

FIRST TERM: EXPLORING LITERARY TEXTS AND CREATIVE EXPRESSION

LESSON 1: POETRY AND ITS ELEMENTS

LEARNING OBJECTIVES

Cognitive:	Identify and analyze the structural elements of poetry.
Psychomotor:	Apply selected structural elements in creating and presenting a short poem.
Affective:	Appreciate poetry as an expression of personal, cultural, and communal values and respect diverse interpretations.

LEARNING CONTENTS

Print Reference Materials:	- Textbook: iEnglish 7 pp. 2-9 - Workbook: Page 163-167
Teachers' Digital Materials:	www.idigital.ibookpublishing.biz - iEnglish 7 - iPresent with iClips - iManual - iWorksheet - iExam - iAudio
Students' Digital Materials: (Applicable to Premium+ and Full Digital package users only)	www.idigital.ibookpublishing.biz - iEnglish 7 - iWorksheet - iExam - iAudio - iConnect - iScenario
Instructional Materials:	PowerPoint presentation
Value:	Learning poetry and its elements helps students understand emotions, appreciate different perspectives and cultures, and express their ideas and values creatively and meaningfully.

DEVELOPMENTAL ACTIVITIES

PREPARATORY ACTIVITIES

LESSON LANGUAGE PRACTICE:

- Conflict
- Mood
- Rhyme

REVIEW: Ask students to identify the structural elements of poetry and share how these elements help communicate a poem's message, emotions, and values.

MOTIVATIONAL: Let the students explore how poems express feelings, experiences, and values, and connect these to their own everyday experiences.

PRESENTATION OF THE LESSON

Discuss the lesson using the **iPresentation** resource found within the interactive courseware to facilitate the learning on **PAGES 2-9**. Introduce poetry as a creative form of literature used to express messages, emotions, and values. Present examples to explain character, characterization, conflict, plot, rhyme, meter, diction, tone, mood, point of view, and narrative techniques. Guide the students in identifying how these elements contribute to a poem's meaning and effect.

GENERALIZATION

Lead the Students in generating that:

Poetry is a creative form of literature that expresses ideas, emotions, experiences, and values. Its structural elements, such as character, conflict, plot, rhyme, meter, diction, tone, mood, point of view, and narrative techniques, work together to create meaning and engage readers. Understanding these elements helps students interpret a poem's message and appreciate the experiences and culture it represents.

EVALUATION - WORKBOOK AND IWORKSHEET

ICONCEPT

Let the student answer the activity on **page 9** on the workbook.

- | | | | | |
|--------------|---------------------|------------|----------|------------------|
| 1. PLOT | 2. CONFLICT | 3. RHYME | 4. METER | 5. POINT OF VIEW |
| 6. CHARACTER | 7. CHARACTERIZATION | 8. DICTION | 9. TONE | 10. MOOD |

ACTIVITY 1

Let the student answer the activity on **pages 163-164** in the workbook and interactive courseware.

Answer Key:

A.

- What do you call the main character in a narrative poem?
Answer: B. Protagonist
- What is the conflict in a narrative poem?
Answer: C. Problem or struggle in the poem
- What is plot in a poem?
Answer: A. The series of events in a narrative poem
- What point of view is used in a poem that begins with "I walk alone at night"?
Answer: C. First person
- In a poem, how can a poet develop characterization?
Answer: D. By describing a character's appearance, personality, actions, and relationships with others
- Which of the following is an example of internal conflict in a poem?
Answer: B. A student struggles with fear before a big test
- What is rhyme in poetry?

Answer: B. The similarity of ending sounds of words in the lines of a poem

- Which of the following pairs of words rhymes?

Answer: D. All of the above

- What is meter in poetry?

Answer: C. The rhythmic pattern based on syllables and the arrangement of stressed and unstressed syllables

- Which of these is a common type of conflict in a narrative poem?

Answer: D. All of the above

B.

- It comes from the Latin word *littera* which means "letter."

Answer: Literature

- It is a type of literature that conveys messages in metrical and creative forms and may express emotions.

Answer: Poetry

- This refers to a person who takes part in the events of a poem.

Answer: Character

- This shows how the poet describes and develops a character.

Answer: Characterization

- It is the problem or struggle in a poem.

Answer: Conflict

- It refers to the series of events in a poem.

Answer: Plot

- It refers to the similarity of ending sounds of words in a poem.

Answer: Rhyme

- It is the rhythmic pattern within the lines of a poem, based on syllables and stressed and unstressed sounds.

Answer: Meter

- It refers to the poet's attitude toward the topic of the poem.

Answer: Tone

- It is a comparison using "like" or "as."

Answer: Simile

ACTIVITY 2

Let the student answer the activity on **pages 165-166** in the workbook and interactive courseware.

Answer Key:

A.

- It refers to the problem or struggle that a character experiences in a poem. It may happen within the character or be caused by an outside force.

Answer: Conflict

- It refers to the similarity of ending sounds of words found in the lines of a poem. It helps give the poem a pleasing and musical quality.

Answer: Rhyme

- It refers to the poet's careful choice of words to express ideas, feelings, or deeper meanings in a poem.

Answer: Diction

- It refers to a person who takes part in the events of a poem. This person may be the protagonist, antagonist, or another important figure in the poem.

Answer: Character

- It refers to the overall feeling or atmosphere that a poem creates in the reader, such as happiness, sadness, fear, or calmness.

Answer: Mood

B.

- **Personification** "The moon smiled down at me."
- **Simile** "I wandered lonely as a cloud."
- **Character** A poem centers on a brave hero who takes part in its events.
- **Tone** The poet shows a hopeful and optimistic attitude toward the future.
- **Mood** The poem makes readers feel afraid and nervous.
- **Rhyme** Words at the end of lines sound alike: light, bright, night.
- **Meter** The line has eight syllables with alternating unstressed and stressed beats.
- **Conflict / Person vs. Nature / External Conflict** The struggle between a person and a flood.
- **Characterization** The poet describes a character as brave through her actions.
- **Plot** The poem presents events in order: beginning, middle, and end.

ACTIVITY 3

Let the student answer the activity in the interactive courseware.

Answer Key:

A.

- "I stand alone beneath the silent sky."
Answer: First-person point of view
- "The trees danced wildly in the storm."
Answer: Personification
- A poem shows a young girl struggling to choose between her dreams and her family's expectations.
Answer: Person vs. self
- "Her smile was sunshine after rain."
Answer: Metaphor
- The poet uses dark, gloomy words like grave, shadows, and tears.
Answer: Sorrowful
- The poem makes readers feel peaceful and calm.
Answer: Serene
- "My love is like a red rose."
Answer: Simile
- A poem is told by a narrator who is not part of the story and refers to the characters using the pronoun "they."
Answer: Third-person point of view
- The poet carefully selects deep and symbolic words to express loneliness.
Answer: Diction
- A narrative poem presents a series of events, including rising action, climax, and resolution.
Answer: Plot

B.

- How does poetry help a poet express personal thoughts and emotions?
Answer: Poetry allows poets to share their experiences, ideas, and emotions creatively through carefully chosen words and poetic techniques.
- Choose two elements of poetry. How does each element help communicate the poet's feelings?
Answer: Answers may vary. Example: Tone shows the poet's attitude toward a subject.
- Explain why poetry is an effective form of self-expression.
Answer: Answers may vary.

WORKBOOK

Let the student answer the activity on **page 166-167** in the workbook.
Answers may vary.

REINFORCEMENT

iConnect

Poetry Meets Philippine History

Learning about poetry and its elements helps students understand how writers express ideas, emotions, experiences, and values creatively. By examining rhyme, diction, tone, mood, and point of view, students can discover how poems share meaningful messages about courage, patriotism, and national identity.

Activity

Instructions: Read the poem carefully and pay attention to its ending sounds, word choices, message, and feelings. Then, answer the following questions. Support each answer with words or ideas found in the poem.

1. Read the short poem:

Our heroes stood with courage strong,
Defending the land where they belong.
Their brave deeds guide the youth each day,
To love the nation in every way.

2. Answer the following questions:

- a. Which words in the poem rhyme?

Answer: Strong and belong; day and way.

- b. What value shown by the heroes is connected to Philippine history?

Answer: The poem shows courage, patriotism, and love for the country.

- c. What mood does the poem create?

Answer: It creates a proud, hopeful, and inspiring mood.

Questions:

1. How do the rhyming words make the poem more interesting and memorable?

Sample Answer: The rhyming words give the poem rhythm and make its lines pleasant and easier to remember.

2. What words or phrases in the poem describe the actions of the heroes?

Sample Answer: The phrases "stood with courage," "defending the land," and "brave deeds" describe their actions.

3. What message does the poem give about loving and serving the country?

Answer: Answers may vary.

This activity helps students identify poetic elements and explain how they shape a poem's message and emotional effect. Araling Panlipunan is integrated by connecting poetry with Philippine history, national heroes, cultural identity, and important Filipino values such as courage, patriotism, and love of country.

ENRICHMENT

iScenario

Poetry for Positive Change

Poetry can do more than entertain readers; it can express feelings, raise awareness, and inspire positive action. In this activity, learners will work together to create a poem about a real-life concern or value by applying poetic elements such as conflict, point of view, diction, rhyme, rhythm, tone, mood, and narrative techniques.

Activity

Objective: Learners will apply the elements of poetry to express an original idea, personal experience, or community value.

Materials:

- Paper and writing materials
- Optional: Coloring materials or a digital presentation tool

Instructions:

1. Form groups of three to four members.
2. Choose one real-life concern or value that matters to the group, such as:
 - Bullying
 - Respect for others
 - Environmental care
 - Friendship
 - Gratitude
 - Responsible use of social media
 - Love for family or country
3. Discuss the chosen topic using these questions:
 - Who is affected by the situation?
 - What conflict or problem is present?
 - What emotions does it create?
 - What message or solution should the audience understand?
4. Write an original poem of 8–12 lines. The poem must contain:
 - A clear speaker or point of view
 - A conflict or real-life concern
 - Appropriate diction or word choice
 - A clear tone and mood
 - Rhyme or a noticeable rhythmic pattern
 - At least one narrative technique
5. Present the finished poem. After the presentation, explain the poem's message, poetic elements, and connection to real life.

Rubrics (Guide):

Criteria	Excellent (5)	Good (4)	Developing (3)	Beginning (2)
Use of Poetic Elements	Uses all required elements clearly and effectively.	Uses most required elements appropriately.	Uses some elements, but they are not always clear.	Uses few or no required elements.
Message and Real-Life Connection	Presents a clear, meaningful message strongly connected to a real-life concern or value.	Presents a clear message connected to a real-life concern or value.	Presents a partly clear message with a weak real-life connection.	The message and real-life connection are unclear.
Creativity and Word Choice	Uses original ideas and vivid, appropriate words that create a strong effect.	Uses creative ideas and appropriate words.	Uses some creative ideas, but the word choice is basic or unclear.	Shows limited creativity and uses unclear or inappropriate words.
Organization and Required Length	The poem is well organized, flows	The poem is organized and	Some lines are difficult to follow, or	The poem lacks organization and is

		smoothly, and contains 8–12 lines.	contains 8–12 lines.	the required length is not met.	far from the required length.
	Group Presentation and Explanation	All members participate and clearly explain the message, poetic elements, and real-life connection.	Most members participate and give a clear explanation.	Some members participate, but the explanation is incomplete.	Participation is limited, and the explanation is unclear or missing.

Guide Questions:

- How did the poetic elements help communicate the group's message?
Sample Answer: Answers may vary. By using clear word choices, rhyme, and imagery, the message became more understandable and memorable. The tone and mood also helped the audience feel the emotions connected to the concern.
- How can the poem encourage people to respond positively to the chosen concern?
Sample Answer: The poem can help people recognize the problem, understand how it affects others, and think about possible solutions. Its message can encourage the audience to act responsibly, show kindness, or help improve the situation.
- Which poetic element was most effective in expressing the group's chosen concern? Explain why.
Answer: Answers may vary.

This activity allows learners to apply the elements of poetry to situations that affect their everyday lives. Through this activity, learners strengthen their ability to communicate original ideas, respect different perspectives, and use poetry as a meaningful tool for encouraging positive change.

PERFORMANCE TASKS

iPerform

Task: Poetry Review

Objective: Students will analyze a poem using its structural context.

Instructions:

- The teacher will divide the class into 5 groups.
- The students will be asked to review a poem that will be assigned to their group. Poetry review will be based on the structural elements only.
(Note: Teacher will choose five (5) poems, one for each group.)
- They will present their review to the class once they are done.

Rubrics (30 Points)

Criteria	Excellent (5)	Good (4)	Satisfactory (3 points)	Needs Improvement (2)	Incomplete (1 point)
Understanding of the Poem (5 points)	Clearly understands the poem's meaning and theme.	Mostly understands the poem's meaning.	Shows basic understanding but misses some key ideas.	Struggles to explain the poem's meaning.	Does not show understanding of the poem.

Analysis of Theme & Message (5 points)	Explains the theme well with strong examples.	Explains the theme with some examples.	Mentions the theme but lacks explanation.	Mentions theme with little detail.	Does not mention the theme.
Discussion of Poetic Elements (5 points)	Identifies and explains poetic elements (rhyme, rhythm, imagery, etc.) clearly.	Identifies some poetic elements with good explanation.	Mentions poetic elements but lacks details.	Struggles to identify poetic elements.	Does not mention poetic elements.
Personal Reflection (5 points)	Gives a thoughtful and clear personal opinion on the poem.	Gives a good personal response with some explanation.	Shares a basic opinion but lacks depth.	Gives little personal response.	No personal response given.
Organization & Clarity (5 points)	Well-organized and easy to follow.	Mostly clear and organized.	Somewhat organized but may be unclear.	Lacks organization and is hard to follow.	Disorganized and difficult to understand.
Grammar & Mechanics (5 points)	No grammar or spelling errors.	Few minor errors that don't affect understanding.	Some errors but meaning is clear.	Many errors that make it hard to read.	Frequent errors that make understanding difficult.

ASSIGNMENT

Discovering the Elements of Poetry

Objective: Identify and explain how poetic elements help express a poem's message and emotions.

Instructions: Read the poem carefully. Answer each question in one or two complete sentences.

A Light in the Storm

I walked beneath the cloudy sky,
While winds and frightened birds rushed by.
The rain came down and blocked my way,
But hope became my light that day.

The storm was fierce, but I stood strong;
My courage helped me move along.
At last, the clouds began to part,
And sunshine warmed my hopeful heart.

Questions:

- Who is the speaker in the poem? What point of view is used?
Answer: The speaker is a person walking through a storm. The poem uses the first-person point of view, as shown by the pronouns I, my, and me.
- What conflict does the speaker experience?
Answer: The speaker experiences an external conflict with the storm, or person versus nature. The speaker may also face an internal struggle to remain hopeful and courageous.

3. List two pairs of rhyming words.

Answer: Possible pairs: sky-by, way-day, strong-along, and part-heart.

4. What is the mood of the poem at the beginning? How does it change at the end?

Answer: The mood begins as frightening, gloomy, or tense. It becomes hopeful, peaceful, and joyful at the end.

5. Identify one example of a narrative technique and explain its meaning.

Answer: "Hope became my light" is a metaphor. It compares hope to a light that guides the speaker through a difficult situation.

6. What value or message does the poem communicate?

Answer: The poem communicates that courage and hope can help people overcome challenges.

7. Write two original lines about overcoming a problem. Make the ending words rhyme.

Answer: Answers may vary.