

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 6)**  
**SY 2025-2026**

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## ENGLISH/QUARTER 1/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	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>B. Performance Standards</b>	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.
<b>C. Learning Competencies and Objectives</b>	<p><b>. Publishing an original literary text that reflects culture</b></p> <p>EN8LIT-I-3 Identify one's meaning and purpose in selecting the type of literary text for composition. EN8LIT-I-4 Compose literary texts using appropriate structure.</p> <p><b>Lesson Objectives:</b> <b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the type of literary text to be written and published (short story or poem). W6 D1-2</i></li> <li>• <i>Brainstorm ideas about Afro-Asian culture using graphic organizers (mind maps, clustering, etc.). D3</i></li> <li>• <i>Outline ideas (texts and images) presented in the brainstorming activity as inputs to produce an original literary text (poem or prose) that reflects Afro-Asian culture.</i></li> </ul>
<b>C. Content</b>	Topic 1: Prewriting
<b>D. Integration</b>	<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

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## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

### A. Activating Prior Knowledge

#### DAY 1

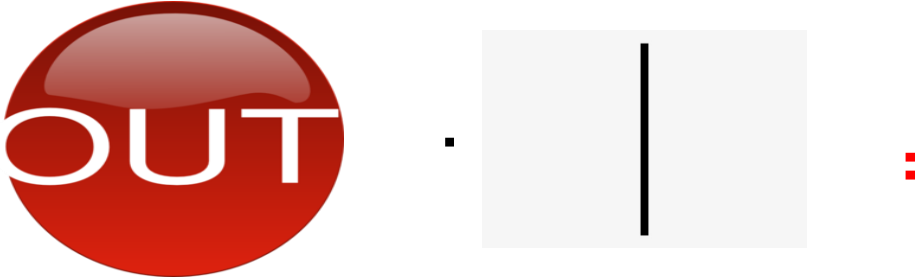
##### 1. Short Review

On Prose and Poetry

Compare and contrast prose and poetry using the Venn Diagram.

Post this Venn diagram on the board and ask students about the similarities and differences of prose and poetry based on your previous discussions.

	<div data-bbox="689 233 1413 592" data-label="Diagram"> </div> <p data-bbox="465 600 819 632"><b>2. Feedback (Optional)</b></p> <p data-bbox="465 635 1648 699">Sharing of Reflection: Talk about your insight or reflection regarding the previous occasional paper on the significance of literature in a society and its culture.</p>	<p data-bbox="1671 150 2139 245">You may have choices posted on the board to guide students' answers.</p> <p data-bbox="1671 357 2139 453">Engage students in a discussion about their preferences and experiences with both forms.</p>
<p data-bbox="136 767 423 831"><b>B. Establishing Lesson Purpose</b></p>	<p data-bbox="465 767 752 799"><b>1. Lesson Purpose</b></p> <p data-bbox="510 802 1648 898">In this lesson, students will write an original literary text reflecting the culture of an Afro-Asian country. This activity will encourage students to think more critically and accept differences.</p> <p data-bbox="465 975 981 1007"><b>2. Unlocking Content Vocabulary</b></p> <p data-bbox="465 1010 1615 1042"><i>Directions: Identify the hidden words formed through the icons. Define each word.</i></p> <div data-bbox="510 1082 1536 1262" data-label="Image"> </div>	<p data-bbox="1671 767 2139 831">Explain the lesson's purpose to the students.</p> <p data-bbox="1671 1082 2139 1145">Let students guess the word from these icons.</p> <p data-bbox="1671 1185 2139 1281">You may ask them what they know about brainstorming and how to do it.</p> <p data-bbox="1671 1321 1995 1353">Expected answers are:</p>

	<p>Images from:  <a href="https://as2.ftcdn.net/v2/img/03/78/46/55/1000_F_378465537_TzNizRurKnRHXXTkIpzPJauTpMzkXYBr.jpg">https://as2.ftcdn.net/v2/img/03/78/46/55/1000_F_378465537_TzNizRurKnRHXXTkIpzPJauTpMzkXYBr.jpg</a>  <a href="https://static-00.iconduck.com/assets.00/cloud-with-lightning-and-rain-emoji-2048x2006-r2cih4kh.png">https://static-00.iconduck.com/assets.00/cloud-with-lightning-and-rain-emoji-2048x2006-r2cih4kh.png</a></p>  <p>Images from:  <a href="https://www.clker.com/clipart-red-out.html">https://www.clker.com/clipart-red-out.html</a>  <a href="https://www.seekpng.com/ipng/u2q8y3y3o0w7e6q8_vertical-line-png-vertical-line-png-vertical-line/">https://www.seekpng.com/ipng/u2q8y3y3o0w7e6q8_vertical-line-png-vertical-line-png-vertical-line/</a></p> <p>Prompt Questions:</p> <ol style="list-style-type: none"> <li>1. What are the words formed from the icons?</li> <li>2. What do you know about it?</li> </ol>	<ol style="list-style-type: none"> <li>1. Brainstorm (is a creative process used to generate a wide range of ideas or solutions to a problem).</li> <li>2. Outline (is a structured process used to organize main ideas and supporting details in a coherent sequence before writing a full text).</li> </ol> <p>Emphasize that brainstorming and outlining are necessary when beginning to write a text, and that this lesson will focus on brainstorming and outlining as inputs to produce an original literary text.</p>
<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>1. Explicitation (Brainstorming)</b></p> <p>A. Prewriting  <i>Direction: Listen to your teacher's instructions on choosing the literary text to be published.</i></p> <p><i>What is Culture?</i>          Culture is the integration of human knowledge, faiths, and manners. It includes language, ideas, beliefs, customs, taboos, codes, institutions, tools, techniques and works of art, among other items. Culture comprises an association of values,</p>	<p>When deciding the literary text to be published, either short story or poem, the teacher may predetermine the students who will work on the specific literary text and group them. Students may also choose which literary text they would like to write.</p>

beliefs, knowledge, skills, and practices that enhance the behavior of members of a social group at an individual definite moment.

Watch this video about Asian values.



B. Brainstorming Activity: Search about the culture of the assigned Afro-Asian country to your group. List down important details in this graphic organizer. Share and discuss your answers with your groupmates.

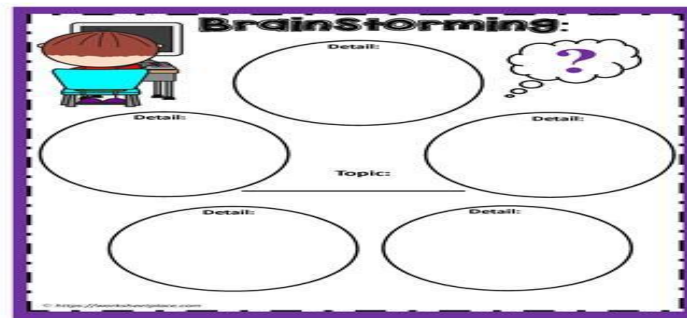


Image from <https://worksheetplace.com/index.php?function=DisplaySheet&sheet=Brainstorming-graphic-organizer-1&links=3&id=11837&link1=43&link2=277&link3=166>

Answer the following questions after the brainstorming:

Discuss and define what culture is. Videos such as this sample may be provided to students to deepen their understanding on culture and the culture of Afro-Asian countries. The teacher may search for more videos about the culture of Afro-Asian countries.

Retrieve video here.



Assign a specific country to students. They will take note details and search for more information on the culture, beliefs, and traditions of that country and incorporate them into their literary piece.

As students do the brainstorming activity, they can be grouped according to which country they are assigned to

- Who is your target audience?
- What is your writing style?
- What specific culture of the Afro-Asian country would you like to highlight in your literary piece?

have more sharing and exchanging of ideas.

## DAY 2-3

## 2. Worked Example

A. Read this.

## What Is a Short Story?

Short stories are self-contained works of prose fiction whose function is to impart a moral, capture a moment, or evoke a certain mood. Short stories are often more focused, as all the elements within—plot, character, pacing, story structure, and so on—must work together towards this common goal.

## How Many Words Are in a Short Story?

A typical short story has a word count of anywhere between 1,000 words to 5,000 words, although, as always, there are exceptions to the rule. Flash fiction is a form of creative writing that can have as few as five words, while there is a gray area between short stories and novellas (which are typically 30,000 words or more).

## 7 Different Types of Short Stories

There are a number of different kinds of short stories, each with its own distinct characteristics.

1. <b>Anecdote</b>	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.
2. <b>Drabble</b>	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.

Discuss the concepts of writing a short story or a poem.



	3. <b>Feghoot</b>	A funny short story that ends in a pun.	Emphasize the types of short stories and types of poems as well as the writing tips.
	4. <b>Fable</b>	A short story featuring anthropomorphic creatures, usually animals, whose narrative reveals some kind of a moral point at the end. (Note: while a parable serves the same function, it does not use animals to make its point, while a fable almost always does. Aesop’s Fables are a great example.)	
	5. <b>Flash fiction or micro-fiction</b>	Flash fiction or micro-fiction refers to stories shorter than 1,000 words. One of the most famous examples of the form is the following short story, often attributed to Ernest Hemingway: “For sale: baby shoes, never worn.”	
	6. <b>Sketch</b>	A piece of writing that doesn’t typically contain a plot. Instead, the point of a sketch is to illuminate a particular character, setting, or location.	
	7. <b>Vignette</b>	A short scene which can be part of a larger body of work. The point of a vignette is to capture a single moment or detail about an element in the story, such as a character, idea, or object.	
	<p><i>5 Things Every Good Short Story Needs</i></p> <p>There are some common elements across all fiction writing, but short stories specifically feature:</p> <ol style="list-style-type: none"><li>1. A clearly defined mood or feeling. This can be a genre (humor, romance, horror); an idea (adultery, childbirth, life lessons); or an emotion (loss, grief, joy). Or it can be a combination—as long as it is cohesive, and the point is clear.</li><li>2. Clear, descriptive language that sets up the concept of the story quickly and without being superfluous.</li><li>3. A small cast of characters, including a main character and supporting character(s) who must serve a vital role in the story.</li></ol>		

	<p>4. A strong point of view. Know from the beginning what it is you want to say with your short story. Ask yourself: what do you want people to feel or think as they read your story? Make sure this point of view is clearly reflected throughout the story.</p> <p>5. Experimental elements. Short stories don't necessarily have to stick to traditional storytelling techniques, which means that you can feel free to play around with certain conventions. For example, while the general advice is that every scene in a story should have a "turn"—shifting the emotional charge to its opposite—this doesn't have to be the case in a short story. Don't feel shy about breaking a few rules and see what works best for you.</p> <p><i>What makes a good poem?</i></p> <p>All good poetry evokes something in its reader. It may be the result of delicately used figurative language or a rhyming pattern that makes the words on the page feel alive.</p> <p>Good poetry is also thought-provoking – whether that be in a serious sense or a light-hearted one. It makes us reflect on the world around us and nudges us to see things a little differently.</p> <p><i>How to start writing poetry</i></p> <p>There's a lot of work that goes into writing good poetry. Even those that seem simple have required plenty of consideration, time, and effort from their writer. So let's take a look at a few ways to help you start writing poetry.</p> <p><b>1. Pick your subject</b></p> <p>This is something every creative has to do – whether you're a songwriter, playwright, painter or sculptor.</p> <p>What do you want to write about? Maybe it's the feeling of hope, love or power? Or perhaps grief, isolation or dishonesty are captivating you more? You can write from your own experiences or imagine the experience of another, and how you can retell it in an evocative way. As a beginner to poetry, the first route might be easier, but try both if you're lacking inspiration.</p> <p>It's likely your subject will act as a grounding motif in your poem. For example, if your subject is death, you may choose to write similes that speak of darkness and</p>	
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	<p>loss, and imagery that refers to graveyards or funerals. These are examples of two literary devices to help bring your poem more depth.</p> <p>Why not think about other various poetic language tools you can use to help you explore your subject before you get writing? It may help you refine your ideas before you get writing. Once you have your theme, it's time to think about how you want to write it.</p> <p><b>2. Choose the form</b></p> <p>Matsuo Basho opted for Haiku poems and Shakespeare went for sonnets. But there are plenty of forms you can choose from when it comes to writing your poem.</p> <p>Beyond the former two, there are limericks, elegies, acrostic poems, villanelles and free verse (to name a few). The latter is a favorite of former poet laureate, Carol Ann Duffy, although she's known to famously present her works as monologues too.</p> <p>You might want to create a visual poem – where the layout of your words forms an image on the pages. It's one that requires a bit of artistry but makes for very engaging reading if done well. George Herbert's Easter Wings is a great example.</p> <p>The first line of Easter Wings is a certain length, and as the reader continues each line gets smaller in width beneath the other until the reader reaches a midpoint with only two words. Then the lines then get longer again, line by line. The second verse follows the same format, mimicking the shape of wings.</p> <p>Perhaps there's something creative you can do visually with your theme? Or maybe you want to let the words speak for themselves.</p> <p><b>3. Finding the words</b></p> <p>Now it's time to get writing. Differently to prose, which generally follows standard sentence and paragraph structure, poetry is a little looser with its rules. And it comes with a whole host of literary tools you can use to create something great. Explore figurative language, juxtaposition, simile, metaphors and imagery. These are incredibly expressive tools for writing poetry.</p>	
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	<p>It can be a little daunting putting those words to paper. One way to get over the hump is to just start. Don't expect to write an award-winning poem straight away. You don't have to write your first line and then the second, and so on. You might find yourself writing one brilliant line and a weaker one that follows. Or you may write a whole stanza (verse) and it may fit somewhere else differently down the line.</p> <p>Turn away from distractions in the writing phase, too. Switch off your phone or devices and find a comfy corner where you feel relaxed. You could also choose to play a soothing playlist to help increase your creative flow. Remember that whatever you come up with now isn't final. So have fun with it. See what you come up with.</p> <p><b>4. Start editing</b></p> <p>Now for the next part. It's likely you've gotten your poem to a stage where you're either happy with it, or it could do with some help. This is where you can cut, crop, remove, and replace any lines that you think don't work with ones that do.</p> <p>That rhyming couplet on the fourth line which doesn't quite rhyme, and it bugs you –remove it. The simile you used which doesn't quite capture the rawness of your feelings –strike it out.</p> <p>Before you do anything drastic though, keep your first draft safe – whether that's on a laptop, or on a notepad. You don't want to lose the first thoughts you had. They may come back in handy.</p> <p>If staring at a now blank space that was formerly filled with an average turn of phrase is grinding on you, here's a quick tip. In the blank space, write down a few words you want that part of the poem to achieve.</p> <p>It may be emotions (relief/joy/dismay), it may be situations (rock bottom), or it may be just a simple note to yourself – 'something punchy'. Sometimes in the editing process, we remove too much of that great impulsive creativity that was captured in our first go of writing. So, as you remove words and struggle to replace them, jotting down what you want to achieve in these parts of the poem may be quite useful.</p>	
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	<p>Remember too that no book, article or poem was ever published after just one sweep of edits. Take your time. Walk away from it and come back to it. Looking at it with fresh eyes will really help.</p> <p><b>5. Ask for feedback</b></p> <p>This stage is an important part of the process in any creative endeavor. If you're lucky enough to have friends in the literary world, send your poem over to them for a review. Ask for honest opinions and elements of feedback they may have.</p> <p>If you're not in those circles yet, that's OK. You could also use your work as your ticket to a local writers' group or submit them to online writers' forums. If you're feeling confident, poetry slams are one of the best ways to gain authentic feedback on your work too.</p> <p>There's nothing wrong with getting the opinions of family members, friends or colleagues on your poem too. Maybe give them a feedback task to do and make any amendments you think are worth it.</p> <p>Prompt Questions:</p> <ul style="list-style-type: none"> <li>• How did they feel emotionally after reading it?</li> <li>• What were their favorite lines?</li> <li>• How would they describe this poem to someone who hasn't read it, in one sentence?</li> </ul> <p><b>DAY 4</b></p> <p><b>3. Lesson Activity</b></p> <p><i>A. Directions: Using the Plot Graphic Organizer, write the first draft of the short story that reflects the culture of the Afro-Asian country. Write the culture which you want to highlight in the short story inside the Plot Triangle.</i></p>	
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**Plot Graphic Organizer:**

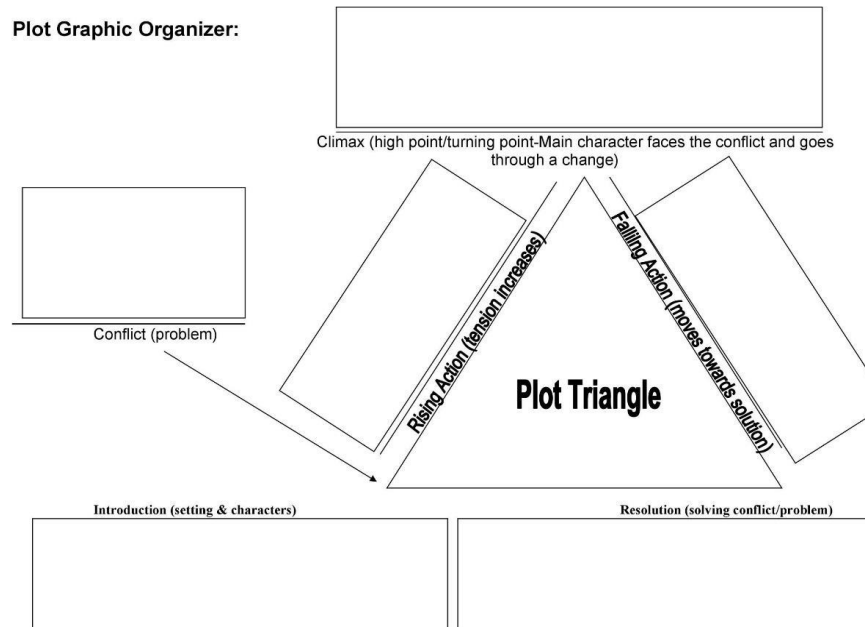


Image from:

<https://i.pinimg.com/564x/61/ee/b7/61eeb7ec339a8d2deb10eceda0050af3.jpg>

*B. Directions: Using the table as a guide, write the first draft of your poem by answering the questions.*

Poem Title:	No. of Stanza:
Type of Poem:	Rhyme Scheme:
What Afro-Asian culture will you highlight?	What tone do you want to convey in the poem?

	<div> <div>What mood will the reader experience? Why?</div> <div>What symbols will you use?</div> </div> <p>Adapted from  <a href="https://www.teacherspayteachers.com/Product/Poetry-Writing-Graphic-Organizer-and-Rubric-4446343">https://www.teacherspayteachers.com/Product/Poetry-Writing-Graphic-Organizer-and-Rubric-4446343</a></p>	<p>After the discussion, ask the students to work on the given graphic organizer for the outlining.</p>						
<b>D. Making Generalizations</b>	<p><b>DAY 4</b></p> <p><b>1. Learners' Takeaways</b></p> <div> <p><b>Exit Ticket</b></p> <ol style="list-style-type: none"> <li>1. What is brainstorming and why is it important in writing a text?</li> <li>2. What is outlining? Why is it important in writing a text?</li> </ol> </div> <p><b>2. Reflection on Learning</b>  What are the tasks in pre-writing which you consider as easy, average, and difficult?</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				<p>Ask these questions to the students. Allow them to share their answers in class.</p> <p>After answering, the students will then share their experience to the class.</p>
Easy	Average	Difficult						

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p><b>DAY 4</b></p> <p><b>1. Formative Assessment</b> Fill in the blanks.</p> <p>1. ____ is the integration of human knowledge, faiths, and manners</p> <p>2. ____ is a short story featuring anthropomorphic creatures, usually animals, whose narrative reveals some kind of a moral point at the end.</p> <p>3. The point of a ____ is to capture a single moment or detail about an element in the story, such as a character, idea, or object.</p> <p>4. ____ or micro-fiction refers to stories shorter than 1,000 words.</p> <p>5. A ____ is an important element in writing where you can ask comments from others about their opinion of what you have written.</p> <p><b>2. Homework (Optional)</b> Submit your first draft or outline to your teacher. Once the outline has been returned, take note of the comments regarding the ideas presented in the first draft.</p>			<p>The teacher will check the learner's understanding through this quiz.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> <li>1. culture</li> <li>2. fable</li> <li>3. vignette</li> <li>4. flash fiction</li> <li>5. feedback</li> </ol>
	B. Teacher's Remarks	<p><i>Note observations on any of the following areas:</i></p> <p><b>strategies explored</b></p> <p><b>materials used</b></p>	<p><b>Effective Practices</b></p> <p><b>Problems Encountered</b></p>	



	<b><i>learner engagement/ interaction</i></b>			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	<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>			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.