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Lesson Exemplar for English

Quarter 1

Lesson

6

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 7
Quarter 1: Lesson 6 of 8 (Week 6)
SY 2024-2025

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Development Team	
Writer:	
	<ul style="list-style-type: none">• Mirasol Cabadson (Malabon National High School)
Validator:	
	<ul style="list-style-type: none">• PNU-RITQ Development Team
Management Team	
Philippine Normal University	
Research Institute for Teacher Quality	
SiMERR National Research Centre	

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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	EN7LIT-I-4 Compose literary texts using appropriate structure <ol style="list-style-type: none"> 1. <i>Supply the purpose and features of lyric, dramatic and narrative poetry.</i> 2. <i>Compose poems by following a model reflecting Filipino love, culture and aspirations and observing the structure elements of poetry.</i> 3. <i>Share point of view about poems- lyric, dramatic and narrative.</i>
D. Content	Purpose and Features of Poetry (Dramatic, Lyric and Narrative)
E. Integration	SDG 5: Achieve gender equality and empower all women and girls. SDG 1: End poverty in all its forms everywhere.

II. LEARNING RESOURCES
<p>Armee Antonio. (n.d.). Senakulo Script (English). Scribd. https://www.scribd.com/document/422478945/Senakulo-Script-English</p> <p>Castro, S. (n.d.). Sonnet-I-Philippines.pptx. Scribd. https://www.scribd.com/presentation/451184866/Sonnet-I-Philippines-pptx</p> <p>My Favorite Song Collection. (2021, December 22). SET YOU FREE /lyrics By: Side A [Video]. YouTube. https://www.youtube.com/watch?v=KEupAJOKNSo</p> <p>Pera, A. (2017, July 17). Poems. SlideShare. https://www.slideshare.net/angelitopera/poems-77952419</p> <p>Polyeastrecords. (2021, October 16). Joey Albert & Pops Fernandez - Points of View (Official Lyric Video) [Video]. YouTube. https://www.youtube.com/watch?v=nmw_Jp8lT94</p> <p>Regalado, J. (n.d.). Ballad of a Mother's Heart by Jose la Villa Tierra. Scribd. https://www.scribd.com/doc/154061745/Ballad-of-a-Mother-s-Heart-by-Jose-la-Villa-Tierra</p>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p>	<p>Allow the students to fill out the boxes below with necessary descriptions to find out more about their prior knowledge and understanding about the lesson.</p>
<p>DAY 1</p> <p>Short Review</p> <p>Know Me More</p> <p>Ask students to write down significant information they can recall about Lyric, Dramatic and Narrative poetry. Allow the students to use the illustration below as their guide.</p> <div data-bbox="577 517 1666 1059"> <pre> graph TD subgraph Lyric [Lyric] L1[] L2[] L3[] L4[] end subgraph Dramatic [Dramatic] D1[] D2[] D3[] D4[] end subgraph Narrative [Narrative] N1[] N2[] N3[] N4[] end </pre> </div>	

B. Establishing Lesson Purpose

1. Lesson Purpose

Let the class watch the video and ask them to write down significant information shown.

Video Link: <https://www.youtube.com/watch?v=nXvJsarLxQc>

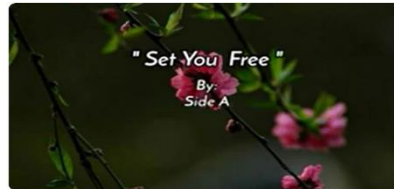
Questions:

What is lyric poetry? How does it differ to narrative and dramatic poetry?

Sing and Pick!

Directions: Allow the students to sing the song and write down some significant lines which you can relate to.

<https://www.youtube.com/watch?v=KEupAJOKNSo>



2. Unlocking Content Vocabulary

Look AT ME

Directions: Allow the students to read the sample poem below and pay attention to how the poem is formed and structured.

Proem

Jose Garcia Villa

The meaning of a poem is not a meaning of words.
The meaning of a poem is a symbol like breathlessness of birds.
A poem cannot be repeated in paraphrase.
A poem is not thought but grace.
A poem has no meaning but loveliness.
A poem has no purpose than to caress.

Questions:

1. What words rhyme?
2. How many lines does the poem have?
3. What lines are similarly structured.
4. What is the purpose of the writer? Give your reason/s.

Process the students' answers and direct students to the lyric poetry which is one of the types which has been discussed and connect the discussions to dramatic and narrative types.

	<p>5.Do you think it has musicality? Why?</p> <p>6.What does the poem want to convey?</p> <p>7. How do you describe your friend? How would you take care and value your friendship?</p> <p>Points of View: Let students listen to the song, Points of View by Pops Fernandez and ask them to sing and study the lyrics. https://www.youtube.com/watch?v=nmw_Jp8IT94</p>	
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>1. Explicitation</p> <p>SPOT THE DIFFERENCE</p> <p>Directions: Ask students to have a walk through the examples of poem given, fill out the chart to show if the structure elements are present.</p> <p>POEM 1:</p> <p>SONNET I Jose Garcia Villa</p> <p>First, a poem must be magical, Then musical as a seagull. It must be a brightness moving And hold secret a bird's flowering It must be slender as a bell, And it must hold fire as well. It must have the wisdom of bows And it must kneel like a rose. It must be able to hear The luminance of dove and deer. It must be able to hide What it seeks, like a bride. And over all I would like to hover God, smiling from the poem's cover.</p> <p>POEM 2: Senakulo (Excerpt)</p>	<p>Teacher can vary his/her strategy on how to present the lesson). Then, teacher will process the students answer and direct them on how the poem is constructed.</p>

	<p>Jesus had cried again with a loud voice, yielded up the ghost And, behold, the veil of the temple was rent in twain from the top to the bottom; and the earth did quake, and the rocks rent; And the graves were opened; and many bodies of the saints which slept arose, And came out of the graves after his resurrection, and went into the holy city, and appeared unto many.</p> <p>POEM 3: Ballad of a Mother's Heart Jose La Villa Tierra</p> <p>The night was dark, for the moon was young And the stars were asleep and rare; The clouds were thick, yet Youth went out To see his Maiden fair.</p> <p>"Dear One," he pleaded as he knelt Before her feet, in tears, "My love is true; why have you kept Me waiting all these years?"</p> <p>The maiden looked at him unmoved, It seemed, and whispered low: "Persistent Youth, you have to prove By deeds your love is true."</p> <p>"There's not a thing I would not do For you, Beloved," said he. "Then go," said she, "to your mother dear And bring her heart to me."</p>	<p>Help the learners understand that poem no. 1 is considered lyric poetry because it is the expression of man's thoughts and feelings and is intended to be sung.</p> <p>Poem 2 is a good piece to be acted on stage so it is considered as dramatic poetry</p> <p>Poem 3 is a narrative because it tells a story,</p> <p>However, the teacher has to make it clear that if it is intended to be sung then it can also be considered as lyric poetry.</p>
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Structure Elements of a Poem	Present	Not Found	Proof
A. Conflict			
<ul style="list-style-type: none"> • Character VS. Character • character vs. society • character vs. nature/environment 			
B. Character			
C. Characterization			
D. Plot: linear and flashback			
E. Rhyme and meter			
F. Diction			
G. Tone and mood			
H. Style			
I. Patterns and motifs			
J. Figures of speech and sound devices			
K. Point of view and narrative techniques			

2. **Worked Example**

Lyric poetry refers to a short poem, often with songlike qualities, that expresses the speaker's personal emotions and feelings. Historically intended to be sung and accompany musical instrumentation, lyrics now describe a broad category of non-narrative poetry, including elegies, odes, and sonnets.

Narrative poem is the oldest form of poetry, and one of the oldest forms of literature. It is used to tell a story. The poet combines elements of storytelling—like plot, setting, and characters—with elements of poetry, such as form, meter, rhyme, and poetic devices.

Dramatic Poetry is a form of poetry that is written in verse and meant to be recited in public or acted out. Dramatic poetry is often in the form of long speeches either to another actor, the audience, or oneself by musing aloud.

Structure Elements

Conflict, character vs. character, characterization, plot, linear and flashback, rhyme and meter, diction, tone and mood, style, patterns and motif, figures of speech and devices, point of view and narrative techniques and organic unity. The poems may include values, attitudes, beliefs, traits and culture. Poems are also the expressions of feelings, thoughts, attitudes and aspirations in life.

Read the following poem and answer the questions that follow:

The highway dust is on my face,
I long for rest, for home, for grace.
My boots are worn, my heart is sore,
I wonder if I'll see them anymore.

Questions:

1. Does the poem tell a story about a character's journey?
2. Does it have elements like plot, setting, and characters?
3. Based on the clues, what type of poem is this most likely to be?

3. **Lesson Activity**

Follow Me

Ask the students to read the example poem given. Ask them to compose their own original poem by following the given model. You may present the following set of ideas as writing prompts:

1. Drought: Sun, Land
2. Love: God, Society
3. Flood: Water, Debris
4. War: Soldiers, Freedom
5. Progress: Hard-work, Innovation

The Storm

Godofredo Bruce Bunao

The sea
Has taken over the boulevard

The tree
Stands stiffly, the last guard,

The storm
Prepares the strongest breath

Its form
Carrying a cold, wet death,

The tree
Is suddenly caught off guard

And the sea
Is all there is to see
The sea is all there is.

Rubrics for writing poetry focusing on elements of structure

Points	Points Description	Description
15-20	Excellent	The structure is intentional and elements flow seamlessly together to enhance meaning of message. Poem is complete.
10-14	Good	The structure is intentional and elements flow together to enhance meaning of message. Poem is complete.
5-9	Fair	Structure somewhat contributes to meaning. Poem is not fully developed.
0-4	Poor	Overall form lacks coherence and message is unclear. Poem is not complete.

Key to corrections:

1. Yes, the poem describes a character's feelings during a journey, mentioning worn boots, longing for home, and uncertainty about the future.
2. It hints at a plot (the journey) and mentions a character's internal struggle.
3. This poem is most likely a narrative poem. It uses elements of storytelling to convey the speaker's emotions during a journey.

	<p>DAY 3 Listen and Construct Directions: Play instrumental music and ask students to listen to it and compose a four-stanza poem on what thoughts and emotions they can evoke from the song. https://moody.utexas.edu/sites/default/files/POSTER%20Rubric.docx.pdf</p> <p>Rubrics</p> <table border="1"> <thead> <tr> <th>Points</th><th>Points Description</th><th>Description</th></tr> </thead> <tbody> <tr> <td>15-20</td><td>Excellent</td><td>The structure is intentional and elements flow seamlessly together to enhance meaning of message. Poem is complete.</td></tr> <tr> <td>10-14</td><td>Good</td><td>The structure is intentional and elements flow together to enhance meaning of message. Poem is complete.</td></tr> <tr> <td>5-9</td><td>Fair</td><td>Structure somewhat contributes to meaning. Poem is not fully developed.</td></tr> <tr> <td>0-4</td><td>Poor</td><td>Overall form lacks coherence and message is unclear. Poem is not complete.</td></tr> </tbody> </table>	Points	Points Description	Description	15-20	Excellent	The structure is intentional and elements flow seamlessly together to enhance meaning of message. Poem is complete.	10-14	Good	The structure is intentional and elements flow together to enhance meaning of message. Poem is complete.	5-9	Fair	Structure somewhat contributes to meaning. Poem is not fully developed.	0-4	Poor	Overall form lacks coherence and message is unclear. Poem is not complete.	
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D. Making Generalizations	<p>DAY 4 1. Learners' Takeaways Complete Me</p> <p>Ask students to complete the lines with the appropriate words that rhyme to form complete the poem.</p> <p><i>Lovely birds are _____</i> <i>Swaying, dancing and _____</i> <i>In their mouths are words of praise</i></p>																

	<p>For heaven's abundant _____. Flowers are _____. Praying to God. Praising for all the _____. Nature has given.</p> <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Words to choose from:</p> <p>Singing, blooming, chirping, grace, blessing</p> </div> <p>2. Reflection on Learning Directions: Ask learners to complete the following statements as part of their reflections about poetry.</p> <p>I have learned that poetry is _____.</p> <p>Writing poem include the different structure elements such as _____.</p> <p>Lyric poetry is _____, Dramatic poetry pertains to _____, while Narrative poetry focuses on _____.</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment Write My Poem Directions: Ask learners to compose a poem for their mothers or anyone in the family whom they want to share it with. Ask them to apply the structure elements learned.</p> <p>Rubrics</p>	

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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	<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/lesson exemplar.
	strategies explored			
	materials used			
	learner engagement/interaction			
	Others			

<p>observation including teaching strategies employed, instructional materials used, learners' engagement in the 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</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? Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently? 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>

<p>practice; discussing problems encountered and actions to be taken; and identifying anticipated challenges and intended solutions. Guide questions or prompts may be provided. Some examples are given here.</p>		
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