

7

Lesson Exemplar for English

Quarter 1

Lesson

4

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Lesson Exemplar for English Grade 7
Quarter 1: Lesson 4 of 8 (Week 4)
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> <ol style="list-style-type: none"> 1. Recall significant points learned from the previous lesson about a literary text called Poetry. 2. Identify and explain common literary devices used in poetry. 3. Analyze the poem “A Poem That Has No Title” by Jose P. Rizal for general truths and convictions of essence to life. 4. Create a poetry one-pager.
D. Content	Poetry: Literary Devices
E. Integration	Sustainable Development Goal 4 Quality Education

II. LEARNING RESOURCES
<p>Daguio, A. T. (1932). <i>Man of Earth</i>. Cordillera Sun. https://www.cordilleransun.com/2021/08/man-of-earth-poem-by-amador-t-daguio.html#google_vignette</p> <p>Gloria, A. M. (1928). <i>To a Lost One</i>. Read a Little Poetry. https://readalittlepoetry.com/2005/12/27/to-a-lost-one-by-angela-manalang-gloria/</p> <p>Kids Treasure Map Images – Browse 5,156 Stock Photos, Vectors, and Video. (n.d.). Adobe Stock. https://stock.adobe.com/search/images?k=kids+treasure+map</p> <p>Marquez, N. (n.d.). <i>The Sea</i>. SCRIBD. https://www.scribd.com/doc/188485659/The-Sea-by-Natividad-Marquez</p> <p>Rizal, J. P. (n.d.). The Song of Maria Clara (N. Joaquin, Trans.) All Poetry. https://allpoetry.com/The-Song-of-Maria-Clara</p> <p>Vector pirate kids with map looking for treasure chest. Cute treasure hunt scene with children. Tropical island hunters illustration. Funny pirate party element for kids isolated on white background. Stock Vector. (n.d.). Adobe Stock. from https://stock.adobe.com/images/vector-</p>

[pirate-kids-with-map-looking-for-treasure-chest-cute-treasure-hunt-scene-with-children-tropical-island-hunters-illustration-funny-pirate-party-element-for-kids-isolated-on-white-background/500678273](#)

Villa, J. G. (1942). *God said, I Made a Man*. Poem Hunter. <https://www.poemhunter.com/poem/god-said-i-made-a-man/>

III. TEACHING AND LEARNING PROCEDURE			NOTES TO TEACHERS									
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Mind Mingle (Short Review)</p> <p>The teacher will start by asking students to reflect individually on the key concepts and takeaways from the previous lesson. Then, students will pair up to discuss and share their thoughts. Allow five to ten minutes for this discussion. Finally, invite a few pairs to share their insights with the entire class.</p> <p>2. Feedback</p> <p>Navigating Ups and Downs</p> <p>Students will collaborate in pairs to briefly reflect on the learning activities and assessments from the previous lesson. Each student will identify one activity or task where they excelled and one where they struggled. They will write down three reasons for their success and three reasons for their challenges in their notebooks. In pairs, students will compare their responses, noting any commonalities or differences. After a brief discussion, they will brainstorm ideas for improving or maintaining their learning performance.</p> <p>Use the table below as a reference:</p> <table><tr><th colspan="3">Navigating Ups and Downs</th></tr><tr><td>MY BEST MOMENT...</td><td>I COULD DO A LITTLE BETTER HERE...</td><td>NEXT TIME I WILL...</td></tr><tr><td></td><td></td><td></td></tr></table>		Navigating Ups and Downs			MY BEST MOMENT...	I COULD DO A LITTLE BETTER HERE...	NEXT TIME I WILL...				
	Navigating Ups and Downs											
MY BEST MOMENT...	I COULD DO A LITTLE BETTER HERE...	NEXT TIME I WILL...										
B. Establishing Lesson Purpose	1. Lesson Purpose Treasure of Ideas		Lesson Purpose Treasure of Ideas									

“Poetry is a treasure island, and your keen mind and sharp eyes are needed to spot these precious gems. Share your thoughts, young adventurers of learning!”



Image references:

<https://stock.adobe.com/search/images?k=kids+treasure+map>

<https://stock.adobe.com/images/vector-pirate-kids-with-map-looking-for-treasure-chest-cute-treasure-hunt-scene-with-children-tropical-island-hunters-illustration-funny-pirate-party-element-for-kids-isolated-on-white-background/500678273>

Guide Questions:

1. Do you agree that poems are treasure islands filled with precious gems? If so, why?
2. Why do you think is it necessary for a reader to have a keen mind and sharp eyes to spot these ‘precious gems’?
3. How would you describe your journey so far in learning poetry?

2. Unlocking Content Vocabulary

Mix-Up Madness

Directions: Unlock the given words using the provided definition as your clue.

1. Word: YERAGMI

Definition: The use of descriptive language that appeals to the senses.

2. Word: NTOE

Definition: The attitude or emotional expression of the poet towards the subject matter, audience, or the poem itself.

3. Word: DOOM

Definition: The overall atmosphere or emotional tone.

4. Word: HRYEM

Definition: The repetition of similar sounds at the ends of lines or within lines of a poem.

5. Word: MILISE

	<p>Definition: A figure of speech that compares two different things using the words "like" or "as".</p>	
<p>C. Developing and Deepening Understanding</p>	<p>Explicitation</p> <p>Dyadic Exchange</p> <p>The teacher will ask the learners to work in pairs and discuss the following lines lifted from a poem. The students will be given fifteen to twenty minutes to analyze and exchange thoughts. Instruct the class to write their answers on their notebooks.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 45%; text-align: center;"> <p>Set 1</p> <div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 5px;"> <p>To my Creator I sing Who did soothe me in my great loss;</p> </div> </div> <div style="width: 45%; text-align: center;"> <p>Set 2</p> <div style="background-color: #8e69a0; color: white; padding: 5px; border-radius: 5px;"> <p>To the Merciful and Kind Who in my troubles gave me repose.</p> </div> </div> <div style="width: 45%; text-align: center;"> <p>Set 3</p> <div style="background-color: #f39c12; color: white; padding: 5px; border-radius: 5px;"> <p>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.</p> </div> </div> <div style="width: 45%; text-align: center;"> <p>Set 4</p> <div style="background-color: #7ed321; color: white; padding: 5px; border-radius: 5px;"> <p>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.</p> </div> </div> </div> <p>Guide Questions:</p> <ul style="list-style-type: none"> • What was the condition or state of the writer at the time of speaking? • How did he describe GOD? • What sound device is present in the third set of lines? • What kind of soul did the LORD give the writer? What else was he gifted with? • What was given to him that did not have a limit? Is it perfect? • What made these lines more attractive to read? • What do you notice about the lines in Set 3? How do they sound? <p>What are Literary Devices? (Day 2)</p> <p>Literary Devices</p> <p>Literary devices enhance writing by adding depth, emphasis, and a richer sensory experience for the reader. They are tools and techniques that poets use to enrich the meaning, imagery, and impact of their work.</p>	<p>What are Literary Devices? (Day 2)</p> <p>Literary Devices</p>

	<ul style="list-style-type: none"> ● Imagery - Descriptive language that appeals to the senses, creating vivid mental pictures for the reader. Examples include visual imagery (sight), auditory imagery (sound), olfactory imagery (smell), gustatory imagery (taste), and tactile imagery or touch (e.g., "The scent of fresh rain on the earth"). ● Metaphor - A comparison between two unlike things, suggesting a similarity or shared characteristic without using "like" or "as." A direct comparison between two unlike things (e.g., "Time is a thief"). ● Simile - A comparison between two unlike things using "like" or "as" (e.g., "Her smile was as bright as the sun"). ● Personification - Giving human characteristics or qualities to non-human objects, animals, or abstract concepts (e.g., "The wind whispered through the trees"). ● Symbolism - Using objects, colors, or elements to represent deeper meanings or ideas beyond their literal significance (e.g., "A dove symbolizes peace"). ● Rhyme - The repetition of similar sounds, usually at the ends of lines in poetry. Common rhyme schemes include AABB, ABAB, and ABCB. ● Tone - Tone can be conveyed through word choice, imagery, syntax, and overall style. Common tones in poetry include playful, serious, nostalgic, melancholic, sarcastic, hopeful, and reflective. ● Mood - The emotional atmosphere or feeling evoked in the reader by the poem. Mood can range from joyful and celebratory to dark and ominous, depending on the subject matter and the poet's treatment of it. ● Alliteration - The repetition of the same initial consonant sounds in a series of words. Example: "Peter Piper picked a peck of pickled peppers." ● Hyperbole - An extreme exaggeration used for effect. Example: "I'm so hungry I could eat a horse." ● Onomatopoeia - A word that imitates the sound it represents. Example: "The bees buzzed loudly in the garden." <p>Practice Activity: Identifying the literary device Directions: Identify the literary devices used in each of the following lines by answering the corresponding questions. Circle the letter of the correct answer.</p>	<p>After discussing various literary devices, the teacher can assess students' understanding through activities such as matching exercises or identification tasks.</p>
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	<p>1. "Why does the sun laugh, Mother, As it glints beneath the sun?" - The Sea by Natividad Marquez</p> <p>A. Simile B. metaphor C. Personification</p> <p>2. What language element of a poetry is present in the following lines? "Ardent kissed on a mother's lips are at play, On her lap, upon the infant child's awakening, The extended arms do seek her neck to entwine, And the eyes at each other's glimpse are smiling." - Song of Maria Clara by Jose P. Rizal</p> <p>A. Rhyme B. Alliteration C. Assonance</p> <p>3. What mood is expressed in the following lines? "I shall haunt you, O my lost one, as the twilight Haunts a grieving bamboo trail," - "To a Lost One" by Angela Manalang Gloria</p> <p>A. Anger B. Bitterness C. Longing</p> <p>4. What is the feeling of the writer in the following lines? "GOD said, "I made a man Out of clay- But so bright he, he spun Himself to brightest Day Till he was all shining gold, And oh, He was handsome to behold! - GOD said "I Made a Man" by Jose Garcia Villa</p> <p>A. Admiration B. Hatred C. Jealousy</p> <p>5. What Point of view was used by the writer in the following lines? Am I of the body, Or of the green leaf? Do I have to whisper My every sin and grief? - "Man of Earth" by Amador T. Daguio</p>	
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A. First Person

B. Second Person

C. Third Person

Extended Practice Activity:

Instruction: Read each sentence below and write the literary device used.

1. "The stars danced playfully in the moonlit sky."

Literary Device: _____

2. "He was so tired, he could have slept for a thousand years."

Literary Device: _____

3. "The fresh, juicy oranges were cold and sweet."

Literary Device: _____

4. "Blippy sells seashells by the seashore."

Literary Device: _____

5. "The thunder grumbled like an old man."

Literary Device: _____

6. "The car engine roared to life."

Literary Device: _____

Poetry One Pager

The teacher will guide the students in creating a poetry one-pager using a single sheet of bond paper. The students should incorporate both text and illustrations to identify and explain the literary devices present in the poem. Refer to the diagram below for guidance and encourage the students to be as creative as possible.

A Poem That Has NO Title
JOSE P. RIZAL

Literary Devices



Mood	Tone
Figure of Speech	Rhyme
How does the poem show organic unity?	

Extended Practice Activity:

Answer key:

1. Personification
2. Hyperbole
3. Imagery
4. Alliteration
5. Simile
6. Onomatopoeia

	<p>Poetry Perspectives Exhibition: A Gallery Walk (Day 3)</p> <ol style="list-style-type: none"> 1. Display the students' outputs from the previous activity around the classroom. 2. Provide sticky notes or slips of paper, markers, pens, or comment cards for students to write their responses, feedback, and interpretations. 3. Have all students visit each displayed poem and leave their comments and feedback. 4. After all students have visited each poem, gather them for a sharing session. 5. Ask a few students to share their feedback or interpretation of one or two outputs, encouraging them to explain their reasoning and support their insights with evidence from both the poem and the output. 6. Facilitate a discussion where students can compare different opinions, discuss similarities and differences, and explore the creativity and coherence of each output. 7. Conclude the gallery walk by summarizing key insights, themes, and interpretations that emerged from the discussions. 	
<p>B. Making Generalizations</p>	<p>DAY 4</p> <ol style="list-style-type: none"> 1. Learners' Takeaways Takeoff Ticket: Blast Off Insights! On a piece of paper, the students answer the following: <ul style="list-style-type: none"> • Rocketing Reflections: Write three things you learned from this lesson. <hr/> <hr/> <hr/> Cosmic Curiosities: List down two things you want to learn more about. <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Interstellar Inquiry: Ask one question about the lesson. <hr/> 2. Reflection on Learning A Brighter Mind 	

	<p>A light bulb moment where I had a sudden realization during the lesson was:</p> 	<p>I can apply what I learned from this lesson practically by:</p> 	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>Formative Assessment Directions: Write True if the statement is correct and write False if the statement is not correct.</p> <ol style="list-style-type: none"> 1. Tone in poetry can be conveyed through word choice, imagery, syntax, and overall style. Common tones in poetry include playful, serious, nostalgic, melancholic, sarcastic, hopeful, and reflective. 2. Mood in poetry refers to the emotional atmosphere or feeling evoked in the reader by the poem. 3. Personification involves giving human characteristics or qualities to non-human objects, animals, or abstract concepts. 4. Symbolism in poetry refers to using objects, colors, or elements to represent deeper meanings or ideas beyond their literal significance. 5. Rhyme in poetry is the repetition of similar sounds, usually at the ends of lines. 			
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,
	<i>strategies explored</i>			

	materials used			<p>materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</p>
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p>Reflection guide or prompt can be on:</p> <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? 			<p>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.</p>