

7

# Lesson Exemplar for English

Quarter 1

Lesson

1

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**Lesson Exemplar for English Grade 7**  
**Quarter 1: Lesson 1 of 8 (Week 1)**  
**SY 2024-2025**

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## ENGLISH/QUARTER 1/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	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>B. Performance Standards</b>	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.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b>  <i>EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within.</i></p> <p><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Explain and share a critical insight on the feelings evoked from a reading material.</li> <li>2. Read and define words related to the text, and deduce meaning of words</li> <li>3. Determine and differentiate the structure and elements of a poem.</li> <li>4. Identify and evaluate the structural, biographical, historical, and sociocultural context of a poem.</li> </ol>
<b>D. Content</b>	Poetry: Descriptions and Imagery
<b>E. Integration</b>	<p>Environmental awareness and preservation</p> <p>SDG 13: Take urgent action to combat climate change and its impacts</p> <p>SDG 15: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>

II. LEARNING RESOURCES
<p>A Core Memory   Know Your Meme. (n.d.). Www.google.com. Retrieved May 24, 2024, from <a href="https://www.google.com/imgres?imgurl=https://i.kym-cdn.com/entries/icons/mobile/000/033/955/memory.jpg&amp;tbnid=sR1QlcIlpzmFIM&amp;vet=1&amp;imgrefurl=https://knowyourmeme.com/memes/a-core-memory&amp;docid=cDdMpRDnhxGqZM&amp;w=800&amp;h=450&amp;source=sh/x/im/m5/1&amp;kgs=d13dd7006f9fb8d3&amp;shem=abme">https://www.google.com/imgres?imgurl=https://i.kym-cdn.com/entries/icons/mobile/000/033/955/memory.jpg&amp;tbnid=sR1QlcIlpzmFIM&amp;vet=1&amp;imgrefurl=https://knowyourmeme.com/memes/a-core-memory&amp;docid=cDdMpRDnhxGqZM&amp;w=800&amp;h=450&amp;source=sh/x/im/m5/1&amp;kgs=d13dd7006f9fb8d3&amp;shem=abme</a></p> <p>Aguilar PH. (2021). <i>Ako ay Pilipino Lyrics</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=XBmD51liGCY">https://www.youtube.com/watch?v=XBmD51liGCY</a></p>

Azurin, A. M. (n.d.). *For the Young Yearning a Song of Green*. SCRIBD. <https://www.scribd.com/document/671710693/Demo>

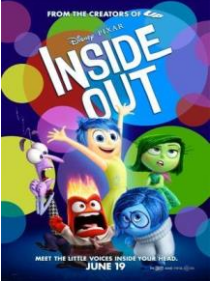

Gonzales, N.V.M. (2016, January 13). *Song* (Facebook post).  
[https://m.facebook.com/story.php?story\\_fbid=pfbid02jEHZ2Lpn23remTcsuTH3z9a9Bn79PvKoPpigWzWarLV9B9eFNxYECU1i8L4pJSBK1&id=1662964510652952#](https://m.facebook.com/story.php?story_fbid=pfbid02jEHZ2Lpn23remTcsuTH3z9a9Bn79PvKoPpigWzWarLV9B9eFNxYECU1i8L4pJSBK1&id=1662964510652952#) =

Hardy, L. (2017). *Lyrical Poetry* [Video]. YouTube. <https://www.youtube.com/watch?v=nXvJsarLxQc>

Inside Out (2015) - IMDb. (n.d.). Wwww.google.com. from <https://www.google.com/imgres?imgurl=https://m.media-amazon.com/images/M/MV5BOTgxMDQwMDk0OF5BMl5BanBnXkFtZTgwNjU5OTg2NDE@.V1.jpg&tbid=0NiZff6uNziBMM&vet=1&imgrefurl=https://www.imdb.com/title/tt2096673/&docid=Im6OB7rkSxhclM&w=1086&h=1609&source=sh/x/im/m5/1&kgs=009ed32792e4e19a&shem=abme>

My Favorite Song Collection (2022). *Set You Free* [Video]. YouTube. <https://www.youtube.com/watch?v=KEupAJOKNSo>

Polyeastrecords. (2022). *Points of View*. [Video]. YouTube. [https://www.youtube.com/watch?v=nmw\\_Jp8IT94](https://www.youtube.com/watch?v=nmw_Jp8IT94)

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<b>DAY 1</b> <b>1. A Core Memory (Short Review)</b> Show to the class a picture from the Disney film 'Inside Out'. Ask the students if they are familiar with the movie. Briefly, share the plot of the study and introduce the concept of core memory or memories which makes one feel extremely happy, sad, or excited. Encourage them to share a core memory from their previous English class. Ask them what made them choose that memory or what made that story unforgettable. Allow the students more time to recall their memories and encourage them to share these memories to the class.	
	<b>Group Activity: Strengths and Weaknesses from Last Year's English Class</b> <ol style="list-style-type: none"> <li>Group Formation: Organize the class into groups of 4-5 members.</li> <li>Individual Sharing: Each student will identify and share one strength and one weakness from their performance in last year's English class.               <ul style="list-style-type: none"> <li>Examples of strengths could include strong essay writing skills, good understanding of grammar, or effective participation in class discussions.</li> </ul> </li> </ol>	Link: <a href="https://images.app.goo.gl/hwgaoZ1AVmgu1jQp6">https://images.app.goo.gl/hwgaoZ1AVmgu1jQp6</a>  Core memory

	<ul style="list-style-type: none"> <li>Examples of weaknesses could include difficulties with reading comprehension, challenges in vocabulary usage, or struggles with public speaking.</li> </ul> <ol style="list-style-type: none"> <li>Group Discussion: After sharing, group members will take turns offering a tip or piece of advice on how to address a weakness or reinforce a strength shared by a member. <ul style="list-style-type: none"> <li>Tips for addressing weaknesses might include strategies like regular reading practice, using vocabulary-building apps, or practicing public speaking.</li> <li>Tips for reinforcing strengths might include engaging in advanced writing exercises, participating in debate clubs, or taking on leadership roles in group projects.</li> </ul> </li> <li>Choosing a Representative: The group will select one representative to share their group's findings and feedback with the entire class.</li> <li>Class Presentation: The chosen representative from each group will present their group's collective insights, tips, and advice to the class.</li> </ol>	<p>Link:  <a href="https://images.app.goo.gl/2c2EQFR6oLC5zjMA7">https://images.app.goo.gl/2c2EQFR6oLC5zjMA7</a></p> <p>The images can be shown by printing it out or by using a projector/ television.</p> <p><b>Feedback</b>  Group Activity: Strengths and Weaknesses from Last Year's English Class</p> <p>This activity not only helps in identifying personal areas for improvement but also fosters collaborative learning and peer support.</p>
<b>B. Establishing Lesson Purpose</b>	<p><b>Lesson Purpose</b>  <b>Activity: Knowing Your Feelings Through Music</b></p> <ol style="list-style-type: none"> <li>The teacher will introduce the nationalistic song "Ako Ay Pilipino."</li> <li>Listening and Singing: <ul style="list-style-type: none"> <li>First Listening: Play the song "Ako Ay Pilipino" once for the students to familiarize themselves with the tune and lyrics.</li> <li>Second Listening: Play the song a second time, encouraging students to sing along.</li> </ul> </li> <li>Class Discussion: After the singing activity, initiate a class discussion with the following questions: <ol style="list-style-type: none"> <li>General Impression: <i>What are your thoughts about the song "Ako Ay Pilipino"?</i></li> <li>Emotional Response: <i>How did the song make you feel?</i></li> <li>Specific Emotions: <i>Did you experience any specific emotions while listening and singing (e.g., joy, sadness, pride, love)? Why do you think you felt that way?</i></li> </ol> </li> </ol>	<p>Link for the song:  <a href="https://www.youtube.com/watch?v=YIxiKw4tN8s">https://www.youtube.com/watch?v=YIxiKw4tN8s</a></p> <p>To easily facilitate the sing-along portion of the activity, the teacher may print out the lyrics of the song and distribute it to the class, or simply show the lyrics of the song using a television or projector.</p> <p><b>Activity: Knowing Your Feelings Through Music</b>  This activity aims to help students connect with their emotions through music, understand their emotional</p>

d. Creative Expression: *Have you ever expressed your feelings in a creative way, such as writing a poem or song? Share your experience with the class.*

4. Sharing Experiences: Encourage students to share their personal experiences of expressing their emotions creatively. This could include writing, drawing, singing, or any other form of artistic expression.

### Unlocking Content Vocabulary

#### Activity: Think and Pick! Word Puzzle

a	t	b	c	c	d	e	f
c	o	n	f	l	i	c	t
h	n	g	h	i	j	k	o
a	e	s	t	y	l	e	l
r	l	o	m	n	o	p	p
a	q	c	m	o	t	i	f
c	r	i	o	e	s	t	f
t	u	e	o	v	t	w	g
e	w	t	d	d	m	e	f
r	h	y	g	h	i	j	r
a	c	o	n	t	e	x	t
b	e	g	k	l	m	n	o
c	e	d	i	c	t	o	n
d	p	q	r	s	t	u	v
e	s	e	r	u	g	i	f

The teacher introduces the "Think and Pick!" word puzzle, which contains key terms related to poetry.

1. Word Puzzle Activity: Students are given time to find and write down at least five words from the puzzle in their notebooks. Words can be found horizontally, vertically, and diagonally.
2. Class Discussion: After completing the puzzle, the teacher asks the students:
  - a. Are you familiar with the words you found in the puzzle? How familiar are you with these words?
  - b. Define or explain any of these terms in your own words?
  - c. Now that you know the key terms we will be using, what are your expectations for our lesson on poetry?

responses, and share how they express their feelings

### Unlocking Content Vocabulary

#### Activity: Think and Pick! Word Puzzle

This activity helps students become familiar with key poetry terms and sets expectations for the upcoming lesson.

### C. Developing and Deepening Understanding

#### 1. Explicitation Agree or Disagree

The teacher will ask the students to read and answer the following statements below. The learners will simply write 'AGREE' or 'DISAGREE' on their notebook.

1. A Character is an individual who plays a part in a literary piece.
2. Characterization is a term used to describe the strategies that an author utilizes to present and develop the characters in literature.
3. A character that goes against another character is a conflict that does not arise in a literary work.
4. A challenge that a character may encounter in a literary piece is one that turns him, the character against nature, this means the weather, wilderness or natural disaster.
5. In a piece of writing, a character may be pitted against the society when he is placed in opposition with the government or a cultural tradition.
6. Conflict is the problem in the story.
7. A linear plot is one that takes the text back in time from the current point.
8. One that moves in chronological order is called a flashback plot.
9. Plot refers to the series of events in a written work.
10. The antagonist is the main character in a story while the protagonist is the one that opposes the main character.

After answering and checking the 'Agree or Disagree' activity. The teacher will ask the students the following questions:

- What can you say about each of the statement used in our 'Agree or Disagree' activity?
- Why is it important that you can distinguish each element of poetry?

#### DAY 2 - 3

#### 2. Worked Example

Activity: Describing and Reading\*\*

##### 1. Image Description:

- The teacher shows an image of a beach to the class.
- Students are asked to describe the beach as best as they can.

#### 2. Worked Example

Suggested image for a beach



[https://pixabay.com/photos/ boracay-beach-2065643/](https://pixabay.com/photos/boracay-beach-2065643/)

	<p>2. Connecting to poetry: The teacher explains that good descriptions are also important in poetry, making connections between the students' descriptions and the imagery used in poems.</p> <p>3. Reading a Poem: The teacher asks the students to read the short poem "Song" by NVM Gonzales</p> <p style="text-align: center;">Behold the beautiful land, The young hills and the corn; In the green river's womb Children are born.</p> <p style="text-align: center;">Honey's in the forest Blue fish in the sea; The ash gray of the clearings Grows grain for me.</p> <p>4. Discussion Questions: After reading, the teacher asks the following questions:</p> <ol style="list-style-type: none"> <li>Name the character/s that play or move.</li> <li>What feeling do you think is expressed in the poem. Cite a text or a line</li> <li>What are the things described in the poem?</li> <li>What are some descriptive words you found?</li> <li>How did the descriptive words help you in analyzing the poem?</li> </ol> <p><b>Descriptive Words</b> Descriptive words help a writer create vivid mental images for readers, painting scenes, emotions, or sensory experiences through language. They can evoke specific emotions or moods, adding depth to the poem. Descriptive words provide specific details that enhance the reader's understanding and engagement with the poem. They can describe physical characteristics, actions, or even abstract concepts in a tangible way.</p> <p><b>POWER OF WORDS</b> The students will write their answer on a ¼ sheet of paper.</p>	<p>The teacher can use other images that will best fit to the needs and/or actual experience/s of the students.</p> <p>Process the students answers and help them understand that those elements are present in the poem.</p>
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**Directions:** Form words out of the jumbled letters and use the sentence provided as context clues.

1. B M U N – unable to feel anything in a particular part of your body.

Sentence: He felt \_\_\_\_\_ on his right arm after hitting it hard on a tree trunk.

2. P I L S – stammering or faltering when speaking.

Sentence: She spoke with a slight \_\_\_\_\_ when she met Mr. Richards.

3. N R C X B E U A E – having the quality of high energy and cheerfulness.

Sentence: Sarah walked with \_\_\_\_\_ when she was called to receive her award.

4. N I E R I G N A G D – something existing for a very long time and is difficult to change.

Sentence: Our traditions are already \_\_\_\_\_ in our culture.

5. G R L I A E P I G M – a journey usually to any unfamiliar place to discover new experience and understanding of self and others/

Sentence: Julius wants to go on a \_\_\_\_\_ to Simala Shrine.

6. E C E D T H – to cut a pattern on a smooth surface.

Sentence: Judy \_\_\_\_\_ her name on a wooden plank as a remembrance.

7. D T E V N R A – green with grass and other vegetation

Sentence: The cows grazed on the lush and \_\_\_\_\_ hills of Bohol.

8. M E L R A – a kingdom or domain.

Sentence: The forest is a lion's \_\_\_\_\_.

9. D I R D K N E – similar in kind or related (as a family)

Sentence: Grandmother held a party for all her children and \_\_\_\_\_.

### **3. Lesson Activity**

#### **Fulfill Me, Point It Out! Find My Form, Color Me**

The class will read a poem out loud entitled “For the Young Yearning a Song of Green.” The reading will be divided per stanza, and guide questions will be asked for every pauses.

#### **For the Young Yearning a Song of Green By Arnold Molina Azurin**

Never tell the children trees are numb  
They hold secrets  
Of soil or sun: they lisp their quiet

Melodies of green  
Exuberance to passerby. Twigs trip the wind  
So leaves may flutter  
Their fragrant salutes, griefless goodbyes.

**Guide Questions (Fulfill Me):**

1. Character: Who do you think is the one speaking in the poem?
2. Characterization: What word/s support the author's claim to "Never tell the children trees are numb"?
3. Conflict: Which line in the poem tells that there is a conflict?
4. Plot: How was the story revealed?

Within their trunks, rings are ingrained,  
Telling of refrains  
Of lush rain or blooming: Times pilgrimage  
But upon the bark  
Tender passages are etched: Jun loves Ester  
Complete with the year,  
Arrow and heart border, despite the order  
"Defacing Trees is Punishable."

**Guide Questions (Find My Form):**

1. What are the words that rhyme?
2. What emotion or tone is present in the poem. Pick out the text evidence.
3. What pattern is used? Look at how the lines are being written.
4. Can you describe the choice of words(diction) used in the poem.

Stillness is yet their **clearest** expression  
In **beckoning** birds and  
**Orchids** onto their limbs. Now bear in mind,  
Each leaf falling  
Is the **precious** page in their petition  
For still a **verdant** season

**Guide Questions (Color Me):**

Color the words described by the highlighted words. Then, answer the following:

1. Whose attributes or descriptions do these words refer to?

Teacher will process the students' answer and will focus only on how to enlighten the latter on these basic figures of speech and how they can be used in developing poetry.

	<ol style="list-style-type: none"> <li>2. What figure of speech do you think is used?</li> <li>3. What are figures of speech? Do you know of other figures of speech like simile and metaphor? Can you mention some examples?</li> <li>4. In what point of view the poem is presented?</li> <li>5. How are the sequencing of the idea delivered?</li> </ol>	
<b>D. Making Generalizations</b>	<p><b>DAY 4</b></p> <p><b>1. Learners' Takeaways</b></p> <p><b>Exit Slip: 3, 2 1</b></p> <p>On a piece of paper, the students answer the following:</p> <ul style="list-style-type: none"> <li>• Write three things you learned from this lesson.</li> <li>• List down two things you want to learn more about.</li> <li>• Ask one question about the lesson.</li> </ul> <p><b>2. Reflection on Learning</b></p> <p><b>Activity: Sharing Learning Moments and Areas for Improvement</b></p> <ol style="list-style-type: none"> <li>1. Group Formation: The teacher divides the class into small groups.</li> <li>2. Group Discussion: Within each group, students share their observations about their best learning moments and areas where they think they can improve.</li> <li>3. Consolidating Answers: Each group consolidates their answers into a summary.</li> <li>4. Class Presentation: Two representatives from each group present their group's summary to the class.</li> </ol>	<p><b>2. Reflection on Learning</b></p> <p>This activity encourages students to reflect on their learning experiences, identify areas for improvement, and practice collaboration and presentation skills. The teacher should give the students sufficient time to accomplish their reflection task.</p>

<b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b>		<b>NOTES TO TEACHERS</b>
<b>A. Evaluating Learning</b>	<p><b>DAY 4</b></p> <p><b>1. Formative Assessment</b></p> <p>Using the poem "For the Young Yearning a Song of Green," the class needs to do the following:</p>	

	<div>1. Pick out the text evidence, the place where the story is written, lines which you can relate about history, and the group of people the poem context is connected to.</div> <div>2. Give reasons to support your answers for question number 1.</div> <div>(Use the table below as reference)</div> <table><tr><td>Context</td><td>Text Evidence</td><td>Reasons</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td>Biographical</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td>Historical</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td>Sociocultural</td><td></td><td></td></tr></table>			Context	Text Evidence	Reasons							Biographical									Historical									Sociocultural			
Context	Text Evidence	Reasons																																
Biographical																																		
Historical																																		
Sociocultural																																		
B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<div>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</div> <div>Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</div>																														
	strategies explored																																	
	materials used																																	
	learner engagement/ interaction																																	
	others																																	
C. Teacher’s Reflection	<div>Reflection guide or prompt can be on:</div> <div><div>▪ <u>principles behind the teaching</u></div><div>What principles and beliefs informed my lesson?</div><div>Why did I teach the lesson the way I did?</div><div>▪ <u>students</u></div><div>What roles did my students play in my lesson?</div></div>			<div>Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</div>																														

	<p><i>What did my students learn? How did they learn?</i></p> <ul style="list-style-type: none"><li>▪ <u><i>ways forward</i></u></li></ul> <p><i>What could I have done differently?</i></p> <p><i>What can I explore in the next lesson?</i></p>	
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