

7

Lesson Exemplar for English

Quarter 1

Week

5

Learning Activity Sheet for English Grade 7 Quarter 1: Week 5

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Secretary: Sara Z. Duterte

Undersecretary: Gina O. Gonong

Development Team

Writer:	Mhaygleen L. Lunar
Content Reviewer:	Mhaygleen L. Lunar
External Content Validator:	Dr. Cristian Lacza
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-Week 5

	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-II-1 Analyze literary texts as expressions of individual or communal values within structural context, sociocultural context EN7LIT-I-4 Compose literary texts using appropriate structure.	EN7LIT-II-1 Analyze literary texts as expressions of individual or communal values within structural context, sociocultural context EN7LIT-I-4 Compose literary texts using appropriate structure.	EN7LIT-II-1 Analyze literary texts as expressions of individual or communal values within structural context, sociocultural context EN7LIT-I-4 Compose literary texts using appropriate structure.	EN7LIT-II-1 Analyze literary texts as expressions of individual or communal values within structural context, sociocultural context EN7LIT-I-4 Compose literary texts using appropriate structure.
<i>D. Learning Objectives</i>	1. Identify specific cultural elements presented in the poem read. 2. Analyze how poems reflect Filipino culture.	1. Analyze the structure of the poem. 2. Explain how the structure of a poem helps deliver its message.	1. Compose original poems that reflect culture and values. 2. Use appropriate poetic structures in the poem.	1. Evaluate the poem of their peer based on the given criteria. 3. Reflect on their Writing process and revise their poems.
<i>E. Instructional Design framework feature (s)</i>				

F. 21 st Century Skills	Learning & Innovation Skills (Creativity, Openness, Critical Thinking & Reflective Thinking) Communication Skills (Teamwork, Collaboration and Interactive Communication)			
II. CONTENT	Poems that Reflect Culture	Structure of Poetry	Compose an Original Poem	Compose an Original Poem
III. LEARNING RESOURCES				
A. References	Poets.org. (n.d.). Lyrics II.17. Poets.org. Retrieved June 9, 2024, from https://poets.org/poem/lyrics-ii-17 Archipelago Files. (2021, July 7). Lyric 17 poem by Jose Garcia Villa. Archipelago Files. Retrieved June 9, 2024, from https://www.archipelagofiles.com/2021/07/lyric-17-poem-by-jose-garcia-villa.html Glatch, S. 2024. How to write a poem: Step-by-step. Writers.com. Retrieved June 16, 2024, from https://writers.com/how-to-write-a-poem-step-by-step			
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	<p>Begin the lesson by asking the students to think about the poems they have encountered in the previous weeks. Ask them to identify one poem that they liked.</p> <p>Have each student share the title of their chosen poem and briefly explain why they liked it.</p> <p>*The teacher may do this as a whole class discussion or dyad.</p>	<p>Start the day by asking 1-2 students to share the short reflection that they wrote. Then, ask the following questions:</p> <ol style="list-style-type: none"> 1. How was the poem you analyzed yesterday written? 2. What are the important elements of a poem? *No. 2 questions will allow the students to recall the structures of the poem discussed in the previous week. 3. What should be the look of a poem? *This question may or may not be asked. This is just for connecting the poem “Lyric 17” which will be analyzed later. 	Have a short recap on the cultural elements and poetic structures discussed.	Allow the students to finalize their poems.

	<p>Guide Questions:</p> <p>1. What can we learn from reading poems?</p> <p>2. What can poems teach you about life?</p> <p>*Lead the students in the context that poems reflect values and culture.</p>			
<p><i>Lesson Purpose/Intention</i></p>	<p>We can say that poems have interesting ideas, right? Today, we will explore how poems can act as mirrors of values and culture. What do you think you can learn from the people who wrote poems and the places they lived in?</p> <p>For this week, you will compose a poem that reflects values and culture. Before you do that, let's first analyze a poem that reflects one's culture.</p>	<p>To write amazing poems that reflect culture, we must also consider the structure of the poem.</p> <p>So, today, you will put the skills you learned in our previous topic into action. You will analyze the structure of the poems to help you compose your original poem later.</p>	<p>Today, we will use your knowledge about the structure of poetry and how it reflects culture so you can write your original poem.</p>	
<p><i>Lesson Language Practice</i></p>	<p>Before we continue discovering the culture reflected in the poem, let's discuss what "culture" means.</p>			

	<p>*You may ask your students to do Activity: My Culture Mind Map in LAS Week 5 or ask the guide questions below.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What do you think culture means? 2. Can anyone give examples of what might be part of a culture? 3. How do you think understanding culture can help us appreciate the poem we read? 			
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During/Lesson Proper

<p><i>Reading the Key Idea/Stem</i></p>	<p>Since you already know the important aspects of culture and we can say that culture shapes our daily lives, traditions, and values, it is time to analyze how it is reflected in poems.</p> <p>Before reading the poem, let us take a brief discussion on the author's life and let us understand how the author's background can give us valuable insights into the cultural elements reflected in his work.</p>	<p>Let the students do Activity 1: The Missing Word Challenge! in LAS Week 5, Day 2.</p> <p>*This can be done as a group activity.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 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? <p>https://www.archipelagofiles.com/2021/07/lyric-17-poem-by-jose-garcia-villa.html</p>	<p>Guide students using Activity 1: What's My Plan? In LAS Week 5 so they can plan their poem.</p> <p>Allow students time to write their poem using their plan, Activity 2: My Original Composition! Remind them to refer to their template plan.</p>	
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			*The teacher may present the rubrics to students before they start writing their poem so they will be guided.	
<i>Developing Understanding of the Key Idea/Stem</i>	<p>Let the students read the poem. Then, do Activity 2: Find the Cultural Elements in LAS Week 5.</p> <p>*This can be a group activity.</p> <p>*For this activity, the teacher may use “Man of Earth” by Amador T. Daguio, “To My Fellow Youth” by Jose P. Rizal, or any poem that offers valuable insights into Filipino cultures, values, and traditions.</p>	<p>Let the students explain how the structure of a poem helps deliver its message. Do Activity 2: Analyzing Poetic Structure! in LAS Week 5.</p> <p>*This can be a group activity.</p> <p>*For this activity, the teacher may use “Man of Earth” by Amador T. Daguio, “To My Fellow Youth” by Jose P. Rizal, or any poem that offers valuable insights into Filipino cultures, values, and traditions.</p>		<p>Allow the students to exchange their poems with their classmates for peer evaluation. Inform them of the rubrics to guide their evaluation.</p>
<i>Deepening Understanding of the Key Idea/Stem</i>	<p>Let the students do Activity 3: Let’s Dig Deeper in LAS Week 5.</p> <p>*The teacher may provide additional poems that reflect on cultures that students can analyze using Activities 2 and 3 if needed.</p>	<p>Let the students explain how the structure of a poem helps deliver its message. Do Activity 3: Connecting Let us Connect! in LAS Week 5.</p>		<p>Give students time to revise their poems based on the feedback received from peers. Encourage them to reflect on the writing process and the impact of peer feedback on their revisions.</p> <p>* The revision of the poem can be done next week.</p>

				<p>*The teacher may provide individualized feedback on students' planning sheets and initial drafts. Highlight strengths in incorporating cultural elements and suggest areas for further development in poetic structure.</p>
After/Post-Lesson Proper				
<p><i>Making Generalizations and Abstractions</i></p>	<p>Let the students complete the sentences below. They may use specific examples from the poem to support their answers.</p> <p>1. The poem helped me understand _____ because _____.</p> <p>2. Understanding the cultural context when analyzing a poem is important because _____.</p>	<p>Ask the following:</p> <p>1. What did you discover about how the structure of a poem affects its meaning?</p> <p>2. Why is it important to understand how a poem is structured when trying to understand its message?</p>		<p>1. What helped you in writing your own poem?</p>
<p><i>Evaluating Learning</i></p>	<p>Journal Entry:</p> <p>Let the students write a short reflection on the values and culture reflected in the poem using the prompt below:</p>	<p>Journal Entry:</p> <p>Let the students complete the statement below:</p> <p>I think the structure of the poem helped me _____.</p>		<p>Journal Entry:</p> <p>Instruct students to reflect on the choices they made in structuring their poem using the guide question below:</p>

	In the poem that I have read, _____.			What revisions or improvements could you make to better align your poem with cultural themes and values?
<i>Additional Activities for Application or Remediation (if applicable)</i>	<i>Enrichment or remedial activities shall be based on the formative assessments. The teacher should provide additional teaching activities to learners who demonstrate difficulties with the lesson.</i>			
<i>Remarks</i>	<i>This is a section in which teachers shall indicate special cases, including, but not limited to, continuation of the lesson plan to the following day in case of re-teaching or lack of time, transfer of the lesson to the following day in cases of class suspension, etc.</i>			
<i>Reflection</i>				