

7

Lesson Exemplar for English

Quarter 1

Week

3

Lesson Exemplar for English Grade 7 Quarter 1: Week 3

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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				
<i>A. Content Standards</i>	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.			
<i>B. Performance Standards</i>	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.			
<i>C. Learning Competencies</i>	EN7LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.	EN7LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.	EN7LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.	EN7LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.
<i>D. Learning Objectives</i>	a. Identify the meaning and message the given maxims, general truths, and philosophies convey. b. Relate the identified message of the maxims, general truths, and philosophies to real-life situations.	a. Identify the details of the poem read. b. Categorize the character's action in the poem under a specific value demonstrated in the poem.	a. Explain how the poem's message connects to the maxims, truths, and philosophies b. 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.	a. Demonstrate empathy and understanding towards someone facing a situation through role-playing. b. Analyze how the poem's message encourages them to value others facing challenges.
<i>E. Instructional Design framework feature (s)</i>				

F. 21 st Century Skills	Information, Media, and Technology Skills (Visual Literacy) Learning and Innovation Skills (Creativity, Critical Thinking, Problem Solving, Reflective Thinking) Communication Skills (Teamwork, Collaboration) Life and Career Skills (Intercultural Understanding, Resilience and Adversity Management)			
II. CONTENT	Meaning and Message of Maxims, General Truths and Philosophies	Identifying the details and message of the poem	Analyzing the message of the poem as a means of valuing other people and their various circumstances	Application of the ideas presented in the poem
III. LEARNING RESOURCES				
A. References				
B. Other Learning Resources	https://owlcation.com/social-sciences/examples-of-filipino-proverbs https://www.youtube.com/watch?v=Msl2fl3h59I https://bookcreator.com/graphic_organizers/frayer-model/ https://stu.westga.edu/~cbailey4/curriculum_web/roleplay_rubric.pdf https://www.commonlit.org/en/texts/the-road-not-taken https://www.litcharts.com/poetry/emily-dickinson/hope-is-the-thing-with-feathers			
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	<p>DO: Present the incomplete statements below. Then, ask the students to complete it.</p> <p>*See LAS Week 3, Activity 1: You Complete Me!</p> <ol style="list-style-type: none"> Kung ano ang itinanim, _____. <i>iyon ang aanihin</i> Ang tunay na kaibigan, hindi nang-iiwan sa oras ng_____. <i>pangangailangan</i> Ang ayaw mong gawin sa iyo _____. <i>wag mong gawin sa kapwa mo</i> 	<p>DO: Encourage students to share examples of words of wisdom they remembered from the previous session. Then, connect them to today's initial activity, which is listening to the song "Count on Me" by Bruno Mars.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> Who does Bruno Mars talk to in the song? What does Bruno Mars tell his friend in the song? What is the message of the song? 	<p>DO: Continue the discussion yesterday by asking the question below:</p> <p>What values are presented in the poem you read in our last session?</p>	<p>DO: Let the students define empathy, kindness, and valuing others and their circumstances. They may provide examples of Filipino cultures, such as 'pakikipagkapwa-tao,' to illustrate the theme of valuing others.</p>

	<p>4. Habang may buhay,_____.</p> <p style="padding-left: 40px;"><i>may pag-asa</i></p> <p>5. Ang hindi marunong lumingon sa pinanggalingan ay_____.</p> <p style="padding-left: 40px;"><i>hindi makakarating sa paroroonan</i></p> <p><i>*This activity may be done as a whole class or a group.</i></p>	<p>*Connect the message of the song to the reading of the poem.</p>		
<p><i>Lesson Purpose/Intention</i></p>	<p>DO: Ask the following questions:</p> <ol style="list-style-type: none"> 1. What do these statements have in common? 2. How do these statements make you feel? 3. Can you recall any advice or words of wisdom passed down to you by family members or elders? 4. Do you think we need to know the meaning and message conveyed by these words of wisdom? Why? <p>Present the learning objectives for today's lesson</p>	<p>DO: Explain that today's lesson continues the concepts they learned in the last meeting.</p> <p>DO: Present the learning objectives for today's lesson.</p>	<p>DO: Ask the question below:</p> <p>How do you think the ideas explored in the poem relate to things that happen in our lives every day?</p> <p><i>*This question may help the student understand the connection between the literary work's message and real-life experience.</i></p> <p>DO: Explain that today's lessons will continue the concepts they learned in the last meeting.</p> <p>Present the learning objectives for today's lessons.</p>	
<p><i>Lesson Language Practice</i></p>	<p>DO: Briefly introduce these terms (maxims, universal truths, philosophies).</p>	<p>DO: Let them answer the vocabulary activity.</p>	<p>DO: Let them do the vocabulary activity.</p> <p><i>*See Activity 3 A: What is in a Word? in LAS Week 3</i></p>	

		<p><i>*See Activity 2 A: Context Clues Match-Up! in LAS Week 3</i></p> <p><i>Answer Key:</i></p> <p><i>1. c 2. a 3. b 4. e 5. d</i></p>	<p><i>* This activity may be done as a group activity.</i></p>	
During/Lesson Proper				
<p><i>Reading the Key Idea/Stem</i></p>	<p>DO: Allow the students to identify the meaning or message of words of wisdom presented at the beginning of the class. Then, ask the question below:</p> <p>Do you think we can connect the words of wisdom to real-life situations?</p>	<p>DO: Ask the following:</p> <ol style="list-style-type: none"> 1. Do you think everyone faces the same challenges in life? Why or why not? 2. What should we do if we see other people struggling? <p><i>*Process the students' answers and connect them to the poem that they will read.</i></p> <p><i>*The teacher may ask the students to do peer-sharing for this and ask them to share their answer in class.</i></p> <p><i>*See Activity 2 B: It's Reading Time in LAS Week 3</i></p>	<p>SAY: Sometimes, poems can teach us broader life lessons. To learn more about this concept, we will analyze the poem stanza by stanza to uncover its deeper meaning.</p>	<p>DO: Allow the students to engage in a role-playing activity. They will be given different scenarios. Allow them to work together and plan for the activity. After each group's presentation, let the students discuss their insights and reflections from the role-play.</p> <p>Scenarios:</p> <p><i>*See Activity 4 A: Ready, Set, Action! in LAS Week 3</i></p> <p><i>*The teacher may use these rubrics but is encouraged to devise one if needed.</i></p> <p>https://stu.westga.edu/~cbailey4/curriculum_web/roleplay_rubric.pdf</p>
<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p>DO: Ask the students to complete the graphic organizer.</p> <p><i>*See LAS Week 3, Activity 1B: Let's Map the Message!</i></p> <p><i>*This activity may be done as a group activity</i></p>	<p>DO: Ask the following questions:</p> <ol style="list-style-type: none"> 1. Who is the main character in the poem? 2. How is the quiet student described at the beginning of the poem? 	<p>DO: Ask the student to complete the graphic organizer.</p> <p><i>*See Activity 3 B: Find the Hidden Wisdom in LAS Week 3</i></p> <p><i>*This activity may be done as a group activity.</i></p>	<p>ASK: How did applying the maxim or general truths help you decide in this scenario? Was it effective?</p>

		<p>3. Can you describe the main event or action in the poem? 4. Why did the quiet student help one of his friends? 5. What traits does the quiet boy demonstrate when he helps one of his friends? 6. If you saw a friend struggling, would you help them? Why? 7. What if you were the one struggling in life, what would you do? Explain your answer.</p> <p><i>*See Activity 2 B, in LAS Week 3</i></p> <p><i>*Values in focus are empathy, valuing others, and kindness. But teachers may add if necessary.</i></p>		
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>DO: Ask the students to complete the graphic organizer.</p> <p><i>*See Activity 1C: Connecting to Real-Life Scenarios in LAS Week 3</i></p> <p><i>Note: Help students realize that maxims, general truths, and philosophies are related to real life and can serve as guiding principles. This will help them get ready for the lesson for this week.</i></p>	<p>DO: Ask the student to complete the graphic organizer.</p> <p><i>*See Activity 2 C: Character's Action Analysis in LAS Week 3</i></p>	<p>SAY: We have already explored the maxims, general truths, and philosophy in the poem; how do these messages relate to valuing people?</p> <p>DO: Let the students do the activity.</p> <p><i>*See Activity 3 C: Connect the Wisdom to Real Life! in LAS Week 3</i></p>	<p>DO: As the final output for the week's activity, ask the students to write a letter to themselves explaining how the poem's message encourages them to value others who are facing challenges. They should also write down what they must do to ensure that the lesson learned for the week will be applied to real life.</p> <p><i>*It is suggested that the teacher provide a rubric for this writing activity.</i></p>

	<i>*Think-Pair-Share individual activity</i>	or		
After/Post-Lesson Proper				
<i>Making Generalizations and Abstractions</i>	DO: Ask the students to complete the sentence in the activity sheet. <i>*See Activity 1D in LAS Week 3</i>	DO: Ask the students to complete the sentence in the activity sheet. <i>*See Activity 2D in LAS Week 3</i>	DO: Ask the students to share their takeaway or lesson for today. <i>*See Activity 3 D in LAS Week 3</i>	DO: Ask the students to share things that they have learned today by using the selected words below: Circumstances, Kindness, Valuing, Friends, Support <i>*See Activity 4 B in LAS Week 3</i>
<i>Evaluating Learning</i>	<i>*See Activity 1 E Evaluation Part of Day 1 in LAS Week 3.</i> Answer Key: 1. D 2. A 3. C 4. D 5. C		DO: Let the students write on their journal notebook by answering the questions below: 1. What message of the poem can you relate to? 2. How does it help you to realize the importance of valuing others and their circumstances in life?	<i>*See Activity 4 C Evaluation Part of Day 1 in LAS Week 3.</i> Answer Key: 1. A 2. D 3. C 4. B 5. C
<i>Additional Activities for Application or Remediation (if applicable)</i>	Students may reflect on the message of the words of wisdom that resonate with them and how they relate to these experiences or observations.	Students may choose a poem, story, or movie they have recently read or watched. They will analyze the main character's traits and consider how these traits contribute to the essence of the story's message.	Students may be given another poem where they will analyze the maxims, universal truths, and philosophies presented in the poem as a means of valuing other people and their various circumstances in life.	Students may write their own words of wisdom to serve as their principles in dealing with others.
<i>Remarks</i>				
<i>Reflection</i>				