

7

# Lesson Exemplar for English

Quarter 1

Lesson

2

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**Lesson Exemplar for English Grade 7**  
**Quarter 1: Lesson 2 of 8 (Week 2)**  
**SY 2024-2025**

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Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

## 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>EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within.</p> <p><b>Lesson Objectives</b></p> <ol style="list-style-type: none"> <li>1. Share specific thoughts or insights on Filipino values discussed in class.</li> <li>2. Write a short prayer showing the elements of poetry.</li> <li>3. Analyze the given poem according to the assigned concept.</li> <li>4. Share their ideas and thoughts about significant concepts from the poem and relate it to your specific local identity or Filipino identity in general.</li> </ol>
<b>D. Content</b>	Poetry: Basic Elements
<b>E. Integration</b>	Sustainable Development Goal 4 Quality Education

II. LEARNING RESOURCES
<p>11,020 Boy Girl Praying Royalty-Free Images, Stock Photos &amp; Pictures. (n.d.). Shutterstock. <a href="https://www.shutterstock.com/search/boy-girl-praying">https://www.shutterstock.com/search/boy-girl-praying</a></p> <p>Galan, R. S. (2015, August 9). Tartanilla [Facebook Post]. <a href="https://www.facebook.com/100040847452939/posts/1616923655248011/">https://www.facebook.com/100040847452939/posts/1616923655248011/</a></p> <p>Kalesa. (2024, May 17). Wikipedia. <a href="https://en.wikipedia.org/wiki/Kalesa#/media/File:Allan_Jay_Quesada_-_Vigan_Calle_Crisologo_DSC_1917.jpg">https://en.wikipedia.org/wiki/Kalesa#/media/File:Allan_Jay_Quesada_-_Vigan_Calle_Crisologo_DSC_1917.jpg</a></p>

Pinterest. (n.d.). Pinterest. <https://www.pinterest.ph/pin/30680841200611806/visual-search/?x=16&y=16&w=532&h=376&surfaceType=flashlight>

Strauss, L. (2015). *A Filipino Dream – My Spirit*. Poetrysoup. [https://www.poetrysoup.com/poem/a\\_filipino\\_dream\\_-\\_my\\_spirit\\_645256](https://www.poetrysoup.com/poem/a_filipino_dream_-_my_spirit_645256)

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>DAY 1</b></p> <p><b>Short Review</b></p> <p><b>1. P.O.E.T.R.Y.: Playing with Words in Acronymic Style</b></p> <p>The teacher will show or write the word ‘POETRY’ on the board and explain that to recall the previous lesson, today’s task is to think of words or phrases that start with each initial letter and are relevant to the topic of poetry. These words or phrases will be the building blocks of their acronym. The learners will work in pairs and each pair will present their work in front of the class.</p> <p><b>Feedback</b></p> <p><b>2. Spotlight on Strengths: Illuminating Your Superpowers</b></p> <p>The class will work in groups consisting of four – five members. Each student will share a moment from the previous less where they think they did the best and why they did exceptional during that time. The group members will take turns sharing and come up with an idea on how they can reinforce their positive attributes. The group will then choose a representative to share their answers and feedback to the class.</p>	The feedback activity is optional.
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b></p> <p><b>Imbibe Me</b></p> <p>The teacher will show the image below to the students and ask them the following questions to guide their discussion:</p> <div data-bbox="956 1171 1200 1299" data-label="Image"> </div> <p>1. Look at the image carefully. What do you see? Describe the image as best as you can.</p>	<p><b>Lesson Purpose</b></p> <p>Image references:  <a href="https://www.shutterstock.com/search/boy-girl-praying">https://www.shutterstock.com/search/boy-girl-praying</a></p>

2. What Filipino value do you think is shown in the image? Why do you think so?
3. When you pray, what do you usually pray for? Share some lines from your prayers and explain why they are important to you.
4. How does prayer play a role in your life? What does it mean to you?

**Think, Pair, and Share**

- The teacher will ask the class to form pairs and collaborate to write a prayer using the elements of poetry. Students can choose to write a free-verse poem or a rhyming poem as their prayer.
- Once the pairs have completed their poems, they will take turns reading their work aloud to the class.
- Encourage the rest of the class to listen attentively and provide positive comments or constructive suggestions after each reading.

**Guide Questions:**

- a. How did you feel about writing a poem using the elements of poetry? Describe your experience.
- b. Do you think there is a connection between writing poetry and writing a prayer? Explain your thoughts.
- c. Did you face any challenges while writing your prayer poem? If so, how did you address them?

**2. Unlocking Content Vocabulary**

**Guess The Word**

The teacher will present a series of pictures and provide a definition as a clue for the students to guess a word.

Hint: A type of horse-drawn carriage or a traditional Filipino horse-drawn vehicle. It is commonly used as a mode of transportation in rural areas and small towns in the Philippines. 10 letters.

Word to Guess: *Tartanilla*

	<p>Suggested images:</p> <div data-bbox="781 217 1050 403" data-label="Image"> </div> <div data-bbox="1077 221 1341 405" data-label="Image"> </div> <p>Once the students successfully guess the word, engage them with the following questions:</p> <p><b>Guide Questions:</b></p> <ol style="list-style-type: none"> <li>1. Based on the images shown, how would you describe a <i>tartanilla</i>?</li> <li>2. What are your thoughts on <i>tartanilla</i> as a vehicle? How does it compare to other modes of transportation?</li> <li>3. Do you think <i>tartanillas</i> are still commonly used today? If so, where can they be found?</li> <li>4. What significance does the <i>tartanilla</i> hold in Filipino culture?</li> </ol>	<p><b>2. Unlocking Content Vocabulary</b></p> <p><b>Image references:</b>  <a href="https://en.wikipedia.org/wiki/Kalesa#/media/File:Allan_Jay_Quesada_-_Vigan_Calle_Crisologo_DSC_1917.jpg">https://en.wikipedia.org/wiki/Kalesa#/media/File:Allan_Jay_Quesada_-_Vigan_Calle_Crisologo_DSC_1917.jpg</a>  <a href="https://www.pinterest.ph/pin/30680841200611806/visual-search/?x=16&amp;y=16&amp;w=532&amp;h=376&amp;surfaceType=flashlight">https://www.pinterest.ph/pin/30680841200611806/visual-search/?x=16&amp;y=16&amp;w=532&amp;h=376&amp;surfaceType=flashlight</a></p>
<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>1. Explicitation</b>  <b>Brain Blossoms: Cultivating Ideas and Thoughts</b></p> <div data-bbox="819 916 1285 1190" data-label="Image"> </div> <p><b>Processing Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did creating the flower concept map help you better understand the concept of poetry?</li> <li>2. What did you learn about your own experiences with reading, writing, and understanding poetry while making the concept map?</li> </ol>	<p>The teacher will instruct the class to work in groups and recall their answers from the 'P.O.E.T.R.Y.: Playing with Words in Acronymic Style' task. They should relate their answers to the phrase: "Poetry is a garden nourished by the soil of imagination and tended with the care of language's artistry."</p> <p>Students will share and write their responses using the provided diagram, specifically on the flower petals and leaves. Each group will then read their</p>

	<p>3. If you were to analyze a poem right now, what would be the first step you take?</p> <p><b>DAY 2 - 3</b></p> <p><b>2. Worked Example</b></p> <p><b>Basic Elements of Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Form</b> - Refers to how the poem is put together, like its structure and design. This includes things like how it rhymes, the rhythm of the words, how the lines are grouped into stanzas, and how it looks on the page.</li> <li>• <b>Line</b> – The basic unit of poetry, often characterized by its length, rhythm, and arrangement on the page.</li> <li>• <b>Imagery</b> – Descriptive language that appeals to the senses, creating vivid mental pictures and sensory experiences for the reader. This means the writer chooses words that help you imagine how things look, sound, feel, smell, or taste.</li> <li>• <b>Sound Devices</b> – Techniques such as rhyme, rhythm, alliteration, assonance, consonance, and onomatopoeia that create auditory effects and enhance the musicality of a poem.</li> <li>• <b>Figurative Language</b>- Figurative language adds depth, nuance, and emotion to poetry by going beyond literal meanings and inviting readers to interpret and experience the text in different ways through the use of metaphors, similes, personification, hyperbole, etc. It allows poets to convey complex ideas, emotions, and experiences through imaginative and creative language.</li> <li>• <b>Theme</b>- The central idea, message, or underlying meaning of a poem, often expressed through recurring images, symbols, or motifs.</li> </ul> <p><b>How do you look at the context of a poem?</b></p> <p>Poems often have biographical, historical, and socio-cultural contexts because these contexts greatly influence the themes, styles, and messages of the poems. Here are the things you need to remember when identifying them:</p> <p><b>1. Biographical Context</b></p> <ul style="list-style-type: none"> <li>• Includes the life experiences, background, beliefs, and personal history of the writer.</li> <li>• Understanding the writer's biography can provide insights into the motivations, emotions, and perspectives behind their poems.</li> </ul>	<p>answers aloud to the class. Afterward, the teacher will ask the processing questions.</p> <p><b>4. Worked Example</b></p> <p>During the discussion of concept, the teacher may also ask the input of the students using the following questions:</p> <ul style="list-style-type: none"> <li>• Do you agree that knowing the basic elements of poetry is important? Why?</li> <li>• Why do you need to determine the context of a poem? How will this help you?</li> <li>• What will happen if you have a clear distinction of each basic elements of poetry?</li> </ul>
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	<ul style="list-style-type: none"> <li>• This context may influence the theme, subject, and style of the writer.</li> <li>• Personal experiences often shape the themes and emotions explored in poetry, making biographical context crucial for understanding the writer's perspective and creative process.</li> </ul> <p><b>2. Historical Context</b></p> <ul style="list-style-type: none"> <li>• Refers to the time period, events, social conditions, and cultural movements in which the poem was written.</li> <li>• Examining historical context helps readers understand how societal changes, political events, or cultural shifts may have influenced the poet's perspective and message.</li> </ul> <p><b>3. Socio-Cultural Context</b></p> <ul style="list-style-type: none"> <li>• Refers to the social, cultural, and ideological environment in which the poem is produced and received.</li> <li>• Socio-cultural context includes factors such as societal norms, values, beliefs, traditions, and cultural identities.</li> <li>• This context may influence the themes, symbols, language choices, and interpretations of the poem, as well as how the poem is received and understood by different audience.</li> </ul> <p><b>Practice Task</b></p> <p style="text-align: center;">Filipino Heritage By Francisco Balagtas</p> <p style="text-align: center;">Our heritage, a tapestry rich and grand, Woven with stories of our native land. From Luzon's mountains to Mindanao's shores, Filipino identity, forever soars.</p> <p><b>Guide Questions:</b></p> <ol style="list-style-type: none"> <li>1. How would you describe the form and structure of the poem? What do you notice about the length and arrangement of the lines?</li> <li>2. Did the author use any imagery, sound devices (like rhyme or alliteration), or figurative language (like metaphors or similes)? Provide examples from the poem.</li> </ol>	<p><b>Practice Task</b></p> <p>The teacher will ask the class to work in groups to analyze the given poem and to answer the guide questions provided. Each group will take turns sharing insights in front of the class.</p> <p>The teacher may allow the students to visit the school</p>
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3. What do you think is the main message or theme of the poem? How well did the author convey this theme through their choice of words?
4. What can you tell about the background of the poem? Consider the author's life, the historical period, or the cultural setting when the poem was written.

### 3. Lesson Activity

The teacher will ask the learners to work in pairs. Their task is to analyze the poem and answer the table provided.

#### **Tartanilla**

By Ralph Semino Galan

I miss the sound of hoof steps  
Pattering on the pavement like rain.

How I long for the sweet scent  
Of summer rain between late dusk

And early evening, like croaking  
Of the frogs, evoking memories lost

In the stars. Perhaps the heroes too  
Have flown to the skies as comets

Acquiring pegasic wings no carriage  
Can resist, no memory can recall.

Describe the form of the poem	
How are the lines arranged in the poem? What can you say about how the lines were used?	
Did the author use any form of imagery? Cite some line/s from the poem.	
Did the author employ the use of figurative language? How?	

library, consult their modules/ textbooks as reference materials, or use the internet with their supervision.

	<table><tr><td>What is the central idea of the poem?</td><td></td></tr><tr><td>Is biographical context applicable to this poem? If yes, what analysis can you infer from it? Cite evidence.</td><td></td></tr><tr><td>Is historical context applicable to this poem? If yes, what analysis can you infer from it? Cite evidence.</td><td></td></tr><tr><td>Is socio-cultural context applicable to this poem? If yes, what analysis can you infer from it?</td><td></td></tr></table>	What is the central idea of the poem?		Is biographical context applicable to this poem? If yes, what analysis can you infer from it? Cite evidence.		Is historical context applicable to this poem? If yes, what analysis can you infer from it? Cite evidence.		Is socio-cultural context applicable to this poem? If yes, what analysis can you infer from it?		
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Is socio-cultural context applicable to this poem? If yes, what analysis can you infer from it?										
<b>D. Making Generalizations</b>	<b>DAY 4</b> <b>1. Learners' Takeaways</b> <b>Exit Slip: 3, 2 1</b> On a piece of paper, the students answer the following: <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> <b>2. Reflection on Learning</b> The teacher will divide the class into small groups and prompt them to discuss their most effective learning experiences as well as areas they believe they can enhance. Afterwards, each group will combine their insights, and two representatives from each group will present the answer to the class.									

<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>Instruction: Examine the sections of the poem provided and complete the table by sharing your insights. Then, discuss important themes from the poem and connect them to your own local identity or the broader Filipino identity.</p> <p style="text-align: center;"><b>A Filipino Dream – My Spirit</b></p>	<p><b>Formative Assessment</b></p> <p>Strauss, L. (2015). <i>A Filipino Dream – My Spirit</i>. Poetrysoup. <a href="https://www.poetrysoup.com/">https://www.poetrysoup.com/</a></p>

	<div><p><b>Stanza 1</b></p><p>I have a Filipino dream! Stop the war and wild loud of scream I have a dream not for myself. Not a selfish man who thinks of himself.</p><p><b>Stanza 2</b></p><p>I have a Filipino dream! Cease the pain of a poor at the stream. Three stars are united as one. My dreams and love are bounded as one.</p></div> <table><tr><th>Context</th><th>Evidence from the Text</th><th>Explanation (Reasoning)</th></tr><tr><td>Biographical</td><td></td><td></td></tr><tr><td>Historical</td><td></td><td></td></tr><tr><td>Socio-cultural</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>			Context	Evidence from the Text	Explanation (Reasoning)	Biographical			Historical			Socio-cultural						<p><u>poem/a filipino dream - my spirit 645256</u></p>
Context	Evidence from the Text	Explanation (Reasoning)																	
Biographical																			
Historical																			
Socio-cultural																			
<b>B. Teacher’s Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</p>															
	<b>strategies explored</b>																		
	<b>materials used</b>																		
	<b>learner engagement/ interaction</b>																		
	<b>others</b>																		
<b>C. Teacher’s Reflection</b>	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"><li><u>principles behind the teaching</u></li></ul>			Teacher’s reflection in every lesson conducted/ facilitated is															

	<p><i>What principles and beliefs informed my lesson?</i></p> <p><i>Why did I teach the lesson the way I did?</i></p> <ul style="list-style-type: none"><li>▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i></li><li>▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li></ul>	<p>essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>
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