

8

Lesson Exemplar for English

Quarter 1

Lesson

2

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Lesson Exemplar for English Grade 8
Quarter 1: Lesson 1 of 3 (Week 2)
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</p> <p>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"> ○ Conflict <ol style="list-style-type: none"> I. character vs. character II. character vs. society III. character vs. nature/environment IV. character vs. self ○ plot <ol style="list-style-type: none"> I. linear II. parallel ○ point of view and narrative techniques <p>Lesson Objectives:</p> <ol style="list-style-type: none"> 1. identify the plot elements of an Afro-Asian short story that follows a linear or parallel plot structure; 2. determine the different types of conflict of an Afro-Asian short story; and 3. distinguish the different points of view of narration of an Afro-Asian short story.
D. Content	Topic 1: Analyzing the structural context of an Afro-Asian short story Subtopics:

	Plot elements Conflict Point of view
E. Integration	SDG 5: Achieve gender equality and empower all women and girls SDG 10: Reduce inequality within and among countries 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

II. LEARNING RESOURCES

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The aged mother. (n.d.). <https://americanliterature.com/author/matsuo-basho/short-story/the-aged-mother>

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1 Short Review: An Excerpt from The Mouse Maiden from Panchatantra	The teacher asks the students to recall the previous lesson by asking them to read an excerpt

	<p style="text-align: center;">The Priest and his Daughter with the Sun God and the Cloud God</p> <p>The priest thought that his daughter must like the Cloud God as the Sun God suggested. So, the priest and his wife prayed to the Cloud God. When he appeared, they asked him if he would marry their daughter. To this, their daughter said, “I am sorry father, but the Cloud God is way too dark. I am intimidated by his thunder. I cannot marry him.” The priest was again disappointed to hear his daughter refuse to marry the Cloud God. When the Cloud God heard this, he said, “Perhaps, the Wind God may be the suitable groom for your daughter, as he blows me away. So, he is greater than me.”</p> <p style="text-align: right;">Retrieved from https://www.vedantu.com/stories/the-mouse-maiden</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Who are the characters in the excerpt? 2. Describe the priest and the daughter. Cite lines to prove your answer. 3. How are the characters revealed in the excerpt? <p>2. Feedback:</p> <p>How do we characterize characters in a literary text? Explain your answer to your partner and present your answer in class. Be guided by the table below.</p> <table border="1" data-bbox="488 895 1666 1187"> <thead> <tr> <th>Student 1</th><th>Student 2</th><th>In a nutshell...</th></tr> </thead> <tbody> <tr> <td style="height: 150px;"></td><td></td><td></td></tr> </tbody> </table>	Student 1	Student 2	In a nutshell...				<p>from The Mouse Maid, one of the tales in Panchatantra, and answer the questions that follow.</p> <p>The teacher asks students to answer the question on their own, share it with their partner, and summarize their ideas.</p>
Student 1	Student 2	In a nutshell...						
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>In your previous lesson, you learned that characters and how their roles are portrayed through their characterization are essential elements in a story. In this lesson, you will learn that a story follows a sequence of events, characters face main struggles, and is narrated from one’s perspective. Understanding the plot, conflict, and points of view will deepen your understanding of a short story.</p>	<p>The teacher has to emphasize the essence of learning the plot, conflict, and points of narration in understanding a short story.</p>						

	<p>2. Unlocking Content Vocabulary Arrange the jumbled letters to form a word. Then, write your idea/s about the word that you formed.</p> <table border="1"> <thead> <tr> <th>Jumbled Letters</th><th>Word</th><th>What I Know</th></tr> </thead> <tbody> <tr> <td>lpot</td><td></td><td></td></tr> <tr> <td>flictonc</td><td></td><td></td></tr> <tr> <td>xlimac</td><td></td><td></td></tr> <tr> <td>onmisceitn</td><td></td><td></td></tr> </tbody> </table>	Jumbled Letters	Word	What I Know	lpot			flictonc			xlimac			onmisceitn			<p>The unlocking of vocabulary may be done as a board work to allow students to explore the topic as a class.</p>
Jumbled Letters	Word	What I Know															
lpot																	
flictonc																	
xlimac																	
onmisceitn																	
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>Activity: Watch this video clip and answer the following questions.</p> <div data-bbox="512 651 900 869" data-label="Image"> </div> <ol style="list-style-type: none"> 1. What did the son ask the father? 2. What was the answer to the son's question? 3. How did the father show his love to his mother? <p>The video clip shows filial piety. Filial piety emphasizes the value of honoring and taking care of one's parents, elders, and ancestors. It is deeply rooted in both Chinese and Filipino cultures (Strengthening Filial Piety, Shared Values for Harmonious Society, n.d.).</p> <p>A short story in Chinese literature which shows filial piety is The Soul of the Great Bell by Lafcadio Hearn. Scan the QR code to retrieve the full text of the short story.</p> <div data-bbox="1323 1074 1559 1377" data-label="Image"> </div>	<p>Scan this QR code to retrieve the video.</p> <div data-bbox="1733 622 2085 973" data-label="Image"> </div> <p>After reading the short story, the teacher processes the activity by asking the guide questions provided. This may be a group activity in which they write their answers on a paper (cartolina, manila paper, etc.) to be posted on the board. The answers will be then placed to its</p>															

	<p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Who are the characters in the story? Describe them. 2. When and where does the story happen? 3. What is the problem in the story? 4. How is the problem addressed? What is the solution to the problem? 5. What happened after the problem is solved? 6. How does the story end? <p>DAY 2</p> <p>2. Worked Example</p> <p>Every short story has its own plot. A story is like climbing a mountain if the plot follows a linear structure.</p> <p>Plot refers to how the author arranges events to develop the basic idea; it is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting.</p> <p>In a pyramidal or linear structure of a story plot, there are six essential parts of events:</p> <p>1) <u>Exposition (introduction)</u> – This is the beginning of the story where the characters and setting are revealed.</p> <p>2) <u>Inciting Incident or Complication</u> – This is a small, single event that gives birth or leads to the conflict. Without this, the conflict will not be developed in the rising action.</p> <p>3) <u>Rising Action</u> – As the story unfolds, the events become complicated; the conflict is gradually developed. These events happen between the introduction and climax.</p> <ul style="list-style-type: none"> • Conflict - Essential to plot, opposition ties incidents together and moves the plot. Not merely limited to arguments, conflict can be any of the struggle the main character faces. Within a short story, there may be only one central struggle, or there may be many minor obstacles within a dominant struggle. 	<p>corresponding part of the plot structure of the story.</p> <p>Let students read about plot elements and the types of conflict.</p>
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	<p>There are two general types of conflict:</p> <ul style="list-style-type: none"> o Internal Conflict- Struggle within one's self <ul style="list-style-type: none"> • <i>Character vs. Self</i> - Struggles with own soul, physical limitations, choices, etc. o External Conflict- Struggle with a force outside one's self <ul style="list-style-type: none"> • <i>Character vs. Character</i> - Struggles against other people. • <i>Character vs. Nature</i> - Struggles against animals, weather, environment, etc. • <i>Character vs. Society</i> - Struggles against ideas, practices, or customs of others <p><u>4) Climax</u> – This refers to the turning and highest point of the story. Readers wonder what will happen next; will the conflict be resolved or not? Consider the climax as a three-fold phenomenon:</p> <ul style="list-style-type: none"> • Main character receives new information. • Main character accepts this information (realizes it but does not necessarily agree with it). • Main character acts on this information (makes a choice that will determine whether or not the objective is met). <p><u>5) Falling action</u> – In this part, the resolution begins; events and complications start to fall into place. These are the events between climax and denouement.</p> <p><u>6) Resolution (Conclusion)</u> – This is the final outcome of events in the story.</p> <p>Plot and problems Place your answers of the guide questions to its corresponding part in the story map.</p>	<p>The teacher posts the story map on the board and lets the students place their answers on the corresponding part of the plot structure.</p>
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The Six Parts of a Story

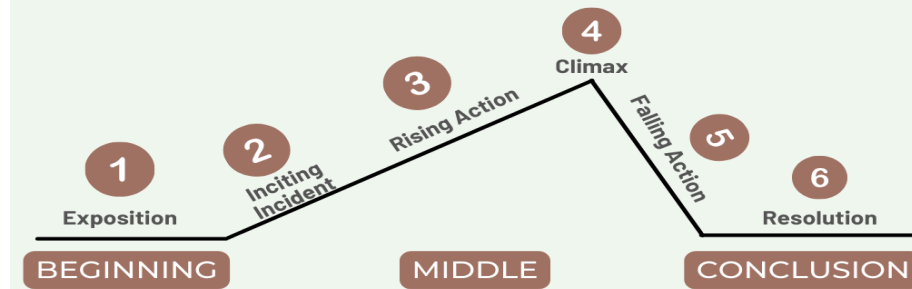


Image from: <https://medium.com/word-garden/methods-for-writing-stories-3dcaab9e0f3c>

Read this!

Conflict is the main struggle that a character faces. There are general and specific types of conflict in a story.

External Conflict	Internal Conflict
Character vs. Character - It is clear and universally understood as a good-vs.-evil story in which an unambiguous character opposes the main character.	Character vs. Self - A character battling inner demons, one who has an inner moral conflict (e.g., Hamlet), or is simply striving to become a better person is in this type of conflict.
Character vs. Nature - This type of conflict counters a character against some force of nature, such as an animal or the weather.	Character vs. Fate (God/ Luck/ Fate) - This is an ambiguous conflict type. Sometimes aspects of it get split up and parsed out among the other categories. For example, since accepting fate can be seen as an inner personal struggle, some define it as character vs. self instead. However, some might reframe character vs. God as being person against religion and, therefore, would put it in the external conflict type of character vs. society. The categories do

After discussing and guiding the students on the plot elements and story map, the teacher focuses the discussion on conflict and its types. To get more ideas, scan this QR code.

		not really matter as long as you understand the concept.
Character vs. Society - When a story sets a character against a tradition, an institution, a law, or some other societal construct, it is a character-vs.-society story.		
Character vs. Technology - When science moves beyond human control, conflict of character vs. technology is developed.		
Character vs. Supernatural - Vampires, werewolves, aliens, ghosts and any typically unbelievable, supernatural, or inexplicable phenomena provide character vs. supernatural conflicts.		

Let's try!
Read the story *The Soul of the Great Bell* by Lafcadio Hearn. Identify the conflicts and type of conflicts present in the story and write them in the table below. Cite scenes from the text to support your answer.


Conflict	Type of Conflict	Scene

Discussion Questions:

1. What is the conflict in the story?
2. What type of conflict is this? How did you know?
3. Cite lines from the text and explain your answer.

Reflection Question: If you could solve the conflict in the story in your own ways, how would you do it?

3. Lesson Activity



This activity may be done individually, by pair, or by group.

Another story in Afro-Asian literature which shows filial piety is the Japanese folktale *The Aged Mother* written by Matsuo Basho.

Plot and problems

Read the short story and do the following activities.

A. Story Map: Identify the plot elements of the story using this story map.

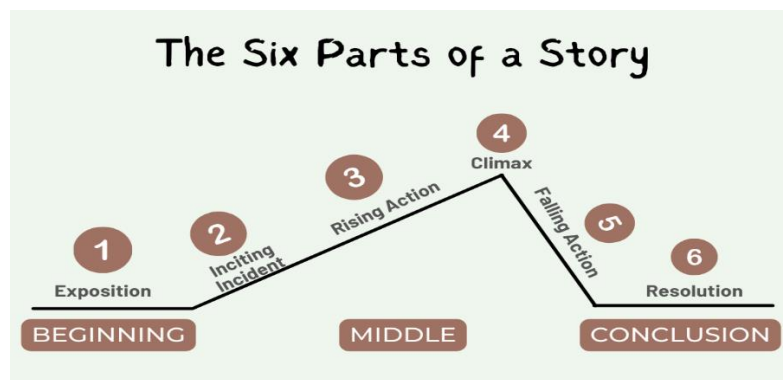


Image from: <https://medium.com/word-garden/methods-for-writing-stories-3dcaab9e0f3c>

B. Identify the conflicts and type of conflicts present in the story and write them in the table below. Cite scenes from the text to support your answer.

Conflict	Type of Conflict	Scene

Guide Questions:

1. What conflicts are presented in the story?
2. What types of conflict are employed in the problems?
3. Cite lines from the text to support your answer.

DAY 3

The teacher may use these questions for discussion.

The teacher may do this as a board work to guide students in identifying the conflict.

The students may be asked to reflect on the conflict of the story and share ideas on how they would resolve it. This encourages creative and critical thinking among students.

1. Explicitation

- A. Look at this picture. What would you do if you found a cave full of treasure?

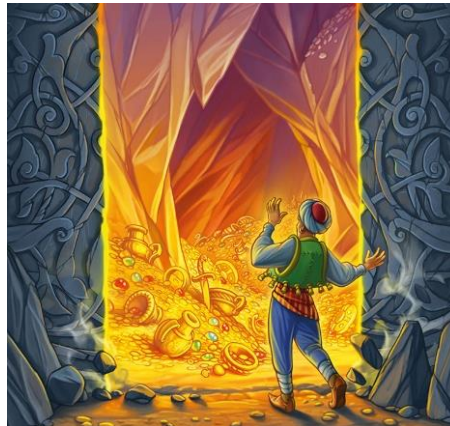


Image from https://www.behance.net/gallery/55148195/Art-for-board-game-Ali-Baba?tracking_source=search_projects|ali+baba+treasure&l=37

- B. Read the origins of the Arabian Nights.

Arabian Nights, more properly known as One Thousand and One Nights is a collection of Middle Eastern and South Asian stories and folk tales, compiled in Arabic during the Islamic Golden Age. This period lasted from the eighth century to the thirteenth century, when much of the Arabic-speaking world experienced a scientific, economic, and cultural flourishing – One Thousand and One Nights epitomizing the rich and multifaceted literary output.

One day, King Shahryār discovers that his wife has been unfaithful. Consequently, he has her executed. But in his bitterness and grief, he decides that all women are the same. Shahryār begins to marry a succession of virgins only to execute each one the next morning before she has a chance to dishonour him. Eventually, the vizier, whose duty it is to provide them, cannot find any more virgins. Scheherazade, the vizier's daughter, offers herself as the next bride and her father reluctantly agrees. On the night of their marriage, Scheherazade begins to tell the King a tale but does not end it. The King, curious about how the story ends, is thus forced to postpone her execution in order to hear the conclusion. The next night, as soon as she finishes the tale, she begins (and only begins) a new one, and

Access the story here: The Aged Mother by Matsuo Basho



The teacher lets the students share their ideas in class. A more engaging activity, such as a treasure hunt, may be

	<p>the King, eager to hear the conclusion, postpones her execution once again. So, it goes on for 1,001 nights.</p> <p style="text-align: right;">Retrieved from https://www.pookpress.co.uk/project/arabian-nights-one-thousand-and-one-nights/ Ali Baba and the Forty Thieves</p> <p>C. Read the story Ali Baba and the Forty Thieves</p> <p style="text-align: center;">Ali Baba and the Forty Thieves</p> <p>Once upon a time, two brothers used to live in Persia. Their names were Ali Baba and Kassim. Kassim was the older brother. After their father's death, Kassim said that it wasn't Ali Baba's home anymore. So, Ali Baba fled his home and climbed up the mountain to find forty thieves. The 40 thieves stood in front of the large rock and said, "OPEN SEESAME!" These magic words opened the rock, and the 40 thieves entered the cave. "What a sight!" Ali Baba thought.</p> <p>Ali Baba approached the large rock after the thieves had left and said, "OPEN SESEAME!" The cave opened, and Ali Baba entered it. The cave was full of treasures. "Amazing!" Ali Baba exclaimed. He took some of the treasures with him and became rich.</p> <p>Kassim learned about this and was jealous of his brother. He went to Ali Baba's home and asked him, "Where did all this stuff come from?" Ali Baba, after some time, revealed the secret location to his brother. Kassim couldn't wait and ran to the cave. "OPEN SEESAME!" he shouted, and the cave opened. He filled his bag with all the treasures.</p> <p>When he was leaving, he saw that the large rock had locked the cave. Kassim tried to think of the secret words and tried saying everything, "OPEN DONKY!" OPEN MONKEY!" but it didn't work. The thieves returned to the cave and found Kassim. The thieves killed him.</p> <p>Ali Baba learned about his brother, took him out of the cave and buried him. The thieves learned that the body was gone and were angry. "Someone was there and took him", they said, "Let's find that person." They soon found out it was Ali Baba.</p> <p>One of the thieves finally found Ali Baba and robbed his home. Ali Baba's maid was clever and marked all doors in the neighbourhood with the same marking as the one on their door. The thieves again arrived the next day to steal from Ali Baba but</p>	<p>employed to get the students' attention.</p> <p>The teacher provides a brief background about the origin of the short story to be discussed.</p>
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couldn't find his house as all of the doors had the exact same marking. The thieves finally found Ali Baba's house and entered. They hid in large jars. The maid saw them hiding and filled the jars with boiling oil. The thieves hiding in the jars died.

The chief of thieves was left. Ali Baba invited him to his house as a guest. Ali Baba didn't know who he was, but his maid was able to identify him. "Be my guest!" said the maid, "Relax and enjoy the show!" She brought two swords and began to dance and moved closer to the chief of thieves as she moved. The maid then stabbed the chief and told the truth about his identity to Ali Baba.

The maid's wisdom and help surprised Ali Baba. "Thank you for saving my life," Ali Baba said and married her after some time. They lived happily ever after.

Guide Questions:

1. Who are the characters? Describe them.
2. When and where does the story happen?
3. What is the problem in the story?
4. How is the problem addressed? What is the solution to the problem?
5. What happened after the problem is solved?
6. How does the story end?

DAY 4

2. Worked Example

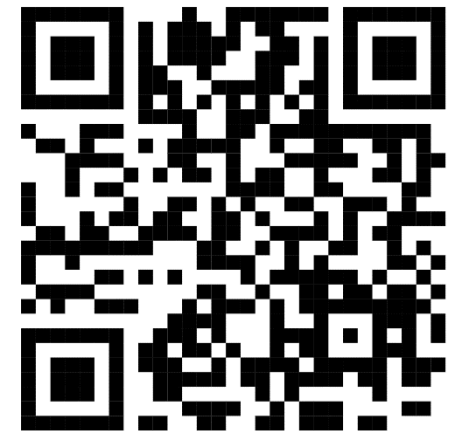
Point of View – This refers to the angle or perspective from which the story is told. This can be identified by the pronoun that the narrator uses to tell the story.

There are types of POV.

1) First Person POV – The story is told by the protagonist or a character who interacts closely with the protagonist or other characters. The speaker uses the pronouns "I", "me", "we". The readers experience the story through this person's eyes and only knows what he/she knows and feels.

2) Second Person POV – The story is told by a narrator who addresses the reader using the pronoun "you"; the speaker uses pronouns "you", "your", and "yours".

Scan the QR code for a longer version of the story.



A story map may be posted on the board to guide the students with the plot of the story as they answer the questions.

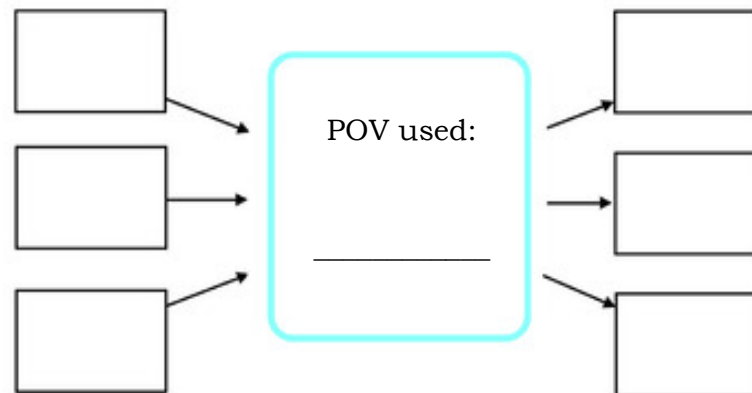
3) Third Person – The story is told by a narrator who sees all of the action; the speaker uses the pronouns "he", "she", "it", "they", "his", "hers", "its", and "theirs". This person may be a character in the story.

There are two types of third person POV:

- Limited – The narrator describes the action of events through the eyes of a single character; the readers only see what the character sees, feels, or thinks.
- Omniscient – The narrator can enter into the character's consciousness, describe their motives, feelings, and actions, and predict likely events to happen. Thus, as the narrator can move from one character's mind to another, the narrator knows and sees everything.

Point it out!

Identify type of point of view is used in *Ali Baba and the Forty Thieves*. Cite the lines/scenes from the story that show the POV used in the story. Write your answer on the mind map.



The teacher discusses the different Points of View (POV) in a short story.

The teacher may show examples of scenes or lines in stories or narration that show the specific points of view.

This may be done as board work or group activity. The teacher lets students share their answers.

	1. Lesson Activity <div> <p>Changing Perspectives</p> <p>Retell the story of Ali Baba and the Forty Thieves from Ali Baba's Point of View (1st Person Point of View).</p> </div>	<p>This activity may be done in groups or individually. The students may do an oral presentation of the retold story in the first-person point of view.</p>
B. Making Generalizations	DAY 4 1. Learners' Takeaways <div>Discuss the types of conflict and the different points of view in a short story.</div> <div></div> 2. Reflection on Learning <div>Why do we need to identify the conflict and points of view a short story?</div> <div></div>	<p>Let students answer these graphic organizers and make them share their answers in class.</p>

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	DAY 4 1. Formative Assessment <p>Fill in the blanks with the correct answer.</p> <ol style="list-style-type: none"> _____ is a type of third person point of view where the narrator knows everything. _____ refers to the main struggle that a character faces in a story. _____ pertains to the sequential arrangement of events in the story. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Omniscient 2. Conflict 3. Plot 4. Climax 5. Resolution/Denouement

	<p>4. _____ is the turning and highest point of event in the story.</p> <p>5. _____ shows the final outcome of the story in which the solution to the problem is achieved.</p> <p>2. Homework (Optional) Answer this question: How does literature reflect the history and culture of a country and its people?</p>			
C. 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			
D. Teacher's Reflection	<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><i>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.</i></p>