

LESSON PLAN TEMPLATE

Lesson Title	Unveiling Afro-Asian Values through Structural Analysis
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 8
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:	Learning Competency: - Analyze literary texts as expressions of individual or communal values within Structural context: - o Rhyme and meter - o Diction - o Tone and mood - o Style 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. 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.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	- Identify rhyme and meter in selected Afro-Asian poems. - Explain how rhythmic patterns reflect communal heartbeats or traditional oral storytelling. - Demonstrate understanding of meter through a rhythmic recitation.	- Analyze the author's diction and style in a literary text. - Discuss how specific word choices evoke cultural identity and communal values. - Determine the impact of local color and borrowed words in Afro-Asian literature.	- Distinguish between tone and mood in a literary piece. - Infer the author's attitude (tone) toward communal values based on structural cues. - Describe the emotional atmosphere (mood) created by the text.	- Synthesize rhyme, meter, diction, tone, and mood to analyze a complete Afro-Asian text. - Articulate how these structural elements express specific individual or communal values. - Plan a multimodal literary text that reflects their own cultural identity.
Learner Context:	- Learners show high engagement with rhythmic activities and music, reflecting a strong cultural connection to 'sabayang pagbigkas' and local folk songs. - While they possess a natural sense of rhythm, many struggle with the technical identification	- Learners are expressive and enjoy storytelling, particularly those involving local myths or family anecdotes. - A significant number of learners have a limited English vocabulary, often relying on literal translations which can lead to misconceptions of	- Learners are generally empathetic and can easily identify emotions in movies or social media content. - There is a tendency to confuse 'tone' (author's voice) with 'mood' (reader's feeling). - Some learners are hesitant to share their emotional	- Learners show a strong preference for hands-on, creative projects ('Performance Tasks'). - They are more confident when working in collaborative groups where roles are clearly defined. - Access to technology is mixed; some are proficient

	of meter types (i.e., iambic, trochaic). • A few learners exhibit difficulty in English pronunciation, which acts as a barrier when scanning poetic lines. • Visual aids and kinesthetic activities like clapping improve their retention.	literary nuances. • They respond well to visual word walls and 'context clue' games. • They show pride when local Filipino terms or concepts are mentioned in a global context.	interpretations in a large group setting. • Visual representations (emojis, color coding) significantly help them categorize feelings.	with phones/laptops, while others prefer traditional art materials. • They need clear structural guides to transition from analysis to original creation.
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Learning Experience.

A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Lesson:	• 'Pulse of the People': The teacher plays a traditional Filipino 'kulintang' beat and an African drum sequence. Learners clap along to identify the recurring patterns. • Review of basic syllable	• 'Word Web': Learners write down words they associate with 'Home' and 'Heritage' in both English and their local dialect to see differences in connotation. • Quick review of denotation vs.	• 'Mood Music': The teacher plays three different clips (a festive 'Fiesta' song, a somber funeral march, and a triumphant anthem). Learners hold up 'Mood Cards' matching	• 'The Value Hunt': A quick recap game where learners find 'hidden' values (e.g., Resilience, Family Honor) in structural clues provided around the room.
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	counting using Filipino 'Tanaga' samples.	connotation.	the music.	
Flow:	● Scaffolding : The teacher models scanning a stanza from an Afro-Asian poem on the board, marking stressed and unstressed syllables. ● Active Retrieval: In pairs, learners analyze a short Haiku and a Tanaga, comparing their structural constraints. ● Social Learning: Groups are assigned a 'Poetic Pulse' task where they must create a 4-line rhythmic chant about a community value (e.g., 'Bayanihan'). ● Check for Understanding: The	● Scaffolding : The teacher provides a 'Diction Decoder'—a list of specific words from the text with their cultural meanings. ● Active Retrieval: Learners highlight 'local color' words in a provided short story excerpt from an Afro-Asian author. ● Social Learning: 'Think-Pair-Share': Partners discuss why the author chose a specific indigenous term instead of its English equivalent. ● Check for Understanding: 'Style Spotlight': The teacher asks students to identify if the	● Scaffolding : 'Tone vs. Mood' T-Chart modeling using a familiar Filipino legend (e.g., 'The Legend of Mount Mayon'). ● Active Retrieval: Learners scan a poem and categorize words as 'Tone-setters' (adjectives used by author) or 'Mood-makers' (images that create feeling). ● Social Learning: Group 'Tableau': Students freeze-frame a scene from the text that represents its primary mood. ● Check for Understanding: The teacher asks: 'If the author used	● Scaffolding : Providing a 'Multimodal Blueprint' template that guides learners in planning their original poem/prose. ● Active Retrieval: A 'Gallery Walk' of the previous days' outputs to consolidate understanding of rhyme, diction, and mood. ● Social Learning: 'Collaborative Composition': Groups begin drafting a multimodal text (e.g., a digital poster with a poem, or a recorded spoken word piece with a background visual). ● Check for Understanding: The teacher conducts

	teacher circulates to ensure learners are correctly identifying the 'beat' of the lines.	style is formal, informal, or conversational based on the diction found.	shorter, clipped sentences here, how would the tone change?'	'Pitch Sessions' where each group explains how their chosen style and tone reflect a Filipino/Afro-Asian value.
Learning Resources:	• Projector/Smart TV • PowerPoint presentation on Prosody • Chalkboard • Handouts with Filipino and Afro-Asian poem snippets	• Printed Worksheets • Visual Word Wall • Laptops/Tablets for digital dictionary access	• Audio Speaker • Mood Cards (Color-coded) • PowerPoint presentation • Art materials for Tableau props	• Laptops/Smartphones (if available) • Art/Craft materials (Cartolina, markers) • Multimodal Blueprint worksheets
Opportunities for integration:	• MAPEH (Music): Discussion on time signatures and rhythmic patterns. • Araling Panlipunan : Exploring the oral traditions of pre-colonial Philippines and African tribes.	• Filipino: Comparison of 'Diction' in English literature versus Tagalog 'Talinhaga'. • Values Education: Discussion on how language preserves cultural respect and 'Pagmamahal sa Wika'.	• Arts: Exploring how color and lighting in paintings create mood, similar to words in poetry. • EsP: Recognizing and managing emotions through literary empathy.	• ICT: Creating digital layouts for the multimodal text. • English: Applying communicative competence in publishing/sharing work.
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.				

Formative Assessment:	• 'Exit Slip: The Meter Map': Learners are given two lines of poetry and must mark the stress patterns and name the rhyme scheme. • Observation of group chants for rhythmic accuracy.	• 'The Diction Diary': Learners rewrite a formal paragraph into a 'colloquial/local style' while maintaining the same communal value. • Peer evaluation of rewritten paragraphs based on word choice.	• 'Tone/Mood Matrix': A worksheet where learners must provide evidence (quotes) for the tone and mood they identified in a text. • Observation of Tableau accuracy.	• 'Draft Defense': Groups present their plan for the multimodal text. Assessment is based on the alignment of structural choices with the intended communal value. • Self-reflection checklist on their expanding cultural identity.
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Ways Forward.

Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.

Extended learning opportunities:	• Learners who struggle with meter will receive a 'Syllable Sort' worksheet. • Advanced learners are tasked to find a modern OPM song and analyze its rhyme scheme.	• Vocabulary building exercises for learners with lower proficiency. • Advanced learners can research 'Philippine English' and how it influences local literary style.	• Learners who struggle with inference are given 'Emotion Matching' cards with clear situational prompts. • Advanced learners can write a short poem where the tone and mood are intentionally contrasting.	• One-on-one consultation for groups struggling with the 'multimodal' aspect. • Encouraging advanced students to incorporate local dialects (code-switching) as a stylistic choice.
Reflections:	• How many learners	• Which specific	• Did the 'Mood	• Did the learners

	successfully identified the meter independently? • Did the use of local 'Tanaga' help bridge the gap in understanding English meter?	words caused the most confusion among learners? • Did the use of a 'Word Web' effectively activate their prior knowledge?	Music' activity successfully clarify the concept of atmosphere ? • Were learners able to differentiate between their own feelings and the author's intent?	successfully connect structural elements to abstract 'values'? • Is the multimodal plan feasible for the learners' current resource levels?
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