<table>
<thead>
<tr>
<th>Quarter 3: Poetry</th>
<th>Topic 1 Features, Bases, Sources and Topic Structures of Ancient Philippine Poetry</th>
<th>Time Frame: 10 days</th>
</tr>
</thead>
</table>

### Stage 1

**Content Standard:**
The learner demonstrates understanding of the distinct features, accounts/sources, bases and topic structures of ancient Philippine poetry in an oral interpretation using appropriate language forms and functions.

**Performance Standard:**
The learner orally interprets a well-selected Filipino poem.

**Essential Understanding:**
The ancient Filipino poetry served as the most effective vehicle for expressing and preserving Philippine culture, ideals and heritage.

**Essential Question:**
How does ancient Filipino Poetry reflect the embodiment of local ideals, feelings, aspirations, beliefs and functions?

**Learners will know:**
- Ancient Philippine Poetry
  - Features
  - Account/sources
  - Bases
  - Topic structures
- Forms and functions of basal adjectives

**Learners will be able to:**
- analyze the unique qualities of ancient Filipino poetry
- examine and recreate experiences by selecting details from ancient Filipino poem
- relate what was read, listened to and viewed to real experiences.
- prove that ancient Filipino poems expose the passions of the people and give voice to the wisdom of the ages
- clarify meaning and reflect understanding of ancient Filipino poems
- select and paraphrase important passages of a poem
- analyze how ancient Filipino poetry reflects historical and social events as well as conditions
- explain how meaning is enhanced through various features of poetry including sound and graphic elements
- use appropriate adjectives to achieve emotional and sensory appeal in expressing ideas
- explain the recurring themes of ancient Filipino poems
<table>
<thead>
<tr>
<th>Product Performance Task</th>
<th>Evidence at the level of understanding</th>
<th>Evidence at the level of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A rap rendition of a well chosen ancient Filipino poem</td>
<td>The learner should be able to demonstrate understanding covering the six (6) facets of understanding.</td>
<td>The learner presents a rap rendition of a well selected ancient Filipino poem based on the following criteria.</td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesize meaning of riddles.</td>
<td></td>
<td>• Focus/ Theme</td>
</tr>
<tr>
<td>Explain the recurring themes of ancient Filipino poems.</td>
<td></td>
<td>• Voice</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td></td>
<td>• Delivery</td>
</tr>
<tr>
<td>Draw the message of the poem.</td>
<td></td>
<td>• Fluency</td>
</tr>
<tr>
<td>Draw insights into the variety of earliest Filipino poems.</td>
<td></td>
<td>• Flow and rhythm</td>
</tr>
<tr>
<td>Show the importance of describing people places, objects and ideas by using correct modifiers.</td>
<td></td>
<td>• Musical quality</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td></td>
<td>• Originality</td>
</tr>
<tr>
<td>Present a rap rendition of a well selected ancient Filipino poem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate single word adjectives in describing people, places, objects, animals, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze a video depicting Filipino costumes and traditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asses the rap rendition of a well selected ancient Filipino poem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze how the message / theme of the poem is developed through using carefully chosen words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Empathy
- Relate modern music genre to ancient Filipino poem.
- Consider how Filipino poets use poetry to highlight Philippine culture, ideals and heritage.

### Self-Knowledge
- Recognize one’s strengths and weaknesses in using poetic devices.
- Self-assess one’s capability to present an oral interpretation of a well-chosen ancient Filipino poem.

## Stage 3

### Teaching/Learning Sequence

1. **EXPLORE**

   At this stage, the teacher should be able to do the following:
   - **Make the learners aware of the desired result**, that is, for him/her to demonstrate understanding of the distinct features, accounts/sources, bases, topic structures of ancient Philippine poetry in an oral interpretation using appropriate language forms and functions.
   - **Take up the essential question**, "How does ancient Filipino poetry reflect the embodiment of local ideas, feelings, aspiration, beliefs and functions?" with the students. Make them answer the question as exhaustibly as possible and cue them into the big ideas by activating their prior knowledge or past experiences.
   - **Use non-formative assessment procedure to check/evaluate learners’ readiness and competence on the prerequisite skills to the tasks at hand.**
   - **Inform the learners of how they will be assessed.** Their major output after the lesson is a rap rendition of a well-selected Filipino poem.

### Suggested Activities

**A Showcase of Hidden Games**

- Have students watch video clips or look closely at the pictures depicting old Filipino customs and traditions.
- Ask students to identify and explain which of the old Filipino customs and traditions are still being practiced and preserved.
- Tell them to express how they feel about these Filipino customs and traditions.
The Sounds of....
- Group the class into four, and tell them to choose their representative for a How much do You Know contest.
- Ask them to give examples of lines from songs or poems that depict Filipino customs, traditions, beliefs, ideals, culture, and heritage.
- Process the students’ answers.
- The group with the most number of correct responses wins.
- Allow them to sing their lines of songs.

Whoops!!!
- Have the students work in pairs and ask them to look closely on the given picture.
- Ask them to take turns in asking and answering the questions,
  1. Which details suggest poetry to you? Why?
  2. How does the picture make you feel?
- Tell them to share their ideas with the class.

Moment of Truth
- Read a poem to the students.
- Explain to the students that the ideas explore in poems are related to what interest us in life and there’s a need for them to “feel” the poem.
- Tell them that words in poetry are selected for their beauty, sounds, and power to express feelings.
- Tell them to listen to their classmates read a poem and make a list of words that make them feel life
- Have them share their feelings and thoughts with the rest of the class.

2. FIRM UP

At this stage, the teacher should be able to do the following:
- Make the learner illustrate or crystallize their knowledge of the features, bases, sources, and structure of ancient Philippine poetry and the use of basal adjectives in the varied activities you will provide them.
- Engage them in meaningful and challenging activities that will make them reflect, revise or rethink their understanding.
- Provide feedback to check for understanding.

Simply Irresistible...
- Group the class into ten (10), and ask them to match up fractured phrases of ancient Filipino poems.
- Ask them to choose line/s which struck them most.
- Tell them to explain which aspect makes the passage meaningful, interesting and effective.
• Explain to them that the sources, bases, features and topic structure contribute to attain meaning and uniqueness in ancient Filipino poems.

Memories All Around

• Invite the students to work in groups of five (5), and give them samples of riddles, religious chants, proverbs, songs, sayings and verses for social rituals to read. e.g. “Allegorical Quatrain” translated by Bienvenido Lumbera, “Unending Thanks” by Pedro Suarez Ossorio translated by Bienvenido Lumbera, “No Greater Love Than Yours” by Nicanor Tiongson, “Summer Song”
• Ask them to classify and group them accordingly.
• Tell them to prove which aspect from everyday life is used as subject of each poem.
• Encourage them to relate, compare and connect the subject of each poem to present day happenings.
• Have them affirm the distinct features, sources, bases and topic structures of ancient Filipino poetry.
• Process students’ answers.

Was It Real?

• Read a sample of an ancient Filipino poem.
• Have the students read it aloud.
• Ask them to think very carefully and to decide whether the experience being communicated in each poem is real or purely imaginary.
• Process students’ answers.

Mix and Match

• Ask the students to have a contest in matching pictures with the subjects of the ancient Filipino poems read.
• Tell them to mix and match the words in the poem with the pictures.
• Discuss the answers with the students.

Uncovering the Lost Treasures of the Past

• Ask the class to work in groups of four (4) and assign each group an ancient Filipino poem to read. (“Prayer for A Beautiful Harvest”, “Rice Planting Song”, “Storm” translated by Bienvenido Lumbera, “My Last Farewell” by Jose Rizal)
• Tell them to find out how the author conveys significant experience by asking and answering questions like:
  1. What is it about?
  2. Who is speaking?
  3. What attitude does it communicate?
  4. Is there a comparison made in the poem?
  5. Is the comparison accurate?
  6. Are there lines which you disagree?
7. How do I feel about the poem?
8. What is the purpose of the poem?
9. What do you think the poem means?
10. Is the message or the meaning worthwhile?
11. How does the poem make you hear, see, taste, feel and smell the aspects of life?
12. How does the poem relive or unlock the past?
13. How do the rhyme and the sounds of the poem contribute to its meaning?

**Amazing Adjectives**
- Have the students choose a poem and spot descriptive words in it.
- Ask them to identify the words being modified.
- Tell them to explain the salient forms and functions of single word adjectives.

**Adjectives at Work**
- Invite the students to think of other adjectives which can replace those in the poems or which can complete descriptive lines from the poems.
- Ask them to illustrate the message of the poem carefully by using adjectives.
- Process students’ answers.

**Now You See It**
- Encourage the students to look out the window and choose the best object, person, animal, plant that interests them.
- Ask them to name it and make acrostic adjectives out of it.
- Process students’ answers.

**Super Pinoy Game**
- Invite students to play this word game with two teams.
- Each team creates a “Super Pinoy” by brainstorming a list of adjectives to describe the Super Pinoy hero.
- The team gets two points for each adjective that suits the hero.
- The group with the most number of points wins.

### 3. DEEPEN

At this stage, the teacher should be able to do the following:
- Provide learners with thought provoking questions that will make them reflect, revisit, rethink and revise their earlier assumptions about ancient Philippine poetry.
- Address the learners’ uniqueness, their strengths and weaknesses by providing them with differentiated instruction as needed.
- Engage them in meaningful and challenging activities that prompt cooperative learning and reinforce what they have learned.
- Engage them in meaningful self-evaluation.
- Provide feedback to check their mastery of Essential Understanding and Content Standard.
Suggested Activities

Celebrating Filipino Poems

- Invite students to remember lines from the poems that describe the values, attitudes, beliefs, culture or heritage of the Filipinos.
- Ask them to use lines as lyrics of a song and interpret them through a dance number or skit.
- Give comments and suggestions.

More About Riddles

- Invite students to scout for and compose riddles that describe Filipino traits, attitudes, values and culture.
- Ask them to share the sounds, meaning and origin of these riddles.
- Give comments and suggestions.

Filipino Poems to a T

- Encourage the students to design a “T shirt” and decorate it with selected lines from their favorite ancient Filipino poems. They need to highlight the adjectives used.
- Give comments and suggestions.

Ancient Filipino Poems for Kids

- Ask the students to imagine they are illustrators of famous children’s books on collection of ancient Filipino poems.
- Tell them to create an appropriate illustration for each chosen poem.

Beyond….

- Invite the students to recall a movie, TV program, or book they read or true to life observations which has the same theme presented in their chosen Filipino poem. Then they compare the two.
- Process students’ answers.

Try It Out

- Ask the students to imagine they are asked by a progressive company to make a commercial for their new product.
- Instruct them that the commercial should highlight the values, attitudes, ideals, beliefs used as subjects in ancient Filipino poem.
- Remind them to use adjectives, multimedia and technology in the presentation.
- Process students’ answers.
**Folk Music / Folk Song**
- Explain that a folk song is a simple tune sung to highlight the important experiences of common people, and it is apart of folk traditions of a country.
- Invite them to share any folk song they know and explain how it inspires people.
- Give comments and suggestions.

**4. TRANSFER**

**At this stage the teacher must be able do the following:**
- **Have the learners make independent applications of their understanding of ancient Philippine poetry as well as of basal adjectives forms and functions**
- **Make learners orally interpret well selected poems, using varied and complex assessment procedure.**
- **Have them see the connections between tasks and the world.**
- **Give feedback to check for understanding.**

**Suggested Activities**

**Stop and Listen**
- Invite students to close their eyes, and notice what they hear for about sixty seconds.
- Ask them to listen, think about and evaluate the “rap song” they hear.
- Tell them to judge the value of the speaker’s ideas. Explain to them that rap songs are effective musical expressions of speaker’s feelings, thoughts, attitudes and aspirations in life.
- Have them read over the poems explored in class or read from magazines/newspapers and books.
- Ask them (by group) to find and choose one Filipino poem that would benefit from rap rendition.
- Tell them to underline and highlight words, feelings and ideas that seem to stand out.

**Rap Songs Festival Of Ancient Filipino Poems**
- Have them start with a line or a phrase that captures a mood or feeling, interesting lines, clever rhythm or rhymes, powerful images, and effective use of repetition.
- Invite them to repeat key lines or phrases (for chorus or refrain).
- Ask them to use rhythm and rhyme for musical effects.
- Tell them to read the words for their rap song to others (to check its rhythm).
- Encourage them to find a suitable melody or change other words to suit/ may go with the melody.
- Ask them to rap the poem aloud and listen to their rhythm.
- Encourage them to share useful comments and feedback for improvement.
- Instruct them to revise and record their rap rendition.
• Invite them to use visuals to go with the rap song.
• Have them use musical accompaniment that go with the rap song.
• Tell them to try out a performance before they'll present a “Rap Songs Festival of Ancient Filipino Poems.”
• Have them present a “Rap Songs Festival of Ancient Filipino Poems”.
• Use rubrics to assess /evaluate students’ rap song rendition of ancient Filipino poems.

Resources:

1. “ Allegorical Quatrains” Translated by Bienvenido Lumbara
2. “Unending Thanks” by Pedro Suarez Osorio translated by B. Lumbara
3. “ No Greater Love Than Yours” by Nicanor Tiongson
4. “Summer Song”
5. “Prayer for a Beautiful Harvest”
6. “Rice Planting Song”
7. “Storm” translated by :Bienvenido Lumbara
8. “My Last Farewell” by: Jose Rizal
9. Sample sayings, proverbs, riddles, folk songs, voices for social rituals, religious chants, rap songs, video clips

Materials/Technology Needed

1. Multimedia/Technological aids DVD, CD, computer, DVD, video clips
2. Assessment and evaluation aid, rubrics