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Lesson Exemplar for English

Quarter 1

Lesson

1

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Lesson Exemplar for English Grade 8
Quarter 1: Lesson 1 of 3 (Week 1)
SY 2025-2026

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LESSON EXEMPLAR TEMPLATE

LEARNING AREA/QUARTER/ GRADE LEVEL

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating Afro-Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.
B. Performance Standards	The learners analyze the style, form, and features of Afro-Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.
C. Learning Competencies and Objectives	<p>Evaluating literary texts EN8LIT-I-1 Analyze literary texts as expressions of individual or communal values within:</p> <ol style="list-style-type: none"> 1. Structural context <ul style="list-style-type: none"> ○ character ○ characterization <p>Lesson Objectives:</p> <ol style="list-style-type: none"> 1. identify the major and minor characters (roles in the plot) of an Afro-Asian short story; 2. discuss the methods of characterization employed in an Afro-Asian short story;
D. Content	<p>Topic 1: Analyzing the structural context of an Afro-Asian short story</p> <p>Subtopics:</p> <p>Character and characterization</p>
E. Integration	<p>SDG 5: Achieve gender equality and empower all women and girls</p> <p>SDG 10: Reduce inequality within and among countries</p> <p>SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>

II. LEARNING RESOURCES

Afro Asian Cultural Museum. (n.d.). <https://afroasian.symbiosis.ac.in/aboutmuseum>

Literary Terms. (2015, June 1). Retrieved November 3, 2015, from <https://literaryterms.net/>

MasterClass. (2021, September 8). Writing 101: Guide to Direct Characterization and Indirect Characterization. <https://www.masterclass.com/articles/guide-to-direct-characterization-and-indirect-characterization>

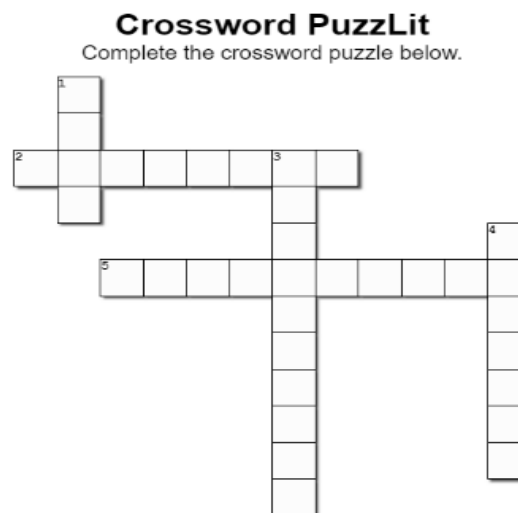
Merlo, R. (2011, April 18). The Lion Makers. Literature. <https://literatureandarts.wordpress.com/2011/04/18/the-lion-makers/>

Priyadarshika. (2022, September 3). Four Friends and the Hunter Story for children with Moral. Firstcry Intelli Education. <https://www.firstcry.com/intelli/articles/four-friends-and-the-hunter-story-with-moral-for-kids/>

Richmond County School System. (n.d.). Five Elements of Fiction: Plot, Setting, Character, Point of View, Theme. <https://www.rcboe.org/cms/lib010/GA01903614/Centricity/Domain/4395/Elements%20of%20a%20Story.pdf>

Tales of Panchatantra: Wisdom of the Ages. (n.d.). Tales of Panchatantra. <https://www.talesofpanchatantra.com/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	Day 1 Short Review: Crossword Puzz-Lit Let us recall some words which you have discussed previously when you were in Grade 7. Do the crossword puzzle below.	The students will accomplish this crossword puzzle in which the words are about literary elements and devices. The short review activity should be accomplished as a board work activity as a class. The teacher may opt to make it more interactive.
	Across 2. the struggle or problem between two opposing forces in a story 5. any written work that can be prose or poetry	



Answers:
Across
2. conflict

	<p>Down</p> <ol style="list-style-type: none">1. logical sequence of events in a story3. persons, animals, or any figures represented in a literary work4. the time and place of the story <p>Feedback: Phil-Lit Flashback</p> <p>Recall what you have learned about Philippine Literature in your previous year level.</p> <div data-bbox="725 496 1270 825"><p>The diagram is a concept map for Philippine Literature. At the top, there is a title 'Philippine Literature' in a blue rounded rectangle. Below the title are two lines for 'Name: _____' and 'Class: _____'. To the left of the title is a cartoon girl with red hair, wearing a blue shirt, with a question mark above her head. Below the title and name/class lines is a central box labeled 'CONCEPT:'. Five empty boxes are connected to this central box by lines: one box is to the left, one is to the right, one is below, and two are below the central box, one on the left and one on the right.</p></div>	<p>5. literature</p> <p>Down</p> <ol style="list-style-type: none">1. plot3. characters4. setting <p>The students recall concepts they have learned in Philippine literature in Grade 7. The teacher may identify a concept in Philippine Literature in which students review related ideas.</p> <p>This may be done as a class, with a partner, or individually. Afterwards, let the students share their answer in class.</p>
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B. Establishing Lesson Purpose

1. Lesson Purpose



Image from: <https://afroasian.symbiosis.ac.in/aboutmuseum>

Look at the pictures. Can you identify which countries represent the pictures? What do they represent—culture, tradition, structures, etc.?

Studying the culture and traditions of other countries allows us to understand humanity. Literature also reflects the culture of a country.

2. Unlocking Content Vocabulary

Afro-Asian Literature is a term fused to describe the spoken or written literary works, such as short stories and poems, by people from Africa and Asian.

Prose is a general classification of literature, either oral or written, that follows the natural flow of speech. It is the most common form of writing used in both fiction and non-fiction.

The teacher may show pictures that represent Afro-Asian culture and traditions and ask questions to help students activate their knowledge and realize the importance of studying Afro-Asian Literature.

C. Developing and Deepening Understanding

1. Explicitation

Activity 1: Tell Me What

Look at this picture. What do you think the people in this picture are doing? Explain your answer.



Image from: https://libertyforcaptives.com/wp-content/uploads/2014/03/the_lion_makers.jpg

Panchatantra is a compilation of inter-woven series of tales in prose and poetry, mostly animal fables. It was compiled in Sanskrit (Hindu) and Pali (Buddhist). The compilation, attributed to Pandit Vishnu Sharma, is considered by most scholars to be dated around 3rd century BCE and to be based on older oral civilization. Through cross-border mutations, adaptations and translations, the Panchatantra remains the most popular work of literature, especially amongst storytellers.

The Lion Makers

In a certain town were four Brahmans who lived in friendship. Three of them had reached the far shore of all scholarship but lacked sense. The other found scholarship distasteful; he had nothing but sense.

One day they met for consultation. "What is the use of attainments," said they, "If one does not travel, win the favor of kings, and acquire money? Whatever we do, let us all travel."

But when they had gone a little way, the eldest of them said: "One of us, the fourth, is a dullard, having nothing but sense. Now nobody gains the favorable attention of kings by simple sense without scholarship. Therefore, we will not share our earnings with him. Let him turn back and go home."

Then the second said: "My intelligent friend, you lack scholarship. Please go home." But the third said: "No, no. This is no way to behave. For we have played

SCAN ME



Scan the QR code to retrieve the photo.

Let the students analyze the picture and infer what is happening. Ask students to share their ideas about their inferences.

	<p>together since we were little boys. Come along, my noble friend. You shall have a share of the money we earn.'</p> <p>With this agreement they continued their journey, and in a forest, they found the bones of a dead lion. Thereupon one of them said: "A good opportunity to test the ripeness of our scholarship. Here lies some kind of creature, dead. Let us bring it to life by means of the scholarship we have honestly won."</p> <p>Then the first said: "I know how to assemble the skeleton." The second said: "I can supply skin, flesh, and blood." The third said: "I can give it life." So, the first assembled the skeleton, the second provided skin, flesh, and blood. But while the third was intent on giving the breath of life, the man of sense advised against it, remarking: "This is a lion. If you bring him to life, he will kill every one of us."</p> <p>"You simpleton!" said the other, "it is not I who will reduce scholarship to a nullity." "In that case," came the reply, "wait a moment, while I climb this convenient tree."</p> <p>When this had been done, the lion was brought to life, rose up, and killed all three. But the man of sense, after the lion had gone elsewhere, climbed down and went home.</p> <p>And that is why I say:</p> <p style="text-align: center;">"Scholarship is less than sense. Therefore, seek intelligence: Senseless scholars in their pride Made a lion; then they died."</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Who are the characters in the story? 2. Where does the story take place? 3. Explain this: "Scholarship is less than sense. Therefore, seek intelligence: Senseless scholars in their pride Made a lion; then they died." <p>DAY 2 2. Worked Example</p>	<p>Write the students' answers on the board and go back to them once they have read the story.</p> <p>Before the students read the short story, The Lion Makers, emphasize that the story to be read in this lesson is from Panchatantra and highlight its significance to Indian literature.</p> <p>The teacher may employ creative reading strategies to make the reading experience more meaningful, like dramatic oral interpretation of the story, multimedia storytelling, role play, etc.</p> <p>To help students understand the short story, teachers may unlock unfamiliar words from the text using context clues or other vocabulary building techniques.</p> <p>Suggested words:</p> <ul style="list-style-type: none"> • brahman
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	<p>A. Read this:</p> <p>Characters and Characterization</p> <p>A character is a person, animal, being, creature, or thing represented in a story. Writers use characters to perform the actions and speak dialogue, moving the story along a plot line. A story may have only one character (protagonist) and still be a complete story. This character's conflict may be an inner one (within him/herself), or a conflict with something natural, such as climbing a mountain. Most stories have multiple characters interacting, with one of them as the antagonist, causing a conflict for the protagonist. Retrieved from https://literaryterms.net/character/</p> <p>Characters can be ...</p> <ul style="list-style-type: none"> o <u>Round</u> - Fully developed personalities that are affected by the story's events; they can learn, grow, or deteriorate by the end of the story. Characters are most convincing when they resemble real people by being consistent, motivated, and life-like. • <u>Flat</u> – A one-dimensional character • <u>Dynamic/Developing</u> – A character who goes through change and "grows" during a story • <u>Static</u> – A character who does not go through a change <p>Retrieved from https://www.rcboe.org/cms/lib010/GA01903614/Centricity/Domain/4395/Elements%20of%20a%20Story.pdf</p> <p>What is characterization?</p> <ul style="list-style-type: none"> • Characterization is the description of a character's physical traits (how a character looks), point of view, personality, private thoughts, and actions. • Characterization is an essential element in fiction; it helps you understand the characters, and how each character's personality and perspectives can help drive the plot forward. <p>Retrieved from https://www.masterclass.com/articles/guide-to-direct-characterization-and-indirect-characterization</p> <p>Methods of Characterization</p> <p>The characteristics of a character can be revealed through:</p> <ul style="list-style-type: none"> • his/her physical appearance 	<ul style="list-style-type: none"> • scholarship • simpleton • attainment
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- what he/she says, thinks, feels, dreams and what he/she does or does not do
- what others say about him/her and how others react to him/her

Retrieved from <https://www.rcboe.org/cms/lib010/GA01903614/Centricity/Domain/4395/Elements%20of%20a%20Story.pdf>

Guide Questions:

1. Define character in a literary work.
2. How are characters described or characterized?

A. Let's Try

Fill in the table with the characters in The Lion Makers. Cite their actions or lines and describe their character.

Characters	Actions/ Lines	Characterization/ Portrayal	Method of Characterization
Eldest Brahman			
Second Brahman			
Third Brahman			
Fourth Brahman			

DAY 3

3. Lesson Activity

Read the Panchatantra story and fill in the table below.

The Four Friends and The Hunter Story

Once upon a time, in a big jungle, lived three friends – a crow, a rat, and a turtle. They spent most of their time together.

One day, they were talking near a lake when a deer walked up to them. Upon seeing the deer for the first time in the jungle, the turtle asked, “You seem to be new here. We have never seen you.”

“Yes”, replied the deer. “I lived in the nearby jungle but have no friends, so I came to this jungle searching for friends. Will you be my friends?”

The teachers ask the following questions after the students read or perform the story.

	<p>“Yes, of course!” jumped the three friends in joy.</p> <p>The four of them became very good friends within a short period.</p> <p>After a few days, they saw a hunter coming toward the jungle.</p> <p>“Oh no!” said the crow. “What do we do now? The hunter is coming towards us.”</p> <p>As soon as they saw the hunter approaching them, they fled away to save their lives. The crow flew high and sat on the highest branch of the nearby tree. The deer ran very fast and hid in the bushes. The rat slipped into a small hole nearby.</p> <p>The poor turtle, however, could not do any of these. He was running slowly, and the hunter saw him and put him in his sack. Even though the hunter was disappointed that he could not catch a bigger animal, he was happy that he had caught something at least.</p> <p>As soon as the hunter left with the turtle, all three friends came back from their hiding spots and met at one place.</p> <p>“He took away our friend!” said the crow. “We should do something to save him”, he added.</p> <p>After thinking for a few minutes, the deer shrieked, “I have a plan!”</p> <p>He shared his plan with his friends, who readily agreed to implement it.</p> <p>The crow quickly flew to locate the hunter, and the deer followed him. After some time, he spotted the hunter with the sack in his hand.</p> <p>The crow signaled the deer, and he quickly overtook the hunter from a different route. He lay down at a little distance on the path, pretending to be dead.</p> <p>When the hunter saw the deer, he thought, he must be dead, and he left the sack there itself and ran towards the deer to catch it.</p>	<p>The teacher asks the following questions to the students.</p>
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	<p>Meanwhile, the rat reached the place where the sack was kept, and he quickly tore the sack with his teeth and freed the turtle. After the rat and turtle left, the crow quickly signaled the deer to get up.</p> <p>As soon as the deer got the signal, he suddenly got up and bolted into the dense forest. The hunter was taken aback as to what had just happened.</p> <p>He was very sad about losing the deer and returned to the place where he had dropped his sack with a heavy heart. After returning, he found the sack empty, and the turtle was not there anymore.</p> <p>He realized what had happened and left the forest empty-handed.</p> <p>After the hunter left, the friends breathed a sigh of relief, and the turtle thanked all of them for saving him.</p> <table><tr><th>Characters</th><th>Actions/ Lines</th><th>Characterization/ Portrayal</th><th>Method of Characterization</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Characters	Actions/ Lines	Characterization/ Portrayal	Method of Characterization																	<p>This activity may be done individually, by pair, or by group. The teacher lets the students share their answer to the class.</p> <p>The teacher processes the text to the students to help them in understanding the characters of the story.</p>
Characters	Actions/ Lines	Characterization/ Portrayal	Method of Characterization																			

D. Making Generalizations	<p>DAY 4</p> <p>1. Learners' Takeaways</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Summarize how characters are described or characterized in a literary text.</div> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <p>2. Reflection on Learning</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">How does character and characterization help in understanding and analyzing a short story?</div> <div style="border: 1px solid black; height: 30px;"></div>	<p>The teacher lets the students answer this activity individually and share their answers with a partner.</p>
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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>A. This is a multiple-choice test. Write the letter of the correct answer.</p> <p>1. In Indian literature, it is a compilation of inter-woven series of tales in prose and poetry, mostly animal fables. a. Panchatanta b. Panchatantra c. Panchata d. Panchamantra</p> <p>2. He is said to be a simpleton among the Brahmans. a. Eldest Brahman b. Second Brahman c. Third Brahman d. Fourth Brahman</p> <p>3. He is the Brahman who assembled the skeleton of the lion. a. Eldest Brahman b. Second Brahman c. Third Brahman d. Fourth Brahman</p> <p>4. He is the Brahman who supplied skin, flesh, and blood to the lion. a. Eldest Brahman b. Second Brahman c. Third Brahman d. Fourth Brahman</p> <p>5. He is the Brahman who gave life to the lion. a. Eldest Brahman b. Second Brahman c. Third Brahman d. Fourth Brahman</p>	<p>Answer key:</p> <p>A.</p> <p>1. b</p> <p>2. d</p> <p>3. a</p> <p>4. b</p> <p>5. c</p> <p>B.</p> <p>1. True</p> <p>2. False</p> <p>3. True</p> <p>4. True</p> <p>5. False</p>

	<p>B. This is a true-false test. Write TRUE if the statement is correct, otherwise write FALSE.</p> <ol style="list-style-type: none"> 1. Characters in a literary text can be a person, animal, creature, or thing. 2. Characters can be described only by what other characters say about them. 3. Flat characters are one-dimensional characters. 4. Characteristics of characters may also be revealed through what they say. 5. Dynamic characters do not go through change. <p>2. Homework (Optional) Read about the following literary elements:</p> <ol style="list-style-type: none"> a. Plot b. Conflict c. Point of View 			
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, the learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored.</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> 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>