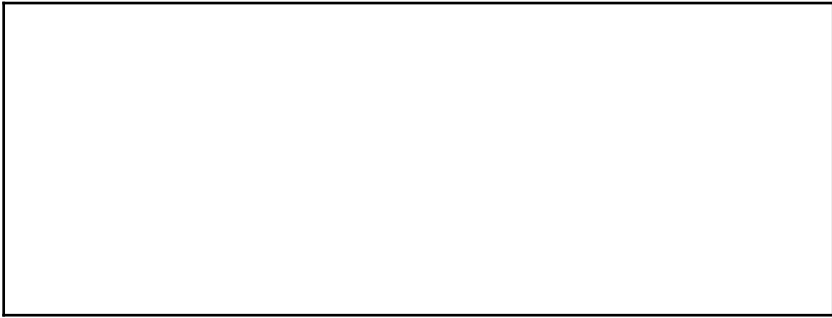
2. Lesson Activity

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

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


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*).

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?

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| C. Making Generalizations | <p>Day 3 - 4</p> <p>Learning capture Activity</p> <p>Ask the students to reflect on their learning by answering this activity.</p> <div data-bbox="533 475 875 887"></div> <p>What are you going to take away with you when you get home?</p> <p><i>(takeaway - something you will remember)</i></p> | |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | NOTES TO TEACHERS | |
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| <p data-bbox="136 220 443 248">A. Evaluating Learning</p> | <p data-bbox="488 220 1684 320">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.</p> <div data-bbox="698 371 1288 1286" style="text-align: center;"><p data-bbox="763 411 1223 451">A script for a commercial</p><p data-bbox="734 555 1252 639">A letter to a friend about his/her vacation</p><p data-bbox="813 715 1173 799">A story about a spooky Halloween night</p><p data-bbox="790 874 1196 959">A news report on a recent activity/event in school</p><p data-bbox="775 1018 1211 1102">A poster/slogan illustrating nationalism</p><p data-bbox="748 1177 1238 1262">A birthday party invitation to a friend</p></div> | <p data-bbox="1733 277 2148 384">The students can choose or the teacher can assign a specific task to each group.</p> |

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| 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>Teacher may also suggest ways to improve the different activities explored/lesson exemplar.</p> |
| | <i>strategies explored</i> | | | |
| | <i>materials used</i> | | | |
| | <i>learner engagement/ interaction</i> | | | |
| | <i>Others</i> | | | |
| C. Teacher's Reflection | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently? What can I explore in the next lesson?</i> | | | <p>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.</p> |