

LESSON PLAN TEMPLATE

Lesson Title	Crafting Cultural Narratives: From Literary Text to Multimodal Expression
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net)
Grade Level and Section	Grade 10
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: Literary Text Poetry, Prose, Drama, and Film - Publishing an original literary text that reflects culture • Compose literary texts using appropriate structure. • Revise the literary texts for coherence and cohesion. Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating World literature (poetry, prose, and drama) 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 World literature (poetry, prose, and drama); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short film) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	By the end of the session, learners should be able to: ● Identify specific Filipino cultural values, traditions, or artifacts that define their local identity. ● Outline the structural elements of an original literary text (poem or short story) reflecting their culture.	By the end of the session, learners should be able to: ● Draft an original literary text using appropriate structure and cultural themes. ● Apply cohesive devices and transitional markers to ensure the text flows logically.	By the end of the session, learners should be able to: ● Revise their literary texts for clarity, coherence, and cultural impact. ● Transform the written text into a storyboard or script format for a multimodal (short film) presentation.	By the end of the session, learners should be able to: ● Finalize and 'publish' the multimodal literary project (script or video) for a target audience. ● Evaluate their own work and the work of others based on the clarity of meaning and cultural identity representation.
Learner Context:	Learners show high engagement when discussing local festivities (fiestas) and family traditions. While many possess a rich understanding of their heritage, some struggle with articulating these abstract concepts into formal English structures. There is a noticeable preference for visual mapping over purely textual brainstorming. A few learners require more time to process instructions due to varying English proficiency levels.	Learners have demonstrated a strong ability to generate creative ideas but often produce 'fragmented' sentences. They respond well to hands-on manipulatives. A barrier identified is the repetitive use of simple conjunctions (e.g., 'and', 'then'), indicating a need for more diverse cohesive devices.	The class shows high enthusiasm for digital tools and visual media. Most learners are visual-spatial and enjoy drawing or arranging scenes. However, transitioning from a descriptive essay/poem to a 'show-don't-tell' script format is a challenge for those with lower abstract reasoning scores.	Learners take great pride in showcasing their work to peers but can be sensitive to criticism. They perform best when given a clear, positive framework for feedback. There is a range of technical skills; some are adept at mobile editing while others prefer physical posters/manuscripts.

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:	Cultural Concept Map: On the chalkboard, the teacher writes 'My Filipino Identity.' Learners use colored chalk to write words or draw symbols (like a <i>nipa hut</i> , <i>mano po</i> , or <i>parol</i>) that they associate with their family or community.	The Cohesion Puzzle: Hand out envelopes containing scrambled sentences of a short Filipino legend. Learners must arrange them in order by looking for 'clue words' (transitional markers like 'meanwhile,' 'consequently,' or 'in addition').	Text-to-Image Match: Show three short film clips (without sound) and ask learners to write one sentence of 'dialogue' or 'description' that matches the visual. This activates the transition from text to multimodality.	The 'Director's Chair' Warm-up: A quick-fire round where learners state the 'One Big Idea' of their project and who their intended audience is (e.g., 'My family,' 'The youth of our barangay').
Flow:	Scaffolding: The teacher presents a sample Filipino poem (e.g., works by Jose Garcia Villa or local regional poets) and breaks down its structure (stanzas, rhyme, or narrative arc). Active Retrieval: Learners are asked to recall the elements of a short story or poem from previous lessons using a quick 'Think-Pair-Share' activity. Social Learning: In small groups, learners share their Concept Map ideas to find common cultural themes.	Scaffolding: Provide a 'Cohesion Toolkit' worksheet listing transitional phrases categorized by purpose (addition, contrast, sequence). Active Retrieval: Ask learners to identify which markers from the pre-lesson activity helped them solve the puzzle. Social Learning: Learners work on their full drafts, occasionally pausing for 'Consultation Corner' where they read a paragraph to a seatmate to	Scaffolding: Present a 'Scriptwriting 101' template that separates 'Visual/Action' from 'Audio/Dialogue.' Active Retrieval: Learners revisit their drafts from Session 2 and circle the most 'visual' moments. Social Learning: Peer Editing Circles—learners exchange drafts and use a rubric to check for 'Coherence' and 'Cultural Reflection.' Checks for Understanding: Learners must explain to the	Social Learning: A 'Gallery Walk' or 'Mini-Film Pitch' where learners display their storyboards/scripts or play their short video clips. Scaffolding: Use the 'TAG' feedback method (Tell something you like, Ask a question, Give a suggestion). Active Retrieval: Learners must write a brief 'Author's Note' explaining how they used structure and cohesion to make their cultural message clear. Checks for Understanding: The teacher

	Checks for Understanding: The teacher circulates while learners begin drafting an outline for their original text, asking 'How does this specific event reflect your family's values?' to ensure alignment with the competency.	check if the flow makes sense. Checks for Understanding: Teacher performs 'Stop and Scan'—stopping the class to highlight one learner's effective use of a cohesive device on the projector.	teacher how a specific camera angle or sound effect in their storyboard enhances the cultural message of their text.	conducts exit interviews with groups, asking how their final product evolved from the initial draft to reflect their identity more accurately.
Learning Resources:	• Projector/Smart TV (for sample texts) • Chalkboard/Whiteboard • Printed Graphic Organizers (Story Map/Poetry Frame)	• Printed 'Cohesion Toolkit' Handouts • Laptop/Projector • Envelopes with Sentence Puzzles	• Storyboard Templates • Sample Short Film Scripts • Smart TV (for visual examples)	• Laptops/Projector for presentation • Evaluation Rubrics • 'TAG' Feedback Slips
Opportunities for integration:	Integration with Araling Panlipunan (Social Studies) by incorporating local history and EsP (Values Education) through the exploration of 'Filipino Core Values' like <i>Bayanihan</i> .	Integration with Language Literacy by focusing on grammatical cohesion and syntax.	Integration with MAPEH (Media Arts) through storyboarding and basic cinematography concepts.	Integration with ICT (multimedia publishing) and Values Education (pride in cultural heritage).
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:	Evidence: A completed Graphic	Evidence: First full draft of the literary	Evidence: A 3-to-6 frame storyboard	Evidence: The final 'Published'

	Organizer (Story Map or Poetry Outline) that explicitly lists the cultural theme and the planned structural components of the text.	text with at least five different cohesive devices underlined or highlighted by the learner.	or a script draft that translates the written literary text into a visual plan.	Multimodal Text (Script, Video, or Digital Illustrated Story) and a completed Self-Reflection Rubric.
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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 are encouraged to interview an elder at home about a forgotten local legend or a traditional practice to add authentic details to their draft.	Learners who finish early can help peers identify 'sentence bumps' (areas where the flow is interrupted) in their drafts.	Students are encouraged to take photos of local settings (a street corner, a kitchen, a garden) that could serve as 'sets' for their proposed film.	Invite learners to upload their scripts or videos to a class-managed digital platform or blog to reach a wider audience outside the classroom.
Reflections:	Reflect on: How well did the learners connect personal experience to the structural requirements of the literary genre?	Reflect on: Which specific cohesive devices were most difficult for the learners to integrate naturally?	Reflect on: Did the learners effectively translate the 'theme' of their text into 'visuals' in the storyboard?	Reflect on: How did the multimodal approach help or hinder the learners' ability to express their cultural identity compared to the traditional written text?