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| **http://t2.gstatic.com/images?q=tbn:ANd9GcSGBqfGiRIp5gWR5YHdRnl_4PQ8yu29YV1cTUxdlbt6bUHLgxCO187NxzMMGRADES 1 TO 12**  **DAILY LESSON LOG** | **School** | DELA PAZ NATIONAL HIGH SCHOOL | **Grade Level** | 7 |
| **Teacher/s** | ARVIN JESUS L. ROMERO (PM)  ANGELICA G. YUSON MADERAZO (PM)  TREXCHY MAE C. CAMANO (AM)  LENAIDA S. RAMOS (AM) | **Learning Area** | ENGLISH |
| **Teaching Dates and Time** | DECEMBER 2-6, 2024  (FACE TO FACE CLASSES)  DECEMBER 2-3 (2nd Periodical Test) | **Quarter** | QUARTER 3  WEEK 1 |

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| **I. OBJECTIVES** |  |
| **Lesson Objectives**  **1. Analyze the text structure of different types of expository texts by noting purpose and organization of ideas.**  **2. Identify the meaning and use of different transitional devices in expository texts.**  **3. Note important details to summarize information presented in expository texts.** |
| **A. Content Standards** | The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques to produce culture-based texts based on one’s purpose, context, and target audience. |
| **B. Performance Standards** | The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culturebased texts: narrative, expository, and persuasive texts appropriate for their purpose context (Indigenous People and regional celebrations); and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language. |
| **C. Learning Competencies** | **EN7INF-III-1 Examine text structures of non-journalistic (expository) texts for clarity of meaning and purpose: comparison and contrast EN7INF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts: transition devices EN7INF-III-4 Extract significant information. EN7INF-III-11 Analyze textual evidence to support an argument/general statement: summarizing** |
| **II. CONTENT** | **Text structures of Expository Texts ● Transition markers ● Extracting significant information to summarize** |
| **III. LEARNING RESOURCES** | Bicknell, M. Compare and Contrast: Explanations and Examples. Houston Community College Learning Web. https://cpb-cac1.wpmucdn.com/myriverside.sd43.bc.ca/dist/9/678/files/2014/09/Compare-and-Contrast-Explanations-and-Examples-1sy13za.pdf Eye in the sky. (2009, April 11). Songkran Festival and the Water-Splashing Revelry of Thailand. https://eye-in-the-bluesky.blogspot.com/2009/04/songkran-festival-and-water-splashing.html Festival Masks of the Philippines. http://www.philippinestamps.net/RP2014-Masks.htm Health Sciences Center Kuwait University. Comparison and Contrast Essay: Block method. http://www.hsc.edu.kw/vpo/ELU/EFLLAB/Writing/e182/Sample\_Block\_Method\_Essay.htm Heart 2 Teach. Writing Process Posters. Pinterest. https://www.pinterest.ph/pin/333829391133356011/ Hilldale Public Schools. Author’s Purpose, Inferences, and Predictions. https://www.hilldale.k12.ok.us/vimages/shared/vnews/stories/5b7b01e8417ae/Authors%20Purpose%20Notes.pdf Illinois State University. Text Structure Resources. https://education.illinoisstate.edu/downloads/casei/3-01-04- handout%20TextStructureResources%201.pdf Kapwa Travel. Filipino Fiestas, Festivals, and Holidays. https://kapwatravel.com/filipino-fiestas-festivals-holidays/ Leal, L. (2023). Interactive Notebook Lesson for Comparing and Contrasting Paleo Indians and Archaic People. https://www.lumoslearning.com/llwp/resources/pinterest\_listings.html?id=1447950 Rappler. (2013, January 19). #PHTravel: Sinulog, Ati-Atihan, and Dinagyang. https://www.rappler.com/life-and-style/20016-phtravel-festivalfacts-sinulog-ati-atihan-dinagyang/ Saratsiotis, G. Organizational Patterns for the Comparison/Contrast Essay. San Jose State University Writing Center. https://www.sjsu.edu/people/saul.cohn/courses/100W/s1/Organization\_CompareContrast.pdf |
| **A. References** |  |
| **1. Teacher’s Guide pages** | Lesson Exemplar for English 7, Week 1 Quarter 3 by DepEd BLR |
| **2. Learner’s Material pages** |  |
| **3. Textbook pages** |  |
| **4. Additional Materials from**  **Learning Resource (LR) portal** |  |
| **B. Other Learning Resources** |  |
| **IV. PROCEDURES** |  |
| **A. Reviewing previous lesson or**  **presenting the new lesson** | 1. Short Review Students recall their experience writing a short story by arranging the five boxes showing the various stages of writing. |
| **B. Establishing a purpose for**  **the lesson** | Unlocking Content Area Vocabulary  **Directions: Using context clues, students think about the possible meaning of the following unfamiliar words from the article #PHTravel: Sinulog, Ati-Atihan, and Dinagyang. An example is provided below.**  Example: The Sinulog dance **mimics** the back-and-forth movement of water currents. Dancers sway to the left and the right like the waters moving toward a specific direction.  Clue: sway to the left and the right like the waters  Possible Meaning based on the clue: to follow or imitate   1. Cebuanos used to dance the Sinulog for their **pagan idols**, whom they worshipped with singing and dancing.   Clue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Possible Meaning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. After their **conversion** from paganism to Catholicism, they continued to dance the Sinulog, but this time, in honor of the Santo Niño.   Clue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Possible Meaning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The Ati-Atihan dancers emulate the Atis' dark skin by covering their skin with soot, a black powdery substance consisting of carbon, to make it dark, and dressing up in the tribe’s traditional costume.   Clue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Possible Meaning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The Atis were hostile to the foreigners or Maraynons. Seeing the Maraynons as enemies, they engaged in bloody battles.   Clue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Possible Meaning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **C. Presenting examples/**  **instances for the new lesson** | In your final writing task in Quarter 2, you used a story map as a pre-writing activity. This is because you used narration as a method of paragraph development. In this quarter, we will learn about another method: Exposition. The main difference between narrative and expository methods of paragraph development is that in the narrative, you tell a story about a certain character/s in a specific time and place. This means you  present a sequence of events leading to the climax (the story's most important, often highest point). On the other hand, expository essays explain or inform the reader about a certain topic or idea.  For example, in the Rappler article which you are about to read,  the writer describes the Sinulog, Ati-Atihan, and Dinagyang Festivals to inform the reader and encourage them to join or learn more about them.  There are four most commonly used expository methods of paragraph development:   1. sequence/process, 2. comparison and contrast, 3. cause and effect, and 4. problem and solution. |

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| **D. Discussing new concepts and**  **practicing new skills #1** | The following paragraph frames or templates are presented and classified into different expository text structures.  Sequence –   1. Here are the steps in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a problem because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. One possible solution is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Another solution is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These are good ways to solve the problem because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. As a result, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 3. The reason why \_\_\_\_\_\_\_\_\_\_ happened was because of \_\_\_\_\_\_\_\_\_\_. If \_\_\_\_\_\_\_\_\_\_, then \_\_\_\_\_\_\_\_\_\_. In order to \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_. Since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finally, due to \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_. This explains why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 4. Both \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ are alike in some ways. Both \_\_\_\_\_ and \_\_\_\_\_\_ have 10 similar \_\_\_\_\_\_\_. Both also \_\_\_\_\_\_\_\_ as well as \_\_\_\_\_\_\_\_\_\_. On the other hand, there are differences as well. One way they differ is \_\_\_\_\_\_\_\_\_\_. Another difference is \_\_\_\_\_\_\_\_\_\_. |
| **E. Discussing new concepts and**  **practicing new skills #2** |
| **F. Discussing new concepts and**  **practicing new skills #3** |
| **G. Developing Mastery**  **Leads to Formative**  **Assessment 3** | Seatwork:  Ask the students to identify the expository method used to develop each paragraph based on your knowledge of the different expository text structures.  1. The Philippines is home to a variety of festivals, both religious and secular or nonreligious. These festivals have benefited the country in some ways. Because of these festivals, Filipinos have strengthened their pride in their cultural heritage. These festivals have also created opportunities for building relationships among Filipinos and even with visitors from other parts of the world. Lastly, since these festivals attract visitors, there is an increase in business activities, and the economy also grows.  2. There are a few steps to planning for a trip around the Philippines and experiencing Philippine festivals on a budget. First, plan your trip budget. Second,  choose the places you want to go. Third, decide how long the trip will be and check if the festival date matches your schedule. Fourth, research flights and deals and look for deals. Finally, start saving up.  3. The Songkran Festival and the Wattah Wattah or Basaan Festival are alike in some ways and different in others. Both of these are celebrated in Southeast Asia and are considered religious festivals. However, Songkran is a Buddhist tradition in Thailand, while Basaan is a Catholic celebration in the Philippines in honor of St. John the Baptist. In Songkran and Basaan celebrations, people are allowed to spray water and drench the people joining in the festivity, but this is done for days in Thailand in April, while Basaan is done only on the feast day, June 24th. These celebrations are enjoyed by locals and tourists alike  4. The number of school contenders for the town fiesta’s street dance competition has declined. Schools and the local government units (LGUs) have proposed solutions to this problem. One solution was to ensure that students were excused from some school activities or given more time to complete school tasks. Another solution was for the LGU to subsidize the students’ costumes and props. Lastly, attractive cash prizes are also given to deserving winners.  Answer Key:  1. cause and effect  2. sequence  3. comparison and contrast  4. problem and solution |
| **H. Finding practical applications**  **of concepts and skills in daily**  **living** |  |
| **I. Making generalizations and**  **abstractions about the lesson** |  |
| **J. Evaluating learning** | Quiz:  Expository Text Structure.  Directions: Identify what is asked in each of the following items. Encircle the letter that corresponds to the correct answer.   1. What graphic organizer is used to organize information for a comparison and contrast article? 2. Which expository text structure is used in writing how-to articles? 3. cause and effect 4. comparison and contrast   C. problem and solution  D. sequence   1. Read the paragraph below and identify its structure. Though celebrating Philippine festivals benefits the locality where they are celebrated, people may encounter a few problems during these gatherings. One of these is the heavy traffic experienced by motorists. Another is the increase in the demand for products, like food items, which also means an increase in prices. Lastly, prices of hotels and flight tickets tend to be higher. 2. cause and effect 3. comparison and contrast   C. problem and solution  D. sequence  4. In your Social Studies class, you were asked to interview people involved in the fiesta celebration preparations (e.g., tourism officers and church officials) and ask about the usual challenges they face during these preparations and their intended plan of action or solution. Once you make a report on the data you gathered, what expository text structure will you use?  A. cause and effect  B. comparison and contrast  C. problem and solution  D. sequence  5. Below are the titles of articles; which among the following do you think is an expository text that most likely uses the problem and solution structure?  A. Steps in the Writing Process  B. Expository vs. Narrative Text  C. Five Common Mistakes in Writing  D. Challenges in Writing and How to Overcome Them  Answer Key:  A. Expository Text Structure  1. D.  2. D.  3. A.  4. C.  5. D. |
| **K. Additional activities for**  **application or remediation** |  |
| **V. REMARKS** |  |
| **VI.REFLECTION** |  |
| A. No. of learners who earned 80% in the evaluation. |  |
| B. No. of learners who require additional activities for remediation who scored below 80%. |  |
| C. Did the remedial lessons work? No. of learners who have caught up with the lesson. |  |
| D. No. of learners who continue to require remediation. |  |
| E. Which of my teaching strategies worked well? Why did these work? |  |
| F. What difficulties did I encounter which my principal or supervisor can help me solve? |  |
| G. What innovation or localized materials did I use/discover which I wish to share with other teachers? |  |

**** Prepared by: Checked by:

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A close-up of a signature

Description automatically generated  *Chairperson, English Department*

A black background with a black square

Description automatically generated with medium confidence**ANGELICA G. YUSON-MADERAZO**

**TREXCHY MAE C. CAMANO**

**A signature on a white background

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**LENAIDA S. RAMOS**