

8

Lesson Exemplar for English

Quarter 1
Lesson

3

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 8
Quarter 1: Lesson 3 (Week 7)
SY 2025-2026

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Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

ENGLISH/QUARTER 1/ GRADE 8

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>. Publishing an original literary text that reflects culture</p> <p>EN8LIT-I-5 Revise the literary texts for coherence and cohesion.</p> <p>Lesson Objectives: Drafting and Revising</p> <ul style="list-style-type: none"> • Write the first draft of the literary text (poem or prose) following appropriate and effective literary elements and conventions (poetic elements for poetry/elements of narration for short story). • Revise the short story or poem for clarity of meaning.
C. Content	Topic 1: Drafting and Revising
D. 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

- Cambridge Scholars Publishing. (2022). *Culture and literature*. Cambridge Scholars Publishing. <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-8060-2-sample.pdf>
- Education. (n.d.). *Creating multimodal texts*. <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/multimodal/Pages/createmultimodal.aspx>
- EAP Foundation. (n.d.). *First draft*. <https://www.eapfoundation.com/writing/process/firstdraft/>
- BBC Maestro. (n.d.). *How to start writing poetry*. <https://www.bbcmaestro.com/blog/how-to-start-writing-poetry>
- MasterClass. (2021c, August 31). *How to write a short story in 5 steps: Writing tips for great story ideas*. Retrieved March 18, 2024, from <https://www.masterclass.com/articles/how-to-write-a-great-short-story-writing-tips-and-exercises-for-story-ideas>
- MasterClass. (2021f, September 29). *Self-editing tips: How to revise a novel or short story*. Retrieved March 18, 2024, from <https://www.masterclass.com/articles/how-to-revise-a-novel-or-short-story>
- TPT. (n.d.). *Poetry writing graphic organizer and rubric*. <https://www.teacherspayteachers.com/Product/Poetry-Writing-Graphic-Organizer-and-Rubric-4446343>
- Lewis University Writing Center. (n.d.). *Narrative elements explained*. <https://lewisu.edu/writingcenter/pdf/narrative-elements-1.pdf>
- Poem Analysis. (n.d.). *10 important elements of poetry*. <https://poemanalysis.com/poetry-explained/elements-of-poetry/>

III. TEACHING AND LEARNING PROCEDURE			NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1		Let students identify the terms being referred to in each item to check their understanding of the various types of short stories and poems.
	1. Short Review		
	<i>Direction: Identify the different kinds of short stories according to their distinct characteristics.</i>		
	1. _____	It is a funny short story that ends in a pun.	

	2. _____	It is a short story of about 100 words whose main purpose is to test the author's skill, both in prose and in successfully getting a meaningful point across in so few words.	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. Feghoot 2. Drabble 3. Fable 4. Sketch 5. Vignette 6. Anecdote 7. Flash fiction or micro-fiction 8. Haiku 9. Limerick 10. Sonnet
	3. _____	It is a short story featuring anthropomorphic creatures, usually animals, whose narrative reveals some kind of a moral point at the end.	
	4. _____	It is a piece of writing that doesn't typically contain a plot. Instead, its point is to illuminate a particular character, setting, or location.	
	5. _____	It is a short scene which can be part of a larger body of work. Its point is to capture a single moment or detail about an element in the story, such as a character, idea, or object.	
	6. _____	It is a brief account of something interesting and often humorous whose purpose is to support a point. They function much like parables: short narratives with a core moral lesson.	
	7. _____	It refers to stories shorter than 1,000 words.	
	8. _____	It is a traditional Japanese form of poetry consisting of three lines with a syllable pattern of 5-7-5. It often focuses on nature and the seasons, aiming to capture a moment or evoke a particular feeling.	
	9. _____	It is a humorous, often whimsical poem consisting of five lines. The rhyme scheme is AABBA, and the first, second, and fifth lines typically have three metrical feet, while the third and fourth lines have two.	

	<div>10. _____</div> <div>It is a 14-line poem with a specific rhyme scheme and meter, traditionally written in iambic pentameter.</div>	
	2. Feedback (Optional)	
B. Establishing Lesson Purpose	<p>1. Lesson Purpose In this lesson, students write an original literary text reflecting the culture of an Afro-Asian country. Writing a short story or a poem which reflects a country's culture encourages students to think more critically and accept differences.</p> <p>2. Unlocking Content Vocabulary <i>Direction: Rearrange the jumbled letters to form a word. Share your thoughts or ideas about each word you create.</i></p> <ol style="list-style-type: none"> 1. DNMEEUNEOT 2. CTARRHEACS 3. COLFNICT 4. RYHME SECHME 5. SLYTE 	<p>Explain the lesson's purpose to the students.</p> <p>Post the jumbled letters on the board and let students guess these words. After getting the right answer, ask them about their ideas regarding the words.</p> <p>Expected answers are:</p> <ol style="list-style-type: none"> 1. DENOUEMENT 2. CHARACTERS 3. CONFLICT 4. RHYME SCHEME 5. STYLE
C. Developing and Deepening Understanding	<p>1. Explicitation</p> <p>Literary Inspiration Wall</p> <p><i>Direction: On the board, write quotes related to Afro-Asian culture, literary themes, and famous literary works. Take turns adding your chosen words and quotes to the Literary Inspiration Wall.</i></p>	Students will be introduced to the Literary Inspiration Wall activity. This is to inspire and motivate students to write their literary texts by surrounding them with creative and cultural stimuli.

Choose a quote from the Inspiration Wall (preferably not what you have written). Write a paragraph or stanza that incorporates the theme or mood of the chosen item. You may answer the guide questions:

- How does the quote relate to the ideas you have for your literary text?
- What emotions or ideas do you hope to convey through this quote?
- How can you translate the textual inspiration into a paragraph or stanza? What story or message do you want to create?
- What specific details or literary techniques (imagery, metaphor, dialogue, etc.) can you use to bring this inspiration to life in your writing?

You will be given 10-15 minutes for the writing prompt activity.

Literary Inspiration Wall

DAY 2

2. Worked Example

LITERARY ELEMENTS AND CONVENTIONS

Elements of Narration for Short Story

A. Theme	Theme is perhaps the most important literary concept because it is the overarching idea that the writer of the story wants the reader to understand. All other literary concepts are used to create themes. The theme is the author's commentary on a subject. To determine the theme, examine other literary elements of the story.
B. Plot	Plot is the structure of the narrative as it moves through time. Most

Gather the students around the completed Inspiration Wall. Allow students to share what they contributed and why it inspires them. Discuss how these textual elements can be used to enhance their literary texts.

You can encourage your students to share their answers with the class.

The teacher will discuss the concepts on effective literary elements and conventions.

Take note of these prompt questions for each element:

THEME

- First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary

		<p>narratives (but not all) follow this traditional plot structure.</p> <ul style="list-style-type: none"> • exposition (introduction of setting and characters), • rising action (events that build conflict for the protagonist), • climax (tension of conflict reaches highest, most intense point), • falling action (the events following the climax), and • denouement (the resolution of conflict). 	<p><i>tools does the writer use to create this theme?</i></p> <p>PLOT</p> <ul style="list-style-type: none"> • <i>What is the relationship between the events of the story?</i> • <i>How do the actions inform the theme of the story?</i> <p>CHARACTERS</p> <ul style="list-style-type: none"> • <i>What is the motivation of each character? How do characters grow or transform throughout the story? Or do they fail to grow or change at all?</i> • <i>What does their growth or lack of growth say about the theme of the story?</i> <p>CONFLICT</p> <ul style="list-style-type: none"> • <i>How does the conflict affect the main characters in the story?</i> • <i>How is the conflict resolved and what does the resolution say about the theme?</i> • <i>How does the conflict change the main characters?</i> <p>SETTING</p> <ul style="list-style-type: none"> • <i>How does the location, time, and/or date of the story affect the theme?</i> • <i>How does the setting</i>
	C. Characters	<p>Characters are the people involved in the narrative. The process by which a writer creates a character is called characterization. The main or central character, often considered the hero, is called the protagonist. The main character who opposes the protagonist is the antagonist, sometimes considered the villain. Literary analysis of characters often focuses on whether or not and to what extent a character changes throughout the story.</p>	
	D. Conflict	<p>Conflict refers to the issue or problem characters in a story are confronted by. The narrative is structured around how the characters face the conflict.</p> <ol style="list-style-type: none"> 1) person vs. person (a couple going through a divorce); 2) person vs. self (protagonist wrestling with depression); 3) person vs. nature (protagonist trying to survive a natural disaster); and 4) person vs. society (protagonist fighting for civil rights). <p>The interaction of character and conflict creates the central effect of the story and is the main indicator of meaning.</p>	
	E. Setting	<p>This element can refer to a time and place the story is set in. The location can either work symbolically or it can simply be a backdrop for the story to take place in.</p>	
	F. Point of	<p>This refers to the perspective the story is told from.</p>	

	<table><tr><td>View</td><td><ul style="list-style-type: none">● First-person narrator (Tells the story from the perspective of one or several characters with the word “I” or “we.” The readers, as if from their own eyes, can envision the characters actions.)● Third-person limited narrator (Tells the story from an outside perspective from the perspective of one of the characters, usually the protagonist.)● Third-person omniscient narrator (Also tells the story from an outside perspective but this narrator is not limited to actions and thoughts of one character. This narrator knows all of the information of the story and can relate the events of the story, the actions and speech of each as well as the interior thoughts of any character. There are no limits for this narrator.)</td></tr><tr><td>G. Style</td><td>This element refers to the way the writer uses language including diction, voice, tone, sentence style, etc. Paying attention to these details allows the reader to identify how and why word choice and sentence style, etc. can help create the effect and meaning of the story.</td></tr></table>	View	<ul style="list-style-type: none">● First-person narrator (Tells the story from the perspective of one or several characters with the word “I” or “we.” The readers, as if from their own eyes, can envision the characters actions.)● Third-person limited narrator (Tells the story from an outside perspective from the perspective of one of the characters, usually the protagonist.)● Third-person omniscient narrator (Also tells the story from an outside perspective but this narrator is not limited to actions and thoughts of one character. This narrator knows all of the information of the story and can relate the events of the story, the actions and speech of each as well as the interior thoughts of any character. There are no limits for this narrator.)	G. Style	This element refers to the way the writer uses language including diction, voice, tone, sentence style, etc. Paying attention to these details allows the reader to identify how and why word choice and sentence style, etc. can help create the effect and meaning of the story.	<p><i>affect how the characters respond to conflict?</i></p> <p>POV</p> <ul style="list-style-type: none">● <i>Does the narrator reflect an inner or an outer perspective on the story?</i>● <i>Why did the author select this point of view? What would change if the story were told from a different point of view?</i> <p>STYLE</p> <ul style="list-style-type: none">● <i>Is the diction hard or simple to understand? Are the sentences short or complex?</i>● <i>Why did the writer make these stylistic choices? How do these choices add or detract from the effect of the story?</i>
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<p>Of course, these aren’t the only literary devices narrative writers use to create their stories. Imagery, symbolism, metaphor, foreshadowing, and ambiguity, for example, are other important devices that should also be considered in the analysis of narratives.</p> <p style="text-align: center;">Elements for Poetry</p> <p>Poetry, as a distinct and interesting art form, comprises a number of elements that are worth considering while analyzing and understanding a poetic text.</p> <table><tr><td>1. Structur</td><td><ul style="list-style-type: none">● Stanza: is a group of lines set off from others by a blank line or indentation.</td></tr></table>		1. Structur	<ul style="list-style-type: none">● Stanza: is a group of lines set off from others by a blank line or indentation.			
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	e and Form	<ul style="list-style-type: none"> • Verse: are stanzas with no set number of lines that make up units based on sense. • Canto: is a stanza pattern found in medieval and modern long poetry. 	<p>Take note of these prompt questions for each element:</p> <p>STRUCTURE AND FORM</p> <ul style="list-style-type: none"> • <i>What type of poem is this (e.g., sonnet, free verse, haiku)?</i> • <i>How many stanzas and lines are there?</i> • <i>Does the poem follow a specific pattern or form? If so, describe it.</i> • <i>How does the form contribute to the overall meaning or impact of the poem?</i> <p>METER</p> <ul style="list-style-type: none"> • <i>What is the dominant meter of the poem (e.g., iambic pentameter, trochaic tetrameter)?</i> • <i>Are there any variations in the meter? How do these variations affect the poem's rhythm and mood?</i> • <i>How does the meter enhance the poem's tone or emotional effect?</i> <p>RHYME AND RHYME SCHEME</p> <ul style="list-style-type: none"> • <i>Does the poem have a rhyme scheme? If so, what is it (e.g., ABAB, AABB)?</i>
	2. Meter	<p>It is the definitive pattern found in verse.</p> <ul style="list-style-type: none"> • Iamb: consists of one unstressed syllable followed by a stressed syllable, as in des-pair, ex-clude, re-peat, etc. • Trochee: is a metrical foot containing one stressed syllable followed by an unstressed syllable, as in sis-ter, flow-er, splin-ter, etc. • Dactyl: comprised one stressed syllable followed by two unstressed syllables, as in si-mi-lar. • Anapest: consists of three syllables, where the first two are unstressed and the last one is stressed, as in com-pre-hend. • Spondee: contains two stressed syllables, like “drum beat”. • Pyrrhic: is the opposite of spondee and contains two unstressed syllables. 	
	3. Rhyme and Rhyme Scheme	<ul style="list-style-type: none"> • End Rhyme: is a common type of rhyme in poetry that occurs when the last word of two or more lines rhyme. • Imperfect Rhyme: is a type of rhyme that occurs in words that do not have an identical sound. • Internal Rhyme: occurs in the middle of lines in poetry. • Masculine Rhyme: is the rhyming between stressed syllables at the end of verse lines. • Feminine Rhyme: is the rhyming between unstressed syllables at the end of verse lines. 	
	4. Subject	<p>The subject or content of poetry differs across a variety of forms. A subject is what the poem is about. For instance, the subjects of sonnets include love and admiration for one's beloved, heartache and separation. Whereas divine sonnets include the subjects of devotions to God, enlightenment, and salvation. Elegies are written in memory of someone who is no more. Therefore, the subject of these poems is a dead person.</p>	

	5. Speaker	Speaker is one who narrates the poem. In poetry, we tend to think that the poet is the speaker himself. However, it is not always the case. Sometimes, poets assume an imaginative character and write the poem from their perspective. Generally, the poem is told from the perspective of a first-person speaker or a third-person speaker. Poets also use the second-person point of view in order to communicate directly with readers. Understanding the speaker helps us to know the poem's tone and mood.	<ul style="list-style-type: none"> • Are there any instances of internal rhyme, slant rhyme, or eye rhyme? • How does the rhyme scheme contribute to the musical quality or mood of the poem?
	6. Figurative Language and Poetic Devices	<ul style="list-style-type: none"> • Simile: is a comparison between two unlike things using the words "like" or "as". • Metaphor: is an implicit comparison between different images or ideas without the use of "like" or "as". • Repetition: is a poetic technique that refers to the reuse of words, phrases, and images several times in a poem. • Enjambment: occurs when a line is cut off before its natural point. • Irony: occurs when an outcome is different than what is expected. • Personification: is a poetic device that refers to the projection of human characteristics into inanimate objects. • Onomatopoeia: occurs when a word imitates a natural sound. • Hyperbole: occurs when one statement is elevated for a certain poetic effect. 	<p>SUBJECT</p> <ul style="list-style-type: none"> • What is the main subject or topic of the poem? • How does the poet introduce and develop the subject throughout the poem? • Are there any secondary subjects or themes that emerge? <p>SPEAKER</p> <ul style="list-style-type: none"> • Who is the speaker in the poem? Is the speaker the poet, a fictional character, or an undefined voice? • What is the speaker's tone or attitude toward the subject? • How does the speaker's perspective influence the poem's meaning and emotional impact? <p>FIGURATIVE LANGUAGE AND POETIC DEVICES</p> <ul style="list-style-type: none"> • What types of figurative language are used (e.g., metaphor, simile, personification)?
	7. Theme	<p>The theme is a recurring idea or a pervading thought in a work of literature. Poetry themes include some common ideas such as love, nature, beauty, and as complex as death, spirituality, and immortality.</p> <p>An understanding of the theme helps readers to identify the core message of the poem or the poet's purpose for writing the poem.</p>	

	<p>DAY 3</p> <p>1. Lesson Activity: Peer Evaluation</p> <p><i>Directions: Choose a partner and exchange work with them. Have them evaluate your draft (short story or poem). Let partners answer the prompt questions as a basis for the revision of the short story or poem for clarity of meaning.</i></p> <p>For Short Story</p> <table> <tr> <th>Elements</th><th>Prompt Questions</th><th>Comments</th></tr> <tr> <td rowspan="2">1. THEME</td><td>What is the writer trying to say about this subject?</td><td></td></tr> <tr> <td>What literary tools does the writer use to create this theme?</td><td></td></tr> <tr> <td rowspan="2">2. PLOT</td><td>What is the relationship between the events of the story?</td><td></td></tr> <tr> <td>How do the actions inform the theme of the story?</td><td></td></tr> <tr> <td rowspan="3">3. CHARACTERS</td><td>What is the motivation of each character?</td><td></td></tr> <tr> <td>How do characters grow or transform throughout the story? Or do they fail to grow or change at all?</td><td></td></tr> <tr> <td>What does their growth or lack of growth say about the theme of the story?</td><td></td></tr> <tr> <td>4. CONFLICT</td><td>How does the conflict affect the main characters in the story?</td><td></td></tr> </table>	Elements	Prompt Questions	Comments	1. THEME	What is the writer trying to say about this subject?		What literary tools does the writer use to create this theme?		2. PLOT	What is the relationship between the events of the story?		How do the actions inform the theme of the story?		3. CHARACTERS	What is the motivation of each character?		How do characters grow or transform throughout the story? Or do they fail to grow or change at all?		What does their growth or lack of growth say about the theme of the story?		4. CONFLICT	How does the conflict affect the main characters in the story?		<ul style="list-style-type: none"> Identify and analyze the use of other poetic devices (e.g., alliteration, assonance, onomatopoeia). How do these devices enhance the imagery, emotion, or meaning of the poem? <p>THEME</p> <ul style="list-style-type: none"> What is the central theme or message of the poem? How does the poet use language, structure, and literary devices to convey this theme? Are there any underlying or secondary themes? How are they connected to the main theme? <p>The teacher can use previous literary texts as samples to further explain the concepts.</p> <p>During the discussion, the teacher may let students analyze and identify the different elements of the short story and poetry.</p>
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		How is the conflict resolved and what does the resolution say about the theme?		Let students evaluate their work. Ask them to choose a partner and have them exchange their texts. With the student's drafts on short stories or poems during the previous lesson, let them be open for peer-critiquing. Remind them to avoid biases, and evaluate the draft according to the given evaluation sheet.							
		How does the conflict change the main characters?									
	5. SETTING	How does the location, time, and/or date of the story affect the theme?									
		How does the setting affect how the characters respond to conflict?									
	6. POV	Does the narrator reflect an inner or an outer perspective on the story?									
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		How many stanzas and lines are there?	
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	2. METER	What is the dominant meter of the poem (e.g., iambic pentameter, trochaic tetrameter)?	
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		How does the meter enhance the poem's tone or emotional effect?	
	3. RHYME AND RHYME SCHEME	Does the poem have a rhyme scheme? If so, what is it (e.g., ABAB, AABB)?	
		Are there any instances of internal rhyme, slant rhyme, or eye rhyme?	
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		What is the speaker's tone or attitude toward the subject?		
		How does the speaker's perspective influence the poem's meaning and emotional impact?		
	6. FIGURATIVE LANGUAGE AND POETIC DEVICES	What types of figurative language are used (e.g., metaphor, simile, personification)?		
		Identify and analyze the use of other poetic devices (e.g., alliteration, assonance, onomatopoeia).		
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		How does the poet use language, structure, and literary devices to convey this theme?		
		Are there any underlying or secondary themes? How are they connected to the main theme?		
D. Making Generalizations	DAY 4 1. Learners' Takeaways			Ask these questions to the students. Allow them to share their answers in class.

	<div> <div>Exit Ticket</div> <div>Why is drafting and revising necessary in writing a short story or a poem?</div> </div> <p>2. Reflection on Learning What are the tasks in drafting and revising which are easy, average, and difficult for you?</p> <table> <tr> <th>Easy</th><th>Average</th><th>Difficult</th></tr> <tr> <td></td><td></td><td></td></tr> </table>	Easy	Average	Difficult				
Easy	Average	Difficult						

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><i>Direction: Consider the valuable feedback received from both the teacher and your peers during the evaluation activity. In 3-5 sentences, describe specific improvements you plan to make to your short story or poem. Focus on how you will enhance clarity,</i></p>	

	<i>develop characters or imagery, and refine your use of literary elements and devices to strengthen the overall impact of your work.</i>															
	<table><tr><th>Feedback</th><th colspan="2">How Will I Improve This?</th></tr><tr><td></td><td colspan="2"></td></tr><tr><td></td><td colspan="2"></td></tr><tr><td></td><td colspan="2"></td></tr></table>			Feedback	How Will I Improve This?											
Feedback	How Will I Improve This?															
	2. Homework (Optional) Prepare for the final editing of your short story or poem.															
B. Teacher’s Remarks	<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															
C. Teacher’s Reflection	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"><i>principles behind the teaching</i> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?			Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also												

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