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# Learning Activity Sheet for English

Quarter 1

Lesson

3

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**Learning Activity Sheet for English Grade 8**  
**Quarter 1: Lesson 3 (Week 7)**  
**SY 2025-2026**

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	English	<b>Quarter:</b>	1st Quarter
<b>Lesson No.:</b>	3	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Topic 1: Drafting and Revising</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No.: 2 Drafting and Revising****II. Objective(s):**

- 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.

**III. Materials Needed:** pen, separate sheets of paper for drafting the literary piece**IV. Literary Inspiration Wall**

*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.*

*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:*

- a. How does the quote relate to the ideas you have for your literary text?
- b. What emotions or ideas do you hope to convey through this quote?
- c. How can you translate the textual inspiration into a paragraph or stanza? What story or message do you want to create?
- d. 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.*

<b>Literary Inspiration Wall</b>
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**V. Extended Practice:**

**Lesson Activity: Peer Evaluation**

*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.*

For Short Story

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?	
	How is the conflict resolved and what does the resolution say about the theme?	
	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?	

	Why did the author select this point of view?	
	What would change if the story were told from a different point of view?	
7. STYLE	Is the diction hard or simple to understand?	
	Are the sentences short or complex? Why did the writer make these stylistic choices?	
	How do these choices add or detract from the effect of the story?	

For Poem

Elements	Prompt Questions	Comments
1. STRUCTURE AND FORM	What type of poem is this (e.g., sonnet, free verse, haiku)?	
	How many stanzas and lines are there?	
	Does the poem follow a specific pattern or form? If so, describe it.	
	How does the form contribute to the overall meaning or impact of the poem?	
2. METER	What is the dominant meter of the poem (e.g., iambic pentameter, trochaic tetrameter)?	
	Are there any variations in the meter? How do these variations affect the poem's rhythm and mood?	
	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?	
	How does the rhyme scheme contribute to the musical quality or mood of the poem?	
4. SUBJECT	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?	
5. SPEAKER	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?	
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).	
	How do these devices enhance the imagery, emotion, or meaning of the poem?	
7. THEME	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?	

**Formative Assessment**

*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, develop characters or imagery, and refine your use of literary elements and devices to strengthen the overall impact of your work.*

<b>Feedback</b>	<b>How Will I Improve This?</b>