

7

Lesson Exemplar for English

Quarter 1

Week

4

Lesson Exemplar for English Grade 7 Quarter 1: Week 4

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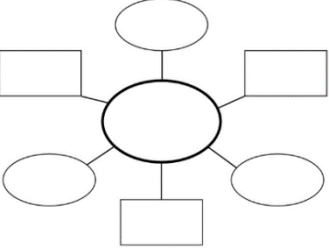
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MATATAG K to 10 Curriculum Weekly Lesson Log	School	Grade Level	7
	Name of Teacher	Learning Area	English
	Teaching Dates and Time	Quarter	1

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
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-3 Identify one's meaning and purpose in selecting the type of literary text for composition.	EN7LIT-I-3 Identify one's meaning and purpose in selecting the type of literary text for composition.	EN7LIT-I-3 Identify one's meaning and purpose in selecting the type of literary text for composition.	EN7LIT-I-3 Identify one's meaning and purpose in selecting the type of literary text for composition.
D. Learning Objectives	a. Identify the characteristics of narrative, dramatic, and lyric poetry. b. Classify a selection of poems into the appropriate types based on the identified characteristics.	a. Identify the purpose of the given poem using the provided checklist. b. Locate the lines, phrases, or images that support the purpose. c. Explain how the choice of poem type influences its purpose.	a. Identify the words or phrases that support the theme in the poem. b. Determine the underlying themes in the poems.	a. Analyze how the themes contribute to the poet's intended message or purpose. b. Reflect on the knowledge gained in previous sessions to make informed decisions in selecting a poem for composition, considering its type, purpose, and themes, in preparation for writing a piece.
E. Instructional Design framework feature (s)				
F. 21st 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	Types of Poetry (Lyric, Dramatic, Narrative)	Author's Purpose	Author's Purpose and Theme	Poem Selection
III. LEARNING RESOURCES				
A. References	https://www.youtube.com/watch?v=u3wUZw9S2PM https://readalittlepoetry.com/2005/12/30/any-woman-speaks-by-angela-manalang-gloria/ https://www.scribd.com/document/421395615/lbalong-Epic https://cultivatingcriticalreaders.com/authors-purpose-is-not-as-easy-as-pie/ https://thecontentauthority.com/blog/theme-vs-purpose https://tribune.net.ph/2022/12/29/to-the-young-and-old			
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	<p>DO: Let the students listen to "The APL Song" by Black Eyed Peas. Then, ask the following questions.</p> <p>https://www.youtube.com/watch?v=u3wUZw9S2PM</p> <p>1. Who is the one speaking in the song? (<i>Expected answer: The singer/writer of the song is the speaker in the song.</i>)</p> <p>2. Who do you think the singer is talking to? How do you know? (<i>Expected answer: He addresses all the "kababayan" or fellow Filipinos.</i>)</p> <p>3. Can you listen to the whole song in one go? Why or why</p>	<p>DO: Ask students to recall the different types of poetry and the characteristics of each type. Then, ask the following questions:</p> <p>1. Think about the poem we classified yesterday or any poem that you are familiar with. What kind of story did it tell? How did it make you feel?</p> <p>2. How do you think poets chose the type of poem they will write? (Or why do you think the poet choose that particular type of poem?)</p> <p>* Once students start mentioning the reasons or</p>	<p>DO: Begin the session by asking the following: Let's take a moment to reflect on ourselves. How are we all doing today?</p> <p>Now, I would like you to think about a time when you faced a challenge and had to overcome an obstacle. It could be anything from learning a new skill to facing a setback.</p> <p>*Allow the students to share. Then, ask the following questions:</p> <p>What made you persevere? What did you learn about yourself from that experience?</p>	<p>DO: Let the students recall the topics that discussed for this week: The main types of poetry, identifying poem types, purpose and themes. Let them identify the common themes they have explored.</p>

	<p>not? <i>(Allow the students to explain their reasoning)</i></p> <p>4. What feeling does the song give you? Can you point out any specific words or phrases from the lyrics that create those feelings?</p> <p>5. What is the song about? <i>(Expected answer: It is about the life story of one of the singers. It talks about where he grew up, his challenges, and how he became successful in music.)</i></p> <p>6. What do you think is the main message or story of the song?</p> <p>7. Why do you think the singer chose to sing this song?</p> <p>*Items 5 and 6 were asked to help the students identify the message and theme of the song.</p> <p>Note: The teacher may ask more questions to engage the learners further and lead them to give the expected answers.</p>	<p>goals behind the writers' use of a specific type of poem, highlight the word "purpose".</p> <p>DO: Let the students brainstorm words or phrases associated with the word "purpose" in relation to poetry.</p> 	<p>*Process the answers of the students and connect the experiences shared by the students to the poem that will read, "Man of Earth" by Amador T. Daguio.</p>	
<p>Lesson Purpose/Intention</p>	<p>ASK:</p> <p>1. Do you think songs like the one we listened to are similar</p>	<p>After the word association activity, you may say the following as a guide:</p>	<p>SAY: So, for today, just like what I mentioned yesterday, we will explore how poets write their messages through</p>	<p>DO: Inform them that they will continue the activity to help them understand how themes contribute to the poet's message or purpose.</p>

	<p>to poems you have read and studied for the past week?</p> <p>2. In what ways is “The APL Song” similar to the poems we discussed?</p> <p>SAY: This week, we will better understand the world of poetry by focusing on the poem’s meaning and the authors’ purpose in writing it. For today, we will start with the three major types of poetry. We will learn about each feature, such as its point of view, delivery, and purpose.</p> <p>*In week 1, poems according to forms are already discussed.</p> <p>*You may also hint to the students that this week’s session will help them choose the types of literary selection and purpose for their composition.</p> <p>DO: The teacher shows the learning objectives for today’s lesson.</p>	<p>SAY: How a poem is written can influence how it makes us feel and what we understand. Poets choose the type of poem – narrative, lyric, or dramatic – based on the meaning they want to convey and the impact they want to have on the reader. So, how do you think poets share their purpose and messages in their poems?</p> <p>We will explore and realize that poets write differently based on their purpose, theme, style, or type as we go along. But for today, we’ll focus first on the following objectives:</p> <p>*See the objectives for today’s session.</p>	<p>poems. Here are our objectives for today’s session.</p> <p>*See the objectives for today’s session.</p>	<p>*See the objectives for today’s session.</p>
<p>Lesson Language Practice</p>	<p>DO: Let the students unscramble the vocabulary words. Then, let them discuss how each vocabulary word can help the writer achieve their purpose in writing.</p>	<p>*This part was already done at the beginning of this session. However, the teacher may still add any vocabulary or language to practice if needed.</p>	<p>DO: Allow the students to answer Activity 3A: Vocabulary Activity in LAS Week 4.</p>	

	<ol style="list-style-type: none"> 1. tivewopno fo (point of view) = describes the storyteller's position in the story. 2. ectiveperps (perspective) = shapes how a character or narrator sees the world. 3. idv descriptio (vivid descriptions) = details that appeal to the senses, creating a mental picture. 4. ricallyr (lyrical) = uses musicality and imagery, often found in poems. 5. rative nar (narrative) = tells a story with characters, events, and a plot. 6. atic dram (dramatic) = creates suspense, excitement, or conflict. 			
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During/Lesson Proper

<p>Reading the Key Idea/Stem</p>	<p>DO: The teacher may go back to the set of questions asked at the beginning of the class and lead the learners to realize that the questions reveal the (1-2) point of view, (4) delivery, and (7) purpose of a song.</p> <p>DO: The teacher presents the three types of poetry (Lyric,</p>	<p>DO: Ask the student to do Activity 2A: Just a Piece of Pie in LAS Week 4.</p> <p>Directions: Using the given clue, unscramble the letters to identify three of the most common reasons why poets write (the author's purpose). Then, for each reason, identify the most appropriate guide</p>	<p>DO: Read the poem "Man of Earth" by Amador T. Daguio. Before reading, you may take a moment to discuss some background information about the author, such as their cultural background, notable works, or any biographical details relevant to the poem.</p>	
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	<p>Narrative, and Dramatic)and their characteristics.</p> <p>*The teacher may present examples of different types of poetry and briefly explain their characteristics. These are just suggested poems, the teacher may present other poems that are more familiar to the students.</p> <p>Here are the suggested poems:</p> <p>1. Lyric Poem Any Woman Speaks by Angela Manalang Gloria https://readalittlepoetry.com/2005/12/30/any-woman-speaks-by-angela-manalang-gloria/</p> <p>Here are the key characteristics of lyric poetry evident in this poem:</p> <p>1. Personal Expression: The poem expresses the poet's feelings, thoughts, and reflections.</p> <p>2. Emotional Focus: Lyric poetry often focuses on emotions and inner experiences. "Any Woman Speaks" conveys deep feelings and reflections about womanhood, identity, and existence.</p>	<p>question that helps us understand that purpose.</p>	<p>https://filipinoliterature.blogspot.com/2020/06/man-of-earth.html</p>	
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	<p>3. Musicality and Rhythm: Lyric poems are typically characterized by their musicality and rhythm. Manalang Gloria's poem uses rhythmic language and poetic devices to create a musical quality.</p> <p>2. Dramatic poem God Said, "I Made a Man" By Jose Garcia Villa https://philippinelit.wordpress.com/2013/04/10/58/#more-58 Here are the key characteristics of dramatic poetry evident in this poem:</p> <p>1. Presence of Speaking Characters: The poem features a dialogue between God and the man He created. The exchange of lines between them is a key characteristic of dramatic poetry.</p> <p>2. Description of a Dramatic Situation: The poem presents a dramatic situation where a man created from clay becomes a shining being with a bow, potentially threatening his creator. This tension is important to dramatic poetry.</p> <p>3. Use of Dramatic Monologue: Both God's and the man's speeches are</p>			
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	<p>dramatic monologues that express their emotions, intentions, and perspectives.</p> <p>3. Narrative Poem Valediction sa Hillcrest by Rolando Tinio https://humalitclassblog.blogspot.com/2013/10/valdediction-sa-hillcrest-analysis.html Setting and Action: The poem begins with the speaker collecting their things and describes their movement through a specific location (N-311 and the N wing of a building). The setting is detailed, and the actions (taking the plane, checking the room, observing the emptiness) contribute to the unfolding narrative.</p> <p>Character and Emotion: The speaker is a character who reflects on their feelings of attachment and nostalgia.</p> <p>Sequence of Events: The poem follows a sequence of events, from the speaker preparing to leave, moving through the building, to finally walking towards the depot. This sequence provides a storyline that guides the</p>			
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	<p>reader through the speaker's experience.</p> <p>**The teacher may also present that the presented poem (Valediction sa Hillcrest) can be considered a blend of narrative and lyric poetry. (It has a setting and action, character, and sequence of events, that's why we can say that it is a narrative. In addition, the poem also focuses on the speaker's emotions – feelings of longing, uncertainty, and a sense of cultural identity, which is why we can say that it is also an example of lyric poetry.</p>			
<p>Developing Understanding of the Key Idea/Stem</p>	<p>DO: Let the students answer Activity 1 A: Check it, Mate! in LAS Week 4.</p> <p>*Guided Practice</p> <p>*Depending on the student's abilities, the teacher may think of other ways to present the lesson. For example, they may let the students do this activity before explaining the concepts.</p> <p>*Explain to students that while poems may primarily belong to one category, they can also contain elements of other types of poetry. For instance,</p>	<p>DO: Let the students do Activity 2 B What's the Purpose? In LAS Week 4.</p> <p>*Guided Practice</p> <p>*Since tone was already discussed in the previous lesson, the teacher may incorporate tone into the discussion if it is relevant during the analysis of the poem.</p> <p>After answering the activity, encourage students to discuss their reasons for how the chosen purpose relates to the overall message and how</p>	<p>ASK:</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. How does the speaker compare to the bamboo in the poem? What qualities do they share? 3. Can you identify any challenges or struggles mentioned in the poem? How do they contribute to the overall message? 4. How does the speaker's attitude towards challenges reflect the theme of resilience? 5. What big ideas or topics keep appearing in the poem? 	<p>DO: Let the students do Activity 4A: Themes and Purpose Connection in LAS Week 4.</p>

	<p>in "Ibong Adarna," you can point out how the poem tells a story (narrative) while also featuring dialogue between characters (dramatic) and evoking emotions through vivid language (lyrical).</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Lyric 2. Dramatic 3. Narrative 	<p>identifying the purpose helps them understand the poem's message.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. To persuade- evokes emotions of patriotism and national pride 2. To entertain- tells a story about brothers looking for the Ibong Adarna 3. To inform – tells about the origins of Lam-ang, his mother's pregnancy, and the preparations made for his birth 	<ol style="list-style-type: none"> 6. What lessons or messages do you think the poet wants us to learn from the poem? 7. How does using bamboo as a symbol reflect Filipino cultural values? 8. What does the speaker mean by "Bend me then, O Lord, Bend me If you can!"? How does this line contribute to the poem's message about resilience and faith? <p>*Using the questions above, the discussion may also explore the cultural relevance of the poem "Man of Earth" and its reflection on Filipino cultural values and beliefs.</p>	
<p>Deepening Understanding of the Key Idea/Stem</p>	<p>DO: Let the students do Activity 1B: Decoding Poetry Types in LAS Week 4.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Pedagogic -Narrative - the speaker describes walking towards the falling woods to teach the trees various concepts. 2. Prometheus Unbound- Dramatic - it embodies the essence of a dramatic monologue, where 	<p>DO: Let the students do Activity 2 C: What's the Connection? In LAS Week 4.</p>	<p>DO: Let the students do Activity 3B: Themes and Purpose Analysis: Word Detective in LAS Week 4.</p> <p>*Answers: Theme: (sample answer) The poem 'Man of Earth' shows how people stay strong and bounce back from tough times, just like how bamboo bends but does not break Clue/s: bamboo, challenges, pliant, flexibility, bend</p>	<p>DO: Let the students do the Activity 4B:Poetry Reveal in LAS Week 4.</p>

	<p>Prometheus passionately expresses his defiance and determination in the face of adversity.</p> <p>3. Be Beautiful, Noble, Like the Antique Ant</p> <p>Lyrical</p> <p>-employs rhythmic language and vivid imagery to evoke emotions and convey a message</p>		<p>Purpose: to inform readers about the concept of resilience and strength in the face of challenges</p> <p>Clue/s: resilience, strength, challenge, growth</p> <p>*The teacher may also inform the students that informing, persuading, and explaining are just some of the purposes of the other. There are other purposes of the authors that they will learn in the succeeding quarters.</p>	
After/Post-Lesson Proper				
Making Generalizations and Abstractions	DO: Let the students do Activity 1 C: Power of Three in LAS Week 4.	DO: Let the students do Activity 2 D My Insights in LAS Week 4.	DO: Let the students answer the following questions: What insights did you gain today about how poets use themes to convey their message or purpose in their poems?	DO: Let the students complete Activity 4C: Poetry Mission Slip in LAS Week 4.
Evaluating Learning	DO: Give students a poem that they can work with and allow them to classify the poem into the appropriate types based on the identified characteristics.	DO: Ask the students to answer the following questions in their reflection notebook. 1. How does the choice of poem type contribute to effectively conveying the author's purpose? 2. Can you explain why specific lines, phrases, or images were chosen to support the poem's purpose and how they align with the theme or message?	DO: Let the students answer the Evaluation part. *ANSWER: 1. D 2. A 3. D 4. B 5. D	DO: After completing the analysis, ask students to reflect on how the activities or concepts they have learned can help them select the right message or type of poetry for their poetry composition.

Additional Activities for Application or Remediation (if applicable)				
Remarks				
Reflection				