

7

Lesson Exemplar for English

Quarter 1

Lesson

5

GOVERNMENT PROPERTY
NOT FOR SALE

Learning Activity Sheets for English Grade 7
Quarter 1: Lesson 5 of 8 (Week 5)
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 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. 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><i>Identify one's meaning and purpose in selecting the type of literary text for composition (poetry).</i></p> <ol style="list-style-type: none"> <i>Distinguish the elements of poetry.</i> <i>Recognize the different types of poetry.</i> <i>Identify the authors purpose in writing.</i> |
| D. Content | <p>TOPIC 1: Elements of Poetry Sub-topic: Types of Poetry</p> <p>TOPIC 2: Author's Purpose in Writing</p> |
| E. Integration | Theme: Talent appreciation |

| II. LEARNING RESOURCES |
|--|
| <p>Biong, I. (2020). World class gymnast Yulo, skateboarder Didal among 5 Filipinos in Forbes 'under 30 Asia' List." Accessed May 26, 2024 from https://newsinfo.inquirer.net/1252819/carlos-yulo-margielyn-diaz-among-5-filipinos-in-forbes-under-30-asia-list</p> <p>Bracher, J. (2016). Hidilyn Diaz nabs silver, first PH Olympic medal in 20 years. Accessed May 26, 2024 from https://www.rappler.com/sports/specials/olympics/142282-hidilyn-diaz-olympic-weightlifting-women-53kg-silver-medal</p> <p>Ford, Tom. "Drew Arellano Net Worth 2023: Wiki Bio, Married, Dating, Family, Height, Age, Ethnicity." Net Worth Post, February 5, 2016. https://networthpost.org/net-worth/drew-arellano-net-worth/</p> <p>Gabuay, L. (n.d.). 3 main types of poetry. Scribd. https://www.scribd.com/doc/53129100/3-main-types-of-poetry</p> |

GMA Public Affairs. (2017). Born to Be Wild: Doc Nielsen examines a lifeless Oarfish [video]. Accessed May 26, 2024 from <http://www.youtube.com/watch?v=gjx55Idt604>

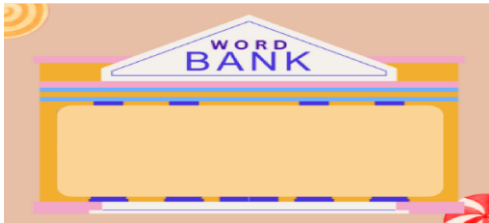
Imatong, T. (n.d.). 10 Poems written by Filipino writers. Accessed May 29, 2024 from <https://www.scribd.com/document/83895663/10-Poems-That-Written-by-Filipino-Writers>


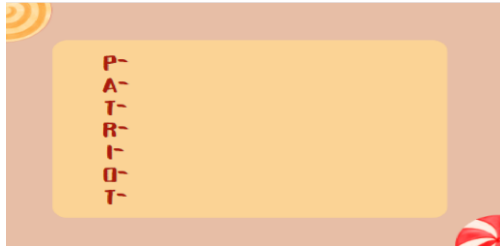
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StudySmarter.co. (n.d.). Lyric poetry: Meaning and purpose. Accessed May 29, 2024 from <https://www.studysmarter.co.uk/explanations/english-literature/literary-devices/lyric-poetry/>

The Summit Express. (2014). Sarah Geronimo sings Disney's 'The Glow' [video]. Accessed May 26, 2024 from <http://www.thesummitexpress.com/2014/12/sarah-geronimo-sings-disney-the-glow-full-music-video.html>

What are the three types of poetry? Describe each and cite the distinct characteristics. (n.d.). Quora. <https://www.quora.com/What-are-the-three-types-of-poetry-Describe-each-and-cite-the-distinct-characteristics>

| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
|--------------------------------------|---|-------------------|
| A. Activating Prior Knowledge | DAY 1 Short Review WORD BANK: Review the previous lesson by reading the poem excerpt below. As a class, make a Word Bank of concepts or terms associated with the author's principles and values as reflected in his poem. Not yet, Rizal, not yet. the glory hour will come. Out of the silent dreaming, From the seven-thousandfold silence, We shall emerge, saying: WE ARE FILIPINOS, And no longer be ashamed. Sleep not in peace. The dream is not yet fully carved. Hard the wood, but harder the blows. Yet the molave will stand; Yet the molave monument will rise, and gods walk on brown legs. <i>-Like the Molave by Rafael Zulueta Da Costa</i> | |
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|--|---|---|
| | <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. To whom do you think is the poem addressed? 2. How does the author express his hope for the future? 3. Why do you think should we “not sleep in peace”? | |
| <p>B. Establishing Lesson Purpose</p> | <p>1. Lesson Purpose Ask the students to describe what are in the picture and let them name instances, events, or occasions that call for the use of the presented items.</p>  <p>2. Unlocking Content Vocabulary</p> <p>PEN IT OUT! Direction: Using the acronym PATRIOT, write down word/words that are associated with love of country.</p>  <p>Process Questions:</p> <ol style="list-style-type: none"> 1. Name personalities who can be considered as modern-day heroes or patriots. 2. How can one express love for country? 3. As a student, how are you going to express your patriotism? | <p>Explain that similar to the poem previously presented, candles and incenses such as the ones presented on the left are lit for people worthy of being honored or celebrated on days devoted for them.</p> <p>Establish the relevance of the activity to the previous one by stating that those worthy of being honored may sometimes also be called patriots for the love and dedication they exert for the country.</p> |

C. Developing and Deepening Understanding

SUB-TOPIC 1: ELEMENTS OF POETRY

1. Explicitation

UNSCRAMBLE!: Unscramble the letters to identify the word being described.

1. P T O I N O F I E W V – it is the perspective of the speaker in the poem.
2. P P R U O S E – the reason why an author writes.
3. Y O E T R P– literary genre that makes authors express themselves and their feelings and ideas mostly through rhyme and rhythm.
4. Y E L I V E R D – the manner how something is said or performed.
5. H E N G T L – has something to do with how long or how short an object is.

2. Worked Example

BEYOND TUNES: Have the learners listen to “The APL Song” by Black Eyed Peas while trying to answer the following guide questions:

1. Who is the one speaking in the song? To whom do you think is the speaker addressing the message of the song?
2. Could the material be finished in one sitting?
3. How was it delivered?
4. Does it prioritize expressing emotions or telling a story?

BEYOND TUNES

| | | |
|--|--|-------------------------------|
| | Who is the one speaking? | The singer/writer of the song |
| | Could the material be finished in one reading? | Yes |
| | How was it delivered? | It was sung |

Expected answers:

1. Point of View
2. Purpose
3. Poetry
4. Delivery
5. Length

Expected answers:

1. *The singer/writer of the song is the speaker in the song. He is addressing all the “kababayans” or fellow Filipinos.*
2. Yes
3. It was sung.

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| | Does it prioritize expressing emotions or telling a story? | It enables self-expression. |
|--|--|-----------------------------|

BEYOND TUNES

| | | |
|-----------------------|--|-------------------------------|
| Point of View/Speaker | Who is the one speaking? | The singer/writer of the song |
| Length | Could the material be finished in one reading? | Yes |
| Delivery | How was it delivered? | It was sung |
| Purpose | Does it prioritize expressing emotions or telling a story? | It enables self-expression. |

DAY 2

3. Lesson Activity

POWER OF THREE

Have the learners study the matrix below derived from the inputs of Gabuay (n.d.). Afterwards, ask them to use the Venn Diagram to distinguish the different types of poetry apart from each other. Ask them to answer the guide questions that follow to further for them to be able to understand the key ideas of the lesson.

POWER OF THREE: TYPES OF POETRY

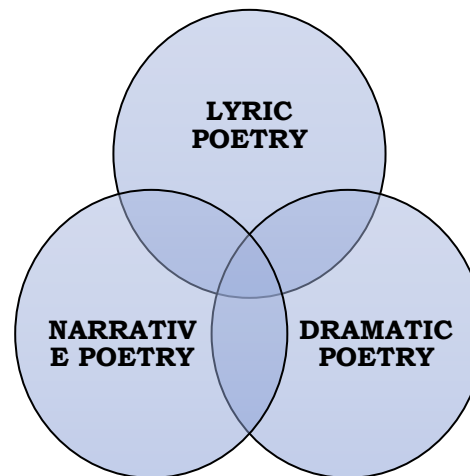
| | LYRIC POETRY | DRAMATIC POETRY | NARRATIVE POETRY |
|-----------------------|----------------------------|---|---|
| Point of View/Speaker | -personal -first person | -speaks through the characters' interaction | -first person, as a narrator, and/or let the characters |

4. It is self-expression. The speaker talks about his pride for being a Filipino.

The teacher may ask more questions to further engage the learners and lead them into giving the expected answers.

Ask the learners to write the answers accordingly in the graphic organizer to recall the distinguishing elements of poetry. Lead the learners into realizing that the questions reveal the (1) point of view, (2) length, (3) delivery, and (4) purpose of a poem that separate each type among the others.

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|----------|---|--|--------------------------------|
| | | -speaker could be a character | speaking for themselves |
| Length | Short and simple | Long and elaborate | Long and elaborate |
| Delivery | Usually sung (with accompaniment of lyrics) | Recited, spoken, chanted, sung | Recited, spoken, chanted, sung |
| Purpose | -for self-expression -deals with emotion | -tells a story and connects thru the help of emotions and feelings of characters | tells a story |



Guide Questions:

1. Point of view tells who is speaking in a poem. Is it important to know the point of view? Does it influence the flow and how one understands a poem?

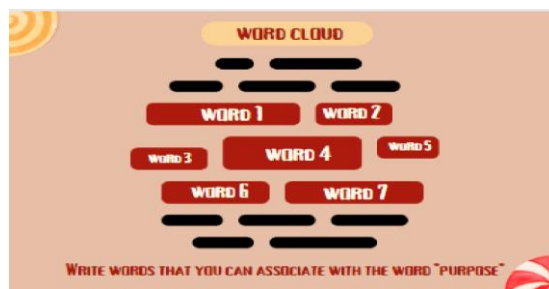
2. In earlier times, poetry was used not only to entertain but to deliver a message, tell a story, share traditions, and more. How does the passing of the poem from one generation to another affect its length?
3. One type of poetry is called Lyric poetry which means, as the name suggests, poems sung and accompanied by music, usually with a lyre, back in the days. What do you think is its impact especially in the modern times?
4. The purpose of the poet defines the type of poetry he would write. What do you think would be the most effective poetry type in fostering cultural awareness in our present time?

SUB-TOPIC 2: Author's Purpose in Writing

1. Explicitation

WORD CLOUD

Ask the learners to write the words that they can associate with the word "purpose." They may write the word "purpose" at the center connected with other words similar to the one below.



2. Worked Example

Show the learners the sets of pictures, and ask them the following questions below.

Expected responses:

1. All are singers.
 - All are television show hosts.
 - are athletes.



1. What do the people in each set have in common?
2. Do they share the same target audience, purpose, or field?

DAY 3

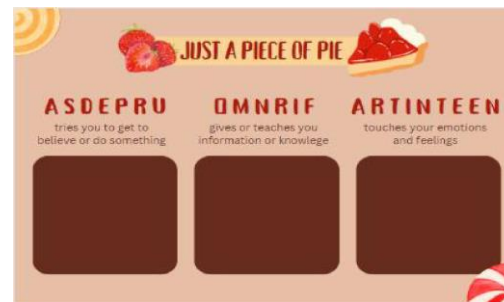
3. Lesson Activity

JUST A PIECE OF PIE!

Ask the learners to use the given clues and unscramble the letters for them to identify authors' common purposes for writing.

Furthermore, provide clarifications to the common purposes of an author for writing by providing and tackling the following guide questions accordingly under the identified common purpose.

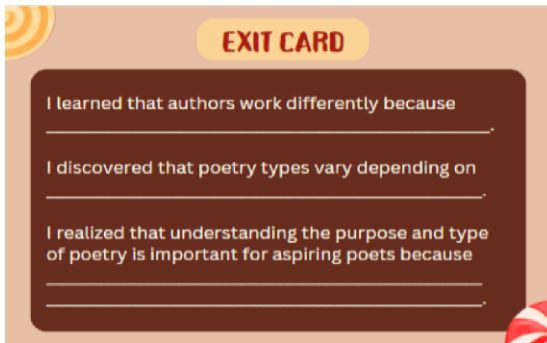
1. Did the poet want to change your opinion?
2. Did the poet share a story?
3. Did the poet make you laugh?
4. Did the poet give facts?
5. Did the poet teach you something works?
6. Did the poet amuse you?
7. Did the poet try to convince you?



2. No. They do not share the same audience, purpose, or field, for (1) some are singers—Sarah Geronimo is a pop singer; Rachel Ann Go is a musical singer; and Gloc 9 is a rapper; (2) some are television hosts—Drew Arellano hosts AHA, a Philippine informative show; Jessica Soho hosts KMJS, a Philippine magazine show; and Dr. Nilsen Donato hosts Born to be Wild, a Philippine travel documentary show; and (3) some athletes—Carlos Yulo is a gymnast; Hidilyn Diaz is a lifter; and Efren “Bata” Reyes is a billiard genius.

Lead the learners into realizing that in poetry, poets, like singers, hosts, and athletes, have differing audiences, purposes, and styles.

Kindly note that the presented purposes may or may not overlap with each other, depending on the context of the poem.

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| | | <p>Answers:</p> <ol style="list-style-type: none"> 1. Persuade 2. Inform 3. Entertain |
| <p>D. Making Generalizations</p> | <p>1. Learners' Takeaways EXIT CARD Have the learners accomplish the following generalization activity. Ask them to summarize what they have learned by completing the exit card.</p>  <p>2. Reflection on Learning POETRY REVEAL Ask learners to complete the following statements as part of their reflections about poetry.</p> <p>I like reading the _____ type of poetry because _____.</p> | |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | | NOTES TO TEACHERS |
|--|--|--|
| A. Evaluating Learning | <p>DAY 4</p> <p>1. Formative Assessment</p> <p>TEXT EVIDENCE!</p> <p>Ask learners to read the following lines from different poems and point out the word clues that reveal the author's purpose in writing. Ask them to use the given graphic organizer.</p> <p>1. Stars shiver Because space is cold. Here they spin The silences between them Vast and innumerable. -<i>Stars (After Pascal) By Ramon C. Sunico</i></p> <p>2. Hold high the brow serene, O youth, where now you stand; Let the bright sheen Of your grace be seen, hope of my fatherland! - <i>To the Philippine Youth by Dr. Jose Rizal</i></p> <p>3. Days will pass, And things will grow old. Flowers will bloom, And soon will decay. But when friendship starts, All of the year it will remain fresh. -<i>Friendship by Vener Santos</i></p> | <p>1. Expected Response: Entertain</p> <p>2. Expected Response: Persuade</p> <p>3. Expected Response: Inform</p> |

| TEXT EVIDENCE | | |
|--|------------------|----------|
| | AUTHOR'S PURPOSE | EVIDENCE |
| Stars (After Pascal) by Ramon C. Sunico | | |
| To the Philippine Youth by Dr. Jose P. Rizal | | |
| Friendship by Vener Santos | | |

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| B. Teacher's Remarks This lesson design component prompts the teacher to record relevant observations and/or critical teaching events that he/she can reflect on to assess the achievement of objectives. The documenting of experiences is guided by possible areas for observation including teaching strategies employed, instructional materials used, learners' engagement in the | <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. Teachers may also suggest ways to improve the different activities explored/Learning Activity Sheets. |
| | strategies explored | | | |
| | materials used | | | |
| | learner engagement/interaction | | | |
| | Others | | | |

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| <p>tasks, and other notable instructional areas. Notes here can also be on tasks that will be continued the next day or additional activities needed. Teachers can be provided with notes on which particular lesson component(s) they can focus on.</p> | | | | |
| <p>C. Teacher's Reflection This lesson design component guides the teacher in reflecting on and for practice. Entries on this component will serve as inputs for the LAC sessions, which can center on sharing best practice; discussing problems encountered and actions to be taken; and identifying anticipated challenges and intended solutions.</p> | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <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> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> | | | <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> |

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| Guide questions or prompts may be provided. Some examples are given here. | | |
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