



MATATAG
K to 10 Curriculum
Weekly Lesson Log

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| School: | | Grade Level: | 7 |
| Name of Teacher | | Learning Area: | ENGLISH |
| Teaching Dates and Time: | AUGUST 4-8, 2025 (WEEK 8) | Quarter: | First |

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

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| A. Content Standards | The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques to produce culture-based texts based on one's purpose, context, and target audience. |
| B. Performance Standards | The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose context (Indigenous People and regional celebrations); and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language. |
| C. Learning Competencies and Objectives | <i>Publish an original literary text that reflects culture (Poem).</i> <ol style="list-style-type: none">Analyze how cultural elements (e.g., traditions, beliefs, folklore, symbolism) influence and shape the lives and stories of the people within a chosen culture.Integrate cultural elements into literary work.Communicate cultural nuances through a poem (ensure their original poem accurately and respectfully portrays the chosen culture).Publish original work. |
| D. Content | Publishing Literary Texts |
| E. Integration | Pride in being Filipino and sense of community |

II. LEARNING RESOURCES

Clark, J. (2018). "IFUGAO DIVINITIES: Philippine Mythology & Beliefs." The Aswang Project, <https://www.aswangproject.com/ifugao-divinities-philippine-mythology-beliefs/>

Mayuga, K. (2020). Why Philippine Mythology is a Constant Reminder of Our Roots. *Media Commoner*. Retrieved on June 3, 2024 from <https://mediacommoner.medium.com/why-philippine-mythology-is-a-constant-reminder-of-our-roots-cbaa4fafda9a>

MythLok. Philippine Mythology. Retrieved on June 3, 2024 from <https://mythlok.com/world-mythologies/asian/philippine/>

| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
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| <p>A. Activating Prior Knowledge</p> | <p>DAY 1</p> <p>1. Short Review Folklore and Symbolism. Many Filipino poems weave in elements from Filipino folklore (e.g., tales of mythical creatures like the sarimanok) or use symbols with cultural significance (e.g., rice symbolizing abundance).</p> <p>Traditions and Beliefs. Poems might explore the importance of "pagmamano" (respectful hand-kissing gesture) or the value of family in Filipino society.</p> <p>Choose a Filipino poem you encountered earlier (or a new one).</p> <ol style="list-style-type: none"> 1. Can you identify any cultural elements present? 2. How do these elements influence the poem's meaning or theme? <p>2. Feedback</p> | |
| <p>B. Establishing Lesson Purpose</p> | <p>1. Lesson Purpose Tell your students that, "Today, we are embarking on a creative journey to do just that! In this lesson, we will explore the power of cultural elements in enriching poetry. We will delve into the traditions, beliefs, and symbols that shape a culture's identity and discover how these elements can be woven into your original poem."</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Think back to poems you've read or heard. Have you ever encountered a poem that felt so vivid and powerful, it transported you to a different place or culture? What made that poem so effective? 2. Can you identify any elements that helped create that feeling of immersion? Did the poem mention specific traditions, beliefs, or symbols of a particular culture? Did the language paint a clear picture in your mind? 3. Imagine yourself as a storyteller. How can you use poetry to share the beauty and essence of a particular culture? What elements would you need to consider creating a respectful and accurate portrayal? | <p>You can all explain that "By integrating cultural elements thoughtfully, they can transform from a reader to a storyteller, sharing the beauty and essence of a chosen culture through the art of poetry.</p> |

| Category | Description | Example |
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| <i>Traditions</i> | Celebrations, rituals, customs | Picture of a "Sinulog" festival |
| <i>Beliefs</i> | Religious practices, mythology, indigenous religions | Symbol of the Sto. Niño |
| <i>Folklore</i> | Myths, legends, folktales | Illustration of the "Maria Makiling" story |
| <i>Symbolism</i> | National symbols, objects with cultural meaning | Picture of a "sampaguita" flower |

Emphasize to your students that their goal is write/create poems that sound great, paint pictures with words, and show respect for different cultures by telling their stories accurately. Say:

2. **Unlocking Content**

Vocabulary Activity 1. Cultural

Collage

A. Culture Collage

Gather pictures, illustrations, or short text snippets that represent different Filipino cultural elements (traditions, beliefs, folklore, symbolism).

B. Vocabulary Showcase

On your collage, write down the vocabulary words you learned throughout the activities and explain their connection to the specific cultural elements represented. For example, you could showcase a picture of a "Sinulog" festival with the word "Santo Niño" and explain its significance as a religious symbol.

1. Write down the vocabulary words you learned throughout your exploration of Filipino culture.
2. Choose a specific cultural element from your collage or chart and explain the connection between them.
3. Use complete sentences to explain how the vocabulary word relates to the cultural element it represents.

Example:

Use Student Work Sheet #1

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| | <p>Vocabulary Word: Pista (Festival)</p> <p>Cultural Element: Picture of the Sinulog Festival (Option 1) or "Traditions" category in the chart (Option 2)</p> <p>Explanation: The picture (or category) shows the vibrant Sinulog festival, which is a tradition held in Cebu to honor the Santo Niño (Holy Child Jesus).</p> | |
| <p>C. Developing and Deepening Understanding</p> | <p>1. Explicitation</p> <p>A. Discuss the concept of "pagmamano" (respectful hand-kissing gesture) as a Filipino tradition of showing respect to elders. Then, ask students to read the following excerpt from "Ang Pagbabalik" by Amado V. Hernandez:</p> <p>“Nay,” tawag ko, luhhod ako at sasaludo sana sa kanya ngunit pinigil niya ako. “Huwag kang lumuhod, anak,” malumanay niyang sabi. “Hindi na kailangan pa ng mga ganitong ritus (ri-tum – tradition) ngayon.” (N.B. "Ritus" is the Tagalog word used in the poem, but "tradisyon" is a more common term).</p> <p>After the discussion, ask students the following questions:</p> <ol style="list-style-type: none"> 1. What does the excerpt reveal about the importance of "pagmamano" in Filipino culture? 2. How does the use of the word "tradisyon" (tradition) add meaning? <ol style="list-style-type: none"> a. Can you think of other situations where "pagmamano" might be practiced? <p>B. Briefly discuss the significance of myths and legends in Filipino culture, often explaining natural phenomena or historical events. Then ask students:</p> <ol style="list-style-type: none"> 1. How does this myth or legend explain a natural phenomenon or historical event? 2. What cultural values or beliefs does it embody? <p>Writing a Haiku</p> <p>Now that students have gained the necessary background, guide them to creatively integrate Filipino cultural elements into their own writing. The following activity is called, Haiku with a Filipino Twist. Before doing the activity, introduce the concept of Haiku, a traditional Japanese poem with three lines (5-7-5 syllables).</p> | <p>You can check the link for a video on <i>How to Write a Haiku Beginner Friendly Poetry Tips</i>: https://www.youtube.com/watch?v=r6p-VQIkht8</p> |

A haiku is an unrhymed Japanese poetic form consisting of 17 syllables arranged in three lines with five, seven, and five syllables, respectively. It expresses much and suggests more in the fewest possible words.

While Haiku itself is not a traditional form of Philippine poetry, some contemporary Filipino poets do experiment with this Japanese poetic form and infuse it with Filipino themes and imagery. Here's an example:

*Rice terraces rise,
Emerald steps to heaven's gate, Ancestors
watch.*

This Haiku references the "*hagdan-hagdang palayan*" (rice terraces) - a UNESCO World Heritage Site in the Philippines. It uses imagery of the lush green rice paddies and connects them to a spiritual realm, potentially referencing the animistic beliefs of some indigenous Filipino groups.

DAY 2

2. Worked Example

Activity 2. Write a Haiku poem (in English or Tagalog) that incorporates a Filipino cultural element (e.g., a traditional food, a festival, a piece of clothing). Explain your Haiku by identifying the cultural elements integrated in it.

Example:

Lugaw sa Umaga (Breakfast Porridge)
Steaming white comfort,
Mangga on the side, a sweet start, Spoon
warms the soul too.

My Haiku

A. Write your Haiku here.

Use Student Work Sheet #2

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| | B. What is your Haiku about (Cultural Elements): | |
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DAY 3 - 4

3. Lesson Activity

Explain to your students the rubrics/criteria for assessing a Haiku.

| Criteria | Excellent (4 points) | Good (3 points) | Fair (2 points) | Needs Improvement (1 point) |
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| | Syllable Structure | Haiku strictly follows the 5-7-5 syllable pattern. | Haiku mostly follows the 5-7-5 syllable pattern, with minor deviations. | Haiku has some deviations from the 5-7-5 syllable pattern. |
| Imagery | Vivid and sensory details paint a clear picture in the reader's mind. A well-chosen season word | Some sensory details are present, but the image could be stronger. | Few or no sensory details are used. | The poem lacks a clear image. |
| Season Word (Optional) | subtly suggests the season without being overly literal. | A season word is present, but it may not be the most fitting choice. | No season word is present, or the attempt is awkward. | No attempt is made to include a season word. |
| Cultural Elements | Haiku effectively integrates cultural elements (traditions, beliefs, symbols) create a sense of place or cultural identity. Haiku evokes a | Haiku includes some cultural elements, but they may not be fully developed or integrated. | Haiku lacks cultural elements, or any attempt is unclear or inaccurate. | Haiku does not attempt to incorporate cultural elements. |
| Emotional response in the reader. | strong emotional response in the reader. Haiku presents a | Haiku evokes some emotion in to no emotional impact. | Haiku has little emotion. Haiku relies on | Haiku does not evoke any clear Impact |
| Originality | fresh and unique perspective. | Haiku shows some originality in its approach. Haiku is mostly | clichés or overused ideas. | Haiku lacks originality. |
| Clarity & Flow | Haiku is clear, concise, and flows smoothly. | clear but may have minor awkward phrasing. | Haiku has some unclear phrasing or awkward flow. | Haiku is unclear and difficult to understand. |

The rubric is a guideline that can be adjusted to meet the specific learning objectives of your lesson. You can modify the point values or add extra criteria to suit your needs.

Total Points: | 28 | 24 | 16 | 8 |

Grading Scale:

- 28-24 points: Excellent
- 20-23 points: Good
- 12-19 points: Fair
- 8-11 points: Needs Improvement

After discussing the rubric, you can now ask your students to assess their classmates' Haiku.

Activity 3. Peer Review and Appreciation. Have students exchange poems with classmates. Each student reads the assigned poem, and rates it using the rubric for assessing a Haiku previously discussed.

Activity 4. Classroom Poetry Café: Culture Corner Showcase.

Step 1. Have students decorate the area with artwork or cultural objects related to their poems.

Step 2. (Presentation) Each student prepares a short presentation for the class, reading their poem aloud and explaining the cultural element it incorporates (if applicable).

Step 3. Encourage classmates to ask questions and share their interpretations of the poems.

Step 4. (Gallery Walk) After presentations, students can visit the "Culture Corner" at their own pace, rereading poems and appreciating the cultural context.

Activity 5. Exploring Publication Opportunities. Have students explore various publication options for their poetry, weigh the pros and cons of each platform, and receive support in the publishing process.

Materials:

- a. Whiteboard or Projector
- b. Markers or Pens
- c. Chart Paper (optional)

Use Student Work Sheet #3

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| | <p>d. Examples of school literary magazines (if available) e. Access to computers or tablets (if discussing social media)</p> <p>Step 1. Brainstorming Publication Possibilities</p> <p>a. Begin by asking students a question: "Imagine you've written a fantastic poem you'd love to share with the world. How could you get it published?" b. Encourage students to brainstorm different publication options (e.g., school literary magazine, online platforms, local newspapers). c. List the options on the board or chart paper.</p> <p>Step 2. Investigating Options Choose two main publication avenues to explore in detail: <i>School Literary Magazine</i> and <i>Social Media Platforms</i>.</p> <p>a. For the School Literary Magazine: 1. Discuss the pros: Provides a platform within the school community, potential for recognition from peers and teachers. 2. Discuss the cons: Submission guidelines and deadlines that need to be met. b. For Social Media Platforms: 1. Discuss the pros: Wide reach, potential for engagement with a broader audience. 2. Discuss the cons: Requires careful navigation of privacy settings and safety considerations.</p> <p>Step 3. Student Choice & Support</p> <p>a. Allow students to choose their preferred publication option based on their goals and comfort level. b. Offer support to students throughout the process. This might include: 1. Assisting them with finding submission guidelines for the school literary magazine. 2. Guiding them on creating a safe and appropriate social media presence for sharing their work. 3. Proofreading and editing their work before submission (if applicable).</p> | <p>Dedicate a space in the classroom as a "Poetry Café" or "Culture Corner."</p> <p>Note that Activity 4 can be group work.</p> <p>If it is not against school policy, you can also have your students use mobile phones in case a laptop, PC, or a tablet is not available.</p> <p>If discussing social media, consider these options:</p> <ol style="list-style-type: none"> 1. Show students examples of appropriate social media platforms for sharing poetry (e.g., dedicated poetry groups, student writing platforms). 2. Guide them through platform-specific safety tips |
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| | | and responsible online behaviors (e.g., privacy settings, avoiding plagiarism, appropriate language). |
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| <p>D. Making Generalizations</p> | <p>1. Learners' Takeaways</p> <p>a. I have learned that publishing my Haiku involves more than just writing the poem. I need to consider _____(consideration like format, platform, audience).</p> <p>b. I realized that sharing my work with others through publication can be _____(positive emotions like exciting, rewarding) but also a bit _____(positive or negative emotions like nerve-wracking, challenging).</p> <p>2. Reflection on Learning</p> <p>a. Did incorporating a Filipino cultural element in your Haiku change how you approached the poem?</p> <p>b. What aspect of publishing your Haiku did you find most unexpected? Was it easier or harder than you anticipated?</p> <p>c. Think about the feedback you received during peer review. Did it highlight any areas in your Haiku that you could strengthen? How did it help you refine your poem?</p> <p>d. What challenges do you anticipate facing when sharing your work there? What opportunities for feedback or connection does this platform offer?</p> <p>e. As you think about sharing your creative work in the future, what new things would you like to explore? Are there different publishing avenues you'd like to learn more about?</p> | |
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| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | | NOTES TO TEACHERS |
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| <p>A. Evaluating Learning</p> | <p>Formative Assessment Instructions: Read each question carefully and choose the best answer.</p> <ol style="list-style-type: none"> 1. How many syllables does the first line of a Haiku poem typically have? a) 3 b) 5 c) 7 d) 10 2. What is a characteristic of effective imagery in Haiku? a) Abstract ideas and complex emotions b) Sensory details that paint a clear picture c) Long, descriptive sentences d) Rhyming words at the end of each line 3. Haiku poems often originate from what country? a) China b) Japan c) Korea d) India 4. Which of the following is NOT a common element integrated into Haiku poems? a) A season word b) A moral lesson c) Vivid imagery d) A specific emotion 5. How can incorporating a Filipino cultural element into your Haiku enrich the poem? a) It adds unnecessary complexity. b) It creates a sense of place and cultural identity. c) It makes the poem too long. d) It takes away from the universality of Haiku. 6. Here's a Haiku: "Sweet mangoes ripen, Golden scent fills the warm air, Summer's bounty blooms." What season word is used in this Haiku? a) Sweet b) Golden c) Warm d) Mangoes 7. What is an example of a Filipino cultural element you could integrate into your Haiku? a) A historical landmark b) A famous pop star c) A traditional food (like Adobo) d) A brand-name clothing item 8. You are giving peer feedback on a classmate's Haiku. What is the MOST important aspect to consider? a) Whether you like the poem personally b) How well the poem follows the 5-7-5 syllable structure c) How clearly the poem conveys its message d) All of the above 9. When publishing your Haiku online, what is an important safety consideration? a) Sharing your full name and address b) Using a creative pen name c) Following platform-specific privacy settings d) Posting the Haiku without permission from your teacher 10. After revising your Haiku based on feedback, what is the final step before sharing it with a wider audience? | <p>Answer key:</p> <ol style="list-style-type: none"> 1. b) 5 2. b) Sensory details that paint a clear picture 3. b) Japan 4. b) A moral lesson (Haiku typically focuses on capturing a moment or image, not teaching a lesson) 5. b) It creates a sense of place and cultural identity. 6. d) Mangoes (Mangoes are associated with summer in the Philippines) 7. c) A traditional food (like Adobo) 8. d) All of the above (Consider all aspects for constructive feedback) 9. c) Following platform-specific privacy settings 10. a) Proofread for any spelling or grammar errors. |

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| | a) Proofread for any spelling or grammar errors. b) Ask your classmates for another round of feedback. c) Submit it to a publication d) Change the theme of the poem entirely. | | | |
| 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. |
| | <i>strategies explored</i> | | | |
| | <i>materials used</i> | | | |
| | <i>learner engagement/ interaction</i> | | | |
| | <i>others</i> | | | |
| C. Teacher's Reflection | <i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> ▪ <u>Principles behind the teaching</u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? How did I choose the materials I used for this lesson?</i> ▪ <u>Students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> ▪ <u>Ways forward</u> <i>What strategies will I continue using which worked well for this lesson? What could I have done differently? What can I explore in the next lesson?</i> | | | 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. |

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