| MATATAG K to 10 Curriculum Weekly Lesson Log | School: | Visit DepEdResources.com for More | Grade Level: | 7 |
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| | Name of Teacher | | Learning Area: | ENGLISH |
| | Teaching Dates and Time: | OCTOBER 14 - 18, 2024 (WEEK 3) | Quarter: | Second |

| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES | |
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| **A. Content Standards** | The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity. |
| **B. Performance Standards** | The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short story) that represents their meaning, purpose, and target audience and reflects their local and national identity. |

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| **C. Learning Competencies and Objectives** | ***Learning Competency***<br>Analyze a literary text as an expression of individual or communal values within biographical and historical contexts.<br>a. define the biographical asnd historical approaches to reading a literary text.<br>b. note and discuss historical and biographical data about a given topic, person, author, or experience.<br>c. relate the author's history and biography with the literary elements (i.e., setting, characters, and POV) of his/ her text. |
| **D. Content** | S c e n t o f A p p l e s b y B |

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| **E. Integration** | Filipino consciousness and identity |

**II. LEARNING RESOURCES**


- Briscoe, L. A. (2000). Bienvenido N. Santos. In B. H. Gelfant and L. Graver (Eds.), *The Columbia companion to the twentieth-century American short story* (pp. 501-504). Columbia University Press, New York.
- Gioia, D., & Gwynn, R. S. (2000). *Longman anthology of short fiction: Stories and authors in context* (Compact edition). Longman.
- Isaac, A. P. (2015). Footnote to Memory: Introduction to the 2015 edition. In B. N. Santos, *Scent of Apples: A collection of stories* (pp. xv- xxxi). University of Washington Press.


| **III. TEACHING AND LEARNING PROCEDURE** | **NOTES TO TEACHERS** |
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| **A. Activating Prior Knowledge** | **Show and Share! (Day 1)**<br><br>The teacher presents picture/s of a person who is leaving their house.<br><br><br><br>Photo source: <a href="https://www.freepik.com/free-photo/united-states-soldier-departing-from-his family_16408390.htm#query=leaving%20home%20filipinos&position =1&from_view=search&track=ais">Freepik</a><br><br>Then, the teacher asks the students with the following questions:<br>a. Have you ever experienced leaving home to live in another place temporarily or permanently, such as having a vacation, staying in your relative's house for an occasion, moving to another place for family reasons, etc.?<br>b. How did you feel while you were in another place? Did you enjoy it? Did you feel like you wanted to go home because you felt homesick? Or did you feel like you never wanted to go home anymore? | The teacher may use contextualized pictures besides the picture shown in this material.<br><br>The teacher should encourage the students to share their personal experiences of leaving home while they reflect on the feelings of living in another place. Furthermore, the teacher may ask the students' personal stories when someone they know leaves.<br><br>The teacher may use the video or the article to show or share with the students the life of Filipino migrants or immigrants in the US. |

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| | **Observe and Discuss!**<br>After processing the students' answers, the teacher lets the students watch a video or read an article about the experiences of Filipino immigrants in the United States of America or any country abroad. The teacher has to instruct the students on what they should take down notes as they watch the video/read the article. If the teacher shows the video, it can be played twice or more, as necessary.<br><br>1. Link to the video: https://youtu.be/B5My6q44eWo<br>2. Link to the copy of the article: https://www.camella.com.ph/ofw-challenges-abroad-holiday-homesickness/<br><br>After watching the video or reading the article, the students accomplish the worksheet **Observe and Discuss!** The idea organizer synthesizes the content of the video or article. Furthermore, the teacher calls some students to discuss briefly what they have written on their worksheets. They may relate the answers to their vicarious or personal experiences. | |
| **B. Establishing Lesson Purpose** | **1. Lesson Purpose**<br><br>**Think, Pair, and Engage!**<br>In this part, the teacher guides the students in answering the following questions using the idea organizer. Afterward, the students look for a partner and engage in a dyadic discussion about the answers to the questions.<br>a. Have you read a story, watched a video or film, or listened to a radio/podcast program about the life of Filipinos abroad, particularly in the United States of America?<br>b. Can you share the story, video/film, or radio/podcast program you have encountered?<br>c. Can the author reflect on their life experiences as they write their own story, produce the video/film, or share the story over the radio/podcast show? | After the think-pair-engage activity, the teacher may call some students to share their answers with their classmates. This time, the students could already connect their answers to the lesson and realize why it is important to be studied. The teacher explains the lesson's purpose to the students so that they can sense the flow of the discussion and appreciate all the learning activities. |

**2. Unlocking Content Area Vocabulary**

**Unlock and Explore!**
The teacher flashes the following jumbled words on the screen or writes on the board. The students have to put the letters to form each correct word through the definition as a clue.

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| **gyohbarip** | This is a detailed description of a person's accounts and life experiences. |
| **lhaicsitro-lbaicoighrpa** | This is one approach in reading that posits that a literary text (e.g., poem or short story) is written by actual people within a specific period. Further, the text is produced and shaped by the writer's life experiences and the socio-cultural-political context of a particular time. |
| **sainsayl** | This refers to the process of reading a story or poem by identifying the literary elements. |
| **raouht** | S/he is the writer or producer of the literary work. |
| **opdeannsoi** | This pertains to Filipino students who are sent abroad as government scholars to study or specialize a field. |
| **tinmamrig** | This refers to people who go abroad to live permanently. |
| **aniogslta** | This refers to the feeling of being homesick, the desire to return home, or the idea of thinking about the past. |

The teacher may do this activity in the form of a game.

**Answers:**
1. Biographical
2. Historical-Biographical
3. Analysis
4. Author
5. Pensionado
6. Immigrant
7. Nostalgia

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| **C. Developing and Deepening Understanding** | **SUB-TOPIC 1**<br>**1. Explicitation Read and Annotate!**<br>In this activity, the students read the short biography of Bienvenido N. Santos. After reading, they accomplish the worksheet **Read and Annotate!** | |

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| | **2. Worked Example (Day 2)**<br><br>**Note and Summarize!**<br>The teacher should give the students enough time to read and annotate so that they can scan the information in preparation for the next activity, which is summarizing the biographical details using the worksheet **Note and Summarize!** This worksheet allows the students to group the ideas together so that it is easy for them to relate the life events of Bienvenido N. Santos to the short story *Scent of Apples*.<br>**3. Lesson Activity**<br><br>**Synthesize and Socialize!**<br><br>Upon finishing the worksheet, as an offshoot of the activity, the teacher groups the class into eight. Each group brainstorms and prepares a short discussion on one of the eight topics in the summarized biographical details. The teacher may use the following tabled data in assigning the groups topics to work on. Then, each group is given time to present their summarized information. Other groups may be called to add or react to the presenters' discussion. | The teacher may provide additional inputs about the biography of B. N. Santos, which could help establish the biographical context of the story that the students will read. The teacher may also expand the discussion about the life of B. N. Santos as a pensionado and a Filipino writer. |

| Group Number | Members | Topic |
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| 1 | | Personal information (e.g., name, birthdate, family details) |
| 2 | | Educational background |
| 3 | | Work experiences |
| 4 | | Literary works written |
| 5 | | Awards received |
| 6 | | Personal experiences as a pensionado in the US |
| 7 | | Personal experiences as a writer in the US |
| 8 | | Struggles or difficulties experienced as a pensionado |

The teacher may use the analytic rubric below to rate this formative activity.

| Dimensions | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
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| | Understanding of the ideas | All the information is presented accurately, clearly, and comprehensi vely. | An adequate amount of information is presented accurately, clearly, and comprehensi vely. | An adequate amount of information is presented accurately with vague and incomplete explanation. | Most of the information shared is erroneous, with little to no explanation. |
| | Organization of ideas | The information is well-organized with a clear introduction and purpose of the discussion. The main points are clearly supported by complete specific details with effective transitions. The ideas are summarized towards the end. | The main points of the information are clearly established, but the presentation needs improvement in connecting three (3) details with one another. The ideas are summarized towards the end. | The main points of the information are clearly established, but the presentation needs improvement in connecting five (5) details with one another. The ideas are summarized towards the end. | The overall presentation of information lacks cohesion from one detail to another. The main points are not clearly emphasized, with no synthesis at the end of the presentation. |

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| | Verbal delivery | Speech is clear and audible to the audience. The speaker uses the target language that is appropriate and effective. | Speech is clear and audible to the audience, with a noticeable errors in the target language. | The low volume of voice is affecting the clarity of speech. The use of informal language (jargon) distracts the speech delivery. | Speech is not clear and inaudible to the audience. The use of language seems to be unintelligible . | |
| | Non-verbal presentation: | The speaker is confident while delivering their discussion. They show appropriate hand gestures, facial expressions, eye contact, and body movements. The speaker is also | The speaker is confident while delivering their discussion. However, they show inappropriate and ineffective use of one of the following: **hand gestures, facial expressions,** | The speaker is confident while delivering their discussion. However, they show inappropriate and ineffective use of two of the following: **hand gestures, facial expressions, eye contact,** | The speaker is not confident while delivering their discussion, as shown in their distracting **hand gestures, facial expressions, eye contact, and body movements**. | |

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| | | | mindful of the audience while they remain focused on the topic. | **eye contact, and body movements**. The speaker is also mindful of the audience while they stay focused on the topic. | **and body movements**. The speaker is also mindful of the audience while they stay focused on the topic. | The speaker sometimes wanders off from the topic, which makes the audience disinterested in listening. | |
| | *This rubric is adapted from Longwood University, retrieved from: https://www.longwood.edu/media/mathematics-and-computer-science/public-site/SpeakingRubric.pdf*<br><br>**SUB-TOPIC 2 (Day 3)**<br>**1. Explicitation**<br><br>**Read and Digest!**<br>The students read the short story *Scent of Apples* by Bienvenido N. Santos. The story may be read during the class period or may be given as a reading assignment. After reading the text, the students supply the worksheet **Read and Digest!** with the line/s that struck them the most or their favorite line/s. The teacher can call some students to explain their choices. They may also do a dramatic monolog or interpretive reading of the line/s.<br>Thereafter, the students identify the setting (time and place), the characters, and the point of view of the short story by accomplishing the worksheet **Write Down and Describe!** as they relate the elements to historical-biographical data. For the column that requires the students to provide historical and biographical details, the teacher should give the students enough time to research.<br>This worksheet acquaints the students with the important literary elements necessary in the historical-biographical reading of the text. The literary elements should be analyzed along with the research-based information from the biography of B. N. Santos or other reputable resources. | | | | | | The teacher may review the essential literary elements which were covered and tackled in weeks 1 and 2, such as setting, characters, and point of view. |

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| | **2. Worked Example**<br><br>**Arrange and Tell!**<br>At this point, the students answer the worksheet **Arrange and Tell!** This activity allows the students to focus on the major events of the story and connect them with the life experiences of the author, Bienvenido N. Santos. The teacher may ask the students to pair and share their answers. As the students engage in dyadic discussions, they may look into the similarities and differences of their answers.<br><br>After this activity, the teacher discusses the historical-biographical reading approach or the historical and biographical contexts in reading a text.<br><br>***Points for Discussion (Teacher's Guide)***<br><br>● The historical-biographical approach of reading a short story combines the biographical and the historical aspects of information as the primary insight in the creation of the text.<br>● The biographical context relates the events in the short story to the actual experiences of the author as this kind of reading assumes that the author's work is his/her/their way of revealing himself/herself/themselves or a way of expressing his/her/their actual experiences. To prove the claim that the author is present in the text, one has to read the author's biography to see how much an author's experience influences the text.<br>● Not all short stories are related to the personal life of the author because some authors tend to revise the facts of their own lives, which could be misleading should one wish to connect the author's life with the text. Hence, not all short stories can be read and analyzed from a biographical perspective.<br>● The historical context seeks to understand the text based on the social, cultural, and political aspects and occurrences of a particular time, which could directly or indirectly shape the events in the short story. To better understand the text from a historical point-of-view, one has to research the period in which the events are set and happen. By going back to the time of the events, one can clearly see how the story unfolded in relation to the author's experiences. | The points for discussion may be used by the teacher as a guide in teaching the historical- biographical approach in reading. |

- One must also seek accurate historical accounts since the proliferation of fake or revised information may mislead them in making sense of the historical background of the short story.

**3. Lesson Activity Talk and Decide! (Day 4)**

As the lesson progresses, the students gradually realize that the story, *Scent of Apples*, reflects the author's experiences and encounters with the Filipino immigrants in the US. This time, the teacher groups the class into five for small group discussions (SGDs). Each group is given a card that contains a question (*See questions below*). In their group, they brainstorm and decide on their answer to the question at hand while referring to their worksheets: 1) **Synthesize and Socialize!**
2) **Write Down and Describe!** and 3) **Arrange and Tell!**

a. Why do you think B. N. Santos wrote the story? What aspects of the author's personal life are relevant to the story?
b. What major problems or issues (e.g., national identity, homesickness, etc.) of the Filipino immigrants are highlighted in the short story?
c. Do the problems and issues from the story also reflect any of the author's personal experiences? Justify your answer.
d. Do any of the events in the story correspond to events experienced by the author? Provide your reasons.
e. Do any of the characters in the story correspond to some people encountered by the author? Who are they in the story? Give examples.

The teacher may use the analytic rubric below to rate this formative test.

| Dimensions | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
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It is important to highlight in this part the integrated theme, which is Filipino consciousness and identity. The questions should be able to elicit responses from the students about how the story, Scent of Apples, reflects the author's personal experience during the time that he encountered Filipino immigrants in the US and as they told their struggles as immigrants.

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| | Understanding of the ideas | All the information is presented accurately, clearly, and comprehensi vely. | An adequate amount of information is presented accurately, clearly, and | An adequate amount of information is presented accurately with vague and | Most of the information shared is erroneous, with little to no explanation. | |
| | | | comprehensi vely. | incomplete explanations. | | |
| | Organization of ideas | The information is well-organized with a clear introduction and purpose of the discussion. The main points are clearly supported by complete specific details with effective transitions. The ideas are summarized towards the end. | The main points of the information are clearly established, but the presentation needs improvement in connecting three (3) details with one another. The ideas are summarized towards the end. | The main points of the information are clearly established, but the presentation needs improvement in connecting five (5) details with one another. The ideas are summarized towards the end. | The overall presentation of information lacks cohesion from one detail to another. The main points are not clearly emphasized, with no synthesis at the end of the presentation. | |

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| | Verbal delivery | Speech is clear and audible to the audience. The speaker uses the target language that is | Speech is clear and audible to the audience, with noticeable errors in the target language. | The low volume of voice is affecting the clarity of speech. The use of informal language (jargon) distracts the | Speech is not clear and inaudible to the audience. The use of language seems to be unintelligible . | |
| | | appropriate and effective. | | speech delivery. | | |

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| | Non-verbal presentation | The speaker is confident while delivering their discussion. They show appropriate hand gestures, facial expressions, eye contact, and body movements. The speaker is also mindful of the audience while they remain focused on the topic. | The speaker is confident while delivering their discussion. However, they show inappropriate and ineffective use of one of the following: **hand gestures, facial expressions, eye contact, and body movements**. The speaker is also mindful of the audience while they stay focused on the topic. | The speaker is confident while delivering their discussion. However, they show inappropriate and ineffective use of two of the following: **hand gestures, facial expressions, eye contact, and body movements**. The speaker is also mindful of the audience while they stay focused on the topic. | The speaker is not confident while delivering their discussion, as shown in their distracting **hand gestures, facial expressions, eye contact, and body movements**. The speaker sometimes wanders off from the topic, which makes the audience disinterested in listening. | |
| | *This rubric is adapted from Longwood University, retrieved from: https://www.longwood.edu/media/mathematics-and-computer-science/public-site/SpeakingRubric.pdf* | | | | | |

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| **D. Making Generalizations** | **1. Learners' Takeaways**<br><br>For this part, the students accomplish the table found in the worksheet **Learn, Discover, and Explore!** with their answers based on what they learned from the biography of B. N. Santos and what they discovered and explored in his story *Scent of Apples*.<br><br>**2. Reflection on Learning**<br><br>As a metacognition activity, the students complete the worksheet **Think and Reflect!** The teacher should provide the students with enough time to finish the activity. Then, they may call some students to share their work with the class. | |

| **IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION** | | **NOTES TO TEACHERS** |
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| **A. Evaluating Learning** | **1. Formative Assessment**<br><br>For the evaluation of learning, the students answer the 20-item test.<br><br>**Test I – Multiple Choice Test (9 points)**<br>Instructions: Read the questions/statements and choose the correct answer from the choices. Write only the letter of your answer on your paper.<br><br>1. Where was B. N. Santos born?<br>a. Silang, Cavite c. Tondo, Manila<br>b. Kawit, Cavite d. Recto, Manila<br><br>2. What is the first story written and published by B. N. Santos?<br>a. The Volcano c. You Lovely People<br>b. Villa Magdalena d. The Horseshoe<br><br>3. Why did B. N. Santos leave for the USA in September 1941?<br>a. He went to the US as a government pensionado to study English.<br>b. He joined the military force as a soldier during the war in the US. | Answers:<br>Test I<br>1. C<br>2. D<br>3. A<br>4. B<br>5. C<br>6. C<br>7. D<br>8. B<br>9. C<br><br>Test II: 5—2—1—4—3 |

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| | c. He migrated to the US because of the war between the Philippines and Japan.<br>d. He went to the US as a government official representing the Philippines in a meeting.<br>4. Why was B. N. Santos unable to return to the Philippines after his first US trip in 1941?<br>a. He was killed in a war.<br>b. He was caught in the World War II.<br>c. He was offered a job as a public relations officer in the US.<br>d. He was banned by the Philippine government during the martial law.<br><br>5. Who is the wife of Celestino Fabia?<br>a. Rita c. Ruth<br>b. Roma d. Rina<br><br>6. Where did Celestino and the narrator (B. N. Santos) meet?<br>a. On the farm of Celestino in Kalamazoo<br>b. In one church in Kalamazoo, after hearing a mass<br>c. In one of Santos' speaking engagements in Kalamazoo<br>d. On the train, while the narrator was traveling to Kalamazoo<br><br>7. What personal experience did B. N. Santos use in writing the short story *Scent of Apples*?<br>a. His experiences with the American people<br>b. His longing for his friends in the Philippines<br>c. His admiration for the US government system<br>d. His encounter with the fellow Filipinos in the US<br><br>8. What did the narrator (B. N. Santos) see in the backroom of Celestino's house?<br>a. a rice farm c. a garage<br>b. an apple orchard d. a house of dogs | |

9. Why did Celestino not want the narrator (B. N. Santos) to go to his hometown and tell the people about his situation?
    a. Celestino did not want others to know that he was in the US.
    b. Celestino was escaping an enemy in his hometown in the Philippines.
    c. Celestino believed that no one in his town would remember him anymore.
    d. Celestino was afraid he might be asked by the government to return to the Philippines.

**Test II – Narrative Sequencing (5 points)**

Instructions: Arrange the sequence of the events as they happened in Scent of Apples. Write the numbers according to the order of the events (e.g., 1-2-3-4-5). (1 point per correct letter order)

1) Celestino invited the narrator to have dinner with his family.
2) The narrator met Celestino Fabia, a Filipino farmer who, at that time, was living in the US.
3) The narrator left for Indiana.
4) Celestino shared with the narrator his life back in the Philippines and in the US.
5) The narrator arrived in Kalamazoo in October for a speaking engagement.

**Test III – Writing (6 points)**

Instructions: Identify one scene in the story, *Scent of Apples*, and relate it to the real-life and personal experience of B. N. Santos (author) in the US. Provide a 3-5- sentence explanation.

The teacher may use this rubric in scoring the output. (6 points)

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| The ideas are relevant, complete, and comprehensive. | The ideas are relevant, but the amount of information is inadequate. | The ideas are relevant, but no explanation is provided. |
| The ideas are logically and coherently explained. | The ideas are somewhat logically and coherently explained. | The ideas are not logically and coherently explained. |

| **B. Teacher's Remarks** | *Note observations on any of the following areas:* | **Effective Practices** | **Problems Encountered** |
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| | ***strategies explored*** | | |
| | ***materials used*** | | |
| | ***learner engagement/ interaction*** | | |
| | ***others*** | | |

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| **C. Teacher's Reflection** | *Reflection guide or prompt can be on:*<br>·○ *principles behind the teaching*<br>*What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?*<br>·○ *students*<br>*What roles did my students play in my lesson? What did my students learn? How did they learn?*<br>○· *ways forward*<br>*What could I have done differently? What can I explore in the next lesson?* |