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Lesson Exemplar for English

Quarter 1

Week

8

Lesson Exemplar for English Grade 7
Quarter 1: Week 8

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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-6 Publish an original literary text that reflects culture: poem.			
<i>D. Learning Objectives</i>	Organize a physical or online exhibit of original literary poems reflecting cultural themes; Reflect on the cultural significance of one's work.			
<i>E. Instructional Design framework feature (s)</i>	Inclusive Integrative Collaboration Creativity Engage			
<i>F. 21st Century Skills</i>	Information Literacy, Media Literacy, Technology Literacy and Digital 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				
<i>A. References</i>				
<i>B. Other Learning Resources</i>				

IV. TEACHING AND LEARNING PROCEDURES

Before/Pre-Lesson Proper

<p><i>Activating Prior Knowledge</i></p>	<p>DO: Show a picture or video of a physical and online exhibit to the class. Ask the following questions:</p> <ol style="list-style-type: none"> 1. Have you ever visited an art or literary exhibit before? What was your experience like? 2. What do you think is the purpose of an exhibit, whether physical or online? 3. What kinds of poems do you expect to see in a poetry exhibit? 4. How do you think poems are displayed differently in a physical exhibit compared to an online one? <p>If you were to make one, how would you like it to look like?</p>			
<p><i>Lesson Purpose/Intention</i></p>	<p>SAY: For this week, you are going to produce an output, which is an exhibit. To produce your output, let us look at the specific objectives that you should accomplish.</p> <p>SHOW: Present the objectives.</p>			
<p><i>Lesson Language Practice</i></p>				

Reading the Key Idea/Stem

DO: Share the students the following:

Physical Exhibit of Poems

1. Planning and Conceptualization:
 - a. Theme: Decide on a central theme for the exhibit (e.g., nature, love, social justice).
 - b. Venue: Choose an appropriate venue such as a gallery, library, or community center.
 - c. Budget: Prepare a budget covering expenses such as venue rental, printing, marketing, and refreshments.

2. Curating Poems:
 - a. Selection: Select a diverse range of poems that fit the theme. Include different poets, styles, and lengths.
 - b. Permissions: Obtain permissions from poets or copyright holders to display their work.

	<p>3. Design and Layout:</p> <ul style="list-style-type: none"> a. Display: Decide how to display the poems (e.g., framed prints, posters, interactive displays). b. Arrangement: Plan the layout of the exhibit to create a logical flow for visitors. c. Additional Elements: Consider adding visual elements like artwork or photographs that complement the poems. <p>4. Logistics:</p> <ul style="list-style-type: none"> a. Setup: Arrange for the setup of displays, lighting, and any necessary equipment. b. Accessibility: Ensure that the exhibit is accessible to all visitors, including those with disabilities. <p>5. Promotion:</p> <ul style="list-style-type: none"> a. Marketing: Promote the exhibit through social media, local media, posters, and flyers. b. Opening Event: Plan an opening event with 			
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	<p>readings, performances, or a talk by a poet.</p> <p>6. Engagement:</p> <ol style="list-style-type: none"> a. Interactive Elements: Include interactive elements such as a guestbook, feedback wall, or live poetry readings. b. Guides and Tours: Offer guided tours or audio guides to enhance the visitor experience. <p>Online Exhibit of Poems</p> <ol style="list-style-type: none"> 1. Planning and Conceptualization: <ol style="list-style-type: none"> a. Platform: Choose a platform for your online exhibit (e.g., a dedicated website, social media, virtual gallery software). b. Theme: Decide on a theme that will guide the selection of poems. 2. Curating Poems: <ol style="list-style-type: none"> a. Selection: Select poems that fit the theme and work well in a digital format. 			
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	<ul style="list-style-type: none"> b. Permissions: Obtain permissions from poets or copyright holders to display their work online. <p>3. Design and Layout:</p> <ul style="list-style-type: none"> a. Website Design: Design an intuitive and visually appealing website or page layout. b. Multimedia Elements: Incorporate multimedia elements like audio recordings, videos, and images to enhance the experience. <p>4. Technical Setup:</p> <ul style="list-style-type: none"> a. Website Development: Develop the website or use a platform that supports your design. b. Accessibility: Ensure the site is accessible to all users, including those with disabilities. Use alt text for images and provide transcripts for audio/video content. <p>5. Promotion:</p> <ul style="list-style-type: none"> a. Marketing: Promote the online exhibit through social media, 			
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	<p>email newsletters, and other digital channels.</p> <p>b. Launch Event: Plan an online launch event, such as a live reading or webinar with poets.</p> <p>6. Engagement:</p> <p>a. Interactive Elements: Include interactive elements such as comment sections, social media sharing, or virtual tours.</p> <p>b. Analytics: Use website analytics to track visitor engagement and gather feedback.</p> <p>Additional Tips for Both Exhibits</p> <p>1. Collaborations:</p> <ul style="list-style-type: none"> Partner with local poets, schools, libraries, and cultural organizations to enhance the exhibit's reach and content. <p>2. Educational Components:</p> <ul style="list-style-type: none"> Provide educational materials like pamphlets, study guides, or workshops to deepen visitors' 			
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	<p>understanding of the poems.</p> <p>3. Feedback:</p> <ul style="list-style-type: none"> • Collect feedback from visitors to improve future exhibits. <p>4. Documentation:</p> <ul style="list-style-type: none"> • Document the exhibit with photos and videos to create an archive and promote future events. 			
<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p>Exhibit Planning</p> <p>DO: Instruct the students to organize an exhibit. Let them decide whether this will be physical or online. Present the rubrics that will be used for both types.</p> <ul style="list-style-type: none"> • Guide students in planning the organization and layout of their exhibit. Discuss considerations such as theme coherence, visual presentation, and 	<p>Preparation of Materials</p> <p>DO: Guide the students to identify all the materials they need to prepare for the exhibit setting up.</p> <p>Let them visualize and conceptualize the details of the exhibit. Let them search for a spot or room where they will set up their exhibit. If they decide to create an online exhibit, have them decide the platform that they will utilize.</p>		

	<p>inclusion of supplementary materials (e.g., artwork, photographs).</p> <ul style="list-style-type: none"> • Guide them in creating an evaluation form that the visitors will use in assessing their exhibit. Present an example and suggest to them to use a rating scale. • Present the rubric that the teacher will use in evaluating the students' performance. 			
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>			<p>Setting up the Exhibit</p> <p>DO: Allocate time for the students to set up the exhibit. Guide them and provide feedback when necessary.</p> <p>Proper and Blog Posting</p> <ul style="list-style-type: none"> • The learners will present their outputs. They can also create an evaluation form for visitors to the exhibit 	<p>Exhibit Proper</p> <p>DO: Guide the students in ensuring the smooth conduct of the exhibition.</p>

			and the blog site to answer. (Teachers may present examples for students to be guided).	
<i>After/Post-Lesson Proper</i>				
<i>Making Generalizations and Abstractions</i>				
<i>Evaluating Learning</i>				DO: The learners will be evaluated using the rubric in the worksheet. The rubric can still be contextualized and modified by the teacher with the students.
<i>Additional Activities for Application or Remediation (if applicable)</i>				Reflection DO: After the exhibit is set up, facilitate a reflection writing activity where students can share their experiences and insights gained from the project. Encourage them to consider questions such as: <ul style="list-style-type: none"> • Were the themes of the poems considered in the conceptualization of the exhibit? In what way?

				<ul style="list-style-type: none"> • What did you learn about the importance of cultural representation and storytelling through poetry? • How does the blog contribute to the sharing and appreciation of your literary works beyond the physical exhibit? • What challenges did you encounter during the planning and setup of the exhibit, and how did you address them? <p>Encourage students to reflect not only on their individual contributions but also on the collaborative process of organizing the exhibit and creating the blog as a collective effort to celebrate cultural diversity and creative expression.</p>
<i>Remarks</i>				
<i>Reflection</i>				