

7

Lesson Exemplar for English

Quarter 1

Week

1

Lesson Exemplar for English Grade 7 Quarter 1: Week 1

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Secretary: Sara Z. Duterte

Undersecretary: Gina O. Gonong

Development Team

Writers:	John Aldrich Ladan
Content Reviewer:	Cristian M. Lacza
External Content Validator	Donald Samson
External Language Validator	Marissa M. Zoleta
Layout Artist:	Evelyn B. Morante

Management Team

JOCELYN DR ANDAYA CESO IV, Director IV
CRISTITO A. ECO CESO IV, Assistant Regional Director
MICAH G. PACHECO, OIC Chief Education Program Supervisor
DENNIS M. MENDOZA, Regional LR Education Program Supervisor
ARNOLD C. GATUS, English Regional Education Program Supervisor
WILMA Q. DEL ROSARIO, LR Education Program Supervisor

MATATAG K to 10 Curriculum Weekly Lesson Log	School	Grade Level	7
	Name of Teacher	Learning Area	English
	Teaching Dates and Time	Quarter	1

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry) 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 analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic); evaluate poetry for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem) that represents their meaning, purpose, and target audience, and reflects their local and national identity.			
C. Learning Competencies	EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within structural context	EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within structural context	EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within structural context	EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within structural context
D. Learning Objectives	<ul style="list-style-type: none"> Share lyrics from one's favorite song, Unlock the meaning of unfamiliar words using cooperative learning, Recite the definition of poems, lines, and stanzas by analyzing a sample poem, Rearrange lines to create a stanza, and Rearrange stanzas of a poem 	<ul style="list-style-type: none"> Identify words that rhyme, Unlock the meaning of unfamiliar words using context clues, Recite the definition of rhyme and rhyme scheme by analyzing a sample poem, Determine the rhyme scheme of given poems, and Create tanaga following its proper structure and using appropriate rhyme scheme 	<ul style="list-style-type: none"> Identify the stressed and unstressed syllables of words, Unlock the meaning of unfamiliar words using context clues, Recite the definition of rhythm, meter, and poetic foot by analyzing a sample poem, Determine the rhythm of lines of a poem, and Write lines that follow specific rhythm 	<ul style="list-style-type: none"> Identify the expressed intent of lines of a poem, Unlock the meaning of unfamiliar words using word search, Identify the forms of given poems, Recite the meanings of each form of poems, and Differentiate the forms of poetry from one another
E. Instructional Design framework feature (s)	Connection, Creativity, Context, Collaboration Engage, Explore Ideational, Inclusive, Integrative, Innovative			

F. 21st Century Skills	Critical Thinking, Teamwork, Collaboration, Interpersonal Skills, Interactive Communication	Creativity, Critical Thinking, Interpersonal Skills, Interactive Communication	Creativity, Critical Thinking, Teamwork, Collaboration, Interpersonal Skills, Interactive Communication	Creativity, Critical Thinking, Interpersonal Skills, Interactive Communication
II. CONTENT				
III. LEARNING RESOURCES				
A. References	<p>Donovan, M. 2022. "Poetry: Rhythm and Meter Writing Forward." September 13, 2022. https://www.writingforward.com/poetry-writing/poetry-rhythm-and-meter.</p> <p>The Editors of Encyclopaedia Britannica. "Rhyme Poetic Device & Literary Technique." Encyclopedia Britannica, July 20, 1998. https://www.britannica.com/art/rhyme.</p> <p>"The Tanaga Movement Begins" Medium, February 18, 2022. https://medium.com/@d_st_james/the-tanaga-movement-begins-96ddd7a18d38.</p>			
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	<p>ACTIVITY 1A: WHAT'S YOUR JAM</p> <p>SAY: In this activity, you will share your favorite song to the class. You will do this by writing down the song title, the singer, and your favorite lines from the song. Lastly, you will write down your reason why you like those lines. After five minutes, you will share your answer to the class.</p> <p>DO: Provide the worksheet to the class.</p>	<p>ACTIVITY 2A: WORD HUNT (SOUNDS-ALIKE EDITION)</p> <p>DO: Let the students do this activity:</p> <p>Instructions: Find the words in the list below that rhyme with each given word. Write down the rhyming pairs you discover.</p> <p>1. Elephant Rhyming Word: _____</p>	<p>ACTIVITY 3A: STRESSING SYLLABLES</p> <p>DO: Let the students do this activity:</p> <p>For each word or phrase, identify the stressed syllable by capitalizing it.</p> <ol style="list-style-type: none"> banana tonight elephant airplane bicycle watermelon telephone tomorrow 	<p>ACTIVITY 4A: EXPRESSIONS OF LINES</p> <p>Instructions: Identify what the lines express. Tell whether they are describing, narrating, or expressing emotions.</p> <ol style="list-style-type: none"> The sky blushes with hues of pink and orange as the sun dips below the horizon. Sarah stepped out onto the porch, feeling the warmth of the

	<p>SHOW: Present the slide showing the format from the worksheet.</p> <p>DO: After five minutes, call the attention of the students and let them share their answers.</p> <p>SAY:</p> <ol style="list-style-type: none"> 1. What is the title of your favorite song? 2. Who is the singer? 3. What are your favorite lines from the song? 4. Why are those your favorite lines? 5. What makes the song your favorite? Is it because of the lines, the lyrics, or the artists? 6. For those who answered the lyrics, what makes the lyrics interesting or likeable? 7. In literature, what do we call these songs? What type of literature are they? 	<p>2. Bubble Rhyming Word: _____</p> <p>3. Whisper Rhyming Word: _____</p> <p>4. Courage Rhyming Word: _____</p> <p>5. Wonder Rhyming Word: _____</p> <p>6. Blossom Rhyming Word: _____</p> <p>7. Laughter Rhyming Word: _____</p> <p>8. Glitter Rhyming Word: _____</p> <p>Choices: Elegant Trouble Linger Marine Encourage Thunder Awesome Streaming After Bitter</p>	<p>9. kangaroo 10. computer</p> <p>DO: Explain to the class that their skill in identifying stressed and unstressed syllables will be important in the next parts of the lesson.</p>	<p>morning sun on her face.</p> <ol style="list-style-type: none"> 3. My heart swells with pride whenever I see you achieve your dreams. 4. With each step, the wooden floorboards creaked softly beneath her feet. 5. A gentle breeze carries the scent of freshly-cut grass and distant flowers. <p>DO: Explain the connection of the activity to the topic.</p>
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<p>Lesson Purpose/Intention</p>	<p>SAY: For today, we will learn more about poetry. I know that you are all excited to know more about our topic, so let us have a checklist of the objectives that we will accomplish today.</p> <p>SHOW: Present the learning objectives of the day.</p>	<p>SAY: Yesterday, we learned about poems and their two elements, which are lines and stanzas. This time, we will explore another element. I know that you are all excited to know more about our topic, so let us have a checklist of the objectives that we will accomplish today.</p> <p>SHOW: Present the learning objectives of the day.</p>	<p>SAY: Yesterday, we learned about rhymes. This time, I will introduce another element of poetry, which has something to do with understanding stressed and unstressed syllables. Let's have the objectives of the day.</p> <p>SHOW: Present the learning objectives of the day.</p>	<p>SAY: On our last day of the week, we will have another element. We will look into the forms of poetry. Let's have the objectives of the day.</p> <p>SHOW: Present the learning objectives of the day.</p>
<p>Lesson Language Practice</p>	<p>ACTIVITY 1B: WORD RELAY RACE</p> <p>SAY: We will play a game called "Word Relay Race." In this game, you will choose four members of your group. The four members will be the representatives of your group. I will write a vocabulary word on the board. Then, each group sends one member to the board. For every round, you will have 10 seconds to answer. The first student must write down as many synonyms for the given word as he/she can within the time limit. After 10 seconds, teams switch players until all members take a turn. The team with the most correct synonyms wins.</p>	<p>ACTIVITY 2B: UNLOCKING MEANINGS</p> <p>DO: Unlock the meanings of the underlined words. Write the letters of the best answers.</p> <ol style="list-style-type: none"> 1. The <u>billow</u> of clouds began to form as the wind picked up, creating a dramatic sight in the sky. 2. After the storm, the waves continued to <u>surge</u>, making it unsafe for swimmers to enter the water. 3. The explorer marveled at the <u>depth</u> of the ocean as he descended deeper into the abyss. 	<p>ACTIVITY 3B: WORD HUNT</p> <p>DO: Let the students do this activity:</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide students into small groups. 2. Provide each group with a poem containing unfamiliar words. 3. Ask students to read the poem and identify any words they do not know. 4. Encourage students to guess the meanings of these words based on the context of the poem. 	<p>ACTIVITY 4B: WORD SEARCH</p> <p>DO: Let the students play the "Word Search" activity. After that, let them guess the definition of those words. Use the worksheet for this activity.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. silhouette 2. labyrinth 3. entwined 4. tranquil

	<p>The wrong answers will be counted and deducted from the scores.</p> <p>SHOW: (One at a time for every round)</p> <ol style="list-style-type: none"> 1. azure 2. valor 3. ignite 4. eternal <p>DO: Make the students use the words in sentences.</p>	<p>Choices:</p> <ol style="list-style-type: none"> A. to move suddenly and powerfully forward or upward. B. a measure of how deep something is C. a large undulating mass of cloud, smoke, or steam 	<ol style="list-style-type: none"> 5. Give students time to discuss and analyze the unfamiliar words together. 6. Reconvene as a class and discuss the words. Have groups share their guesses and reasoning. 7. Look up the meanings of the unfamiliar words and compare them to students' guesses. 8. Discuss how understanding these words improves comprehension of the poem. 9. Optionally, have students write sentences using the new words. 	
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During/Lesson Proper

<p>Reading the Key Idea/Stem</p>	<p>ACTIVITY 1C: READING A POEM</p> <p>SHOW: Present the following poem to the class:</p> <p>Patriotic Nation</p> <p>In the heart of our land, where bravery lies, Stand heroes bold, beneath azure skies. Their courage and valor, through history's page,</p>	<p>ACTIVITY 2C: READING A POEM</p> <p>DO: Secure a copy of the poem "Words" by Angela Manalang-Gloria through this link: "Words" by Angela Manalang-Gloria</p> <p>SHOW: Present the poem titled Words by Angela Manalang-Gloria.</p>	<p>ACTIVITY 3C: READING A POEM</p> <p>SHOW: Present the following poem to the class:</p> <p>Love for Our Country</p> <p>In lands where flags unfurl and fly, Proud hearts beat strong, beneath the sky.</p>	<p>ACTIVITY 4C: POETRY EXPLORATION</p> <p>DO: Let the students do this activity:</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into three groups. 2. Each group will be given one poem. Each poem represents one type of poetry.
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	<p>Guide us with pride, from age to age.</p> <p>From Lapu-Lapu's sword to Bonifacio's call, They fought for freedom, standing tall. With Rizal's pen and Luna's might, They defended our nation's rights.</p> <p>In every Filipino, their spirit lives on, In acts of kindness, from dusk till dawn. With love for our country, let our hearts ignite, And honor the heroes, in their eternal light.</p> <p>So let us stand united, hand in hand, For the Philippines, our beloved land. With the spirit of heroes, let us strive, To build a nation where love and freedom thrive.</p> <p>DO: Loudly read the poem to the class. Then, let the students read aloud.</p>	<p>DO: Loudly read the poem to the class. Then, let the students read loudly.</p>	<p>With every dawn and setting sun, Our love for country, ever won.</p> <p>In mountains high and valleys deep, Our loyalty, a vow we keep. For in our hearts, our nation's song, Resounds forever, true and strong.</p> <p>DO: Loudly read the poem to the class. Then, let the students read aloud.</p>	<ol style="list-style-type: none"> 3. Let the students analyze the poem by looking at its structure and meaning. 4. Make them write down their observations and report those to the class. <p>Descriptive Poem: Title: "Sunset Serenity" Golden hues paint the evening sky, As whispers of crimson dance on high. Silhouettes of trees against the light, A canvas of nature's majestic sight.</p> <p>Narrative Poem: Title: "The Lost Key" In a labyrinth of streets, a tale is told, Of a key misplaced, of secrets untold. Through twists and turns, the search did roam, A quest for the key, to find its way home.</p> <p>Lyric Poem: Title: "Heart's Harmony" In the silence of night, under starry skies, Love's melody plays, a sweet lullaby.</p>
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				<p>Hearts entwined in a dance of grace, A symphony of love, in this tranquil space.</p> <p>After the presentations, discuss the three main forms of poetry: descriptive, narrative, and lyric.</p>
<p>Developing Understanding of the Key Idea/Stem</p>	<p>DO: Discuss the poem by letting the students answer the following questions:</p> <ol style="list-style-type: none"> 1. What kind of literature is this? 2. Unlike paragraphs that have sentences, what can you find in a poem? 3. What do we call a group of lines? 4. How many lines do the stanzas have? 5. How many stanzas does the poem have? 6. Why do poets need to use stanzas? 7. Going back to the poem, what does the first stanza explain? 8. Which stanza mentions some heroes of the past and their contributions? 9. What does the third stanza want to tell us? 	<p>DO: Discuss the poem by letting the students answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the title of the poem? 2. Who is the author of the poem? 3. How many stanzas does it have? 4. How many lines do the stanzas have? 5. Notice the last words of every line. What are some words that sound alike? 6. What do we call these words? 7. Do they have a pattern? Using the alphabets, what is the rhyming pattern of the first stanza? How about the second stanza? 8. What do we call these rhyming patterns? 	<p>DO: Analyze the poem with the students. Focus on the structure and sound pattern.</p> <ol style="list-style-type: none"> 1. What is the title of the poem? 2. How many stanzas does it have? 3. How many lines do the stanzas have? 4. Let us focus on the syllables of the first stanza. How many syllables does the first line have? Is this the same with the other lines? 5. What are the stressed and unstressed syllables in the first line? 6. Is there a pattern of stressed and unstressed syllables? What is the pattern? 	<p>SAY: This time, we are going to explore other poetic forms. Are you ready? Great!</p> <p>Let us start with the first one on our list: blank verse. Blank verse is poetry written with a precise meter—almost always iambic pentameter—that does not rhyme. Can anyone think of an example of blank verse?</p> <p>[Pause for student responses.]</p> <p>Teacher: Shakespeare's plays are a great example of blank verse.</p> <p>Now, let us move on to rhymed poetry. In contrast to blank verse, rhymed poems rhyme by definition, although their scheme varies. Can anyone give me an example of a rhymed poem?</p> <p>[Pause for student responses.]</p>

	<p>10. What is the challenge being asked by the persona in the last stanza?</p> <p>11. What lesson can we learn from this poem?</p>	<p>9. How does the rhyming pattern contribute to the poem?</p> <p>10. Do you think the rhyme scheme effectively conveys the speaker's emotions? Why or why not?</p>	<p>7. What do we call the pattern of stressed and unstressed syllables in a line of a poem?</p> <p>8. How does rhythm help the poet convey the speaker's emotions?</p>	<p>Teacher: Yes, that is correct! "Twinkle, Twinkle, Little Star" is a classic example of a rhymed poem.</p> <p>Now, let's explore free verse. Free verse poetry is poetry that lacks a consistent rhyme scheme, metrical pattern, or musical form. Can anyone think of an example of free verse?</p> <p>[Pause for student responses.]</p> <p>Teacher: Now, let's continue with our list and explore the other poetic forms, such as epics, narrative poetry, haikus, and sonnets. As we go through each one, I'll provide examples and explain their unique characteristics. By the end of today's lesson, you'll have a better understanding of the diverse world of poetry. Let's get started!</p> <p>[The teacher proceeds to discuss each poetic form, providing examples and engaging the students in discussion throughout the lesson.]</p>
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<p>Deepening Understanding of the Key Idea/Stem</p>	<p>ACTIVITY 1D: POETRY PUZZLE</p> <p>DO: Instruct the students to rearrange the disarranged lines of a poem. This can be an individual task or a group activity.</p> <p>Activity 1D-A: Rearrange the lines to form a one-stanza poem.</p> <ul style="list-style-type: none"> A. A helping hand, a gesture of care, B. Through dark of night and morning fair, C. In moments of need, we find our share, D. To lift someone's burden, to show we're there. <p>Answer: C A D B</p> <p>Activity 1D-B: Rearrange the stanzas to form the narrative poem depicting the student's journey to becoming a hero by helping a classmate in need.</p> <p>A One day in class, a friend in need, Struggled with a problem, feeling defeated indeed.</p>	<p>ACTIVITY 2D: FIND THE RHYME</p> <p>DO: Let the students answer the exercise. In this exercise, the students will identify the rhyme scheme of the short poems below:</p> <p>Poem 1: The Rose In the garden, red petals gleam (A) Perfumed air, like a dream. (A) Soft whispers in the morning light, (B) The rose blooms, a beautiful sight. (B)</p> <p>Poem 2: Sunset Colors dance in the sky, (A) As the sun bids the day goodbye. (A) Shades of orange, pink, and gold, (B) A masterpiece to behold. (B)</p> <p>Poem 3: Raindrops Raindrops patter on the ground, (A) A soothing, rhythmic sound. (A) Nature's tears, from the sky they fall, (C) Cleansing the earth, renewing all. (C)</p>	<p>DO: Discuss how rhythm can be identified in a poem.</p> <p>SAY: Let's discuss the concept of metrical units in poetry and the terminology associated with them.</p> <p>Metrical units refer to the rhythmic structure of a poem, which is determined by the arrangement of stressed and unstressed syllables in each line. By understanding metrical units, we can analyze the meter of a poem and communicate about it effectively.</p> <p>There are several types of metrical feet, each consisting of a specific pattern of stressed and unstressed syllables. For example:</p> <p>Anapest: Two unstressed syllables followed by a stressed syllable (da-da-DA), as in "un-der-STAND."</p> <p>Dactyl: One stressed syllable followed by two unstressed syllables (DA-da-da), as in "PROM-i-nent."</p> <p>Iamb: One unstressed syllable followed by one</p>	<p>DO: Discuss the other specific forms of poetry.</p> <p>Epics: Epics are lengthy narrative poems that tell the story of heroic deeds, adventures, and significant events. In the Philippines, one notable example of an epic is the "Biag ni Lam-ang" (Life of Lam-ang), an epic poem from the Ilocos region that narrates the adventures of the hero Lam-ang.</p> <p>Haiku: Haiku is a traditional Japanese form of poetry characterized by its brevity and simplicity. While not originally from the Philippines, haiku has been embraced by Filipino poets. It consists of three lines, with five syllables in the first line, seven in the second, and five in the third. Here's an example by Bashō, a Japanese poet:</p> <p><i>An old silent pond A frog jumps into the pond— Splash! Silence again.</i></p> <p>Sonnets: Sonnets are 14-line poems that follow a specific rhyme scheme and meter. There are different types of sonnets, including the Petrarchan (or Italian) sonnet</p>
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	<p>A quiet student, unnoticed by most, Rose to the challenge, their compassion almost.</p> <p>B 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.</p> <p>C 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.</p> <p>D 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.</p> <p>Answer: C A B D</p>	<p>Poem 4: Moonlight Moonlight casts its gentle glow, (A) Through the trees, it softly flows. (A) Shadows dance in silver beams, (D) In the night, a world of dreams. (D)</p> <p>Poem 5: Butterfly Wings of color, delicate and bright, (A) Fluttering gracefully in the light. (A) From flower to flower, it takes flight, (E) A symbol of beauty, pure delight. (E)</p>	<p>stressed syllable (da-DA), as in "be-LONG."</p> <p>Trochee: One stressed syllable followed by one unstressed syllable (DA-da), as in "O-ver."</p> <p>Additionally, we use specific terminology to describe the number of feet in a line of poetry:</p> <p>1 foot: monometer 2 feet: dimeter 3 feet: trimeter 4 feet: tetrameter 5 feet: pentameter</p> <p>For example, if a line of poetry consists of five metrical feet, it is written in pentameter. If each foot in the line is an iamb, then the poem is written in iambic pentameter.</p> <p>Let's apply this knowledge to analyze a line from Shakespeare's "Sonnet 18":</p> <p>"Shall I compare thee to a summer's day?" This line consists of five metrical feet, so it is written in pentameter.</p> <p>Additionally, each foot in the line is an iamb, so the poem</p>	<p>and the Shakespearean (or English) sonnet. Sonnets often explore themes of love, beauty, and mortality. An example of a Shakespearean sonnet is "Sonnet 18," also known as "Shall I compare thee to a summer's day?".</p> <p>Elegies: Elegies are poems that mourn the loss of someone or something. In Filipino literature, there are elegies that reflect on historical events or personal losses.</p> <p>Odes: Odes are lyrical poems that celebrate or praise a person, object, or abstract concept. In the Philippines, odes have been written to honor national heroes, cultural icons, and natural wonders. Some of the most famous odes are "Ode to a Nightingale" and "Ode on a Grecian Urn" by John Keats, "Ode to a Skylark" and "Ode to the West Wind" by Percy Bysshe Shelley.</p> <p>Limericks: Limericks are humorous, rhyming poems consisting of five lines with a specific rhyme scheme (AABBA). While not as common in Filipino literature,</p>
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			<p>is written in iambic pentameter.</p> <p>Understanding metrical units and the associated terminology allows us to analyze the rhythmic structure of poetry and appreciate the skillful craftsmanship of poets.</p>	<p>limericks have been adapted and written by Filipino poets for comedic effect.</p> <p>Ballads: Ballads are narrative poems that tell a story, often with a song-like quality. In the Philippines, traditional ballads known as "korido" have been passed down through oral tradition and later written down. One example is "Florante at Laura" by Francisco Balagtas, a classic Filipino epic poem that tells the story of Florante and Laura.</p>
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After/Post-Lesson Proper

<p>Making Generalizations and Abstractions</p>	<p>DO: Ask questions to the students that would generalize the lesson of the day. Focus on defining:</p> <ul style="list-style-type: none"> a. poem b. line, and c. stanza <p>Poem - A poem is a literary work that conveys ideas, or expresses thoughts. It typically consists of lines and stanzas arranged in a specific structure, and it can explore a wide range of subjects and themes.</p> <p>Lines - In poetry, a line refers to a single row of words within a poem. It's the</p>	<p>DO: Ask questions to the students that would generalize the lesson of the day. Focus on defining:</p> <ul style="list-style-type: none"> a. rhyme b. rhyme scheme <p>Rhyme – the correspondence of two or more words with similar-sounding final syllables placed so as to echo one another. Rhyme is used by poets and occasionally by prose writers to produce sounds appealing to the reader’s senses and to unify and establish a poem’s stanzaic form.</p>	<p>DO: Ask questions to the students that would generalize the lesson of the day. Focus on defining:</p> <ul style="list-style-type: none"> a. poetic foot b. meter c. rhythm 	<p>DO: Ask questions to the students that would generalize the lesson of the day. Focus on defining:</p> <ul style="list-style-type: none"> a. descriptive poem b. lyric poem c. narrative poem <p>1. Descriptive Poem: A descriptive poem is a type of poetry that vividly describes a scene, object, or experience using sensory details. It aims to paint a picture in the reader's mind by appealing to the senses such as sight, sound, taste, smell,</p>
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	<p>basic unit of a poem's structure, and each line contributes to the overall rhythm, flow, and meaning of the poem. Lines can vary in length, and they may or may not contain complete sentences. The arrangement of lines is crucial in shaping the poem's form and impact on the reader.</p> <p>Stanzas - In poetry, a stanza is a grouped set of lines that form a unit within a poem. Stanzas are similar to paragraphs in prose writing, providing structure and organization to the poem. Stanzas can vary in length, with some poems consisting of just one stanza (such as a single verse), while others may have multiple stanzas.</p>	<p>Rhyme scheme is the formal arrangement of rhymes in a stanza or a poem. The rhyme scheme is usually notated with lowercase letters of the alphabet (ababbcbcc), each different letter representing a different rhyme.</p>		<p>and touch. Descriptive poems often create imagery and evoke emotions through detailed descriptions.</p> <ol style="list-style-type: none"> 2. Lyric Poem: A lyric poem is a short, musical, and emotional type of poetry that expresses the poet's feelings, thoughts, or observations. Unlike narrative poetry, which tells a story, lyric poetry focuses on the poet's personal experiences and reflections. Lyric poems often feature a melodic rhythm and may include themes such as love, nature, or introspection. 3. Narrative Poem: A narrative poem is a type of poetry that tells a story through the use of characters, plot, and setting. Unlike other forms of poetry that focus on imagery or emotions, narrative poems follow a chronological sequence of events and often include elements such as dialogue and conflict.
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				Narrative poems can range from epic poems that tell grand tales of heroes and adventures to more intimate stories of everyday life.
Evaluating Learning	<p>ACTIVITY 1E: POETRY PUZZLE</p> <p>DO: Let the students rearrange the lines of the following stanzas:</p> <p>Poem 1: Through the trees, he swiftly ran, In the forest deep and dark, Gathering nuts for a winter's day. A squirrel scurried on his way.</p> <p>Poem 2: On the beach where waves crash loud, Searching for treasures in the land. A crab scuttled across the sand. With claws raised high, it moved with pride,</p> <p>Poem 3: In the city streets bustling with noise, With wings spread wide, she flew up high,</p>	<p>ACTIVITY 2E: TANAGA WRITING</p> <p>DO: Introduce the students the type of poetry called Tanaga.</p> <p>SAY: This time, I will teach you how to make Tanaga. It is a classic Tagalog poetry that consists of four lines, each with seven syllables and the same rhyme at the end of each line. Let me show you examples.</p> <p>SHOW: Examples of Tanaga: Example 1: Hindi pa ba sapat na Pagmamahal na sobra Ba't ngayo'y lilisan ka Mayroon na bang iba?</p> <p>Example 2 Maari bang sa akin Pag-ibig mo'y ibaling Nang aking makamtan Ligayang inaasam</p>	<p>ACTIVITY 3D: FEEL THE RHYTHM</p> <p>Determine the rhythm of the following lines.</p> <ol style="list-style-type: none"> 1. The time has come for us to part, my dear. 2. In the land of the free and the brave. 3. Whispered secrets in the letters <p>Answers:</p> <ol style="list-style-type: none"> 1. Iambic pentameter 2. Anapestic trimeter 3. Trochaic tetrameter <p>DO: Instruct the students to look for a pair. Let them work on two lines that use one rhythmic pattern.</p> <p>Let the students share their answers.</p>	<p>ACTIVITY 4D: SHORT QUIZ</p> <p>DO: Let the students have a short quiz:</p> <ol style="list-style-type: none"> 1. What type of poetry vividly describes a scene, object, or experience using sensory details? a) Lyric poem b) Narrative poem c) Descriptive poem d) Epic 2. Which type of poetry focuses on expressing the poet's feelings, thoughts, or observations? a) Lyric poem b) Narrative poem c) Descriptive poem d) Limerick 3. What type of poetry tells a story through the use of characters, plot, and setting? a) Lyric poem

	<p>A pigeon soared above the crowd. Watching the world from a cloud.</p> <p>Poem 4: In the meadow filled with flowers bright, Bringing joy to everyone. With graceful wings, she flitted around, A butterfly danced in the sun.</p> <p>Poem 5: An owl hooted from his perch. In the night sky adorned with stars, Watching over the world's search. With eyes so wide, he scanned the night,</p> <p>Correct Answers: Poem 1: 3, 1, 4, 2 Poem 2: 1, 4, 2, 3 Poem 3: 1, 3, 2, 4 Poem 4: 1, 4, 3, 2 Poem 5: 2, 1, 4, 3</p>	<p>For your final task, you have to form a group with three members. You will work together to create Tanaga in English. Make sure that it has four lines, each line has seven syllables, and it follows a rhyme scheme.</p> <p>Check the rubric found in your worksheet.</p> <p>After doing your tanaga, you will be asked to share your work to the class.</p>		<p>b) Narrative poem c) Descriptive poem d) Ballad</p> <p>4. Which poetic form is written with a precise meter but does not rhyme? a) Rhymed poetry b) Free verse c) Blank verse d) Ode</p> <p>5. Which type of poetry lacks a consistent rhyme scheme, metrical pattern, or musical form? a) Blank verse b) Sonnet c) Free verse d) Epic</p> <p>6. What is a traditional Japanese form of poetry characterized by its brevity and simplicity? a) Elegy b) Sonnet c) Haiku d) Ballad</p> <p>7. Which of the following best describes the theme of an elegy? a) Joy and celebration b) Mourning and loss</p>
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				<p>c) Humor and satire d) Nature and beauty</p> <p>8. How do epic poems contribute to the preservation of cultural values and traditions? a) By documenting historical events and figures b) By incorporating elements of folklore and mythology c) By celebrating national heroes and achievements d) All of the above</p> <p>9. Which poetic form is often used to pay tribute to a person, object, or abstract concept? a) Limerick b) Ode c) Epic d) Elegy</p> <p>10. What is the primary difference between a descriptive poem and a narrative poem? a) Descriptive poems focus on emotions, while narrative poems focus on events.</p>
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				<p>b) Descriptive poems use sensory details to paint a picture, while narrative poems tell a story.</p> <p>c) Descriptive poems are shorter than narrative poems.</p> <p>d) Narrative poems use rhyme and meter, while descriptive poems do not.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. C 2. A 3. B 4. C 5. C 6. C 7. B 8. D 9. B 10. B
<p>Additional Activities for Application or Remediation (if applicable)</p>	<p>ACTIVITY 1F: POETRY PUZZLE</p> <p>DO: Let the students do this activity.</p> <p>Rearrange the stanzas in the following poem.</p> <p>Stanza 1: With crutches in hand, he roamed the halls, Spreading happiness, breaking down walls.</p>	<p>ACTIVITY 2F: TANAGA HUNTING</p> <p>DO: Let the students search for three examples of Tanaga and make them identify their rhyme scheme.</p>	<p>ACTIVITY 3E: POETRY WRITING</p> <p>DO: Let the students continue writing their poetry. Make them write one stanza with four lines.</p>	<p>ACTIVITY 4E: POETRY HUNTING</p> <p>DO: Let the students search on books and online for samples of narrative, descriptive, and lyric poetry. Make them write short comments about their chosen poems.</p>

	<p>Despite his disability, he knew his worth, Bringing light to the darkest of earth.</p> <p>Stanza 2: In a school where laughter was rare, There lived a student with joy to share. Though his steps were slow, his smile was bright, He filled the halls with pure delight.</p> <p>Stanza 3: In the classroom, he'd crack a joke, Easing tensions with every poke. His laughter contagious, his spirit pure, Lifting hearts, making spirits soar.</p> <p>Stanza 4: Through challenges faced with bravery bold, His kindness shone, a story told. For in his presence, people could see, The true meaning of strength and glee.</p> <p>Stanza 5: So let us learn from this student dear,</p>			
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	<p>That happiness comes not from fear. With every smile, every helping hand, We make the world a better land.</p> <p>Answer: 2 1 4 3 5</p>			
Remarks				
Reflection				