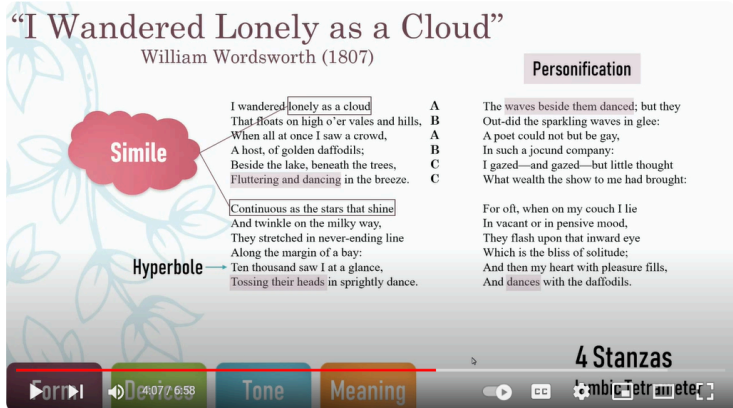
 <p>Detailed Lesson Plan No.: 21</p>	<b>Learning Area: Creative Nonfiction (CNF)</b>	<b>Grade Level: 11 or 12</b>	<b>Quarter: 1</b>	<b>Date: 7-9-2025</b>	<b>Duration: 1 hr</b>
	<b>Learning Competency/-ies:</b>	<b>Peer-edit each other's drafts based on the clarity of the idea, the appropriate choice of literary elements, proper use of the components, and effective combination of the concept and the chosen literary elements</b>			<b>Code: HUMSS_CNF11/1 2-lb-d-6</b>
	<b>Content/ Topic</b>	<b>Literary conventions that govern the different genres. (e.g., narrative convention of fiction, etc.)</b>			
	<b>Key Concepts/ Understandings to be Developed</b>	<b>Conventions of Traditional Genres: a. Fiction, b. Poetry, c. Drama, and d. Short Story</b>			
<b>1. Objectives</b>	<b>Knowledge</b>	<b>Identify the clarity of ideas in poetry</b>			
	<b>Skills</b>	<b>Determine the appropriate choice of literary devices in poetry</b>			
	<b>Attitude</b>	<b>Sincerely, write a sample of literary devices of poetry</b>			
	<b>Values</b>	<b>Evaluate and create an effective combination of ideas and the literary devices of the poem for peer editing</b>			
<b>2. Learning Resources</b>	<ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=xv8D8_AVpeM">https://www.youtube.com/watch?v=xv8D8_AVpeM</a></li> <li>- <a href="https://www.scribd.com/document/525008525/CREATIVE-NON-FICTION-Q1-MODULE-5">https://www.scribd.com/document/525008525/CREATIVE-NON-FICTION-Q1-MODULE-5</a></li> <li>- <a href="https://sites.google.com/depd.gov.ph/casaynhs-cnf/dlps">https://sites.google.com/depd.gov.ph/casaynhs-cnf/dlps</a></li> <li>- <a href="https://www.youtube.com/watch?v=g3X7j6hUPKM">https://www.youtube.com/watch?v=g3X7j6hUPKM</a></li> </ul>				
<b>3. Procedures</b>  <b>4 minutes</b>	A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Others:				
<b>3.1 Introductory Activity</b>  <b>6 minutes</b>	Using students' cellphones or the teacher's laptop, search on the internet for the meanings of the words " <b>Simile</b> ", " <b>Hyperbole</b> ", and " <b>Personification</b> ." The students shall recall the previous lesson.				
<b>3.2 Activity</b>  <b>15 minutes</b>	-Using the laptop, the teacher presents the www.youtube link @ <a href="https://www.youtube.com/watch?v=xv8D8_AVpeM">https://www.youtube.com/watch?v=xv8D8_AVpeM</a>    -After presenting the video, the group of students shall cooperatively identify the elements of a poem.				
<b>3.3 Analysis</b>	<b>Guide Questions:</b> <b>Can you identify the form utilized in the poem?</b> <b>Can you identify the 'poetic devices' used in the poem?</b> <b>Can you identify the author's tone in the poem?</b> <b>Can you identify the possible meaning of the poem?</b> -Right after watching the video, the students will determine the appropriate literary devices of the poem. Then, they will sincerely write the appropriate use of the literary devices of the poem.				

<b>5 minutes</b>	<b>Guide Questions:</b> How can you determine the literary devices used in the poem?
<b>3.4 Abstraction</b> <b>10 minutes</b>	-After the group of students has determined the literary devices in the poem, the teacher will require the class to summarize the topic on a ½ CW sheet of paper. Then, they shall individually answer the following questions. Based on your analysis, what is our lesson for the day? How do you categorize the elements of fiction? How do you determine the appropriate literary devices used in the poem? How does the writer effectively combine his or her ideas through the literary devices used in the poem? Write the sample two stanzas with literary devices, forms, tone, and meaning.
<b>3.5 Application</b> <b>10 minutes</b>	-When the writing composition is accomplished, the students will write their poems to be shared for peer editing. The students will have to answer the following questions. Can you utilize the appropriate forms, literary devices, tone, and meaning? If yes, then share your ideas before the class. If not, explain why you haven't written a verse.
<b>3.6 Assessment</b> <b>8 minutes</b>	-Utilizing the laptop and the television set, the students will evaluate and write the draft of the appropriate literary devices in the poem.. Utilize ½ CW on this particular activity. Answer the guide questions: What is the poem all about? Based on the selection above, what are the appropriate forms, literary devices, tone, and meaning?
<b>3.7 Assignment</b> <b>2 minutes</b>	The students perform a peer-editing activity on a partner's composition..
<b>Concluding Activity</b>	This DLP is a new lesson plan focused on peer editing of students' drafts.
<b>Reflection</b>	<i>This competency couldn't be accomplished in a one-hour session.</i>

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