

LESSON PLAN TEMPLATE

Lesson Title	Voices of the Community: Publishing Multimodal Informational Texts
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:	Learning Competency: • Publish a multimodal informational text for one's purpose and target audience: Expository text, news and press releases, and features Content Standards: 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 Performance Standards: 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			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	- Identify the structural features and language characteristics of expository texts, news releases, and feature stories. - Evaluate the clarity of meaning and purpose in sample Philippine journalistic texts.	- Compose a draft of an original informational text (expository, news, or feature) based on a chosen local topic. - Align the tone and structure of the draft with the target audience and purpose.	- Transform a written draft into a multimodal format by integrating visual and design elements. - Apply design principles to enhance the clarity and impact of the informational text.	- Publish the final multimodal informational text for a specific audience. - Reflect on the publishing process and the effectiveness of the multimodal choices made.
Learner Context:	Learners show high engagement with visual media and social focus but struggle with distinguishing formal journalistic tones from creative writing. While many are proficient in identifying local news topics, there is a gap in understanding technical structures like the inverted pyramid. Visual aids are essential for bridging these gaps.	Learners enjoy discussing local traditions and personal experiences but often face barriers in organizing thoughts logically. They respond well to templates and step-by-step guides. Motivation is higher when the topic is personally relevant to their barangay or school life.	Learners demonstrate strong creativity and interest in digital tools and drawing. However, some lack access to high-end gadgets, necessitating a flexible approach that allows for both digital and hand-drawn multimodal products. Visual learners excel here, while those with fine motor challenges may need simplified layout options.	The class shows a sense of pride in sharing their work but some are hesitant about public speaking. They are most motivated when they see their work 'published' in a way that feels real and professional. Positive reinforcement from peers is a significant driver for these learners.

Learning Experience.

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 purposeful way.

Pre-Lesson:	● Photo Prompts: Show images of local community events (e.g., a local market, a barangay meeting, or a school festival) and ask students to describe them in one sentence.	● Topic Brainstorming: 'What's the Buzz?' Students list three things happening in their school or community right now.	● Visual Analysis: Show an infographic and a plain text document. Ask: 'Which one is easier to understand and why?'	● Final Polish: 10 minutes for final self-correction using a provided rubric.
Flow:	● Scaffolding : Present three short texts about the same local festival—one as a news report, one as a feature story, and one as an expository explanation. Use a Venn Diagram on the board to compare them. ● Active Retrieval: Use a 'Feature Match' game where students match specific headlines to the correct text type. ● Checks for Understanding: Pause	● Scaffolding : Provide 'Writing Frames' or templates for the inverted pyramid (news) and the introduction-body-conclusion (expository). ● Modeling: The teacher co-writes a short news lead on the board about a recent school sports event. ● Active Retrieval: Ask students to recall the 'Purpose' (to inform, to explain, to persuade) before they	● Scaffolding : Demonstrate how to use icons, bold headings, and images to highlight key information. Provide a 'Design Checklist' (e.g., Contrast, Alignment, Proximity). ● Hands-on Workshop: Students use available tools (PPT for digital, or paper/markers for manual) to layout their text. They must include at least two multimodal elements	● Publishing: Students 'publish' their work by either presenting it on the projector, posting it on a 'Class News Board,' or uploading it to a shared digital folder. ● Social Learning: 'Writer's Fair'—Students circulate and read each other's work, leaving 'Positive Post-it' comments on at least three pieces. ● Active Retrieval: A short closing discussion

	after discussing each text type to ask students to identify the '5Ws and 1H' in a sample news clip projected on screen. ● Social Learning: In small groups, learners analyze a provided press release from a local government unit to determine its intended audience.	start drafting. ● Individual Practice: Students begin drafting their chosen text type, focusing on clarity and audience relevance.	(e.g., a photo, a chart, or an illustration). ● Checks for Understanding: Walk around and ask students, 'How does this image help your audience understand your message?' ● Social Learning: 'Design Buddies'—students give one suggestion on how to improve the visual flow of their partner's work.	on why multimodal texts are more effective in the modern Philippine context (e.g., social media reach). ● Reflection: Students write a short paragraph on what they learned about being a 'journalist' or 'informer' in their community.
Learning Resources:	● Laptop and Projector ● Sample Philippine news clippings (Inquirer, PhilStar) ● Graphic organizers (Venn Diagram)	● Writing templates/worksheets ● Whiteboard and markers ● LCD Projector for displaying the 'Writing Frames'	● Laptops/Computers (for digital) ● Art supplies (for manual) ● Slide presentation on Basic Design Principles	● Bulletin Board/Wall space ● Projector ● Adhesive notes/Post-its ● Assessment Rubric
Opportunities for integration:	● Araling Panlipunan: Analysis of local governance and community issues	● Values Education: Selecting topics that promote community development or ethical	● MAPEH (Arts): Application of visual arts principles like balance and emphasis in	● ICT: Understanding digital publishing platforms and responsible sharing of

	through news texts.	reporting.	layout design.	information.
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:	● Exit Ticket: Students must write down one unique characteristic for each of the three types of informational texts discussed.	● Peer Check: Students swap drafts to check if the '5Ws' are present in news drafts or if the 'Main Idea' is clear in expository drafts.	● Progress Check: A 'Draft Gallery' where students display their work-in-progress for a quick 'Stars and Wishes' (one thing they like, one thing to improve) feedback session.	● Summative Rubric Evaluation: Teacher evaluates the final multimodal text based on clarity, purpose, audience alignment, and multimodal integration.
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 food label, a newspaper, or a community bulletin) and bring it to the next class.	● Learners are encouraged to interview a family member or neighbor to gather more 'quotes' or details for their draft.	● Students may take photos of their community to use as original images for their multimodal project.	● Encourage students to submit their work to the school paper or post it on the official school Facebook page (with parental consent).

Reflections:	• Which text type did the students find most difficult to distinguish? How can I provide more localized examples to clarify this?	• Were the writing frames effective for the struggling writers? Did the prompt 'What's the Buzz' generate diverse topics?	• How well did students balance text and visuals? Did the lack of digital resources for some students hinder their creative expression?	• Did the final products meet the criteria for 'multimodal'? How can I improve the peer-feedback process to make it more constructive for future publishing tasks?
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