

7

Lesson Exemplar for English

Quarter 1

Lesson

7

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 7
Quarter 1: Lesson 7 of 8 (Week 7)
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	Analyze literary texts as expressions of individual or communal values within structural context. 1. <i>Identify figures of speech and sound devices and how they influence meaning and tone of the poem.</i> 2. <i>Describe poetic style (unique voice and tone) of the poet based on sound patterns, choice of words, and imagery.</i> Revise the literary texts for coherence and cohesion. 3. <i>Transform a poem using another tone.</i>
D. Content	Analyzing Literary Texts (Poem)
E. Integration	

II. LEARNING RESOURCES
<p>Banzon-Mooney, I. (2003). In Focus: Challenging traditions: Prosody and rhapsody in the poetry of Angela Manalang Gloria. https://ncca.gov.ph/about-culture-and-arts/in-focus/challenging-traditions-prosody-and-rhapsody-in-the-poetry-of-angela-manalang-gloria/</p> <p>PinoyLit, A Philippine Literature Page. (n.d.). Pinoylit.webmanila.com. Retrieved June 6, 2024, from http://pinoylit.webmanila.com/</p> <p>Tariman. P.A. (2013). The life and times of Angela Manalang Gloria. <i>Vera Files</i>. https://verafiles.org/articles/the-life-and-times-of-angela-manalang-gloria</p> <p>Word reference. (2024). WordReference.com. Wordreference.com. https://www.wordreference.com/</p>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p>	<p>DAY 1</p> <p>1. Short Review</p> <p style="text-align: center;">Words Angela Manalang-Gloria</p> <p style="text-align: center;">I never meant the words I said, So trouble not your honest head And never mean the words I <i>write</i>, But come and kiss me now <i>goodnight</i>.</p> <p style="text-align: center;">The words I said break with the thunder Of billows surging into <i>spray</i>: Unfathomed depths withhold the wonder Of all the words I never <i>say</i>.</p> <p>a. Ask students to read the poem aloud twice then identify the sound patterns. <i>(This poem by Angela Manalang-Gloria has the AABB, ABAB scheme in the 1st and 2nd stanza respectively.)</i> Students can be asked to underline the rhyming words to determine the pattern.</p> <p>b. Ask students about the images in the poem. What can be imagined in these lines? Students can express with words or drawing. A photo of waves and billows in the ocean in the middle of the storm can also be shown.</p> <p style="text-align: center;"><i>The words I said break with the thunder Of billows surging into spray:</i></p> <p>c. Ask more questions to help students interpret the poem.</p> <ul style="list-style-type: none"> • How will you describe the words that came from the persona if those words “break with thunder of billows surging into spray?” • What does the poem say about the strong words we say? What about words that we choose not to say? • In the first stanza, the poet said that she never meant the words she said and never meant the words she wrote. She also asks the reader to forget those words. What could this mean in relation to the strong words like billows mentioned in the second stanza? <p>2. Feedback</p>

	Select the poems that students wrote in Lesson 6. They were asked to write a poem about their mothers. A similar analysis of sound patterns and imagery can be done using the students' outputs.							
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Ask students about their favorite song writers. Have them describe the distinct style of these artists. The following questions may be asked:</p> <ul style="list-style-type: none">a. How will you describe the artist's style in songwriting?b. What are the common themes or topics of the artist's songs?c. Does the artist use similar lines or images in the lyrics of his/her songs?d. Does the artist have a signature tune that is identified to his/her songs?e. Does the artist have a vocal style that is recognizable? <p>Note how the answers to the questions helped in describing the artistic style of songwriters. The same will be described in the week's lesson through analyzing poetry.</p> <p>DAY 2</p> <p>2. Unlocking Content Vocabulary</p> <p>Ask students to prepare word cards for the following words:</p> <ul style="list-style-type: none">a. ravishedb. censoredc. deliriumd. forsooke. fickle <p>Example:</p> <table><tr><th colspan="2">foresook</th></tr><tr><th>Dictionary Meaning</th><th>Synonyms</th></tr><tr><td>Verb Past tense of <i>forsake</i> abandon or give up someone/something</td><td>leave abandon disown</td></tr></table>	foresook		Dictionary Meaning	Synonyms	Verb Past tense of <i>forsake</i> abandon or give up someone/something	leave abandon disown	<p>An alternative to this task is to play songs of two artists from the same music genre. Have students compare and contrasts the artists. Similar questions can be asked.</p> <p>Students can work in pairs or small groups. Word cards can be made bigger so the best outputs can be displayed on classroom walls for reference when students want to use the words in speaking or writing tasks.</p> <p>Word cards can be compiled to help students in their vocabulary learning.</p>
foresook								
Dictionary Meaning	Synonyms							
Verb Past tense of <i>forsake</i> abandon or give up someone/something	leave abandon disown							

	<div> <div> Derivations forsake forsakes forsook forsaking forsaken </div> <div> Collocations forsake your daughter forsake your values will never forsake him </div> </div>	
C. Developing and Deepening Understanding	<p>1. Explication</p> <p>Below are quoted text from articles written about Angela Manalang-Gloria and her poetry. The links may be accessed for the full text. The quoted text can be presented to the students to give them an idea about Manalang-Gloria's poetic style and themes.</p> <p><i>"She is essentially a lyric poet voicing her moods and desires in musical, singing stanzas. She finds standard rime and rhythm adequate to her needs. She had found that life is not all love, that love is not the only way to one's goal. She realized that this world is 'circumferenced with lucre/ within a coin of brass.'"</i></p> <p>http://pinoylit.webmanila.com/filipinowriters/amgloria.htm</p> <p><i>"Angela Manalang Gloria's poetry shows a good understanding of English poetics."</i></p> <p><i>"She has poems that follow the fixed poetic form of the sonnet."</i></p> <p><i>"Her poetry also illustrates a knowledge of techniques in English rhyme, especially of rhyme schemes."</i></p> <p>Banzon-Mooney, I. (2003). In Focus: Challenging traditions: Prosody and rhapsody in the poetry of Angela Manalang Gloria. https://ncca.gov.ph/about-culture-and-arts/in-focus/challenging-traditions-prosody-and-rhapsody-in-the-poetry-of-angela-manalang-gloria/</p> <p><i>"From elementary to secondary schooling, the young Angela Manalang lived in a world of dolls, books and piano. In college, her literary life flourished."</i></p> <p>Tariman. P.A. (2013). The life and times of Angela Manalang Gloria. <i>Vera Files</i>. https://verafil.es.org/articles/the-life-and-times-of-angela-manalang-gloria</p> <p>The following questions may be asked to students:</p>	<p>Since a poem by Angela Manalang-Gloria is already used in the Short Review, students can go back to the poem to analyze of the commentary about her writing style is evident.</p> <p>For example, following a fixed poetic form and using rhyme schemes can be noted.</p> <p>More information about the life and works of the poet can also be presented. The links provided in this section may be accessed for more details.</p>

- a. From the commentary about the poet, what can we infer about her style in writing poetry?
- b. Are the commentaries about the poet's style observed in the poem presented earlier ("Words")?

DAY 3

2. Worked Example

Read the poem to the class to model appropriate pauses and emphasis. Have students read the poem silently and in chorus. Volunteer students may also do the read aloud. Reading aloud the poem multiple times help the reader get a feel of the poetic rhythm.

Change

Angela Manalang-Gloria

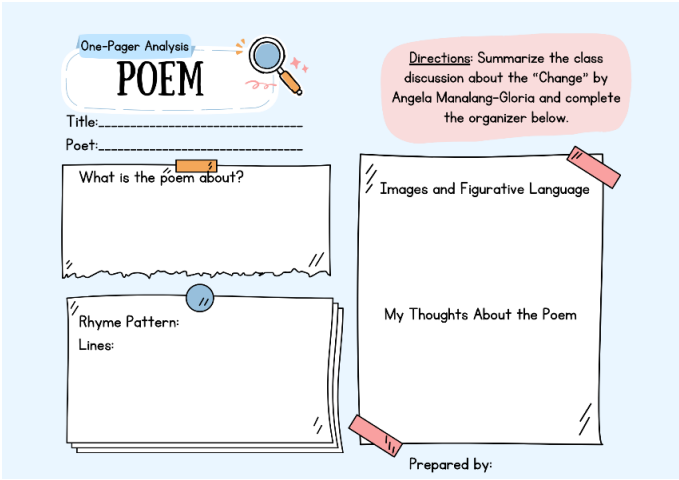
I have outgrown them all, and one by one,
 These loves I took so mightily to heart
 Before you came: the dolls that overran
 My childhood hours and taught me fairy art;
 The books I ravished by the censored score;
 Music that like delirium burned my days;
 The golden calf I fashioned to adore
 When lately I forsook the golden phrase.

And thus I shall outgrow this love for you.
 Sooner or later I shall put away
 This jewelled ecstasy for something new.
 Brand me not fickle on that fatal day:
 Bereft of change that is my drink and bread,
 I would not love you now. I would be dead.

Guide students in analyzing the form and meaning of the poem. The following questions can be asked:

- a. Plot the sound pattern in the lines. See example here:
 I have outgrown them all, and one by **one**,
 These loves I took so mightily to heart
 Before you came: the dolls that **overran**

	<p>My childhood hours and taught me fairy <i>art</i>;</p> <p>b. How does the sound pattern affect the reading of the poem? Does it create a rhythm?</p> <p>c. What images are present in the poem? Can you cite lines that describe the image? See example here: <i>The books I ravished by the censored score;</i> <i>Music that like delirium burned my days</i></p> <p>d. What figures of speech are evident in these lines?</p> <ul style="list-style-type: none"> ▪ Before you came: <i>the dolls that</i> overran My childhood hours and <i>taught me fairy art</i> ▪ <i>Music</i> that <i>like delirium</i> burned my days ▪ Bereft of <i>change that is my drink and bread</i> <p>e. What does the poem say about the poet's childhood? Which lines give you clues on this?</p> <p>f. What does the poem say about change? What do these lines mean?</p> <ul style="list-style-type: none"> ▪ <i>Bereft of change that is my drink and bread,</i> ▪ <i>I would not love you now. I would be dead.</i> <p>1. Lesson Activity</p> <p>One-Pager Poem Analysis Ask students to summarize the analysis done in the previous section by completing this one-page graphic organizer.</p>	<p>Note how “change” is viewed as something that naturally happens. People outgrow things they used to love and enjoy. People even outgrow feelings. Change is part of life.</p>
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D. Making Generalizations	<p>DAY 4</p> <p>1. Learners' Takeaways</p> <p>Ask students to write or talk about their answers to the following questions?</p> <p><i>What about poems makes you appreciate poetry? Why?</i></p> <p><i>What types of poems do you like?</i></p> <p><i>What can you learn from reading poetry?</i></p> <p>2. Reflection on Learning</p> <p><i>Study Tip.</i> Ask students to give a study tip to another student who might be having difficulty on the topic. Use this prompt.</p> <p>Please give one study tip you would give a student who find reading and understanding poems difficult.</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>Transforming a Poem. Give students the following instructions:</p>	

	<p>Work with a partner to transform the poem Angela Manalang-Gloria's "Change" into your own voice.</p> <ul style="list-style-type: none"> • What words will you replace? • What images will you add? • Which lines will you change? • Do you want to make it feel more sad? More cheerful? • Do you want to change the rhyme scheme? • Will adding a beat when reciting the poem make a difference? <p>Have students present their outputs in class. Ask them to write a reflection to explain the important changes they made in the poem.</p> <p>A scoring guide may be adapted or created for this task.</p> <p>The outputs of students can be published in a shared platform so their peers can also provide feedback.</p>			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<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>
	strategies explored			
	materials used			
	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> 			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also</p>

	<p><i>What roles did my students play in my lesson?</i></p> <p><i>What did my students learn? How did they learn?</i></p> <ul style="list-style-type: none">▪ <u><i>ways forward</i></u> <p><i>What could I have done differently?</i></p> <p><i>What can I explore in the next lesson?</i></p>	<p>consider this as an input for the LAC/Collab sessions.</p>
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