

7

# Lesson Exemplar for English

Quarter 2

Lesson

1

**Lesson Exemplar for English Grade 7**  
**Quarter 2: Lesson 1 (Week 1)**  
**SY 2024-2025**

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**ENGLISH/QUARTER 2/ GRADE 7**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.
<b>B. Performance Standards</b>	The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short story) that represents their meaning, purpose, and target audience and reflects their local and national identity.
<b>C. Learning Competencies and Objectives</b>	<p><b><i>Learning Competency</i></b> Analyze literary texts as expressions of individual or communal values within a structural context.</p> <p><b><i>Learning Objectives</i></b></p> <ol style="list-style-type: none"> <li>1. Define elements of prose pertaining to characters and plot.</li> <li>2. Demonstrate factual understanding and appreciation of the details of the assigned reading.</li> <li>3. Classify assigned reading for its literary genre characteristics.</li> <li>4. Derive the intended message of the assigned reading based on its selected literary genre elements.</li> <li>5. Identify the different terms pertaining to the parts of a plot.</li> <li>6. Break down a text into its corresponding plot parts.</li> <li>7. Describe and differentiate characters in the assigned text using various characterization techniques as bases.</li> </ol>
<b>C. Content</b>	<p>My Father Goes to Court by Carlos S. Bulosan</p> <p>Structural context in reading</p> <p>Plot</p> <p>Character and Characterization</p>
<b>D. Integration</b>	<p>Filipino Family values</p> <p>Source/Pursuit of happiness</p>

## II. LEARNING RESOURCES

- 5 Important Elements of a Short Story. (2004, March 22). Retrieved from [https://users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html](https://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html)
- Defining Characterization. (2004). ReadWriteThink. Retrieved from [https://www.readwritethink.org/sites/default/files/resources/lesson\\_images/lesson800/Characterization.pdf](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson800/Characterization.pdf)
- Glatch, S. (2023, July 9). What is the plot of a story? Retrieved from <https://writers.com/what-is-the-plot-of-a-story>
- Hamilton, S. (2007). Essential literary terms: A brief Norton guide with exercises. W. W. Norton & Company, Inc., and Peoples Education, USA.
- Sebastian, E., et al. (2016). An easy journey to literature. Mindshapers Co., INC.
- Shaffer, C. (2000). The principles of literature: A guide for readers and writers. Barron's Educational Series, Inc.
- Teaching Characterization with Short Stories. (2023). Chomping at the Lit. Retrieved from <https://www.chompingatthelit.com/teaching-characterization-short-stories/>

## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

### A. Activating Prior Knowledge

#### Day 1

#### 1. Short Review

The teacher reviews students' knowledge of literature through the *Literature Semantic Web Activity*. The teacher asks the students to go to the board, one at a time, and write any word or phrase they think is related to the word *literature*. After which, the teacher asks the students to define *literature* based on the words/phrases associated.

The teacher then leads the review to the division of literature: fictive and non-fictive/prose and poetry. The teacher tells the class that for this quarter, the lessons focus on prose, particularly short stories.

#### 2. Feedback (Optional)

The teacher should encourage the students to share/express ideas and process their responses. This review activity allows the students to rekindle their appreciation for literature and its different types and develop ideas as to why it is necessary to study literature.

## B. Establishing Lesson Purpose

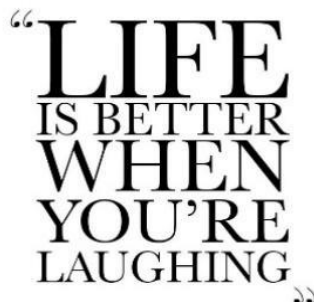
### 1. Lesson Purpose

The teacher asks the students to watch the video clips with the links below:

<https://www.youtube.com/shorts/9WfloWQecRg>  
<https://www.youtube.com/watch?v=id5jfuZZrkk>  
<https://www.youtube.com/watch?v=ke2JSR8OhAk>  
<https://www.youtube.com/shorts/htEs3lwOa8s>

After watching the videos, the teacher asks the following questions to the students:

- What did you feel while and after watching the videos?
- What can you say about feeling happy? What good does it do to someone? Is feeling happy restricted to a specific age, gender, or race? Why do you say so?
- Do you then believe in the following lines? Why or why not?



#### Images taken from:

<https://pbs.twimg.com/media/B0jatwUIUAEdI-S.png>  
<https://i.pinimg.com/originals/6a/8a/65/6a8a655d3e7264a5dd9a3e6e44951f51.jpg>  
<https://img.picturequotes.com/1/24/life-is-better-when-youre-laughing-quote-3.jpg>

### 2. Unlocking Content Area Vocabulary

The teacher may opt to present the questions before the playing of the videos to make the activity purposive. The teacher may also use other relevant video clips. Additional quotes/lines may also be added. This activity should allow students to express themselves. Hence, the teacher should welcome possible varied responses from the students and be able to process them effectively. The teacher may also ask the students to provide the difference between joy and happiness. S/he also explains the lesson's purpose to the students so that they can sense the flow of the discussion and appreciate all the learning activities.

After unlocking difficulties, the teacher introduces the short story, *My Father Goes to Court*, by Carlos S. Bulosan. A brief background of the author may also be presented.

**Let's match!**

*Instructions: Match the words in column A with their corresponding meanings in column B. Draw a line to connect each pair.*

**A**

1. gavel
2. character
3. aroma
4. condemn
5. denouement
6. savor
7. anemic
8. plot
9. judge
10. contagious

**B**

- a. a distinctive, pervasive, and usually pleasant smell
- b. a small mallet with which an auctioneer, a judge, or the chair of a meeting hits a surface to call for attention or order
- c. the final part of a narrative in which the strands of the plot are drawn together and matters are explained or resolved
- e. a person, or sometimes an animal, takes part in the action of a short story or other literary work
- f. an emotion, feeling, or attitude likely to spread to and affect others
- g. the arrangement of the incidents or actions in a story
- h. a public official appointed to decide cases in a court of law
- i. taste (good food or drink) and enjoy it completely
- j. to say in a strong and definite way that someone or something is bad or wrong
- k. not strong, forceful, or impressive weak

The teacher may give the reading assignment to the class to be set for the next session.

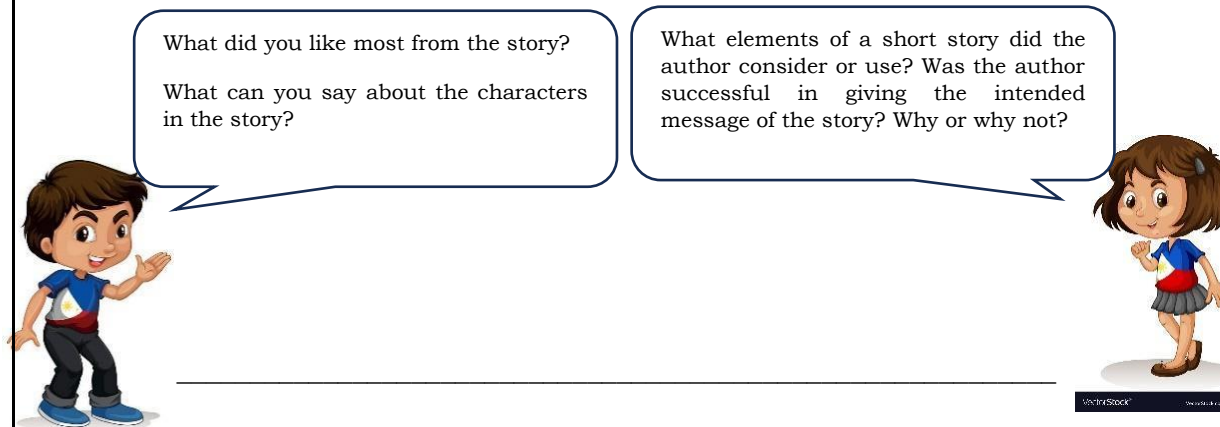
**Think-Pair-Share Activity: Speak up your mind!**

Instructions: With your pair, share your thoughts on the following questions:

1. Why do you think is the story titled 'My Father Goes to Court'?
2. What could be the relevance of those videos and quotes presented in the previous activity?

<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>SUB-TOPIC 1 (Day 2):</b></p> <p><b>1. Explicitation</b></p> <p><b>First Reading of the Text: The Active Reader in Me!</b></p> <p>In this activity, the students read the short story <i>My Father Goes to Court</i> by Carlos S. Bulosan individually and silently. To save time, this should be given as a reading assignment.</p> <p><b>Second Reading of the Text: Popcorn Reading</b></p> <p>Instructions: The teacher divides the class into three groups which may be named Luzon, Visayas, and Mindanao. The teacher assigns parts of the story to be read by each group aloud. Each student must pay attention for them to be at the same page with their groupmates/classmates.</p> <p>After reading the story, the students will be asked by the teacher to answer the comprehension questions through <b>The Road Map</b> worksheet.</p> <p>After answering the comprehension questions individually, the teacher may prepare a short game “<i>Revealing The Mystery Box: Game Ka Na Ba?</i>” The teacher flashes boxes on the screen with assigned questions from <i>Take the Road Map</i> worksheet together with the corresponding points. Whoever gets the correct answer first will get the credit points.</p> <p><b>2. Worked Example</b></p> <p><b>Write and Post!</b></p> <p>Instructions: After reading the text, write down the line/s from the story that speak/s to your heart most or the scene of the story that you like most. Then, post them on the Class Jam-Board or blackboard that the teacher prepare</p> <p><b>Let’s hear from you!</b></p>	<p>The teacher may use different mechanics of the game but he/she should make the instructions clear to the students. This activity will provide an avenue for the class to process the answers to the Comprehension questions together. The teacher may raise additional questions for further clarifications that will lead to students’ better and deeper understanding of the text read.</p> <p>After having the students' post their strips of papers, allow them to read the posted lines of their classmates. You may also let the students choose a pair to share those lines with.</p> <p>The teacher should allow the students to express themselves. The teacher may</p>
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Instructions: Answer the following questions and engage in a short dialogue with a small group.



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*After the interactive discussions, the teacher asks the students to answer the **Short story Checklist**. The checklist contains simple statements on some of the literary elements of a short story. Then, the class zeroes in on the significance of each part that makes short stories.*

#### **Points for Discussion**

- Short story falls under the first general category of literature – fiction.
- Short stories are characterized by a limited number of characters, a restricted setting, and a narrow range of action. Hence, it can be read in a single sitting.

give follow-up questions like, 'What can you say about the author's style in writing the story? How did you empathize with the characters? How did the events reveal the theme of the story?', and then eventually lead the discussion towards the importance of the **structure** of a short story. This would be an offshoot towards reading and [re]evaluating texts in a **structural context**. Emphasize how a short story is different from other types of fiction.

The teacher may have additional sources to be able to provide rich details on the literary elements of a short story: character/characterization, plot, conflict, point of view, and narrative techniques. As the students fully grasp the major tools for short story writing, the teacher should be able to discuss that being able to identify these literary elements will help the readers understand the underlying



	<ul style="list-style-type: none"> <li>• Short stories share common elements as work of fiction: Plot, Setting, Character, Characterization, Conflict, Point of View (POV) and other narrative techniques.</li> <li>• To analyze a literary text in structural contexts, one looks into the elements found in the text itself.</li> <li>• To analyze a story, the structuralist focuses on literary elements that make up a short story rather than the facts about the author's life or the historical milieu in which it was written.</li> <li>• It must be pointed out that though each part may be identified individually, these literary elements are joined together to unify the writing and to produce a blend that is unique to that short story or any literary piece (Shaffer, C. 2000).</li> </ul> <p><b>3. Lesson Activity</b></p> <p>As the students fully grasp the characteristics and qualifications of a short story, they are now prepared to accomplish the next activity through the corresponding worksheet, exploring further how the literary elements are implemented in the short story and how these reveal the intended message of the text.</p> <p><b>Build-It-Up!</b></p> <p>Instructions: Please see the worksheet task <b>Build-It-Up</b>. Based on your understanding of the text through the literary elements, fill in the bricks with the needed information to build up the house.</p> <p><b>SUB-TOPIC 2 (Day 3):</b></p> <p><b>1. Explicitation</b></p> <p>The teacher facilitates the picture-cued retelling of the story.</p> <p><b>Picture Weave</b></p>	<p>intention of the author and connect to life itself.</p> <p>The teacher may provide additional questions to reveal students' understanding of the text, including critical thinking questions that elicit their higher-level reasoning as they relate them to real-life context. The teacher may also ask the students to pair up to engage in meaningful discussions.</p> <p>Nevertheless, if s/he feels that the instructional time is insufficient for the class to perform all the learning tasks, s/he may let the students work on the Worksheet activities at home as assignments.</p> <p>The number of groups may vary depending on the class size. The teacher may also add more relevant photos and processing questions. The teacher may also do "Paint-Me-A-Picture" Game as an</p>
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Instructions: The class will be divided into 6 groups. Review the series of events in the story with your groupmates. Each member should actively engage in the spontaneous re-telling of the story. Each group is given 3 minutes to share.



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## 2. Worked Example

After the activity, the teacher asks the following questions:

- How did you make use of the pictures to retell the story?
- Which part of the story did you introduce the characters?
- How important is the sequence of events in narrating the story and being able to relay the intended message of the writer?

alternative activity in which students will be asked to collaborate with their groupmates to portray particular scenes of the story asked by the teacher who serves as the host. The “Paint-Me-A-Picture Game mechanics may be adapted by the teacher.

The teacher may write students’ responses on the board. Students may mention outlining the sequence of events or plot structure so that they can use the appropriate photo as they tell the story. Then, the teacher drives the students back to the definition of short stories and highlights the importance of *Plot* structure as one of the literary elements of a short story.

After accomplishing the worksheet, the teacher further processes the answers. The teacher may present the linear plot and introduce Freytag’s Pyramid, emphasizing the inciting incident or the complication part of the plot, which follows directly after the exposition; it is where the major conflict is revealed.

### Points for Discussion

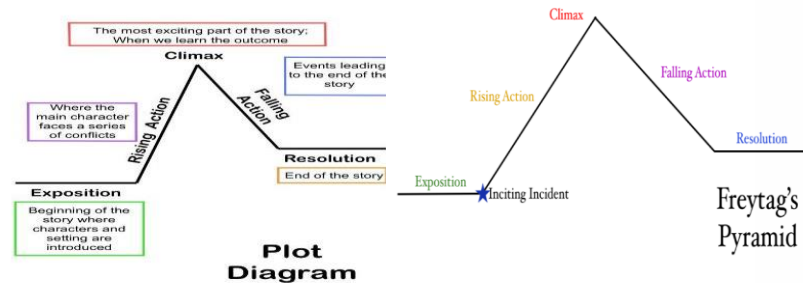
- The plot is the arrangement or structure of the events or actions in a story.
- The plot shows every detail that the characters in the story experience.
- It is said to be the skeleton of the story.

### Word Hunt!

The teacher distributes the worksheets or may flash the puzzle on the TV screen. He/she presents the definitions of each part of the plot and asks the students to loop or write down the correct part of the plot (*Please see corresponding worksheet*).

### Points for Discussion:

- Plot Structure



### Graphics taken from:

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<https://writers.com/wp-content/uploads/2021/12/Freytags-Pyramid-1024x506.png>

The teacher then processes students' responses and leads the discussion to Character/Characterization as essential elements of the short story.

	<ul style="list-style-type: none"> <li>• After the discussions on the story's plot structure, the teacher must emphasize how these literary elements are arranged and work together for unity to achieve a unified story and finally bring out the theme.</li> </ul> <p><b>Let's Map the Story</b></p> <p>The teacher asks the students to complete the worksheet activity. They will explore further the literary elements of the plot used in the text <i>My Father Goes to Court</i> by filling out the worksheet provided.</p> <p><b>Understanding Character/Characterization</b></p> <p><i>After processing students' responses on the previous activity, the teacher further asks the following question:</i></p> <ul style="list-style-type: none"> <li>• Which part of the plot introduces the setting, characters, and other basics that are to be known by the readers?</li> <li>• Who are the people in the story?</li> <li>• How do dialogue (what he or she says) and action (what he or she does) reveal a character's personality traits?</li> <li>• How do the events of the story reveal the traits of the characters?</li> </ul> <p><b>Points for Discussion:</b></p> <ul style="list-style-type: none"> <li>• A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.</li> <li>• The character/s is/are introduced in the exposition part of the plot.</li> <li>• The series of events or the plot of the story shows every detail that the characters experience, which reveals the character's traits and development.</li> <li>• Although the character is the product of the writer's imagination, the character represents a real person.</li> <li>• Types of Characters: <ul style="list-style-type: none"> <li>- <u>Protagonist</u> The main/leading character of the story who makes key decisions that affect the plot of the story.</li> </ul> </li> </ul>	<p><i>Note to the Teacher:</i> The teacher elaborates the students' responses to the questions given then leads the discussion to characterization.</p>
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	<ul style="list-style-type: none"> <li>- <u>Antagonist</u> The character who opposes or conflicts with the main character.</li> <li>- <u>Dynamic/Round Character</u> They are the characters in the story who change, accept changes, act, and view the changes as part of their role as human beings. They are often known as the hero/heroine. Since they undergo changes, they possess dynamic traits, and the changes they face depend on the situation.</li> <li>- <u>Flat/Static Characters</u> They are the characters that do not change. They remain static or stagnant throughout the story. As the story begins, the flat characters are static and stay as they are until the end of the story. They help bring out the best in the main characters or the protagonist.</li> <li>- <u>Stock or stereotype character</u> Flat characters may either be stock or stereotype characters.</li> </ul> <ul style="list-style-type: none"> <li>• The teacher may give additional inputs on the different types of characters. Then, the teacher proceeds to ask the following questions:</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Who among the characters in the story did you empathize with the most? Explain your answer. Would you agree that we all have characters we love and hate? How does the writer evoke certain feelings of love and/or hate to the characters of a story? How is it possible?</p> </div> <p><b>More Points for Discussion:</b></p> <ul style="list-style-type: none"> <li>• Characterization is the process by which the writer reveals the personality of a character</li> <li>• Types of Characterization:</li> </ul>	<p>The teacher may use an additional character analysis chart or diagram. Through the given activities, the students must now have a clear understanding of these literary elements and how they are essential in coming up with a unified whole of the text.</p> <p>The teacher may use other graphic organizers. The teacher may also ask students views about the characters and emphasize the significance of</p>
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	<ul style="list-style-type: none"><li>- <b>Direct characterization:</b> The author explicitly <i>tells</i> the readers what they want us to know about the character by clearly stating details about him/her.</li><li>- <b>Indirect characterization:</b> the author <i>shows</i> who the character is through their speech, thoughts, motivations, actions, and interactions with others.</li></ul> <ul style="list-style-type: none"><li>• <b>STEAL</b> Analyzing the characters' <b>S</b>peech, <b>T</b>houghts, <b>E</b>ffect on others toward the character, <b>A</b>ctions, <b>L</b>ook as a method in Indirect characterization.</li></ul> <table><tr><td><b>S</b>peech</td><td>What does the character say? How does the character speak?</td></tr><tr><td><b>T</b>houghts</td><td>What is revealed through the character's private thoughts and feelings?</td></tr><tr><td><b>E</b>ffect on others toward the character</td><td>What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?</td></tr><tr><td><b>A</b>ctions</td><td>What does the character do? How does the character behave?</td></tr><tr><td><b>L</b>ooks</td><td>What does the character look like? How does the character dress?</td></tr></table> <p><b>Lesson Activity</b></p> <p><b>Character Exploration!</b></p> <p><b>Character Diagram and Traits Analysis</b></p> <p>The teacher asks the students to accomplish the worksheets on <i>Character Diagram and Character Traits Analysis tasks</i>.</p>	<b>S</b> peech	What does the character say? How does the character speak?	<b>T</b> houghts	What is revealed through the character's private thoughts and feelings?	<b>E</b> ffect on others toward the character	What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?	<b>A</b> ctions	What does the character do? How does the character behave?	<b>L</b> ooks	What does the character look like? How does the character dress?	<p>the series of events that transpire in the story to reveal the roles and traits of the characters. The teacher must also emphasize how these elements interplay in coming up with a unified whole of the text.</p>
<b>S</b> peech	What does the character say? How does the character speak?											
<b>T</b> houghts	What is revealed through the character's private thoughts and feelings?											
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<b>A</b> ctions	What does the character do? How does the character behave?											
<b>L</b> ooks	What does the character look like? How does the character dress?											

<b>D. Making Generalizations</b>	<p><b>(Day 4)</b></p> <p><b>1. Learners' Takeaways</b>          If you were invited to a TedTalk to speak to Filipino families, what takeaways from the story read would you share with your audience? What call of action would you challenge them to do?</p> <hr/> <hr/> <hr/> <p><b>2. Reflection on Learning Metacognition Activity</b>          Answer the following questions succinctly.</p> <p>1. List down significant things that you learned from the lessons and activities you have engaged in.</p> <hr/> <hr/> <p>2. How would these learnings contribute towards you becoming a better version of yourself: as a daughter/son, as a friend, as a student, as an individual, and as a human being?</p> <hr/> <hr/> <p>3. Are there concepts that you need to unlearn? Explain your answer.</p> <hr/> <hr/> <hr/>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>1. Formative Assessment Identification</b>          Instructions: Identify what is referred to by the following statements. Write your answers in the space provided.</p> <p>_____ 1. This literary element refers to the arrangement of the events or</p>	

	<p>actions in the story</p> <p>_____ 2. It is the where and the when of the story.</p> <p>_____ 3. The main idea of a story.</p> <p>_____ 4. This part of the story introduces the setting, characters, and other basics that are to be known by the readers.</p> <p>_____ 5. It refers to the ending of the story where the loose ends are tied up.</p> <p>_____ 6. This part of the story is sometimes called the inciting incident, which begins the major conflict.</p> <p>_____ 7. This is the greatest tension or the turning point of the story.</p> <p>_____ 8. A type of characterization in which the author shows who the character is through their speech, thoughts, motivations, actions, and interactions with others.</p> <p>_____ 9. A type of character that develops and changes during the events in the story.</p> <p>_____ 10. This type of character is referred to as one who conflicts with the main character.</p> <p><b>True or False</b></p> <p>Instructions: Read the following statements from the text. Write T if the statement is True and F if otherwise.</p> <p>_____ 1. The story begins in the small town of Luzon.</p> <p>_____ 2. The rich family usually stood by the poor man's house to smell the delicious food.</p> <p>_____ 3. The farmer's/poor man's family paid the judge for them to win the case.</p> <p>_____ 4. The rich man condemned the poor man's family for stealing the 'spirit' of their wealth.</p> <p>_____ 5. The judge favored the accusation of the rich man.</p>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	
	<b><i>strategies explored</i></b>			
	<b><i>materials used</i></b>			



	<b><i>learner engagement/ interaction</i></b>			
	<b><i>others</i></b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i></li> <li>▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i></li> <li>▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li> </ul>			