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Lesson Exemplar for English

Quarter 1
Lesson
3

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

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	**. *Publishing an original literary text that reflects culture***
	
	 EN8LIT-I-6 Publish an original literary text that reflects culture: poem/prose.
	
	 Topic 2: Editing and Publishing
	 Subtopics and Objectives:
	 1. Editing
	     o Edit the short story or poem in terms of literary elements and structure.
	     o Publish (individual or by group) a multimodal (text and images) short story or poem in any of the following platforms:
	         ▪ Electronic or print literary and arts folio
	         ▪ Digital or print posters
	         ▪ Social media applications (Instagram, Facebook, Thread, Twitter, etc.)

C. Content	Topic 2: Editing and Publishing
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

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** *Direction: Identify the different elements of a short story and poetry according to their distinct characteristics.*	Let students identify the terms being referred to in each item to check their understanding of the various types of short stories and poems. Answer Key: 1. Plot 2. Conflict 3. Setting 4. Point of View 5. Style 6. Subject 7. Speaker 8. Repetition 9. Hyperbole 10. Theme

1. _____	It is the structure of the narrative as it moves through time.
2. _____	It refers to the issue or problem characters in a story are confronted by.
3. _____	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.
4. _____	This refers to the perspective the story is told from.
5. _____	This element refers to the way the writer uses language including diction, voice, tone, sentence style, etc.
6. _____	It is what the poem is about.
7. _____	It is the one who narrates the poem.
8. _____	It is a poetic technique that refers to the reuse of words, phrases, and images several times in a poem.
9. _____	It occurs when one statement is elevated for a certain poetic effect.
10. _____	It is a recurring idea or a pervading thought in a work of literature.

1. Feedback (Optional)

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| B. Establishing Lesson Purpose | **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.

2. Unlocking Content Vocabulary: Picture Match
Direction: Match the pictures presented to the different types of multimodal texts.

| Picture Books | Podcast |
| Films | Storyboards |
| Oral Storytelling or Poem Recitation | |

1.
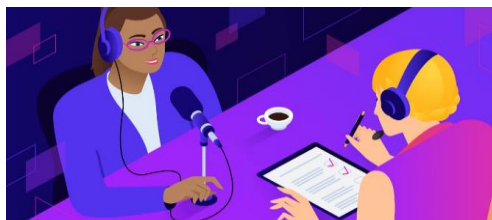
2.

3.

4.

5. | Explain the lesson's purpose to the students.

Post these pictures on the board and let students match them to the different types of multimodal texts.

Expected answers are:
1. Podcast
2. Picture books
3. Storyboards
4. Oral Storytelling or Poem Recitation
5. Films

Emphasize that these multimodal texts are their possible options in publishing their short story or poem. |

	Images from: https://www.countryliving.com/shopping/gifts/g33971100/best-kids-books/ https://kinsta.com/blog/what-is-a-podcast/ https://blog.pond5.com/6727-something-sketchy-a-beginners-guide-to-storyboarding/ https://balletmanilaarchives.com/home/2021/10/7/lola-basyang-goes-to-the-ballet https://www.newstatesman.com/culture/film/2021/12/the-best-films-of-2021	
C. Developing and Deepening Understanding	**1. Explicitation** **Checklist Check: Editing** *Direction: Make a checklist of the comments and feedback from your teacher which you need to revise and edit in your short story or poem. Be mindful of the following areas.* 	Area	Teacher's Comment	Peer Feedback	Remarks
---	---	---	---
Grammar and Punctuation			
Sentence Structure			
Descriptive Language			
Plot and Content			
Dialogue			
Point of View					Be guided with the following areas in the checklist. Here are some examples: 1. GRAMMAR AND PUNCTUATION ➔ Identify and fix sentences that are too long or improperly joined. ➔ Ensure verb tenses are consistent throughout the text. 2. SENTENCE STRUCTURE ➔ Rework awkward or unclear sentences for better clarity and coherence. ➔ Mix short and long sentences to create a more engaging rhythm. 3. DESCRIPTIVE LANGUAGE ➔ Enhance descriptions with sights, sounds, smells, tastes, and textures. ➔ Use vivid and specific details to bring characters to life. 4. PLOT AND CONTENT ➔ Ensure character actions and decisions are clearly motivated and understandable. ➔ Fix any contradictions or gaps in the storyline.

	DAY 2 **2. Worked Example** *Creating multimodal texts* Multimodal texts combine two or more modes such as written language, spoken language, visual (still and moving image), audio, gestural, and spatial meaning (The New London Group, 2000; Cope and Kalantzis, 2009). Creating digital multimodal texts involves the use of communication technologies, however, multimodal texts can also be paper-based or live performances. *Examples of texts to create* Below are examples of different forms of texts students might create in the classroom. The complexity of creating texts increases proportionately with the number of modes involved and the relationships between the various semiotic, or meaning-making, systems in a text, as well as the use of more complicated digital technologies. <u>Simple multimodal texts</u> include comics/graphic novels, picture books, newspapers, brochures, print advertisements, posters, storyboards, digital slide presentations (e.g. PowerPoint), e-posters, e-books, and social media. Meaning is conveyed to the reader through varying combinations of written language, visual, gestural, and spatial modes. Podcasts are also simple to produce, involving combinations of spoken language, and audio modes. Live multimodal texts include dance, performance, oral storytelling, and presentations. Meaning is conveyed through combinations of various modes such as gestural, spatial, audio, and oral language. <u>Complex digital multimodal texts</u> include live-action films, animations, digital stories, web pages, book trailers, documentaries, music videos. Meaning is	➜ Make the central theme or message more apparent and cohesive. 5. DIALOGUE ➜ Ensure conversations sound realistic and flow smoothly. ➜ Differentiate characters through unique speech patterns and vocabulary. 6. POINT OF VIEW ➜ Maintain a consistent narrative perspective throughout the story. The teacher may insert additional columns/rows depending on the literary elements and the nature of the feedback. The teacher will explain the different types of multimodal texts, highlighting various ways students can publish their short stories or poems. Students will publish (individual or by group) a multimodal (text

conveyed through dynamic combinations of various modes across written and spoken language, visual (still and moving image), audio, gesture (acting), and spatial semiotic resources. Producing these texts also requires skills with more sophisticated digital communication technologies.

Multimodal Texts	Definition
comics/graphic novels	a type of text combining words and images—essentially a comic, although the term most commonly refers to a complete story presented as a book rather than a periodical.
picture books	is a book, typically for children, in which the illustrations are as important as—or more important than—the words in telling the story. Picture books have traditionally been 32 pages long. In picture books, there are illustrations on every page or on one page of every pair of facing pages.
posters	a large printed picture, photograph, or notice that you stick or pin to a wall or board, usually for decoration or to advertise something
storyboards	A storyboard is a visual representation of a film sequence and breaks down the action into individual panels. It is a series of ordered drawings, with camera direction, dialogue, or other pertinent details. It sketches out how a video will unfold, shot by shot.
social media	Social media refers to a variety of technologies that facilitate the sharing of ideas and information among their users. Some well-known platforms are Facebook, X (formerly known as Twitter), Instagram, and Youtube.
oral storytelling	is the act of telling a story using words or actions. It is a form of communication that involves a storyteller and a listener. Because both a storyteller and a listener are necessary elements in the

and images) short story or poem in any of the following platforms:
- Electronic or print literary and arts folio
- Digital or print posters
- Social media applications (Instagram, Facebook, Thread, Twitter, etc.)

The teacher may include sample published works of the multimodal texts.

		storytelling definition, telling stories can also be considered an interactive art form. Stories can be relayed through writing or through speaking. Oral storytelling was the first type of storytelling and existed long before humans developed written language.
	poem recitation	A poetry reading is a public oral recitation or performance of poetry. Reading poetry aloud allows the reader to express their own experience through poetry, changing the poem according to their sensibilities. The reader uses pitch and stress, and pauses become apparent.
	podcast	Podcasts are typically available as a series of prerecorded talk-radio shows that users can download to their computers or mobile devices. Podcasters often publish episodes on a regular schedule.
	films	Film, series of still photographs on film, projected in rapid succession onto a screen by means of light. As a popular form of mass media, film is a remarkably effective medium for conveying drama and evoking emotion.

DAY 3
 3. Lesson Activity: Editing and Publishing
Editing your work. After finalizing all the elements and structures of your short story or poem, edit it to meet the specific requirements of your chosen platform.

Publishing your work. After submitting the final draft and the approved copy of the short story or poem, choose which type of multimodal text you will use to publish your literary text. You may choose from the following:
- Picture books
- Storyboards
- Podcast
- Oral Storytelling or Poem Recitation

Before publishing a multimodal text, discuss what multimodal text is, its types and internet safety when publishing their work.

Give students ample time to edit their short story or poem.

Facilitate the activities for editing a short story or a poem.

Depending on the platform chosen, the teacher will provide the criteria/rubric required in rating the learners' output.

	● Films	
D. Making Generalizations	 **1. Learners' Takeaways** *Directions: Answer the following questions:* 1. What key literary elements did you focus on while editing your short story or poem? 2. How did the choice of platform influence the way you presented your short story or poem? 3. Reflecting on this experience, how do you see the role of multimodal texts in contemporary storytelling and communication? **2. Reflection on Learning** *Directions: Recall your experience in writing an original literary text and assess which are your strengths and areas to improve when writing. Write your answer in this chart.* | **My Strengths in Writing**	**My Areas to Improve in Writing** | |---|---| | | |	Let students assess themselves to help them figure out their strengths and weaknesses in writing a short story or a poem. Facilitate the insight sharing of the students and ask them about their experiences in reading about the culture of an Afro-Asian country and writing about it through short stories or poems.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS
A. Evaluating Learning	Sample answers:

	1. Formative Assessment *Directions: Enumerate the different types of multimodal text and give examples of each.*		1. Podcast – Sleeping Pill with Inka on Spotify

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<tr><th colspan="2">Multimodal Texts</th></tr>
<tr><th>Types</th><th>Samples</th></tr>
<tr><td>1.</td><td></td></tr>
<tr><td>2.</td><td></td></tr>
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2. Homework (Optional)

Collect and compile the published works in your class. The class may create a portfolio or have a literary exhibit.

B. Teacher's Remarks	*Note observations on any of the following areas:*	**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.
	strategies explored			
	materials used			
	learner engagement/ interaction			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	others			

C. Teacher's Reflection	*Reflection guide or prompt can be on:*
	  ▪ <u>principles behind the teaching</u>
	    What principles and beliefs informed my lesson?
				Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to

	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?*	improve practice. You may also consider this as an input for the LAC/Collab sessions.