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Learning Activity Sheet for English

Quarter 1

Week

5



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Learning Activity Sheet English Grade 7 Quarter 1: Week 5

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LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	1
Week:	5	Day:	1
Lesson Title/ Topic:	Poems that Reflect Culture		
Name:		Grade & Section:	

Objectives:

1. Identify specific cultural elements presented in the poem read.
2. Analyze how poems reflect Filipino cultural values and traditions.

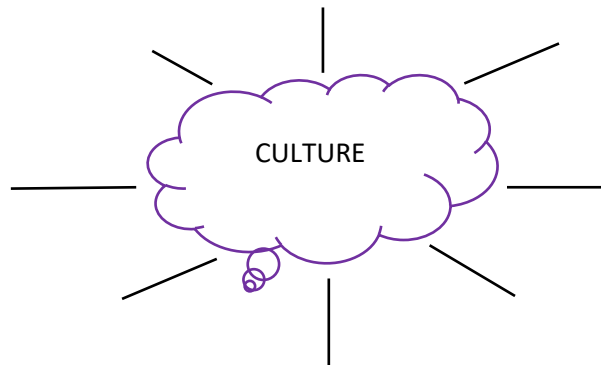
Materials Needed: Slide Decks, Manila Paper/ Cartolina, English Notebook, Ballpen

Duration: 60 minutes

ACTIVITY 1: MY CULTURE MIND MAP!

Materials Needed: Manila paper/Cartolina, English notebook, ballpen

Directions: Think about everything related to culture. These could be things you see, hear, taste, or experience. Write down all the words and phrases that come to mind. Write your answer on the lines surrounding the speech bubble. You may also add more lines if needed. Then, answer the questions that follow.



Guide Questions:

1. Looking at all the words you wrote, what surprised you the most about culture?

2. How do you think understanding culture can help you appreciate the poem you read?

Activity 2: FIND THE CULTURAL ELEMENTS!

Directions:

1. Read the poem.
2. As you read, highlight or underline words, phrases, or lines that reflect cultural elements. This could include things like:
 - Traditions: Celebrations, rituals, or practices passed down through generations.
 - Customs: Social behaviors or habits specific to a certain culture.
 - Values: Important beliefs or principles that guide people's actions.
 - Beliefs: Religious or spiritual views held by a community.
 - Symbols: Objects, images, or words that carry a deeper meaning within a culture.
3. Complete the table below with the highlighted/underlined elements and explain their cultural significance.

Words/Phrases or Lines from the Poem	Cultural Element	Explanation of Cultural Significance

Activity 3: Let's Dig Deeper!

Directions: Now that you have identified some cultural elements in the poem, let us dig deeper! Answer the questions below to understand the poem better. Write your answers on the space provided after the question.

How do the cultural elements identified in the poem contribute to its meaning and impact?

What messages about Filipino culture do you think the poet is trying to convey?

How does understanding the cultural context of the poem enhance your appreciation of its message?

Which aspects of Filipino culture presented in the poem do you find most interesting? Why?

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LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	1
Week:	5	Day:	2
Lesson Title/ Topic:	Structure of Poetry		
Name:		Grade & Section:	

Objectives:

1. Analyze the structure of the poem.
2. Explain how the structure of a poem helps deliver its message.

Materials Needed: Slide decks, Manila paper/ Cartolina, English notebook, ballpen

Duration: 60 minutes

ACTIVITY 1: THE MISSING WORD CHALLENGE!

Directions: Complete the missing lines of the poem by choosing the correct answer from the box below. Make sure your ending fits the tone and message of the poem as you understand it. Write your answer in the space provided.

tell	bear	flowering	over	whistle
cover	hide	well	seagull	deer

Lyric 17

by: Jose Garcia Villa

First, a poem must be magical,
 Then musical as a _____.
 It must be a brightness moving
 And hold secret a bird's _____.
 It must be slender as a bell,
 And it must hold fire as _____.
 It must have the wisdom of bows
 And it must kneel like a rose.
 It must be able to hear
 The luminance of dove and _____.

It must be able to _____
What it seeks, like a bride.
And over all I would like to hover
God, smiling from the poem's _____.

Guide Questions:

1. Why did you choose each word for the missing parts of the poem?

2. How do the chosen words affect the tone and message of the poem?

3. What are the qualities of a poem based on the literary text you have read?

ACTIVITY 2: ANALYZING POETIC STRUCTURE!

In your previous activity, you analyzed how the poem reflects culture. This time, you will analyze its poetic structure and explain how the structure helps deliver the poem's message.

Directions: Read the poem again and pay attention to its structure. Use the following prompts to analyze the poem's structure. Write your answer in the space provided.

Title of the Poem:	_____
Types of Poetry:	_____
Cultural Message or Theme:	_____
Purpose	_____
Number of Stanzas:	_____
Number of Lines per Stanza:	_____
Rhyming Words:	_____
Rhyme Scheme (if any):	_____
Meter (if any):	_____
Figures of Speech (if any):	_____
Sound Devices (if any):	_____
Imagery (if any):	_____
Tone and Mood	_____

ACTIVITY 3: LET US CONNECT!

Directions: Explain how the structure of a poem helps in delivering its message. Write your answer inside the box.

LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	1
Week:	5	Day:	3
Lesson Title/ Topic:	Compose Poems Using Appropriate Structure		
Name:		Grade & Section:	

Objectives:

1. Compose an original poem that reflects culture and values.
2. Use appropriate poetic structures in the poem.

Materials Needed: Materials Needed: Slide decks, Manila paper/ Cartolina, English notebook, ballpen

Duration: 60 minutes

ACTIVITY 1: WHAT'S MY PLAN?

Directions: Plan your original poem using the graphic organizer below. You may refer to **Learning Activity Sheet 4, Activity 2: Poetry Reveal** to guide you for the following: theme, message, purpose and the type of poetry to use.

TITLE
What is the title of your poem?

<p style="text-align: center;">THEME</p> <p>What will be the message of your poem?</p>	<p style="text-align: center;">PURPOSE</p> <p>Why do you want to write this poem?</p>	<p style="text-align: center;">TYPE OF POETRY</p> <p>Is your poem narrative, lyrical or dramatic?</p>
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STRUCTURE
How will you write your poem?

Number of Stanzas:

Lines per Stanza:

Rhyming Words: What are the words that sound alike?

Figures of Speech: You may use similes, metaphors, or other figures of speech to make your poem vivid.

Sound Devices: You may also use sound devices to add musicality to your poem.

Mood: What do you want your readers to feel when they read your poem?

ACTIVITY 2: MY ORIGINAL COMPOSITION

Directions: Write your original poem in the space provided below.

Rubric for Writing Poetry

CRITERIA	MASTERING 4	ACHIEVING 3	DEVELOPING 2	BEGINNING 1
Title	The poem has a title that clearly relates to it and adds interest to its theme or message.	The poem has a title that relates to the poem.	The poem has a title.	The poem has no title.
Content	Content is rich, meaningful, and reflects cultural elements effectively.	Content is meaningful and reflects some cultural elements.	Content is somewhat meaningful, with limited cultural reflection.	Content lacks depth and cultural reflection.
Cohesiveness and Structure	Writing has exceptional flow. Poem structure creates stanzas that are very cohesive. Unity between lines has been established.	Writing has good flow. Good structure creates stanzas that align with grade-level cohesiveness. Unity between lines has been established.	Writing has a limited flow. Some structures lead to alignment and create moderate cohesiveness. Unity between lines is being established.	Writing does not flow. Lack of structure leads stanzas to sway from the core topic. The poem is difficult to follow.
Language and Conventions	No errors in grammar poem structure and word usage. Creative use of pauses, rhyming and word choice.	Limited errors in grammar, poem structure and word usage. Reading is easy to understand.	Moderate errors in grammar, poem structure and word usage.	A very high degree of errors in poem structure and word usage makes reading difficult to understand.
Rhythm	The poem has a distinct rhythm that makes it flow smoothly from one line to the next.	The poem has a rhythm that makes it flow somewhat smoothly from one line to the next.	The poem has very little rhythm that makes it difficult to flow smoothly from one line to the next.	The poem has no rhythm that makes it very difficult to flow smoothly from one line to the next.
Creativity and Uniqueness	Writer creates a thick description that leads to mastery-level writing. The poem is unique and creative.	The writer displays good understanding of rhetoric and helps readers to conceptualize through creative poetry.	Writing has some depth. Moderate effort is made to create a unique poem that draws the reader in.	Writing is limited in depth. Limited effort made to create unique and poetic work.

<https://www.scribd.com/document/303055595/Rubric-for-Poetry>

<https://www.superrubric.com/templates/poetry-writing-rubric>

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