

## ACADEMIC ELECTIVE



## Learning Activity Sheets for Creative Composition 1

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If you have feedback on the LAS, please accomplish this form, which may be accessed through the following link: <https://bit.ly/sshsfeedbackform>.

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## LEARNING ACTIVITY SHEET (LAS)

|                            |                                        |                            |  |
|----------------------------|----------------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 1                                      | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Genre Detectives: Medical Report Sheet |                            |  |
| <b>Name</b>                |                                        | <b>Grade &amp; Section</b> |  |

### PART 1: PATIENT INTAKE

Assigned Patient (Check One):

- ☐ **Patient 1:** Technical Documentary Transcript
- ☐ **Patient 2:** Historical Novel Scene
- ☐ **Patient 3:** Personal Memoir

### PART 2: CLINICAL EXAMINATION (Text Analysis)

**Directions:** Examine your “Patient” carefully. Fill out the diagnostic chart below based on your group's observations.

| <b>Examination Area</b>                              | <b>Diagnostic Questions</b>                                                                                                                                 | <b>Group Observations &amp; Evidence (Quote from text)</b> |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>1. Tone &amp; Voice</b><br><br><i>(The Pulse)</i> | Does the text feel detached and <b>factual</b> , or warm and <b>personal</b> ?<br><br>Is the narrator an outsider looking in, or telling their own story?   |                                                            |
| <b>2. Structure</b><br><br><i>(The Anatomy)</i>      | How is the text built?<br><br>Is it organized as a list of <b>logical facts</b> , a <b>chronological story</b> (plot), or a <b>deep reflection/memory</b> ? |                                                            |
| <b>3. Language</b><br><br><i>(The Cells)</i>         | What kind of words are used? Does it use <b>sensory details</b> (sight, sound, emotion) or does it remain completely <b>objective and literal</b> ?         |                                                            |

### PART 3: FINAL DIAGNOSIS (Genre Classification)

**Directions:** Based on the evidence you gathered above, what is the official diagnosis of this text?

#### OFFICIAL GENRE DIAGNOSIS (Check One):

- ☐ **Expository Writing** (Technical/Informational)
- ☐ **Fiction** (Imaginative/Story-driven)
- ☐ **Creative Nonfiction** (True story told with literary style)

#### Diagnostic Justification:

We believe this text belongs to this genre because (cite at least one specific piece of evidence from your chart above):

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### PART 4: POST-MORTEM (Processing Questions)

**Directions:** Be ready to discuss these with the rest of the class during presentation time.

1. Which text felt the most **“human”** to you, and which felt the most **“clinical”**? What specific words caused that difference?

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2. If we swapped the emotional voice of a memoir with the factual voice of a documentary, would it still feel like the same genre? Why or why not?

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3. What did this reveal about how a story is shaped—is it just about *what* happens (content), or is it more about *how* it is told (voice)?

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## LEARNING ACTIVITY SHEET (LAS)

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|----------------------------|----------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 1                          | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Fill-in-the-Blanks Passage |                            |  |
| <b>Name</b>                |                            | <b>Grade &amp; Section</b> |  |

I still remember the day of our school celebration. The atmosphere felt (1)\_\_\_\_\_ as students filled the campus grounds. Everything seemed (2)\_\_\_\_\_, from the decorations to the way people moved around the area.

As I walked through the crowd, I (3)\_\_\_\_\_ the sounds of laughter, music, and voices blended together. There was a sense of (4)\_\_\_\_\_ in the air, as if everyone understood that something special was happening.

The stage lights appeared (5)\_\_\_\_\_ against the afternoon sky, making the entire event feel almost unreal. I stood there for a moment, feeling (6)\_\_\_\_\_, unsure if I should laugh, cheer, or simply take everything in.

At one point, I realized how quickly the moment was passing. It felt (7)\_\_\_\_\_—like time was both present and slipping away at the same time.

When the celebration ended, I left with a feeling of (8)\_\_\_\_\_ that I could not fully explain. It was more than just happiness; it was something deeper, something that stayed with me long after the crowd had gone.

## LEARNING ACTIVITY SHEET (LAS)

|                            |                      |                            |  |
|----------------------------|----------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 1                    | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Voice Table Analysis |                            |  |
| <b>Name</b>                |                      | <b>Grade &amp; Section</b> |  |

**Guiding Question:** *“How do writers build voice using language, emotion, and structure?”*

**Directions:** Read your three assigned texts carefully. Discuss as a group and fill out the matrix below with specific observations and text evidence (short quotes).

### The Evidence Grid

| <b>Element</b>                                                                                                                                  | <b>Text A</b>                                                            | <b>Text B</b>                                                            | <b>Text C</b>                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>1. Diction (Word Choice)</b><br><br><i>What kind of words dominate?</i><br><br><i>Are they factual, emotional, academic, or imaginative?</i> | Keywords Found:<br><br>Word type:<br><br>(e.g., precise, flowery, plain) | Keywords Found:<br><br>Word type:<br><br>(e.g., precise, flowery, plain) | Keywords Found:<br><br>Word type:<br><br>(e.g., precise, flowery, plain) |
| <b>2. Tone (Attitude/Feeling)</b><br><br><i>What is the mood or vibe?</i><br><br><i>How does the author feel about the subject?</i>             | The vibe/feeling:<br><br>Evidence (Quote):                               | The vibe/feeling:<br><br>Evidence (Quote):                               | The vibe/feeling:<br><br>Evidence (Quote):                               |
| <b>3. Structural Layout</b><br><br><i>How is the text shaped?</i><br><br><i>Is it a timeline, a scene with dialogue, or paragraphs of data?</i> | Organization style:<br><br>Does it experiment or stay standard?          | Organization style:<br><br>Does it experiment or stay standard?          | Organization style:<br><br>Does it experiment or stay standard?          |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                    |                            |  |
|----------------------------|--------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 1                  | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | The Shape of Truth |                            |  |
| <b>Name</b>                |                    | <b>Grade &amp; Section</b> |  |

**My Chosen Real-Life Event:** \_\_\_\_\_

| <b>PART A: The Telegram</b><br>Write the experience in exactly 10 words total (one word per box). Focus on extreme compression. |     | <b>PART B: Stream of Consciousness</b><br>Rewrite as one long, continuous sentence. Capture unfiltered thoughts and sensory details. | <b>PART C: Technical Report</b><br>Rewrite using only bullet points. Maintain a completely detached, objective, and cold tone. |
|---------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                                                                              | 2.  |                                                                                                                                      | • _____                                                                                                                        |
| 3.                                                                                                                              | 4.  |                                                                                                                                      | • _____                                                                                                                        |
| 5.                                                                                                                              | 6.  |                                                                                                                                      | • _____                                                                                                                        |
| 7.                                                                                                                              | 8.  |                                                                                                                                      | • _____                                                                                                                        |
| 9.                                                                                                                              | 10. |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |
|                                                                                                                                 |     |                                                                                                                                      | • _____                                                                                                                        |

## LEARNING ACTIVITY SHEET (LAS)

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|----------------------------|----------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 1                          | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Audience, Voice, & Context |                            |  |
| <b>Name</b>                |                            | <b>Grade &amp; Section</b> |  |

**Core Concept:** We adjust our voice, tone, and structure depending on our audience and purpose. This is essential in Creative Nonfiction, academics, and professional environments.

**THE CRISIS FACT:**

You completely lost your final project because your device (laptop or phone) suddenly broke.

|                                                                                                                                                                                     |                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>OPTION A: Text to a Best Friend</b><br/> <b>Tone:</b> Casual, panicked<br/> <b>Diction:</b> Slang, informal expressions<br/> <b>Structure:</b> Short, fragmented thoughts</p> | <p><b>OPTION B: Email to the Teacher</b><br/> <b>Tone:</b> Respectful, sincere<br/> <b>Diction:</b> Formal, polite language<br/> <b>Structure:</b> Complete, organized sentences</p> |
|                                                                                                                                                                                     |                                                                                                                                                                                      |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                  |                            |  |
|----------------------------|------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 2                | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Story Detectives |                            |  |
| <b>Name</b>                |                  | <b>Grade &amp; Section</b> |  |

**Directions:** Work with your assigned group. Read the personal narrative carefully and discuss each question together. Write your group's answers on the worksheet. Be ready to share your responses with the class.

### Personal Narrative 1: The Day My Father Left

1. What is the main event in the story?

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2. Who are the characters involved, and what situation are they experiencing?

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3. What makes this story a personal narrative (based on real experience, voice, or structure)?

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4. How does the writer show emotions in the story instead of directly stating them? Give one example.

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5. What is the main problem or challenge faced by the narrator?

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6. What is the narrator's big realization at the end?

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7. What do you think is the purpose of the writer in sharing this experience?

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8. How does this story relate to your own life or experiences?

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## Personal Narrative 2: The Morning I Almost Gave Up

Read the text carefully then answer the following questions.

1. What is the main event in the story?

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2. What problem did the narrator experience?

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3. What makes this text a personal narrative?

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4. Is the story based on real or imagined events? How do you know?

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5. What is the purpose of the writer in telling this story?  
(e.g., to inform, inspire, reflect, etc.)

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6. Identify one example of emotion or feeling shown in the story.

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7. What is the lesson or reflection at the end of the narrative?

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8. Does the story follow a clear structure (beginning–middle–end)? Explain briefly.

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### Personal Narrative 3: The Day Our Barangay Lost Power

Read the text carefully then answer the following questions.

1. What happened in the barangay?

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2. How did the narrator initially feel about the situation?

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3. What real-life experience is being described?

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4. What details show that this is a personal account?

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5. What message does the writer want readers to learn from the experience?

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6. What descriptive details helped you imagine the situation?

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7. What change happened in the narrator's thinking?

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8. How does the writer use reflection to end the story?

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## LEARNING ACTIVITY SHEET (LAS)

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|----------------------------|-----------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 2                           | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Story Lens Reading Stations |                            |  |
| <b>Name</b>                |                             | <b>Grade &amp; Section</b> |  |

**Directions:** Rotate through the three-story stations. At each station, read the personal narrative carefully and complete the guide questions. Discuss your answers as a group before moving to the next station.

For each story, answer:

1. What is the main experience or event in the story?

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2. What features make this a personal narrative?

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3. What techniques does the writer use (e.g., emotion, description, reflection)?

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4. What does the writer seem to learn or realize from the experience?

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5. How might the writer's memory or identity have influenced the story?

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## LEARNING ACTIVITY SHEET (LAS)

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|----------------------------|-------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 2                 | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Podcast Blueprint |                            |  |
| <b>Name</b>                |                   | <b>Grade &amp; Section</b> |  |

**Directions:** Work with your group to plan a short personal narrative for your future podcast. Choose a meaningful real-life experience that your group wants to share. Complete the planning guide and be ready to present your ideas to the class.

- Topic/ Experience** (*What real-life experience will your podcast focus on?*)

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- Purpose** (*Why do you want to share this story?*)

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- Voice** (*What tone or emotion should listeners feel?*)

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- Structure** (*How will your story begin, develop, and end? Reflection What lesson, realization, or insight will your audience gain?*)

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- Reflection** (*What lesson, realization, or insight will your audience gain?*)

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- Techniques** (*What techniques can make your podcast engaging?*  
(*e.g., descriptive language, dialogue, sound effects, emotional storytelling*)

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## LEARNING ACTIVITY SHEET (LAS)

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|----------------------------|------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 2                            | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Podcast Script Builder Guide |                            |  |
| <b>Name</b>                |                              | <b>Grade &amp; Section</b> |  |

**Directions:** Work with your group to create a draft podcast script based on a real-life experience. Use what you learned about personal narratives to guide your writing. Focus on organizing your story clearly and meaningfully. Do not present yet - this is your draft for improvement.

1. Title of Episode (What will your podcast episode be called?)

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2. Real-Life Experience (What personal experience will you share?)

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3. Opening Hook / Beginning (How will you capture the listener's attention?)

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4. Story Development/ Middle (What happened in your experience?)

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5. Reflection / End (What did you learn or realize?)

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6. Voice and Emotion (What tone or feelings should your audience hear?)

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7. Techniques Used (What storytelling techniques will you include?  
(e.g., imagery, dialogue, emotional words)

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## LEARNING ACTIVITY SHEET (LAS)

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|----------------------------|--------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 3                  | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Why Stories Matter |                            |  |
| <b>Name</b>                |                    | <b>Grade &amp; Section</b> |  |

**Directions:** Read the autobiography and complete the comparison chart.

### Sample Text 1: Creative Nonfiction

Growing up in Tondo, Manila's most crowded neighborhood, notorious for its slums and crime my father lived with his family above their bustling sari-sari store. Long before it burned down, the shop supplied the neighborhood with everyday essentials, from hot snacks and sodas to single sticks of cigarettes, loose sticks of gum, and individual packets of shampoo. Hearing him recount these childhood memories never failed to clash with my American perspective, leaving me completely stunned.

### Sample Text 2: Fiction

Philip returns to his hometown and is confronted with his roots, including tribal beliefs and rituals that he once valued. Sam, curious about Filipino indigenous culture, becomes involved in Philip's personal conflict. The relationship between the two characters reflects deeper cultural imbalance between colonized and colonizer influences.

### Sample Text 3: Expository Text

Zaide explains the structure and development of Philippine government and society across historical periods. He describes how early Filipinos organized themselves into barangays led by datu. He also explains how Spanish colonization introduced new political systems and religious influence.

He details how governance changed under American rule, including the introduction of public education and democratic institutions. The text emphasizes the gradual evolution of political systems in the Philippines rather than sudden change. It also highlights how historical events shaped modern governance.

| <b>Genre</b>        | <b>Voice</b><br>(Personal, Imaginative, or Formal) | <b>Structure</b><br>(Organize, Plot style, or Logically Arrange using facts) | <b>Purpose</b><br>(To inform, to entertain, or to explain) |
|---------------------|----------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------|
| Creative Nonfiction |                                                    |                                                                              |                                                            |
| Fiction             |                                                    |                                                                              |                                                            |
| Expository Text     |                                                    |                                                                              |                                                            |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                   |                            |  |
|----------------------------|-------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 3                 | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Genres Detectives |                            |  |
| <b>Name</b>                |                   | <b>Grade &amp; Section</b> |  |

**Directions:** Analyze the three provided sample texts and the brief video clip on creative nonfiction. Then, complete the comparison chart by breaking down the distinct characteristics that define each genre.

### Text 1 – Personal Narrative (Memoir Excerpt)

I was born in a small farming town in the Philippines where every day began with the sound of roosters and the smell of damp soil. My childhood was simple, but it was never easy, as my family worked hard just to get by. I remember helping my parents in the fields after school, my hands getting tired but my mind learning patience. There were days when we had enough food, and days when we had to make do with very little, yet we always found ways to continue. Despite the struggles, I felt a strong sense of belonging in my hometown, surrounded by familiar faces and places. As I grew older, I started to realize that many people left the province in search of better opportunities in the city or abroad. That thought stayed with me, shaping my dreams and making me wonder what life beyond my town might be like. Even now, I carry those early memories with me, as they remind me of where I came from and who I have become.

### Text 2 – Testimonio

In the public school system, the profound impact of socioeconomic hardship on students is a daily reality. Many learners demonstrate remarkable resilience, arriving at school hungry yet remaining deeply committed to their education. A poignant example is a student who must study by a dim light because regular electricity is an unaffordable luxury. Such cases are not anomalies; they represent the systemic struggles of many Filipino children. This narrative serves to amplify the voices of marginalized learners who are often overlooked in educational discussions."

### Text 3 – Autobiography

Growing up in a small town in Laguna, my childhood was defined by humble living and deep-rooted family values. My parents worked tirelessly to support us, constantly instilling in me the transformative power of education. Throughout my academic journey, facing both triumphs and setbacks ultimately built my resilience and character. Choosing the path of an educator was challenging, but it was driven by a lifelong dream to give back to my community and inspire the next generation, just as my own teachers did for me.

### Comparison Chart

| Genre              | Purpose | Voice/Tone | Use of Facts & Experience | Unique Features |
|--------------------|---------|------------|---------------------------|-----------------|
| Personal Narrative |         |            |                           |                 |
| Testimonio         |         |            |                           |                 |
| Autobiography      |         |            |                           |                 |

### LEARNING ACTIVITY SHEET (LAS)

|                            |                       |                            |  |
|----------------------------|-----------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 3                     | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Memory to Meaning Map |                            |  |
| <b>Name</b>                |                       | <b>Grade &amp; Section</b> |  |

**Directions:** Recall a meaningful personal experience and write key details about the event in the “Memory to Meaning Map.” Describe the emotions, important people involved, and lessons learned from the experience. Use your responses to explain why the memory is significant and how it contributes to your personal story.

DESCRIPTION OF EVENT

EMOTIONS FELT

MY PERSONAL MEMORY  
What important event do I remember?

SIGNIFICANCE IN MYLIFE

LESSON LEARNED

### LEARNING ACTIVITY SHEET (LAS)

|                            |                        |                            |  |
|----------------------------|------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 3                      | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Memory Maze to Meaning |                            |  |
| <b>Name</b>                |                        | <b>Grade &amp; Section</b> |  |

**Directions:** Choose one important life experience, then complete the organizer below. Write a short narrative draft. Exchange outputs with a partner for feedback.

| <b>Experience</b> | <b>Emotion Felt</b> | <b>Lesson Learned</b> | <b>Why It Is Meaningful</b> |
|-------------------|---------------------|-----------------------|-----------------------------|
|                   |                     |                       |                             |

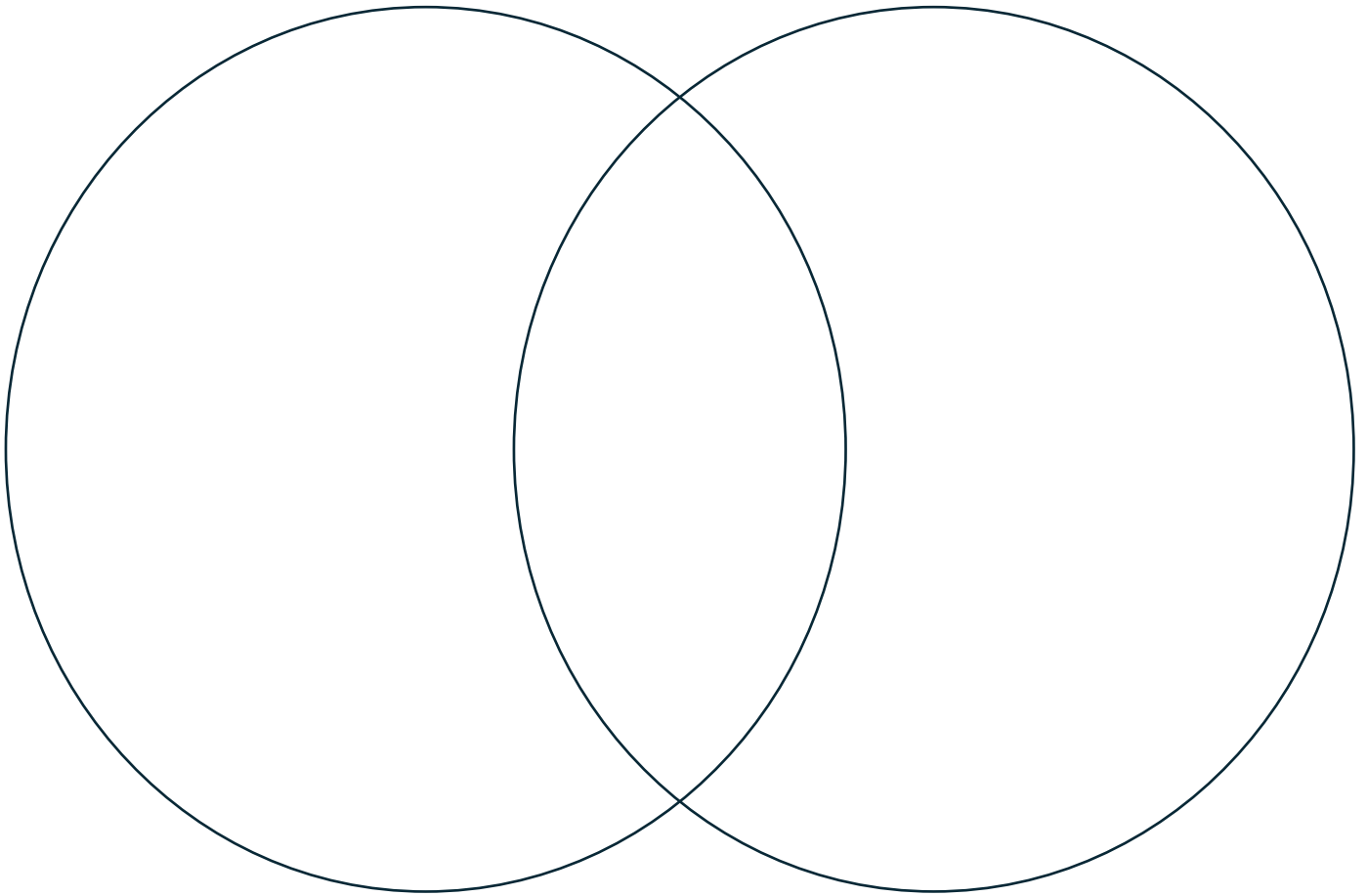
### LEARNING ACTIVITY SHEET (LAS)

|                            |                              |                            |  |
|----------------------------|------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 4                            | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Different Voices, Same Story |                            |  |
| <b>Name</b>                |                              | <b>Grade &amp; Section</b> |  |

**Directions:** Compare and contrast the features of the two narratives based on tone, diction, and perspective used.

*The Plastic Island*

*The Best Seat*



### LEARNING ACTIVITY SHEET (LAS)

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|----------------------------|----------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 4                    | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Battle of the Voices |                            |  |
| <b>Name</b>                |                      | <b>Grade &amp; Section</b> |  |

**Directions:** Analyze the narratives to determine their dominant tone, choice of diction, and narrative perspective. Prove your analysis by citing specific words or phrases as evidence from the text.

| Authorial Style Features | <b>The Secret of the Blue Envelope</b> | Supporting words or phrases | <b>The Gravy Incident</b> | Supporting words or phrases |
|--------------------------|----------------------------------------|-----------------------------|---------------------------|-----------------------------|
| Tone                     |                                        |                             |                           |                             |
| Diction (Word Choice)    |                                        |                             |                           |                             |
| Perspective              |                                        |                             |                           |                             |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                             |                            |  |
|----------------------------|-----------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 5                           | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Who Needs to Hear My Story? |                            |  |
| <b>Name</b>                |                             | <b>Grade &amp; Section</b> |  |

**Directions:** Choose one role and one audience, then write a short postcard. After writing, share it with a partner.

**Roles:** first-year college student, job applicant, business owner, middle-level skilled worker

**Audiences:** classmates, interviewer, investors/customers, trainees, family, school community, online audience

**Postcard Guide:** Use the pattern below.

My Role: \_\_\_\_\_ My Audience: \_\_\_\_\_

Dear \_\_\_\_\_,

This story matters to you because \_\_\_\_\_.

You need to hear it because \_\_\_\_\_.

**Sample:** Role – First-year college student | Audience – Classmates

Dear classmates,

This story matters to you because I am also learning to adjust to a new school. You need to hear it because my experience may help you feel that you are not alone.

**Write your postcard below:**

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**Processing Questions:**

1. How does your chosen role affect the way your story is told?

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2. Why is your chosen audience important for this story?

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3. How might the same story sound different if told to another audience?

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## LEARNING ACTIVITY SHEET (LAS)

|                            |                   |                            |  |
|----------------------------|-------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 5                 | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Read, Mark, Share |                            |  |
| <b>Name</b>                |                   | <b>Grade &amp; Section</b> |  |

**Directions:** Read one assigned excerpt or, if told by your teacher, compare both. Underline or mark details that show identity [I], truth [T], or voice [V]. Then discuss your answers with a partner.

**Excerpt A: Long Road to School:** I wake up before daylight because our house is far from school and the trip takes almost two hours. Before leaving, I help my mother and my younger brother. By the time I reach school, I am already tired, but I still try to listen. Some people think students like me are lazy, but they do not see the road, the chores, or the worry we carry before the first lesson begins. I keep going because I want a future that is different from the life that keeps asking my family to choose between work and learning.

**Excerpt B: What They Do Not See:** When people see me selling snacks after class, they think I am only trying to earn extra money for myself. They do not know that what I bring home helps pay for electricity and school needs. There are days when I want to rest like everyone else, but I keep going because my family is counting on me. Sometimes I feel embarrassed when classmates pass by, but I remind myself that helping at home is nothing to be ashamed of. I am still a student with dreams, even if my story looks different from what others expect.

### Processing Questions:

1. Which detail best reveals the speaker's identity?

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2. What truth about life, struggle, or experience is expressed?

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3. How does the speaker's voice make the story feel personal and believable?

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## LEARNING ACTIVITY SHEET (LAS)

|                            |                               |                            |  |
|----------------------------|-------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 5                             | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | What Makes This a Testimonio? |                            |  |
| <b>Name</b>                |                               | <b>Grade &amp; Section</b> |  |

**Directions:** Read the sample excerpt from “A Bird in the Cage” using the link below. Underline or mark details that show lived experience (LE), identity (I), truth (T), voice (V), or hybrid form (H). Then discuss your answers with a partner or group.

**Excerpt Link:** <https://tinyurl.com/55d5x6at>

**Key Guide:** (LE) lived experience (I) identity (T) truth (V) voice (H) hybrid form

**My Lens / Assigned Concept:** \_\_\_\_\_

**One detail from the excerpt:** \_\_\_\_\_

**Why this detail matters:** \_\_\_\_\_

**Sentence Prompts:** Complete these after the discussion.

- The lived experience shown in the excerpt is \_\_\_\_\_.
- The speaker’s identity is revealed through \_\_\_\_\_.
- The truth expressed in the story is \_\_\_\_\_.
- The voice sounds personal because \_\_\_\_\_.
- The text may be considered hybrid because \_\_\_\_\_.

**Synthesis Statement:** This text can be considered a testimonio because it shows \_\_\_\_\_, reveals \_\_\_\_\_, expresses \_\_\_\_\_, and uses a voice that \_\_\_\_\_.

### Processing Questions:

1. What lived experience shown in the excerpt helps reveal the speaker’s identity?

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2. What truth or wider reality is expressed in the excerpt?

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3. What makes the excerpt a form of testimonio rather than an ordinary personal story?

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## LEARNING ACTIVITY SHEET (LAS)

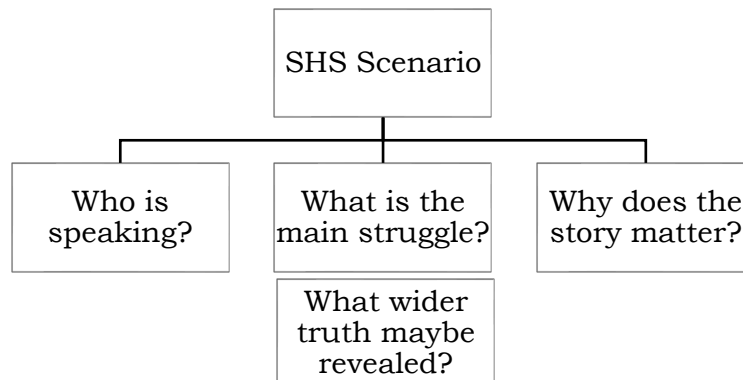
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|----------------------------|------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 5                            | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | From Real Life to Testimonio |                            |  |
| <b>Name</b>                |                              | <b>Grade &amp; Section</b> |  |

**Directions:** Choose one SHS scenario. Use the Decision Tree Organizer to identify the speaker, struggle, wider truth, and importance of the story. Then use your answers to explain how the situation can become a testimonio. Share your ideas with another pair or group.

**SHS Scenarios:** cyberbullying, academic pressure, family responsibility, long school commute, working while studying, heat-related class disruption

**My chosen scenario:** \_\_\_\_\_

**Decision Tree Visual Representation:**



**Processing Questions:**

1. How did the decision tree help you turn a real-life situation into a possible testimonio?

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2. Which part of your organizer best revealed the speaker's identity or the truth in the story?

---

3. Why does a personal or familiar experience become more meaningful when it points to a wider reality?

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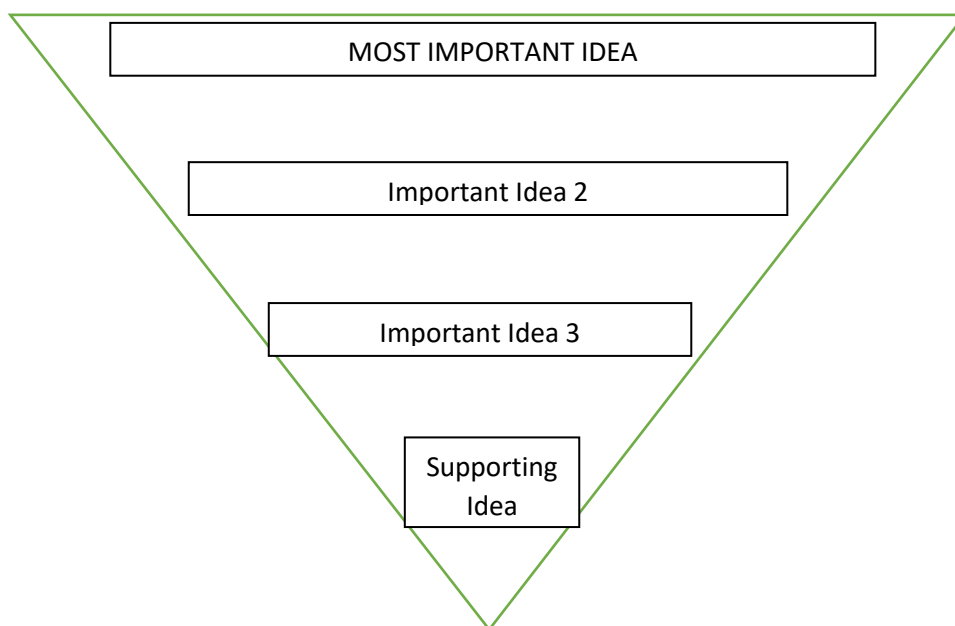
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## LEARNING ACTIVITY SHEET (LAS)

|                            |                              |                            |  |
|----------------------------|------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 5                            | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | One Story, Many Realizations |                            |  |
| <b>Name</b>                |                              | <b>Grade &amp; Section</b> |  |

**Directions:** Write four key ideas you learned from the lesson about *testimonio*, identity, truth, or voice. Arrange them in the Concept Pyramid below from most important (top) to least important (bottom). You may write words, phrases, or short sentences in each box. Then compare your answers with a partner and agree on one strongest takeaway.

### Concept Pyramid Template:



### My Ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Pair Discussion: Our strongest takeaway is:

\_\_\_\_\_

### Processing Questions:

1. Which idea did you place at the top and why?

\_\_\_\_\_

2. How are your ideas connected to identity, truth, or voice?

\_\_\_\_\_

3. What realization about *testimonio* did you gain?

\_\_\_\_\_

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                                                             |                            |  |
|----------------------------|-----------------------------------------------------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 5                                                                           | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Paper-and-Pen Check – Thinking Through Testimonio (10-item Multiple Choice) |                            |  |
| <b>Name</b>                |                                                                             | <b>Grade &amp; Section</b> |  |

**Directions:** Read and analyze carefully each question. Choose the letter of the correct answer.

1. A learner says that a text is a testimonio because it tells a real struggle and helps readers see a wider issue. Which idea best supports that answer?
  - A. It depends on poetry, symbols, and vivid imagery.
  - B. It voices lived experience and broader social realities.
  - C. It requires famous authors and public recognition first.
  - D. It entertains readers through dramatic and private events.
2. Which response best shows narrative truth rather than simple factual listing?
  - A. It lists events, times, places, and exact distances.
  - B. It states actions without emotion or reflective meaning.
  - C. It records schedules, routines, and physical locations only.
  - D. It conveys remembered experience with emotional insight clearly.
3. A learner says, “This detail tells me not only what happened, but also who the speaker is.” Which concept is the learner most likely identifying?
  - A. Mode appears through image, sound, and text choices.
  - B. Audience appears through platform, purpose, and public reach.
  - C. Genre appears through structure, pacing, and sequence patterns.
  - D. Identity appears through background, role, and perspective clues.
4. Which situation best shows a hybrid form of personal creative nonfiction?
  - A. A copied diary page with no later revision.
  - B. A worksheet listing facts about one written story.
  - C. A fictional tale using invented school-based characters only.
  - D. A narrative blending memory, reflection, and commentary together.
5. Why is voice important in personal creative nonfiction?
  - A. Voice depends mainly on dialogue in every paragraph.
  - B. Voice gives writing personality through tone and diction.
  - C. Voice makes narratives follow one identical writing pattern.
  - D. Voice removes opinion through formal objective language alone.
6. A classmate says, “This excerpt sounds like a story, but it also shows a real issue many students face.” Which idea is the classmate most likely describing?
  - A. The text avoids lived experience and wider meaning.
  - B. The text blurs genre boundaries through mixed features.
  - C. The text explains facts without any personal perspective.
  - D. The text invents events mainly for dramatic entertainment.

7. Which plan best adapts a testimonio for audience and mode?
- A. It posts the draft without selecting any audience.
  - B. It includes music, colors, and random visual details.
  - C. It adds decoration without changing meaning or audience.
  - D. It matches medium, message, audience, and communication purpose.
8. Which action best shows revision through meaningful feedback use?
- A. A writer uses feedback to strengthen one line.
  - B. A writer copies peers instead of revising content.
  - C. A writer changes fonts but keeps ideas unchanged.
  - D. A writer ignores comments and submits first draft.
9. Which practice best evaluates a writer's evolving voice?
- A. It means avoiding revision to preserve first ideas.
  - B. It means copying one model voice for consistency.
  - C. It means focusing on grammar and neat format.
  - D. It means comparing drafts, comments, and journal reflections.
10. Which statement best shows readiness to move from analysis to composition?
- A. It means writing copies the model text exactly.
  - B. It means analysis stays separate from lived writing.
  - C. It means terms are memorized without practical application.
  - D. It means understanding features and shaping original experience.

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                   |                            |  |
|----------------------------|-----------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                                 | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Poetry Genre Exploration Carousel |                            |  |
| <b>Name</b>                |                                   | <b>Grade &amp; Section</b> |  |

**Directions:** Read the poem assigned in your station carefully. After reading, fill out the chart below to analyze the key elements of the poem. Answer each question based on your understanding of the poem.

Title of Poem & Author: \_\_\_\_\_

| Questions                                                                                  | Answers |
|--------------------------------------------------------------------------------------------|---------|
| 1. What is the main idea of the poem?                                                      |         |
| 2. What is the structure of the poem (e.g., number of lines, rhyme scheme, stanza breaks)? |         |
| 3. What language devices are used (e.g., metaphors, alliteration)?                         |         |
| 4. What is the purpose of the poem (e.g., to express emotion, tell a story)?               |         |

### LEARNING ACTIVITY SHEET (LAS)

|                            |                       |                            |  |
|----------------------------|-----------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                     | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | One Poem, Four Lenses |                            |  |
| <b>Name</b>                |                       | <b>Grade &amp; Section</b> |  |

**Directions:** Read the poem presented by the teacher in class. After reading, fill out the chart below to analyze the features of the poem. Answer each question based on your understanding of the poem.

Title of Poem & Author: \_\_\_\_\_

| <b>Lens</b> | <b>Observations</b> |
|-------------|---------------------|
| Idea        |                     |
| Structure   |                     |
| Language    |                     |
| Purpose     |                     |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                                         |                            |  |
|----------------------------|---------------------------------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                                                       | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Explicit Genre Mini-Lesson: Form, Language, and Purpose |                            |  |
| <b>Name</b>                |                                                         | <b>Grade &amp; Section</b> |  |

**Directions:** Read the poem “*Where I’m From*” by George Ella Lyon carefully. Complete the chart by writing your observations under each poetry feature. Use details or evidence from the poem to support your answers.

| Poetry Feature         | Guide Questions                                                                                | Learners’ Observations |
|------------------------|------------------------------------------------------------------------------------------------|------------------------|
| <b>Idea</b>            | What is the poem mainly about? What memories, experiences, or identity does the speaker share? |                        |
| <b>Structure</b>       | How is the poem arranged? Does it use stanzas, repetition, line breaks, or free verse?         |                        |
| <b>Language</b>        | What words, images, sensory details, or figurative language are used in the poem?              |                        |
| <b>Purpose</b>         | Why do you think the poet wrote the poem? What message or feeling does it express?             |                        |
| <b>Poem Type/Genre</b> | What type of poem is it? What evidence from the poem supports your answer?                     |                        |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                |                            |  |
|----------------------------|--------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                              | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Guided Tone and Voice Analysis |                            |  |
| <b>Name</b>                |                                | <b>Grade &amp; Section</b> |  |

**Directions:** Read the assigned poem carefully. Identify the tone of the poem and examine how the poet's choice of words, images, sounds, and structure helps create that tone. Complete the chart by writing your observation and supporting details from the poem.

Title of Poem & Author: \_\_\_\_\_

| <b>Elements to Analyze</b>    | <b>Guide Questions</b>                                                                                                 | <b>Learners' Observations</b> |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Tone</b>                   | What feeling or attitude is expressed in the poem? Is it happy, sad, reflective, celebratory, serene, or another tone? |                               |
| <b>Words/Diction</b>          | What specific words help create the tone of the poem?                                                                  |                               |
| <b>Images/Sensory Details</b> | What images or sensory details can you see, hear, feel, smell, or imagine in the poem?                                 |                               |
| <b>Sound Patterns</b>         | Does the poem use rhyme, rhythm, repetition, alliteration, or assonance? How do these affect the tone?                 |                               |
| <b>Structure</b>              | How do the lines, stanzas, or arrangement of the poem help express its tone or meaning?                                |                               |
| <b>Personal Voice</b>         | What does the poem reveal about the speaker's feelings, experiences, or point of view?                                 |                               |
| <b>Meaning</b>                | How do the tone and voice help express the message of the poem?                                                        |                               |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                 |                            |  |
|----------------------------|---------------------------------|----------------------------|--|
| <b>Lesson Exemplar No</b>  | 6                               | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Where I'm From (Personal Voice) |                            |  |
| <b>Name</b>                |                                 | <b>Grade &amp; Section</b> |  |

### Directions:

1. Compose a free verse personal poem inspired by Lyon's poem.
2. Take note of the following guidelines:
  - Begin with a line that starts with "I am from..." (e.g., "I am from the scent of cinnamon and old books").
  - Focus on sensory memories from your own upbringing.
  - Reflect on the experiences and environment that shaped who you are today.
  - Use rich sensory language to bring those memories to life.
  - Use personal voice to make the poem reflect who they are and where they are from.
3. You will be scored using the given assessment rubric.
4. After writing your poems, share them in class.

\_\_\_\_\_

Poem Title

### LEARNING ACTIVITY SHEET (LAS)

|                            |                                |                            |  |
|----------------------------|--------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                              | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Object Symbolism – The “6 S’s” |                            |  |
| <b>Name</b>                |                                | <b>Grade &amp; Section</b> |  |

#### Directions:

1. Choose a mundane object from their surroundings (e.g., a broken pencil, a worn-out shoe, an old photograph).
2. Compose a free verse personal poem based on your chosen object.
3. Take note of the following guidelines:
  - Incorporate figurative language to bring out the symbolic meaning of the object.
  - Use sensory details in making the poem vivid and engaging.
  - Maintain an appropriate tone that matches any of the chosen “S”.
    - a. Speed – What does the object represent in terms of speed or movement?
    - b. Sound – What sound does the object make, or what sound might it symbolize?
    - c. Syntax – How does sentence structure or word order impact the meaning of the object?
    - d. Surprise – How can the object take on a meaning or emotion that surprises the reader?
    - e. Sense – What sensory experiences (sight, smell, touch, sound, taste) does the object evoke?
    - f. Space – What physical or metaphorical space does the object occupy in the world?
4. You will be scored using the given assessment rubric.
5. After writing your poems, share them in class.
6. After receiving feedback, each student will revise their poem based on peer suggestions.

Poem Title

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|  |
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## LEARNING ACTIVITY SHEET (LAS)

|                            |                                |                            |  |
|----------------------------|--------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                              | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Found Poetry & Blackout Poetry |                            |  |
| <b>Name</b>                |                                | <b>Grade &amp; Section</b> |  |

### Directions:

1. Compose a Blackout poem from the words of an existing text (books, newspapers, magazines).
2. You should black out the remaining words using a marker or pen, leaving only the selected words visible to form a new poem. The poem can be as short or long as you want.
3. You will be scored using the given assessment rubric.
4. After writing your poems, share them in class.

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Poem Title

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                      |                            |  |
|----------------------------|--------------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                                    | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Poetic Transformation (Genre Bender) |                            |  |
| <b>Name</b>                |                                      | <b>Grade &amp; Section</b> |  |

### Directions:

1. Take a technical text (such as a policy manual, a scientific journal, or a set of instructions) and transform it into a poem.
2. Maintain the original message of the technical text while using poetic forms to make it more creative, expressive, and engaging.
3. Use figurative language such as metaphors, similes, and personification to make the text more expressive and imaginative.
4. Play with structure
5. Focus on tone
6. You will be scored using the given assessment rubric.
7. After writing your poems, share your poetic transformation with a peer.

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Poem Title

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                               |                            |  |
|----------------------------|-----------------------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                                             | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Exploring Voice and Ethics in Blackout Poetry |                            |  |
| <b>Name</b>                |                                               | <b>Grade &amp; Section</b> |  |

**Directions:** Answer the following questions comprehensively.

1. How did your personal voice come through in your poem? Consider the words you chose, the emotions you wanted to express, and the tone of the poem.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did you feel inspired by any specific event or memory while creating your poem?

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. After creating the poem, do you think it aligns with ethical guidelines? Are there any parts of the poem that might be misinterpreted or potentially offensive? If so, how can you revise it to make sure it is respectful and appropriate?

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LEARNING ACTIVITY SHEET (LAS)

|                            |                                           |                            |  |
|----------------------------|-------------------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6                                         | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Voice and Ethics in Poetic Transformation |                            |  |
| <b>Name</b>                |                                           | <b>Grade &amp; Section</b> |  |

**Directions:** Answer the following questions comprehensively.

1. Personal Voice: How did your personal voice influence the poem?

Answer:

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2. Inspiration: How did your background shape the poem's tone or message?

Answer:

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3. Ethical Considerations: Are there parts of the poem that could be misinterpreted or offensive? How can you revise the poem to make sure it is respectful and appropriate?

Answer:

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## LEARNING ACTIVITY SHEET (LAS)

|                            |            |                            |  |
|----------------------------|------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 6          | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Assessment |                            |  |
| <b>Name</b>                |            | <b>Grade &amp; Section</b> |  |

**Directions:** Read each question carefully and choose the letter of the best answer from the given options. Write your answers clearly on the blank space provided before each number.

- \_\_\_\_\_ 1. It is a form of literature which allows the writers who called to be “poets” to express their thoughts, feelings, and emotions, ideas about a particular theme or topic.
- Essay
  - Haiku
  - Poetry
  - Sonnet
- \_\_\_\_\_ 2. What is the main difference between Free Verse and Sonnet?
- Free verse has a strict rhyme scheme, while a sonnet does not.
  - A sonnet has 14 lines while a free verse has no set line limit.
  - Free verse does not use figurative language, but a sonnet does.
  - A sonnet uses sensory imagery, while free verse does not.
- \_\_\_\_\_ 3. Which poetic device is used in the following line: “The wind whispered through the trees”?
- Alliteration
  - Metaphor
  - Personification
  - Simile
- \_\_\_\_\_ 4. What does “tone” in a poem refer to?
- The emotional atmosphere created by the poet.
  - The rhythmic pattern or meter used in the poem.
  - The central idea or message conveyed in the poem.
  - The attitude of the poet toward the subject or audience.
- \_\_\_\_\_ 5. Which of the following is an example of imagery in poetry?
- “The moonlight swept ocean.”
  - “The sky was dark with clouds.”
  - “Life is like a box of chocolates.”
  - “She was deeply sad and tired.”
- \_\_\_\_\_ 6. How does personal voice influence the tone of a poem?
- It defines the structure and flow of the poem.
  - It dictates the poem’s rhyme scheme and rhythm.
  - It impacts language, shaping the mood and emotion.
  - It simplifies the poem, making it more accessible to the reader.
- \_\_\_\_\_ 7. When students evaluate the ethical implications of their poem, they are looking for \_\_\_\_\_.
- Whether the poem’s length affects its clarity or message
  - Whether the poem follows a specific rhyme scheme and structure
  - Whether the visual presentation of the poem impacts its meaning
  - Whether the poem might be offensive or misinterpreted by readers

- \_\_\_\_\_ 8. Which of the following best represents the purpose of poetry?
- A. To adhere strictly to traditional rules and poetic structures
  - B. To express emotions, ideas, or stories using imaginative language
  - C. To entertain readers by presenting thought – provoking and intricate ideas
  - D. To engage readers by using humor, rhythm, and clever wordplay that creates a playful atmosphere
- \_\_\_\_\_ 9. When revising their poems, students should consider if the poem's tone and content are aligned with which of the following?
- A. The original message and tone of the technical text they are transforming.
  - B. The initial ideas and emotions they aimed to express in their poem's first draft.
  - C. Their chosen poetic form, ensuring it matches the intended structure and style.
  - D. The expected word count, keeping the poem concise while maintaining its essence.
- \_\_\_\_\_ 10. Which of the following poetic forms has 5-7-5 syllable structure?
- A. Haiku
  - B. Free Verse
  - C. Lyric Poem
  - D. Sonnet
- \_\_\_\_\_ 11. What is the main characteristic of Free Verse poetry?
- A. It uses a fixed number of stanzas.
  - B. It has no set rhyme scheme or meter.
  - C. It follows a strict rhyme scheme and meter.
  - D. It tells a story with a clear beginning, middle, and end.
- \_\_\_\_\_ 12. How do personal experiences influence a poem's theme?
- A. They restrict the poet's creativity.
  - B. They only influence the length of the poem.
  - C. They shape the message and the tone of the poem.
  - D. Personal experiences provide the literal content for the poem.
- \_\_\_\_\_ 13. What does figurative language help a poem achieve?
- A. Add clear, literal meaning
  - B. Add more adjectives and nouns
  - C. Make the poem sound more formal
  - D. Create deeper, imaginative meaning
- \_\_\_\_\_ 14. How does structure impact the meaning of a poem?
- A. It dictates the length of the poem.
  - B. It controls the poem's theme.
  - C. It helps convey the poem's tone and emotion.
  - D. It determines the language used in the poem.
- \_\_\_\_\_ 15. How can rhyme scheme affect the tone of a poem?
- A. It helps establish rhythm and flow, enhancing readability.
  - B. It adds musicality and can create a playful or serious tone.
  - C. It controls the length of the poem, influencing its pacing.
  - D. It establishes the atmosphere by contributing to the poem's setting.

## Test II: Original Poem Portfolio and Presentation

### Performance Task:

Learners will submit and present an original poem portfolio composed of the following parts:

1. Pre-writing chart: chose form, main idea, audience, purpose, tone, and inspiration.
2. Original poem: at least 10 lines or a 1-minute spoken word script using appropriate structure, language, and tone.
3. Peer review sheet: at least two comments received from a classmate based on clarity, creativity, and adherence to form.
4. Revised poem: improved version showing at least one meaningful revision.
5. Reflection: 5 to 7 sentences explaining how personal voice, inspiration, and ethical consideration shaped the final poem.

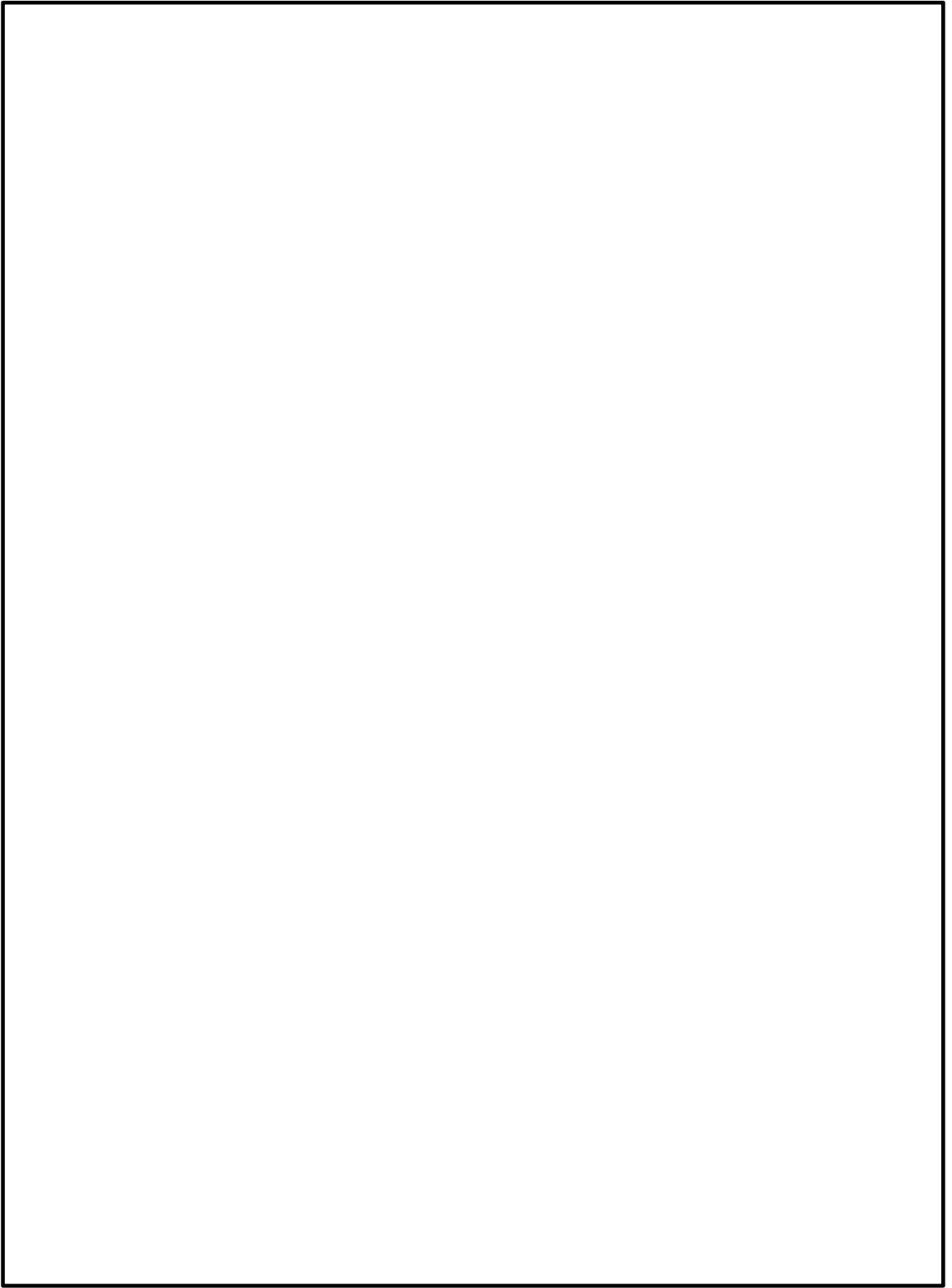
### Pre-Writing Chart

**Directions:** Before writing your poem, complete the chart below. Use this as your planning guide in choosing your poem's form, main idea, audience, purpose, tone, and inspiration.

| Pre-Writing Element          | Guide Questions                                                                                   | Learner's Answer |
|------------------------------|---------------------------------------------------------------------------------------------------|------------------|
| <b>Chosen Form</b>           | What form will you use?<br>Free verse, sonnet, haiku, lyric poem, narrative poem, or spoken word? |                  |
| <b>Main Idea</b>             | What is your poem mainly about?                                                                   |                  |
| <b>Audience</b>              | Who are you writing this poem for?                                                                |                  |
| <b>Purpose</b>               | Why are you writing this poem? Is it to express, describe, tell a story, inspire, or reflect?     |                  |
| <b>Tone</b>                  | What feeling or attitude do you want your poem to show?                                           |                  |
| <b>Inspiration</b>           | What memory, experience, person, object, place, or issue inspired your poem?                      |                  |
| <b>Key Images or Details</b> | What words, images, or sensory details can you include?                                           |                  |
| <b>Possible Title</b>        | What title can you give your poem?                                                                |                  |

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Poem Title



## LEARNING ACTIVITY SHEET (LAS)

### Peer Review Sheet

**Name of Poet:** \_\_\_\_\_  
**Title of Poem:** \_\_\_\_\_  
**Name of Peer Reviewer:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Directions:** Read your classmate's original poem carefully. Give thoughtful and respectful feedback based on **clarity, creativity, and adherence to form**. Write at least **two comments** that can help your classmate improve the poem before revision.

#### A. Peer Review Checklist

| Criteria                                                          | Yes | Somewhat | Needs Improvement |
|-------------------------------------------------------------------|-----|----------|-------------------|
| The poem clearly expresses a main idea or message.                |     |          |                   |
| The tone is appropriate to the poem's purpose.                    |     |          |                   |
| The poem uses creative language, imagery, or figurative language. |     |          |                   |
| The poem follows the chosen form or structure.                    |     |          |                   |
| The poem shows personal voice or inspiration.                     |     |          |                   |
| The poem is respectful and sensitive to its audience.             |     |          |                   |

#### B. Peer Comments

Comment 1: Clarity

What part of the poem is clear and meaningful? What part may need more explanation?

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Comment 2: Creativity

What creative words, images, or lines stood out? What can be improved to make the poem more engaging?

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Comment 3: Adherence to Form

How well did the poem follow its chosen form, structure, or style?

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**C. Suggestion for Revision**

One specific suggestion I can give to improve this poem is:

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## LEARNING ACTIVITY SHEET (LAS)

|                            |                                             |                            |  |
|----------------------------|---------------------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 7                                           | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Traditional vs. Contemporary Classification |                            |  |
| <b>Name</b>                |                                             | <b>Grade &amp; Section</b> |  |

**Directions:** Read each word or phrase in the **Word Bank** below. Classify them under the correct type of poetry by writing them in the appropriate column. Work with your group and be ready to explain your answer.

| <b>Word Bank</b> |                     |       |              |
|------------------|---------------------|-------|--------------|
| free verse       | rhyme scheme        | meter | natural flow |
| open form        | fixed form          | love  | identity     |
| formal language  | conversational tone |       |              |

| <b>Poetry Term</b>    | <b>Traditional Poetry</b> | <b>Contemporary Poetry</b> |
|-----------------------|---------------------------|----------------------------|
| <b>Rhyme</b>          |                           |                            |
| <b>Rhythm</b>         |                           |                            |
| <b>Structure</b>      |                           |                            |
| <b>Theme</b>          |                           |                            |
| <b>Language Style</b> |                           |                            |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                           |                            |  |
|----------------------------|---------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 7                         | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Reading Between the Lines |                            |  |
| <b>Name</b>                |                           | <b>Grade &amp; Section</b> |  |

**Directions:** Read the two poems carefully: “*I Wandered Lonely as a Cloud*” by William Wordsworth and “*Still I Rise*” by Maya Angelou. Analyze each poem by focusing on its structure, language style, voice and theme. Complete the comparison table below.

| Key Elements   | “I Wandered Lonely as A Cloud” | “Still I Rise” |
|----------------|--------------------------------|----------------|
| Structure      |                                |                |
| Language Style |                                |                |
| Voice          |                                |                |
| Theme          |                                |                |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                           |                            |  |
|----------------------------|---------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 7                         | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Poetry Key Terms Matching |                            |  |
| <b>Name</b>                |                           | <b>Grade &amp; Section</b> |  |

**Directions:** Match the *poetry key terms* in **Column A** with their *correct definitions* in **Column B**. Write the letter of the correct answer on the blank before each number.

| <b>Column A</b>             | <b>Column B</b>                                                              |
|-----------------------------|------------------------------------------------------------------------------|
| ____ 1. Theme               | <b>A.</b> A group of lines in a poem like a paragraph                        |
| ____ 2. Voice               | <b>B.</b> A poem written without regular rhyme or meter                      |
| ____ 3. Rhyme Scheme        | <b>C.</b> The poet's attitude, feeling, or personality expressed in the poem |
| ____ 4. Fixed Form          | <b>D.</b> The arrangement or organization of lines and stanzas in a poem     |
| ____ 5. Free Verse          | <b>E.</b> A type of poetry that follows regular rhyme and rhythm patterns    |
| ____ 6. Traditional Poetry  | <b>F.</b> The central message or main idea of a poem                         |
| ____ 7. Contemporary Poetry | <b>G.</b> A type of poem that follows a strict pattern or design             |
| ____ 8. Structure           | <b>H.</b> Poetry that uses modern styles and may not follow strict rules     |
| ____ 9. Meter               | <b>I.</b> The pattern of beats or stressed syllables in poetry               |
| ____ 10. Stanza             | <b>J.</b> A poetic pattern where end sounds of lines repeat                  |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                       |                            |  |
|----------------------------|-----------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 7                     | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Poet's Ethical Choice |                            |  |
| <b>Name</b>                |                       | <b>Grade &amp; Section</b> |  |

**Directions:** Read each situation carefully. Determine whether the action shows **Ethical Inspiration** or **Copying/Plagiarism**. Write **EI** if the situation shows **Ethical Inspiration** and **CP** if it shows **Copying/Plagiarism** on the blank provided before each number.

- \_\_\_\_\_ 1. Anne researched environmental poetry for her Humanities class. After reading several poems about climate change, she wrote her own poem using original ideas, imagery, and structure inspired by nature.
- \_\_\_\_\_ 2. James found an online poem related to social issues and copied three lines directly into his performance task without acknowledging the original writer.
- \_\_\_\_\_ 3. Joseph analyzed famous literary works in class and used them as references in creating a new poem with his own theme, perspective, and wording.
- \_\_\_\_\_ 4. Christian edited only a few words from his classmate's poem and submitted it as his own entry in their Creative Writing portfolio.
- \_\_\_\_\_ 5. Rosalie explored poems about love and relationships in preparation for her oral interpretation activity. She used the same general theme but expressed her personal experiences and insights in an original way.
- \_\_\_\_\_ 6. Peter downloaded a complete poem from a website and submitted it directly as part of his research-based assignment in Literature.
- \_\_\_\_\_ 7. Marie admired the writing style of a well-known poet and applied similar techniques in rhythm and imagery while still producing entirely original content for her spoken word presentation.
- \_\_\_\_\_ 8. Charles copied the title and most parts of another student's poem for a class publication project without asking permission or giving credit.
- \_\_\_\_\_ 9. Alex borrowed his friend's poem, changed only punctuation marks and a few words, and claimed the work as his own during a poetry recital assessment.
- \_\_\_\_\_ 10. Grace examined contemporary spoken poetry pieces to gather ideas for her performance task, then created a completely original poem reflecting current social realities and youth experiences.

## LEARNING ACTIVITY SHEET (LAS)

|                            |            |                            |  |
|----------------------------|------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 7          | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Assessment |                            |  |
| <b>Name</b>                |            | <b>Grade &amp; Section</b> |  |

**Directions:** Read each question and situation carefully. Analyze the information before choosing the best answer. Write the letter of your answer on the blank provided before each number.

- \_\_\_\_\_ 1. A literature student compared traditional and contemporary poems during a class discussion. She noticed that traditional poems usually follow a regular pattern in sound and structure. Which feature best describes traditional poetry?
- A. Use of free-flowing structure
  - B. Fixed rhyme scheme and meter
  - C. Conversational style of writing
  - D. Irregular arrangement of lines
- \_\_\_\_\_ 2. During a spoken poetry performance, a learner presented a poem without a fixed rhyme pattern and used natural, everyday language. Which characteristic of contemporary poetry is shown in the situation?
- A. Strict use of rhyme and rhythm
  - B. Formal and highly structured language
  - C. Flexible structure and free verse
  - D. Four-line stanza arrangement
- \_\_\_\_\_ 3. A teacher explained that structural elements such as rhyme, stanza, and rhythm help poets communicate ideas more effectively. Why are structural elements important in poetry?
- A. They make poems longer and more detailed.
  - B. They organize ideas and strengthen expression.
  - C. They remove emotional meaning from poems.
  - D. They make poems difficult to understand.
- \_\_\_\_\_ 4. A learner wanted to write a poem for a school publication. Which action demonstrates ethical writing?
- A. Copying lines from a published poem without citation
  - B. Using another poet's exact words as one's own
  - C. Writing an original poem based on personal experiences
  - D. Revising only a few words from another writer's poem
- \_\_\_\_\_ 5. A learner created a poem that used free verse, informal language, and personal reflections about social issues. Which feature best identifies the poem as contemporary?
- A. Strict rhyme pattern
  - B. Fixed meter
  - C. Formal structure
  - D. Free-flowing arrangement of lines

“Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.”

A. Importance of friendship  
B. Appreciation of nature  
C. Value of dreams and hope in life  
D. Strength of family relationships

A. To describe how birds survive in nature  
B. To show that dreams guide and motivate people  
C. To explain why birds cannot always fly  
D. To add length to the poem

*Hannah read several poems about courage in preparation for a spoken poetry activity. Inspired by these works, she wrote her own poem using original ideas and personal experiences.*

A. Copying  
B. Ethical inspiration  
C. Memorization  
D. Plagiarism

- A. She copied the same ideas directly.
- B. She used her own words and experiences.
- C. She submitted another poet's work as her own.
- D. She changed only the title of the original poem.

A. Contemporary poetry  
B. Epic poetry  
C. Sonnet  
D. Traditional poetry

### LEARNING ACTIVITY SHEET (LAS)

|                            |                       |                            |  |
|----------------------------|-----------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 8                     | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Poem Snippet Reaction |                            |  |
| <b>Name</b>                |                       | <b>Grade &amp; Section</b> |  |

**Directions:** Read the two poem excerpts given by your teacher. Choose the one that speaks to you most and explain why.

Check your answer:



Poem 1 speaks to me more



Poem 2 speaks to me more

Explain your choice (1–2 sentences):

Which poetic element influenced your choice most?



Imagery



Tone



Word Choice



Sound



Theme

### LEARNING ACTIVITY SHEET (LAS)

|                            |                                |                            |  |
|----------------------------|--------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 8                              | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Nature Outside vs. Hope Inside |                            |  |
| <b>Name</b>                |                                | <b>Grade &amp; Section</b> |  |

**Directions:** Read the poems carefully, then complete the table below based on your observations and analysis.

| <b>Element</b>                               | <b>Poem 1</b>                              | <b>Poem 2</b>                                   |
|----------------------------------------------|--------------------------------------------|-------------------------------------------------|
|                                              | <i><b>I Wandered Lonely as a Cloud</b></i> | <i><b>'Hope' is the Thing with Feathers</b></i> |
| <i>Main Emotion</i>                          |                                            |                                                 |
| <i>Imagery (What do you see/feel?)</i>       |                                            |                                                 |
| <i>Tone (happy, calm, serious, etc.)</i>     |                                            |                                                 |
| <i>Type of Language (simple or complex?)</i> |                                            |                                                 |
| <i>What helps the speaker emotionally?</i>   |                                            |                                                 |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                        |                            |  |
|----------------------------|------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 8                      | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Guided Notes Worksheet |                            |  |
| <b>Name</b>                |                        | <b>Grade &amp; Section</b> |  |

### PART A – INTRODUCTION TO LYRIC POETRY

1. What is a Lyric Poem?

Fill in the blanks:

A lyric poem is a \_\_\_\_\_ poem that expresses \_\_\_\_\_ and \_\_\_\_\_ of the speaker.

It focuses on:

- ☐ Story
- ☐ Emotion
- ☐ Dialogue
- ☐ Plot

A lyric poem is similar to a \_\_\_\_\_ because it expresses feelings.

2. Key Idea Check

In your own words:

What is the main purpose of a lyric poem?

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### PART B – CHARACTERISTICS OF LYRIC POETRY

Complete the table:

| <b>Characteristic</b> | <b>Meaning</b> |
|-----------------------|----------------|
| Subjectivity          |                |
| Musicality            |                |
| Brevity               |                |
| Emotional Intensity   |                |

### PART C – POETIC TECHNIQUES

Match each technique with its meaning:

| <b>Technique</b> | <b>Meaning</b>                                                   |
|------------------|------------------------------------------------------------------|
| Imagery          | <input type="checkbox"/> comparison using "like" or "as"         |
| Simile           | <input type="checkbox"/> repeated vowel sounds                   |
| Metaphor         | <input type="checkbox"/> vivid sensory description               |
| Personification  | <input type="checkbox"/> giving human traits to non-human things |
| Alliteration     | <input type="checkbox"/> repetition of consonant sounds          |
| Assonance        | <input type="checkbox"/> direct comparison without "like/as"     |

## PART D – POETIC VOICE

### 1. What is Poetic Voice?

Poetic voice refers to the \_\_\_\_\_ of the speaker in a poem.

### 2. What shapes a poet's voice?

Check all that apply:

- ☐ Personal experience
- ☐ Word choice (diction)
- ☐ Imagery
- ☐ Structure
- ☐ Emotion
- ☐ Sound

### 3. Reflection

How is your voice different from others'?

(Answer in 2-3 sentences).

## LEARNING ACTIVITY SHEET (LAS)

|                            |                             |                            |  |
|----------------------------|-----------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 9                           | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | TikTok Vlog (Pair Activity) |                            |  |
| <b>Name</b>                |                             | <b>Grade &amp; Section</b> |  |

**Directions:** Work with a partner to write an original 14 line narrative poem about local politics, tourism, history, or customs and traditions. Your poem must incorporate poetic borrowing and influence from a source text by using specific lines, motifs, or structural elements. Afterward, create a 40–60 second TikTok-style vlog analyzing another pair’s poem. Be prepared to answer the processing questions after the activity.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## LEARNING ACTIVITY SHEET (LAS)

|                            |                             |                            |  |
|----------------------------|-----------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 9                           | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Multimodal Narrative Poetry |                            |  |
| <b>Name</b>                |                             | <b>Grade &amp; Section</b> |  |

**Directions:** You will work with a partner of your choice to create and present an original 14 line narrative poem that explores Filipino identity, culture, traditions, values, politics, or beliefs. Your poem must incorporate at least one poetic technique, line, or structural element from a classic or contemporary literary text. After writing your poem, transform it into a multimodal format such as a video poem, digital zine, or infographic to enhance its message. You will then present your work to the class through a digital platform or a live performance, such as a podcast, blog post, or spoken-word presentation. You will be given one to two weeks to complete this performance task.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

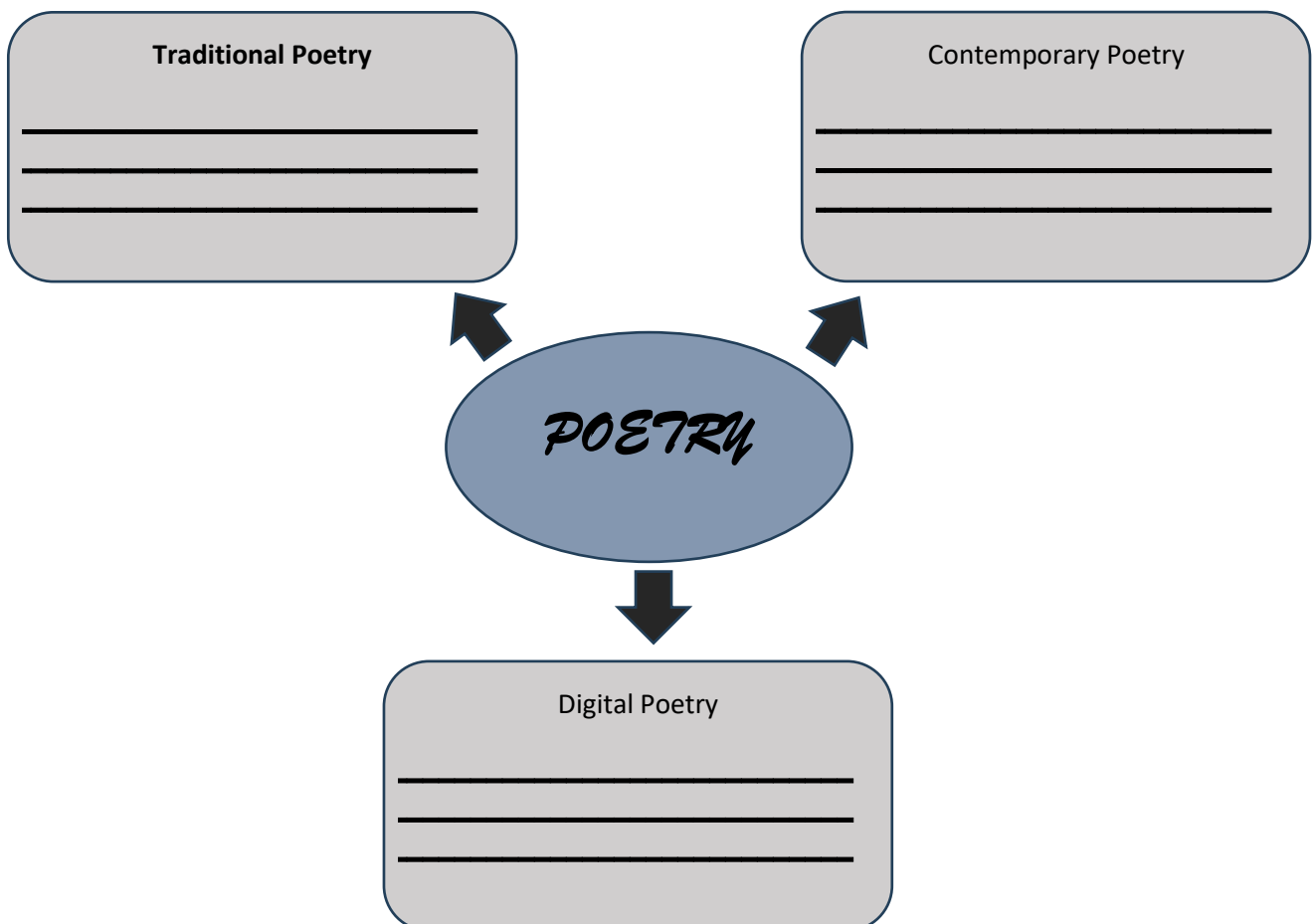
## LEARNING ACTIVITY SHEET (LAS)

|                            |                               |                            |  |
|----------------------------|-------------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 10                            | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Inside Different Poetic Forms |                            |  |
| <b>Name</b>                |                               | <b>Grade &amp; Section</b> |  |

### DIRECTIONS:

1. Work with your group and recall the examples of traditional, contemporary, and digital poetry discussed earlier.
2. Using the key words and information provided, create a concept map showing the key characteristics of the three poetic forms.
3. Be ready to present your output to the class.
4. Refer to a sample organizer below for some concept map ideas.

### Spider Map



## LEARNING ACTIVITY SHEET (LAS)

|                            |                   |                            |  |
|----------------------------|-------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 10                | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Remixing the Poem |                            |  |
| <b>Name</b>                |                   | <b>Grade &amp; Section</b> |  |

### DIRECTIONS:

1. Work with your group and revisit the sonnet you previously composed.
2. Identify the poem's key message, mood, imagery, and sound devices.
3. Plan how your sonnet can be adapted into a digital (bimodal or multimodal) presentation.
4. Create a 3–5 panel storyboard showing how the poem will be presented using visuals, audio, text placement, animation, or transitions.
5. Be ready to present your storyboard to the class.

### A. Understanding the Sonnet

| Guide Questions                                                   | Group Response |
|-------------------------------------------------------------------|----------------|
| 1. What is the main message of your sonnet?                       |                |
| 2. What emotion or mood does the poem express?                    |                |
| 3. What imagery or figurative language is noticeable in the poem? |                |
| 4. What sound devices are present in the poem?                    |                |

### B. Choosing Multimodal Features

| Multimodal Feature                      | Purpose / Effect |
|-----------------------------------------|------------------|
| Visuals (images, colors, symbols)       |                  |
| Audio (music, narration, sound effects) |                  |
| Text Placement / Typography             |                  |
| Animation / Transitions                 |                  |

### C. Storyboard Template

**Title of the Digital Poem:** \_\_\_\_\_

| Panel | Scene / Text | Visual or Audio Features | Intended Effect |
|-------|--------------|--------------------------|-----------------|
| 1     |              |                          |                 |
| 2     |              |                          |                 |
| 3     |              |                          |                 |
| 4     |              |                          |                 |
| 5     |              |                          |                 |

## LEARNING ACTIVITY SHEET (LAS)

|                            |                          |                            |  |
|----------------------------|--------------------------|----------------------------|--|
| <b>Lesson Exemplar No.</b> | 10                       | <b>Date</b>                |  |
| <b>Lesson Title/Topic:</b> | Multimodal Feature Pitch |                            |  |
| <b>Name</b>                |                          | <b>Grade &amp; Section</b> |  |

### DIRECTIONS:

1. Work with your group and revisit the free verse poem you previously composed.
2. Identify the poem's message, emotion or mood, poetic elements, and possible multimodal features that can strengthen its meaning and emotional impact.
3. Complete the planning table below by explaining the digital elements you plan to use in your multimodal presentation.
4. Be ready to present and explain your work to the class.

### A. Understanding the Poem

| Guide Questions                                                          | Group Response |
|--------------------------------------------------------------------------|----------------|
| What is the main message of your poem?                                   |                |
| What emotion or mood does the poem express?                              |                |
| What poetic elements are present in the poem?                            |                |
| Which part of the poem should be emphasized in the digital presentation? |                |

### B. Multimodal Planning Table

| Digital Element                         | Description / Planned Use | Purpose or Effect |
|-----------------------------------------|---------------------------|-------------------|
| Visuals (images, colors, symbols)       |                           |                   |
| Audio (music, narration, sound effects) |                           |                   |
| Text Placement / Typography             |                           |                   |
| Animation / Transitions                 |                           |                   |

### C. Presentation Plan

| Part of the Poem | Multimodal Feature to be Used | Intended Effect on the Audience |
|------------------|-------------------------------|---------------------------------|
| Beginning        |                               |                                 |
| Middle           |                               |                                 |
| Ending           |                               |                                 |