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Lesson Exemplar
for English

Learning Activity Sheet for English Grade 7
Quarter 1: Week 6-7

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Department of Education - Regional Office via telephone number (02) 85229412 or send an email to ncr@deped.gov.ph.

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		DAY 1	DAY 2	DAY 3	DAY 4
MATATAG		School		Grade Level	7
K to 10 Curriculum		Name of Teacher		Learning Area	English
Weekly Lesson Log		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-5** Revise the literary texts for coherence and cohesion.	**EN7LIT-I-5** Revise the literary texts for coherence and cohesion.		**EN7LIT-I-6** Publish an original literary text that reflects culture: poem.
D.	*Learning Objectives*	Explain the concepts of coherence and cohesion in literary texts.		Explain the concepts of coherence and cohesion in literary texts.	
E.	*Instructional Design framework feature (s)*				
F.	*21st Century Skills*	Information Literacy Learning & Innovation Skills (Creativity, Openness & Reflective Thinking) Communication Skills (Teamwork, Collaboration, and Interactive Communication) Life and Career Skills (Adaptive Leadership & Self-Discipline)			
II. CONTENT		Poetry			
III. LEARNING RESOURCES					
A.	*References*	Teacher Writer. "Narrative Writing: 9 Creative Ways to Publish Student Writing," April 10, 2024. Accessed June 6, 2024. https://teacherwriter.co/how-to-publish-student-writing/.			
B.	*Other Learning Resources*				
IV. TEACHING AND LEARNING PROCEDURES					
Before/Pre-Lesson Proper					

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| Activating Prior Knowledge | **DO:** Let the learners do the activity.

1. Distribute sample poems with deliberate coherence and cohesion issues (e.g., jumbled stanzas, missing linking words).
2. Provide sticky notes for students to write suggestions on how to improve coherence and cohesion.
3. Students work in pairs or small groups to annotate the poems with their suggestions.
4. Groups present their revised poems, explaining their changes.

Sample Poems with Deliberate Issues

Poem 1: "The Lonely Night"
Stanza 1:
The stars whisper secrets.
The moon's glow soft.
Shadows dance on the ground,
the night sings a lullaby.

Stanza 2:
Whispers of dreams float.
The world asleep, serene.
Soft breeze carries memories.
Tomorrow waits.

Stanza 3:
The dark sky sparkles.
The night blanket quiet.
Silence reigns supreme,
until dawn breaks. | | **DO:** Make the students do the activity:

Match column A with column B.

Column A
1. Collections of poems by various authors, often centered around a specific theme.
2. Periodicals that publish poetry, fiction, and essays.
3. Websites and digital journals that publish poetry.
4. Books published by poets themselves, often using self-publishing services.
5. Competitions where poets submit their work for a chance to win prizes and publication.

Column B
  A. Online Platforms
  B. Literary Magazines
  C. Poetry Contests
  D. Self-published Books
  E. Anthologies

Answers:
  1. E
  2. B
  3. A
  4. D
  5. C | |

Identified Issues:

- Lack of clear transitions between stanzas.
- Inconsistent use of imagery and themes.
- Repetitive and disjointed phrases.

Poem 2: "Spring Awakening"

Stanza 1:
Blossoms bloom bright.
Fields green and gold.
Birdsong fills the air,
the sun rises early.

Stanza 2:
Petals on the wind.
Nature wakes from slumber.
Rain nourishes the earth,
colorful blooms everywhere.

Stanza 3:
Morning dew sparkles.
The garden breathes life.
New beginnings unfold,
as spring takes hold.

Identified Issues:
- Lack of cohesive devices linking ideas.
- Abrupt transitions between images.
- Repetitive descriptors without clear progression.

Lesson Purpose/Intention	**SAY**: For today, we will revise our work from the previous week. I know that you are all excited to improve your original poems, so let us have a checklist of the objectives that we will accomplish today for you to produce a revised original poem. **SHOW**: Present the learning objectives of the day.		**SAY**: For today, we will find out how we can publish your original poems. Before that, let us have a checklist of the objectives that we will accomplish today. **SHOW**: Present the learning objectives of the day.	
Lesson Language Practice	**DO:** Let the learners answer the quiz. 1. Which conjunction best connects the ideas in the following line? *The sun set behind the mountains. The sky turned orange and pink.* A) but B) until C) and D) or 2. Which word or phrase fits the line below? *The river flowed gently through the valley.* *_____ sparkled under the moonlight.* A) The river B) It C) The air D) That			

	3. Which linking word best completes the line? *The leaves fell from the trees, _____ the ground was covered in a golden blanket.* A) although B) because C) so D) while 4. Which of the following combinations best improves the flow of the given lines? *The wind howled through the night. The branches of the trees swayed.* A) The wind howled through the night; the branches of the trees swayed. B) The wind howled through the night; the branches of the trees swayed. C) The wind howled through the night and the branches of the trees swayed. D) The wind howled through the night, making the branches of the trees sway. 5. Which sentence uses a synonym to maintain cohesion with the previous sentence? *The stars twinkled in the night sky. The stars created a magical atmosphere.*		

	A) The stars twinkled in the night sky. The bright lights created a magical atmosphere.
	B) The stars twinkled in the night sky. The bright stars created a magical atmosphere.
	C) The stars twinkled in the night sky. The lightning created a magical atmosphere.
	D) The stars twinkled in the night sky. They created a magical atmosphere.
	
	Answers:
	  1. C
	  2. B
	  3. C
	  4. D			

During/Lesson Proper

Reading the Key Idea/Stem	**DO:** Present the meanings of cohesion and coherence through direct instruction. **SHOW: Cohesion** • Cohesion refers to the grammatical and lexical linking within a text or sentence that holds it together and gives it meaning. It is the use of linguistic devices to connect ideas, ensuring that a text flows logically and is understandable. Cohesion focuses on the relationship between words, phrases, sentences, and paragraphs.		**Exploring Publishing** **DO:** Introduce different publishing options for the students' poems, such as creating an online poetry blog, submitting to a school literary magazine, or organizing a class anthology. Discuss the advantages and considerations of each option, including audience reach, accessibility, and formatting requirements. Allow students to express their preferences and brainstorm ideas for the publication process. **SHOW:** Steps in the Publishing	

	Coherence		**Process in the Classroom**	
	• Coherence, on the other hand, is the logical structuring of a text that makes it easy to follow and understand. It is about the overall sense and clarity of the message being conveyed. Coherence is achieved when the ideas in a text are well-organized and logically sequenced, making the text make sense.		1. Choose the persons who will act as the following:	
	Differences		a. Editorial Director: Oversees the entire publishing process.	
	• Cohesion is concerned with the surface structure of a text. It deals with how sentences link to each other using cohesive devices like conjunctions, pronouns, and lexical repetition.		b. Managing Editor: Manages schedules, costs, and the work of senior editors, copy editors, and proofreaders.	
	• Coherence is about the deeper structure of a text. It focuses on the logical flow and clarity of ideas, ensuring that the text is easy to understand and logically organized.		c. Senior Editors: Handle publications on specific themes.	
			d. Copy Editors: Prepare text for production according to house style.	
			e. Proofreaders: Check text for errors and omissions.	
			f. PictureEditors/Researchers: Source images, obtain permissions, and negotiate fees.	
	Techniques for Cohesion		g. Production Director: Responsible for production quality, schedules, and costs.	
	• **Reference:** This is using pronouns or other references to link back to something mentioned earlier.		h. Marketing Manager: Plans and manages campaigns for imprints, series, and titles.	
			i. Promotion Managers: Create physical and digital promotional materials for various platforms.	
	Example: "John lost his keys. He searched everywhere for them."		j. Finance Director: Manages budgets, payments, and receipts.	

	• **Substitution:** This is replacing a word or phrase with another to avoid repetition. Example: "I need a pen. Do you have one?" • **Ellipsis:** This is omitting parts of a sentence that can be understood from the context. Example: "I'll have the fish. And you?" • **Conjunctions**: This is using connecting words to link sentences or clauses. Example: "She was tired, but she finished her work." **Techniques for Coherence** • **Logical Order:** This is arranging ideas in a logical sequence. Example: Chronological order for events, cause and effect, etc. • **Consistent Point of View:** This is maintaining the same perspective throughout the text. • Clear Topic Sentences: This is the beginning paragraph with a sentence that states the main idea. • Transitional Phrases: This is using phrases that help move from one idea to another smoothly.		2. Preparing the Manuscripts Format the poems according to the submission guidelines set by the publishing team. Copyread and proofread the poems to ensure that there are no errors. 3. Submission Guidelines Follow the specific instructions provided by the publication team. This may include submitting via an online form, email, or physical printout. 4. Submission Submit the poems according to the guidelines. Keep a record of the submissions. 5. Acceptance and Editing If the work is accepted, the students may receive feedback or editing suggestions from the publication's editors. Be open to revisions and collaborate with the editors to polish the poems. 6. Publication The poems will be published according to the schedule of the publication. Promote published works through social media, personal networks, and poetry readings.	

	Example: "Furthermore, in addition, on the other hand."			
	• Repetition of Key Terms: This is repeating important terms to emphasize the main ideas.			
	Example: "Education is vital for success. Without education, achieving success is difficult."			
	Examples: Cohesion Example: Original: "Tom took his dog for a walk. Tom likes to walk every evening. The dog is very energetic."			
	Improved: "Tom took his dog for a walk. He likes to walk every evening because his dog is very energetic."			
	Coherence Example: Original: "To bake a cake, you first put it in the oven. Mix the ingredients thoroughly. Preheat the oven to 350 degrees."			
	Improved: "To bake a cake, first, preheat the oven to 350 degrees. Then, mix the ingredients thoroughly. Finally, put the mixture in the oven."			

| Developing Understanding of the Key Idea/Stem | **DO:** Let the students analyze the given poem and have them improve it by using techniques in writing coherent and cohesive poems.

The moon is bright.
She dances through the night.
Whispers of the trees.
Stars above are a sight.
In the morning, birds sing.
Cold breeze.
I walk alone.
Sunrise brings a new day.

Sample improved version:
The moon is bright, she dances through the night,

Whispers of the trees, stars above in sight.
In the morning, birds begin to sing,
A cold breeze stirs, hinting at spring.
I walk alone, feeling the sunrise's ray,
Bringing light and a brand-new day.

Explanation of Improvements
   • Cohesion through Pronouns: Original: "The moon is bright. She dances through the night."
Improved: "The moon is bright, she dances through the night." | | **DO:** Guide the students in the publishing process. | |

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The two sentences are connected using a comma and the pronoun "she" directly follows "the moon" for clearer reference.

- Logical Order and Consistent Theme:

Original: The poem jumps from the night to morning without a clear transition.

Improved: "In the morning, birds begin to sing, A cold breeze stirs, hinting at spring."

A logical flow from night to morning is created, describing the transition with connected imagery.

- Conjunctions and Transitional Phrases:

Original: "Whispers of the trees. Stars above are a sight."

Improved: "Whispers of the trees, stars above in sight."

The sentences are joined with a comma, creating a smoother transition.

- Lexical Cohesion:

Original: The poem uses disconnected imagery: "Cold breeze. I walk alone."

Improved: "A cold breeze stirs, hinting at spring. I walk alone, feeling the sunrise's ray."

	The phrases are linked by related themes of morning and the effect of the sunrise, creating continuity. • Consistent Point of View: Original: "In the morning, birds sing. Cold breeze. I walk alone. Sunrise brings new day." Improved: "I walk alone, feeling the sunrise's ray, Bringing light and a brand-new day." The improved version maintains a first-person perspective throughout, enhancing coherence.			
Deepening Understanding of the Key Idea/Stem	**Peer Evaluation**: Step 1: Read the poem thoroughly at least twice. Step 2: Use the checklist to evaluate the poem, noting specific examples and providing constructive feedback for each point. Step 3: Discuss your evaluation with the poem's author, highlighting strengths and suggesting areas for improvement. Example Feedback • The poem beautifully conveys a sense of longing and hope. • The imagery of the "silver moon" and "whispering trees" is vivid and evocative.		**DO:** Give feedback about their progress.	

	• The poem flows logically from night to morning, enhancing coherence. • The use of "she" to refer to the moon is clear and consistent. • Adding a phrase like "As dawn approaches" could help transition between night and morning more smoothly. **Checklist for Peer Evaluation**: • Does the poem have a clear theme or message? • Is the theme or message effectively conveyed throughout the poem? • Does the poem use vivid imagery and descriptive language to create a strong visual impression? • Are the sensory details (sight, sound, touch, taste, smell) effectively employed? • Does the poem evoke an emotional response from the reader? • Are the emotions consistent with the theme or message of the poem? • Is the poem's structure appropriate for its content (e.g., free verse, sonnet,		

	haiku)? • Does the poem have a clear beginning, middle, and end? • Does the poem progress in a logical and easy-to-follow manner? • Are the ideas and images presented in a sequence that makes sense? • Is the point of view consistent throughout the poem (first-person, second-person, third-person)? • Are there any abrupt changes in perspective that disrupt the flow? • Are there clear transitions between lines and stanzas? • Do the transitions help guide the reader smoothly from one idea to the next? • Are pronouns used effectively to refer back to previously mentioned nouns? • Is it always clear what or whom the pronouns refer to? • Are conjunctions and connectors used to link ideas within and between lines? • Do these connectors help to clarify the relationships		

	between ideas? • Is there appropriate repetition of key words or phrases to reinforce ideas? • Are substitutions (e.g., synonyms, pronouns) used to avoid unnecessary repetition? • Are related words or phrases used to create a sense of continuity? • Do the lexical chains help to reinforce the theme or message of the poem? • Does the poem feel cohesive and coherent overall? • Are the coherence and cohesion devices used effectively to enhance the poem's readability and impact?			
Making Generalizations and Abstractions		**DO:** The students will be graded based on the rubric in the worksheet. Note that this should be presented before they start working on their revisions.		**DO:** The students will be graded based on the rubric in the worksheet. Note that this should be presented before they start working on their publication process.
Evaluating Learning		**DO:** Let the students		**DO:** Let the students do the activity.

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		do the activity. Write a four-paragraph reflection after doing the revision process of your original poem. Focus on answering the following questions: 1. Describe the steps you took to revise your poem. What specific changes did you make based on the feedback you received? 2. How did the revision process help you understand the importance of coherence and cohesion in poetry? 3. What challenges did you encounter? How did you overcome them? How do you feel about your revised poem? What		Write a four-paragraph reflection after doing the publishing process of your original poem. Focus on answering the following questions: 1. Describe how your class planned and organized the publishing process. 2. How did you ensure that all members were on the same page and working towards the same goals? 3. Reflect on your specific role. What were your responsibilities and how did you fulfill them? How did this experience impact on you as a poet and as a publisher?

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		improvements are you most proud of?		

Additional Activities for Application or Remediation (if applicable)	**DO:** Present the meanings of cohesion and coherence through direct instruction.
	
	SHOW:
	Cohesion
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	Coherence
	• Coherence, on the other hand, is the logical structuring of a text that makes it easy to follow and understand. It is about the overall sense and clarity of the message being conveyed. Coherence is achieved when the ideas in a text are well-organized and logically sequenced, making the text make sense.
			Exploring Publishing
			DO: Introduce different publishing options for the students' poems, such as creating an online poetry blog, submitting to a school literary magazine, or organizing a class anthology.
			
			Discuss the advantages and considerations of each option, including audience reach, accessibility, and formatting requirements.
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			SHOW: Steps in the Publishing Process in the Classroom
			1. Choose the persons who will act as the following:
			    a. Editorial Director: Oversees the entire publishing process.
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Differences

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- Coherence is about the deeper structure of a text. It focuses on the logical flow and clarity of ideas, ensuring that the text is easy to understand and logically organized.

Techniques for Cohesion

- Reference: This is using pronouns or other references to link back to something mentioned earlier.

Example: "John lost his keys. He searched everywhere for them."

- Substitution: This is replacing a word or phrase with another to avoid repetition.

Example: "I need a pen. Do you have one?"

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2. Preparing the Manuscripts

- Format the poems according to the submission guidelines set by the publishing team.
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	connecting words to link sentences or clauses. Example: "She was tired, but she finished her work." Techniques for Coherence • Logical Order: This is arranging ideas in a logical sequence. Example: Chronological order for events, cause and effect, etc. • Consistent Point of View: This is maintaining the same perspective throughout the text. • Clear Topic Sentences: This is the beginning paragraph with a sentence that states the main idea. • Transitional Phrases: This is using phrases that help move from one idea to another smoothly. Example: "Furthermore, in addition, on the other hand." • Repetition of Key Terms: This is repeating important terms to emphasize the main ideas. Example: "Education is vital for success. Without education, achieving success is difficult." Examples: Cohesion Example:		3. Submission Guidelines • Follow the specific instructions provided by the publication team. • This may include submitting via an online form, email, or physical printout. 4. Submission • Submit the poems according to the guidelines. • Keep a record of the submissions. 5. Acceptance and Editing • If the work is accepted, the students may receive feedback or editing suggestions from the publication's editors. • Be open to revisions and collaborate with the editors to polish the poems. 6. Publication • The poems will be published according to the schedule of the publication. Promote published works through social media, personal networks, and poetry readings.	

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Remarks				
Reflection				