

7

Lesson Exemplar for English

Quarter 1

Lesson

3

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 7
Quarter 1: Lesson 3 of 8 (Week 3)
SY 2024-2025

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ENGLISH/QUARTER 1/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multi literacies 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 and Objectives	<p>Learning Competency EN7LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> Recall key insights and concepts from the previous lesson on poetry. Interpret the meaning of words and phrases using context clues and affixes. Explore the author's background using a biography graphic organizer. Analyze a poem to uncover universal truths and essential life themes.
D. Content	Poetry: Context Clues, Affixes and Author
E. Integration	Sustainable Development Goal 4 Quality Education

II. LEARNING RESOURCES
<p>Ayah al-Fatihah (The Opening) 1:5. (n.d.). Www.islamawakened.com. Retrieved May 25, 2024, from https://www.islamawakened.com/quran/1/5/</p> <p>BrianBontes. (2020). <i>Blessings -Laura Story with Lyrics</i> [Video]. YouTube. https://www.youtube.com/watch?v=ICnct8THNag</p> <p>Ellis, M. (2023, 31 May). <i>Affixes: Definition and Examples</i> [Blog post]. Grammarly. https://www.grammarly.com/blog/affixes/</p> <p>https://www.bible.com/bible/59/LAM.3.22-23.ESV</p> <p>Lamentations 3:22-23 The steadfast love of the LORD never ceases; his mercies never come to an end; they are new every morning; great is your faithfulness. English Standard Version 2016 (ESV) Download The Bible App Now. (n.d.). In www.bible.com. https://www.bible.com/bible/59/LAM.3.22-23.esv</p>

PictureQuotes.com. (n.d.). PictureQuotes.com.from <https://www.picturequotes.com/in-times-of-trouble-be-strong-and-wait-patiently-for-god-to-rescue-you-quote-1010650>

Rizal, J. P. (n.d.). *A Poem that Has No Title*. All Poetry. <https://allpoetry.com/A-Poem-That-Has-No-Title>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1 1. Short Review Fill – in the Gaps Direction: The paragraph below provides significant details about poetry. Fill in the gaps with appropriate words such as articles, prepositions, or verbs from the given list to ensure the thoughts flow smoothly and the text is comprehensible. <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <div>by</div> <div>is</div> <div>into</div> <div>of</div> <div>and</div> <div>from</div> </div> <p>Poetry ____ a type of literature that conveys thought, describes a scene, or tells a story in a concentrated, lyrical arrangement of words. Its form, that is made distinct ____ the repetition of similar syllables in words known as rhyme, the feelings ____ the writers that are detected through its tone ____ the unusual choice of words or the diction, has caused it to be appreciated by its readers. This piece of literature turns readers ____ profound thinkers with the presence of figures of speech and sound devices that depict its style.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. How familiar are you with poetry? 2. What are the elements, language features, and styles of poetry? 3. What value does poetry hold in your daily life? 	<p>The teacher may either provide individual copy of the activity to the class or make use of tarpapel, television, or a projector to show the paragraph and options.</p>
	B. Establishing Lesson Purpose 1. Lesson Purpose Lay Down the End <p>The teacher will present one of the following thoughts reflecting faith or belief for the class to ponder. Afterwards, encourage and allow students to answer and react to the following questions.</p>	

Bible Verse Lamentations

3:22-23 ESV "The steadfast love of the LORD never ceases; his mercies never come to an end; they are new every morning; great is your faithfulness."

• Qur'an Verse

"You alone we worship, and You alone we ask for help." (Qur'an 1:4)

• Quotation

"In times of trouble, be strong. And wait patiently for God to rescue you." -Laila Gifty Akita

Guide Questions:

1. During difficult times in life, do you feel that God/Allah is with you?
2. Do you believe in His steadfast love and His power to save you?

2. Unlocking Content Vocabulary

Read the description carefully. Choose your answer from the word box below. Write your answer to the blank provided before the number.

*Context clues	*Antonym Clues	*Affixes	
*Author	*Prefixes	*Suffixes	*Synonym clues

- _____ 1. Hints or pieces of information within the poem that help readers understand the meaning of difficult words or phrases.
- _____ 2. A person who creates or produces written, spoken, or visual works.
- _____ 3. Small word particles, usually only a few letters, added to a root word to change its meaning or grammatical properties
- _____ 4. An opposite word or phrase is used to show what the difficult word means by contrast (e.g., Unlike the vibrant spring, the winter was dreary and dull).
- _____ 5. Affixes attached to the beginning of a root word (e.g., "un-" in "unhappy").

<https://www.islamawakened.com/quran/1/5/>

<https://www.picturequotes.com/in-times-of-trouble-be-strong-and-wait-patiently-for-god-to-rescue-you-quote-1010650>

Unlocking Content Vocabulary

Answer key

- Context clues
- Author
- Affixes
- Antonym clues
- Prefixes

<p>3. Developing and Deepening Understanding</p>	<p>Day 2</p> <p>1. Explicitation</p> <p>Context Clues</p> <p>Context clues in poetry are hints or pieces of information within the poem that help readers understand the meaning of difficult words or phrases. These clues can come from the words and sentences surrounding the unfamiliar word, helping readers figure out its meaning without needing to look it up.</p> <p>Types of Context Clues</p> <p>Definition Clues: Sometimes the poem will provide a definition for a difficult word right in the next line or within the same line (e.g., The night was somber, dark and gloomy).</p> <p>Synonym Clues: The poem might use a word that means the same thing as the difficult word to help explain it (e.g., The child was elated, filled with joy and happiness).</p> <p>Antonym Clues: An opposite word or phrase is used to show what the difficult word means by contrast (e.g., Unlike the vibrant spring, the winter was dreary and dull).</p> <p>Example Clues: The poem gives examples that help explain the difficult word. (e.g., The meadow was teeming with wildlife: rabbits, deer, and birds were everywhere).</p> <p>Explanation Clues: The poem explains the difficult word in more detail within the surrounding lines (e.g., The ancient tree, a giant oak with sprawling branches, stood as a sentinel in the forest).</p> <p>How to Use Context Clues</p> <p>Discuss to the students that the next time they come across a word they don't know in a poem, they can use context clues to help them understand it by following these steps:</p> <ol style="list-style-type: none"> 1. <i>Read the Surrounding Lines.</i> Look at the lines before and after the unfamiliar word. 2. <i>Look for Synonyms or Antonyms.</i> Check if the poem uses similar or opposite words to explain the difficult word. 3. <i>Check for Examples.</i> See if the poem provides examples that illustrate what the word means. 	<p>Explicitation (Day 2)</p> <p>After discussing the types of context clues and how to use them, the teacher can assess students' understanding through activities such as matching exercises or identification tasks.</p>
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	<p>4. <i>Find Definitions or Explanations.</i> Look for a definition or a detailed description within the poem.</p> <p>Practice Example Let's look at an example to practice using context clues: Poem Excerpt: "<i>The old mansion was eerie, with its creaking floors and ghostly shadows.</i>" Context Clue: The phrase "<i>creaking floors and ghostly shadows</i>" gives a hint about what "<i>eerie</i>" means. Meaning: Based on these clues, "<i>eerie</i>" likely means something spooky or creepy.</p> <p>Tell the students that by using these strategies, they can become better at understanding and enjoying poetry, even when it includes words they haven't seen before.</p> <p>Practice Activity: Context Clues in Poetry Instruct the students to:</p> <ul style="list-style-type: none">• Read each poem excerpt carefully.• Use the context clues provided in the surrounding lines to determine the meaning of the underlined word.• Write the meaning of the word and explain which type of context clue helped you (definition, synonym, antonym, example, or explanation). <p>Example: Poem Excerpt: "<i>The old mansion was <u>eerie</u>, with its creaking floors and ghostly shadows.</i>" Meaning: spooky or creepy. Type of context clue: Explanation.</p> <p>1. Poem Excerpt: "<i>The sky was azure, a bright blue that stretched across the horizon.</i>" Meaning: _____ Type of context clue: _____</p> <p>2. Poem Excerpt: "<i>The warrior was valiant, brave and fearless in the face of danger.</i>" Meaning: _____</p>	<p>Practice Activity: Context Clues in Poetry</p> <p>Answer Key: 1. Meaning: Bright blue. Type of Context Clue: Definition.</p> <p>2. Meaning: Brave and fearless. Type of Context Clue: Synonym.</p> <p>3. Meaning: Pleasant sounding. Type of Context Clue: Example.</p>
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	<p>Type of context clue: _____</p> <p>3. Poem Excerpt: "Her voice was melodious, like the sweet sound of a harp." Meaning: _____ Type of Context Clue: _____</p> <p>4. Poem Excerpt: "The room felt claustrophobic, unlike the wide-open spaces of the park." Meaning: _____ Type of Context Clue: _____</p> <p>5. Poem Excerpt: "The child was exuberant, filled with energy and excitement." Meaning: _____ Type of Context Clue: _____</p> <p>6. Poem Excerpt: "The storm was ferocious, with strong winds and relentless rain." Meaning: _____ Type of Context Clue: _____</p> <p>More Practice Activity: Using context clues Direction: Carefully read the following lines and identify the clues to uncover their meanings. Circle your answers from the provided choices.</p> <p>1. Is there any cream or lotion that I could use to soothe this pain? a. destroy b. calm c. ruin d. maintain</p> <p>2. A very tired father of the house found his repose on that old rocking chair. a. rest b. anger c. chaos d. friend</p> <p>3. The administration compelled its staff to provide the office with the necessary documents immediately. a. pleaded b. asked c. obliged d. requested</p> <p>4. The company president descends from a poor family that's why he is very considerate to the needy. a. originate b. walk c. live d. stay</p>	<p>4. Meaning**: Feeling confined and cramped. Type of Context Clue: Antonym.</p> <p>5. Meaning: Full of energy and excitement. Type of Context Clue: Explanation.</p> <p>6. Meaning: Extremely strong and violent. Type of Context Clue: Explanation.</p> <p>---</p> <p>Tips for Students:</p> <ul style="list-style-type: none"> - Always read the entire poem or passage carefully. - Pay attention to punctuation; sometimes, a comma or a semicolon can lead to an explanation. - Think about the overall mood or theme of the poem to help understand the word in context. - Practice makes perfect—try reading more poems and identifying context clues!
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5. The harsh words that come out his mouth and thrown at his subordinates show that he lacks prudence.

- a. caution b. love c. passion d. dignity

Let's Define Affixes

Affixes are small word particles, usually only a few letters, added to a root word to change its meaning or grammatical properties. They are classified into four main types based on their position relative to the root word:

1. Prefixes: Affixes attached to the beginning of a root word (e.g., "un-" in "unhappy").
2. Suffixes**: Affixes attached to the end of a root word (e.g., "-ness" in "happiness"). Suffixes are mainly used for grammar purposes:
 - verb conjugation (*work*- *work**ed***)
 - plurality (*fox* - *fox**es***)
 - possession (*Juliana* - *Juliana's*)
 - reflexive pronouns (*them* - *them**sel**ves*)
 - comparatives and superlatives (*fast* - *fast**er***, *fast**est***)
 - changing word class (*swim* - *swim**mer***)
3. Infixes are a special type of affix that comes in the middle of a word. However, **the English language doesn't use infixes**. Infixes are more common in other languages, including Greek, Austronesian languages like **Tagalog**, and Indigenous American languages like Choctaw.
4. Circumfixes are pairs of prefixes and suffixes always used together. Circumfixes in English are very rare, but the circumfix of *en-* and *-en* is seen in the common word *enlighten*, and the circumfix of *em-* and *-en* is seen in *embolden*.

In poetry. Affixes help uncover the meanings of words. For example, "friend," a noun meaning someone attached to another by affection or esteem, can become an adverb when affixed with "-ly," as in "friendly," meaning showing kindly interest and goodwill. When affixed with "un-," the word becomes "unfriendly,"

Let's Define Affixes

Ellis, M. (2023, 31 May).
Affixes: Definition and Examples
 [Blog post]. Grammarly.
<https://www.grammarly.com/blog/affixes/>

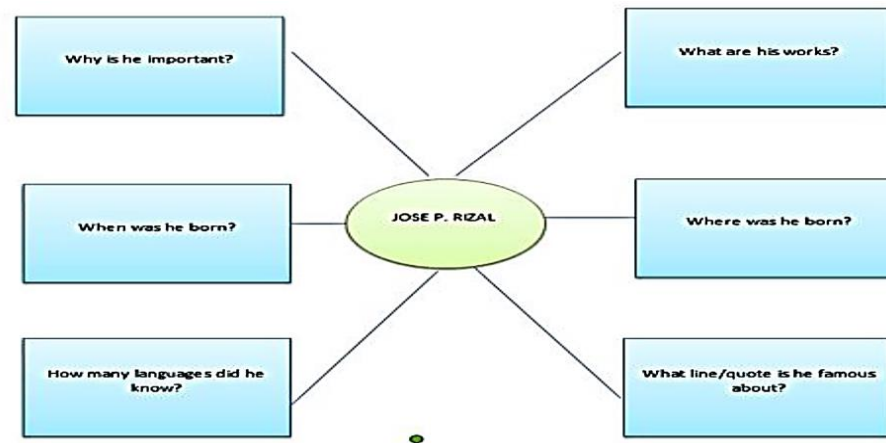
	<p>meaning unfavorable or unsympathetic. Other examples of affixes include "-or," "-er," "-ful," "-able," and "-ible."</p> <p>You may enrich your vocabulary by learning to form new words from given words through affixation. Do this in the vocabulary dynamics.</p> <ol style="list-style-type: none"> 1. Man has utilized everything that GOD made and improved himself to be worthy of all things on earth. His (Create) _____ must be very proud of him. 2. Despite the abundance of blessings from GOD, people tend to go wayward and violate HIS laws. But the LORD is always (mercy) _____ to forgive him. 3. Fighting for one's nation and remaining faithful to GOD is an (honor) _____ characteristic. 4. A (respect) _____ is what one becomes when he exudes loyalty and trustworthiness. <p>Who is an author?</p> <ul style="list-style-type: none"> • An author is a person who creates or produces written, spoken, or visual works. • The term "author" is commonly associated with writers of books, articles, poems, and essays, but it also applies to creators of speeches, scripts, screenplays, artwork, music, and other forms of creative expression. • Authors bring creativity, expression, perspective, and communication skills to their work. • Authors bring their individual perspectives and viewpoints to their work, shaping how they interpret and represent the world around them. • Authors have the potential to influence and inspire others through their work. They can spark conversations, challenge perceptions, evoke emotions, and prompt reflection. • Authors use language, imagery, symbolism, and storytelling techniques to engage audiences, convey messages, evoke emotions, and spark thought. Through their creations, authors leave a lasting impact on culture, society, and the human experience. 	<p>Who is an author?</p> <p>The teacher introduces to the class the concept of an author and their importance. To familiarize the class on identifying the distinct features of an author, the students will accomplish a practice task.</p> <p>During the discussion of concept, the teacher may also</p>
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Day 3

Author Study Day

The teacher will present the diagram and fact sheet to the class. Students will then form groups of four to five members and write their output on *cartolina* or manila paper. Afterward, each group will present their work to the class.

Direction: Discover essential facts about the author by completing the graphic organizer with the given details about him.



DR. JOSE P. RIZAL FACTS

He led the Philippine Independence by fighting for reforms through his writings instead of a bloody revolution.
"The youth is the hope of our future."
22 languages
June 19, 1961
Calamba, Laguna
He was hailed as Philippine National Hero who exposed the corruptions of the Spanish Colonial Government.
He was an advocate of peaceful reforms through La Liga Filipina.

Guide Questions:

1. How did you organize the information provided to you?

ask the input of the students using the following questions:

- Who is your favorite author?
- What do you think is an author?
- In your opinion, are authors important? If so, why?
- Why is it significant that reader's also pay attention to the author's background?
- How can an author impact a literary work?

The teacher may provide individual copies of the diagram and fact sheet or present it using a television/projector.

The design of the diagram may be modified by the teacher. Additionally, other information about Dr. Jose P. Rizal can also be added in the provided fact sheet.

2. How did creating and completing the graphic organizer help you visualize and understand Dr. Jose Rizal's role as an author?
3. What insights did you gain about your own journey as a reader and writer while creating the graphic organizer?

Lesson Activity (Day 4)

The teacher will lead the class to read the poem “A Poem that Has No Title” by Jose P. Rizal.

A Poem that Has No Title

To my Creator I sing
Who did soothe me in my great loss;
To the Merciful and Kind
Who in my troubles gave me repose.

Thou with that pow'r of thine
Said: Live! And with life myself I found;
And shelter gave me thou
And a soul impelled to the good
Like a compass whose point to the North is bound.

Thou did make me descend
From honorable home and respectable stock,
And a homeland thou gavest me
Without limit, fair and rich
Though fortune and prudence it does lack.

The Power of Words

The teacher will divide the class into six groups. Each group will be assigned to explain the significance of the following words in the given material. Afterwards, the group will choose a representative to present their work in front.

Creator	Troubles
Power	Shelter
Descend	Prudence

Guide Questions:

Lesson Activity (Day 4)

Rizal, J. P. (n.d.). *A Poem that Has No Title*. All Poetry.
<https://allpoetry.com/A-Poem-That-Has-No-Title>

	<ol style="list-style-type: none"> 1. How is the word "CREATOR" connected to the poem? 2. What do you think is the author's relationship with the Creator? Which line supports your answer? 3. What did the Creator do with His TROUBLES? 4. Whose POWER is mentioned in the second stanza? 5. How did the speaker experience this power? 6. What do you think the author meant by "SHELTER"? 7. Where did the author DESCEND? 8. What did the author's homeland lack besides PRUDENCE? 	
D. Making Generalizations	<p>DAY 4</p> <p>1. Learners' Takeaways</p> <p>Exit Slip: 3, 2 1</p> <p>On a piece of paper, ask the student to provide what is being asked for:</p> <ul style="list-style-type: none"> • Write three things you learned from this lesson. • List down two things you want to learn more about. • Ask one question about the lesson. <p>2. Reflection on Learning</p> <p>Direction: Complete the following open – ended lines in a short paragraph to get the key ideas of the lesson.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>The life given to us is really precious because despite the trials we go through, GOD always provides us with everything we need, including hope.</i></p> <p><i>It is essential to realize that as we take on the path GOD designed for us, we always find ourselves calm and faithful to HIM because _____</i></p> <p>_____.</p> <p><i>From this day on, I will be _____</i></p> <p>_____.</p> </div>	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS
<p>A. Evaluating Learning</p>	<p>DAY 4</p> <p>1. Formative Assessment</p> <p>Songs Lift the Spirit!</p> <p>Direction: Listen to the song “Blessings” by Laura Story. Find similar thoughts the author of the song has with Jose P. Rizal in the poem discussed. Be guided by the following questions:</p> <ol style="list-style-type: none"> 1. Amidst trials in life, does the author also find comfort in GOD’s hands? 2. What do those two (the speaker in the song and the author of the poem in focus) think about GOD’s mercy? <p>Here is the lyrics just in case the teacher is unable to access the link.</p> <p style="text-align: center;">Blessings by Laura Story</p> <p style="text-align: center;">We pray for blessings We pray for peace Comfort for family, protection while we sleep We pray for healing, for prosperity We pray for Your mighty hand to ease our suffering And all the while, You hear each spoken need Yet love is way too much to give us lesser things</p> <p style="text-align: center;">'Cause what if your blessings come through raindrops? What if Your healing comes through tears? What if a thousand sleepless nights Are what it takes to know You're near? And what if trials of this life are Your mercies in disguise?</p> <p style="text-align: center;">We pray for wisdom Your voice to hear And we cry in anger when we cannot feel You near We doubt Your goodness, we doubt Your love As if every promise from Your Word is not enough And all the while, You hear each desperate plea And long that we'd have faith to believe</p> <p>Songs Lift the Spirit!</p> <p>BrianBontes. (2020). <i>Blessings - Laura Story with Lyrics</i> [Video]. YouTube. https://www.youtube.com/watch?v=ICnct8THNag</p>

	<p>'Cause what if your blessings come through raindrops? What if Your healing comes through tears? And what if the thousand sleepless nights Are what it takes to know You're near? And what if trials of this life are Your mercies in disguise?</p> <p>When friends betray us And when darkness seems to win We know that pain reminds this heart That this is not, this is not our home It's not our home</p> <p>'Cause what if your blessings come through raindrops? What if Your healing comes through tears? And what if the thousand sleepless nights Are what it takes to know You're near?</p> <p>What if my greatest disappointments Or the aching of this life Is the revealing of a greater thirst this world can't satisfy And what if trials of this life The rain, the storms, the hardest nights Are Your mercies in disguise?</p> <p>Source: LyricFind Songwriters: Laura Story Blessings lyrics © Capitol CMG Publishing, Universal Music Publishing Group, Warner Chappell Music, Inc</p>			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	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.
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			

	others			Teachers may also suggest ways to improve the different activities explored/lesson exemplar.
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			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.