

7

# Learning Activity Sheet for English

Quarter 1

Week

3

## Learning Activity Sheet English Grade 7 Quarter 1: Week 3

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	English	<b>Quarter:</b>	First
<b>Week:</b>	3	<b>Day:</b>	1
<b>Lesson Title/ Topic:</b>	Meaning and Message of Maxims, General Truths and Philosophies		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### Objectives:

1. Identify the meaning and message the given maxims, general truths, and philosophies convey.
2. Relate the identified message of the maxims, general truths, and philosophies to real-life situations.

### Activity 1 A: You Complete Me!

**Directions:** Complete the following statements.

1. Kung ano ang itinanim, \_\_\_\_\_.
2. Ang tunay na kaibigan, hindi nang-iiwan sa oras ng \_\_\_\_\_.
3. Ang ayaw mong gawin sa iyo \_\_\_\_\_.
4. Habang may buhay, \_\_\_\_\_.
5. Ang hindi marunong lumingon sa pinanggalingan ay \_\_\_\_\_.

### Activity 1 B: Let's Map the Message!

**Directions:** Complete the table below. Identify the message of each word of wisdom and choose from the choices below the situation presented in each saying. Item number is done for you.

Words of Wisdom	Meaning or Message	Situation
1. Kung ano ang itinanim, iyon ang aanihin.	The outcomes or consequences you experience are the result of your actions.	C
2. Ang tunay na kaibigan, hindi nang-iiwan sa oras ng pangangailangan.		
3. Ang ayaw mong gawin sa iyo wag mong gawin sa kapwa mo.		
4. Habang may buhay, may pag-asa.		
5. Ang hindi marunong lumingon sa pinanggalingan ay hindi makakarating sa paroroonan.		

	<b>Situations</b>
<b>A</b>	Alpha remains hopeful despite being rejected in multiple interviews, believing the opportunity will come.
<b>B</b>	When Jelyn lost her job, her former colleagues left her, except for Danica, who stood by her, offered support, and helped her find a new one.
<b>C</b>	Roxanne treats her classmates with kindness and respect throughout the school year. At the end of the year, she is surrounded by friends who appreciate her positive attitude.
<b>D</b>	A successful lawyer, Kelly regularly visits her hometown to volunteer at the community center. She remembers how much support she received from her community as a child.
<b>E</b>	When Rheyln sees someone being teased, he speaks up because he wouldn't want to be treated that way.

### Activity 1 C: Connecting to Real-Life Scenarios

**Directions:** Identify the message of each word of wisdom and relate the message of the saying to your real-life experience.

<b>Words of Wisdom</b>	<b>Meaning or Message</b>	<b>Situation</b>
1. Walk a mile in someone else's shoes before you judge them.		
2. Many hands make light work.		
3. We rise by lifting others.		

### Activity 1 D: Generalizations:

**Directions:** Complete the following statements.

1. Maxims, general truths, and philosophies teach us \_\_\_\_\_.
2. Thinking about maxims and their meanings can help us make better decisions  
\_\_\_\_\_
3. Maxims, general truths, and philosophies are important because they help us see  
\_\_\_\_\_

### Activity 1E: Evaluation

**Directions:** Choose the letter of the correct answer.

1. What message is expressed by this maxim: "Do unto others as you would have them do unto you"?
  - a. Always prioritize your own needs first.
  - b. Take advantage of others whenever possible.
  - c. Avoid interacting with people who are different from you.
  - d. Treat others with the same respect and kindness you expect for yourself.
2. Hailey feels frustrated because he didn't study for his English test and got a low grade. Which of the following words of wisdom is connected to the situation above?
  - a. You reap what you sow.
  - b. The early bird catches the worm.
  - c. Determination is the key to success.
  - d. Those who forget the past are doomed to repeat it.
3. Which of the following words of wisdom is connected to this situation? "Shenaya is a Grade 7 student who has difficulty in reading. Despite this challenge, she is not discouraged and finds ways to learn how to read with the help of her teacher and parents."
  - a. You reap what you sow.
  - b. The early bird catches the worm.
  - c. Determination is the key to success.
  - d. Those who forget the past are doomed to repeat it.
4. What idea is conveyed by this maxim: "Honesty is the best policy"?
  - a. It's better to be dishonest in certain situations.
  - b. Honesty doesn't matter in everyday interactions.
  - c. It's acceptable to lie if it serves your interests.
  - d. Being truthful is always the most beneficial choice.
5. Which of the following situations best relates to the words of wisdom: "Kindness is a language that the deaf can hear, and the blind can see"?
  - a. Jade spreads rumors about her classmate to make herself look better.
  - b. Jhen laughs at his classmate for making a mistake during a presentation.
  - c. Roselle compliments his friends on their performance, boosting their confidence.
  - d. Mhay refuses to be in the same group as the new student because she is different from her other friends.

## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	English	<b>Quarter:</b>	1
<b>Week:</b>	3	<b>Day:</b>	2
<b>Lesson Title/ Topic:</b>	Identifying Details and Message of the Poem		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**Objectives:**

1. Identify the details of the poem read.
2. Categorize the character's action in the poem under a specific value demonstrated in the poem.

**Activity 2 A: Context Clues Match-Up!**

**Directions:** Match the underlined words in Column A with their correct meanings in Column B.

Column A	Column B
1. The market was <u>bustling</u> , with vendors selling their goods and people moving through the crowd.	a. A signal light or object that helps guide someone
2. The lost sailors were searching for a <u>beacon</u> to help them find their way back home.	b. Overcome and unable to continue
3. The team felt <u>defeated</u> and disappointed after losing the championship game. They worked hard and put in much effort; but unfortunately, they couldn't win.	c. Crowded and full of activity
4. The social worker wanted to understand the child's situation completely. She listened with <u>empathy</u> , trying to feel what the child was feeling.	d. Sympathy and concern for others' suffering
5. The doctor showed <u>compassion</u> for her patients, treating them with kindness and understanding.	e. The ability to understand and share the feelings of another

## Activity 2 B: It's Reading Time

**Directions:** Read the poem below and answer the questions that follow.

In the bustling halls of our school,  
Lived a student, humble and cool.  
Unassuming and quiet, they blended in,  
Yet within them, a hero lay hidden within.

One day in class, a friend in need,  
Struggled with a problem, feeling defeated indeed.  
A quiet student, unnoticed by most,  
Rose to the challenge, their compassion almost.

With patience and kindness, they lent a hand,  
Guiding their classmate to understand.  
Through trials and errors, they worked side by side,  
Teaching with empathy, restoring their classmate's pride.

Their act of kindness, a beacon of light,  
Inspired others to do what's right.  
For in the heart of a student, brave and true,  
A hero emerged, shining through.

-anonymous

### Guide Questions:

1. Who is the main character in the poem?

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2. How is the quiet student described at the beginning of the poem?

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3. Can you describe the main event or action in the poem?

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4. Why did the quiet student help one of his friends?

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5. What traits does the quiet boy show when helping one of his friends?

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6. If you saw a friend struggling, would you help them? Why?

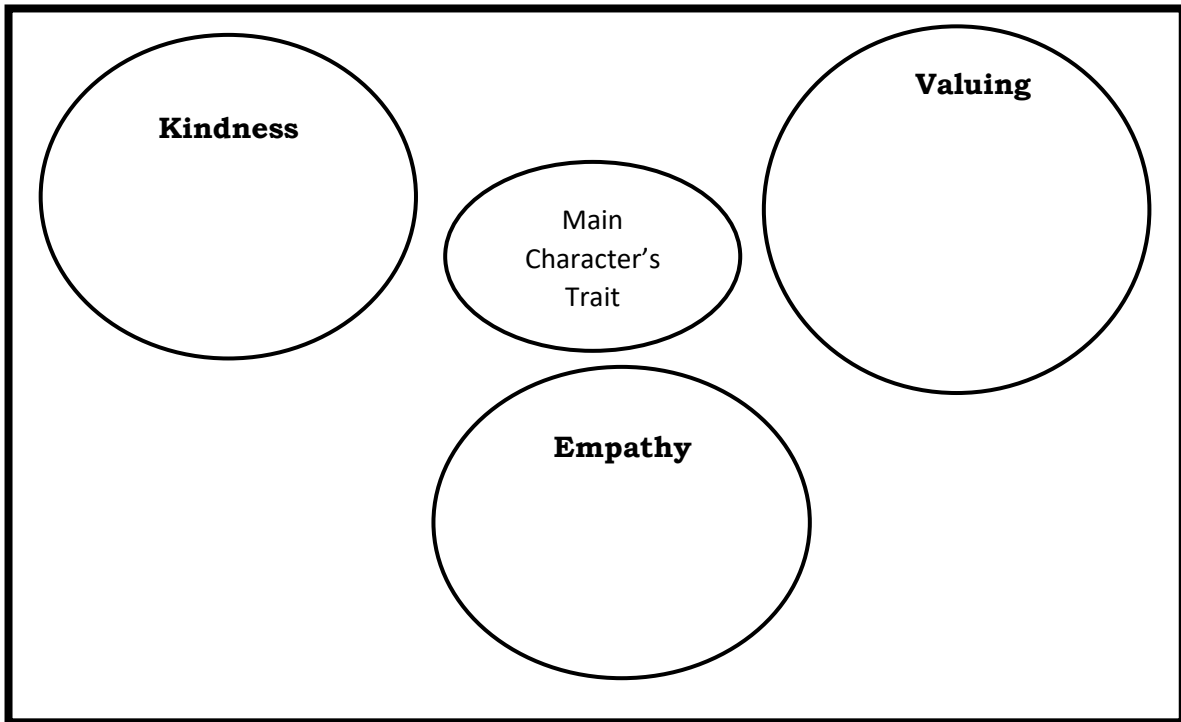
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6. What if you were the one struggling in life, what would you do? Explain your answer.

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**Activity 2 C: Character's Action Analysis!**

**Directions:** Complete the graphic organizer below to represent the main character's actions in the poem you read. Identify specific actions from the poem that demonstrate each trait. Then, answer the reflective questions below.



Think about a time when you showed one of the values presented in the poem. How does your action compare to what the main character did in the poem? What did you learn about why these values are important?

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**Activity 2 D: Generalizations:**

**Directions:** Complete the following statements.

1. The things that I learned today are

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2. I realized that

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	English	<b>Quarter:</b>	1
<b>Week:</b>	3	<b>Day:</b>	3
<b>Lesson Title/ Topic:</b>	Analyzing the message of the poem as a means of valuing other people and their various circumstances		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**Objectives:**

1. Explain how the poem's message connects to the maxims, truths, and philosophies.
2. Relate the message of the maxims, universal truths, and philosophies presented in the poem as a means of valuing other people and their various circumstances in life.

**Activity 3 A: What is in a Word?**

**Directions:** Complete the Frayer Model for each vocabulary word. Define the word, list its characteristics, and provide examples and non-examples. Then, share and discuss your answer with the class.

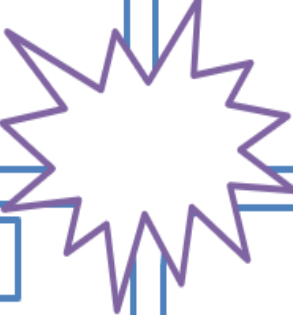
<b>Kindness</b>	<b>Compassion</b>	<b>Valuing Others</b>	<b>Empathy</b>	<b>Circumstances</b>
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**Definition**

**Characteristics**

**Examples**

**Non-Examples**



### Activity 3 B: Find the Hidden Wisdom!

**Directions:** Complete the following statements. Think of a maxim, general truth, or philosophy that applies to the given stanza. Then, explain how it applies or supports the connection. Item number 1 is done for you.

Stanza/ Lines	Maxim/General Truth/Philosophy	Explanation
1	Looks can be deceiving.	The poem describes the hero as "unassuming and quiet," suggesting he might be overlooked. This maxim reminds us not to judge people based on outward behavior, as someone quiet can still be a hero within.
2		
3		
4		

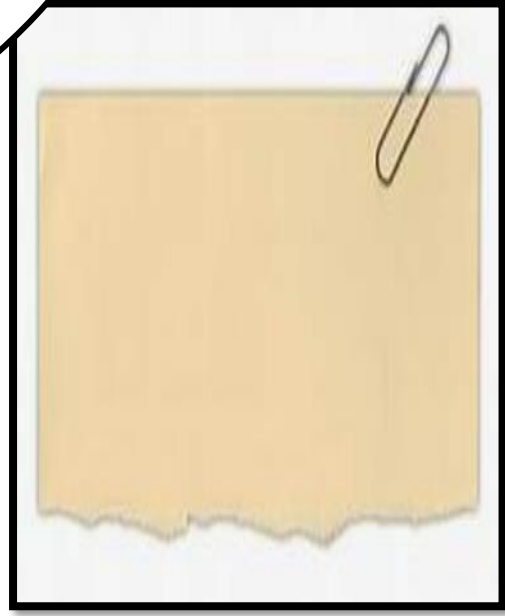
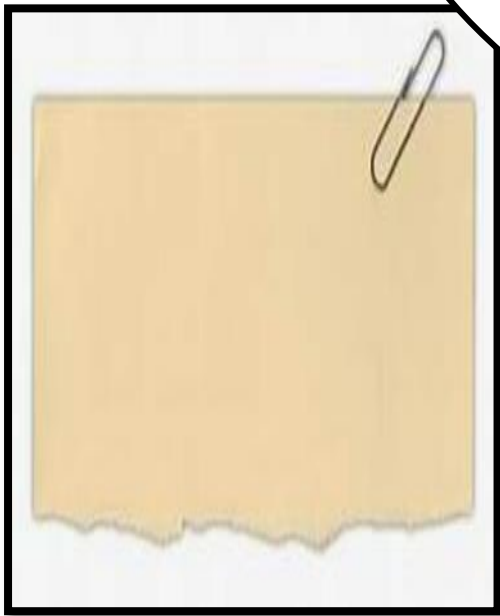
**Activity 3 C: Connect Wisdom to Real life!**

**Directions:** Write down one word of wisdom that greatly affects you. Then, explain how this idea relates to valuing others and their circumstances and provide a situation in which you can apply it.

How does the maxim, the General truth of Philosophy, connect to valuing others and their circumstances?



Real-Life Example: How can you apply this wisdom in a situation at school, home, or in your community?



**Activity 3 D: Generalizations:**

**Directions:** Answer the following questions.

1. When we think about the poem's message, how does it make us want to treat people differently?

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2. What can we learn from the poem to help us be kinder and more understanding towards others?

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	English	<b>Quarter:</b>	1
<b>Week:</b>	3	<b>Day:</b>	4
<b>Lesson Title/ Topic:</b>	Application of the ideas presented in the poem		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### Objective(s):

1. Demonstrate empathy and understanding for someone facing a situation.
2. Analyze how the poem's message encourages them to value others facing challenges.

### Activity 4 A: Ready, Set, Action!

#### Directions:

1. Work in small groups and follow the assigned scenario.
2. Read it carefully, then assign roles in your group.
3. Plan your event to ensure that everyone's emotions and reactions are considered. Start the process and be honest with your character's feelings and actions.
4. Then, reflect on the experience and discuss the feelings and consequences. Share your insights with the class. As a bonus, include one maxim, universal truth, or philosophy at the end of your speech that reflects a lesson learned from your situation.

**Scenario 1:** A new student joins your class in the middle of the year. She seems shy and has difficulty making friends, and some students tease her about being different. How would you react if you witnessed this? How can you show empathy and understanding to another student?

**Scenario 2:** During recess, you notice a group of students who have excluded one of your classmates from playing with them. Your classmate looks sad and alone. How would you show empathy in this situation?

**Scenario 3:** Your friend is having trouble with his family at home. He appears unhappy and moody in class but trusts you and asks you to keep it a secret. What can you do to help your friend while still respecting his privacy? How can you show that you understand and care about his situation?

**Scenario 4:** Your teacher gave you a project with some classmates. However, your classmates have different ideas and ways of working from you. This is causing problems for the group because you do not agree on everything. How can you work together on the project despite your different ideas and ways of working? Also, how can you show your respect to your classmates and listen to their ideas?

**Scenario 5:** You see some students being unkind to another student in the hallway. They call this student mean names and hurt him physically. What would you do to help while making sure everyone stays safe? How can you show bravery and kindness when defending the student who is being bullied?

**Activity 4 B: Generalizations:**

**Directions:** Make a sentence using any words below to explain what you have learned.

**Circumstances, Kindness, Valuing, Friends, Support**

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**Activity 4 C: Evaluation**

**Directions:** Read the excerpt from each poem by a famous writer. Then, answer the multiple-choice questions that follow.

Hope is the thing with feathers  
That perches in the soul,  
And sings the tune without the words,  
And never stops at all,

-Excerpt from "Hope"  
by Emily Dickinson

1. Which of the following words of wisdom best captures the message of this excerpt?
  - a. Hope springs eternal.
  - b. Hope is a fickle friend.
  - c. Out of sight, out of mind.
  - d. Where there's a will, there's a way.
  
2. How does the message of this excerpt connect to real life?
  - a. It encourages us to give up easily
  - b. It tells us to ignore our problems.
  - c. It emphasizes the importance of material possessions.
  - d. It suggests that hope is a constant source of comfort.

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth,

-Excerpt from "The Road Not Taken"  
by Robert Frost

3. What is the message of this excerpt?
  - a. The beauty of nature.
  - b. The value of taking risks.
  - c. The difficulty of making choices.
  - d. The importance of staying on the right path.
  
4. Which maxim best captures the message of this excerpt?
  - a. Seize the day.
  - b. Look before you leap.
  - c. Every cloud has a silver lining.
  - d. The grass is always greener on the other side.
  
5. How does the message of this excerpt connect to real life?
  - a. It tells us always to follow the crowd.
  - b. It encourages us never to change our minds.
  - c. It emphasizes that every choice has consequences.
  - d. It suggests that all paths lead to the same destination.