MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 9 - 13, 2024 (WEEK 7)	Quarter:	First

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context and target audience.
B. Performance Standards	The learners apply comprehension of literary and informational texts and produce narrative and expository texts based on their purpose, context, and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

C. Learning Competencies and Objectives	**EN4VR-1-1 Identify Visual Elements Learning**

	Competencies A. Identify lines (vertical, horizontal, left diagonal, right diagonal and zigzag, thin lines, thick lines, broken lines, and dotted lines); B. Determine lines, shapes, and colors used to convey meaning; C. Interpret images/ ideas that are explicitly used to influence viewers (symbolism); D. Infer the purpose of the visual text.

D. Content	**EN4VR-1-1Identify Visual Elements Topics:**

	1. Lines (vertical, horizontal, left diagonal, right diagonal and zigzag, thin lines, thick lines, broken lines, and dotted); 2. Lines, shapes, and colors used to convey meaning; 3. Steps in interpreting images/ ideas that are explicitly used to influence viewers (symbolism); 4. Steps in identifying the purpose of the visual text.
E. Integration	

II. LEARNING RESOURCES

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**Motivation for Subtopic 1 (Lines) for Day 1** Show a video clip or a series of images highlighting different types of lines, both in art and everyday life. ● Then, initiate a class discussion: "What do you know about lines? Can you give examples of where you've seen different types of lines before?" **Motivation for Subtopic 2 (Lines, Shapes, and Colors used to convey Meaning) for Day 2** Begin with a mysterious tale: "Once, in a quaint village, there lived an artist known for creating magical paintings. One day, he painted a single, delicate line on a canvas. Strangely, some viewers saw a tearful expression, while others sensed a glimmer of hope." ● Spark curiosity: "How do you think a single line managed to convey both sadness and hope? What could this artist's secret be?" **Motivation for Subtopic 3 (Steps in interpreting images/ ideas that are explicitly used to influence viewers' "Symbolism") for Day 3** Display an image where the meaning isn't immediately clear. Encourage learners to share their interpretations. Ex.  ● Reveal the intended symbolism and prompt reflection: "How did your initial interpretations compare to the actual symbolism? " **Motivation for Subtopic 4 (Steps in identifying the purpose of the visual text) for Day 4** Display an intriguing visual text on the board. It could be a captivating book cover, an eye-catching advertisement, or an amusing comic strip. ● Ask learners to describe how the visuals on the cover might reflect the story's themes of growth, transformation, and the power of nature. ● Ask learners to take a few moments to observe the visual and silently jot down what they think the purpose of the visual might be.	The following are the suggested motivational activities for each subtopic. Thus, it is emphasized that the teacher is free to make variations on the provided activities for the betterment of the teaching and learning process. Engage learners in a conversation about images they have encountered that sparked emotions or influenced their choices. Explore how visuals have affected their decisions. **Alternative:** Display the book cover of "The Secret

	Share a brief personal anecdote involving a memorable visual, such as a thought- provoking poster or a captivating movie poster: "Before we dive into our adventure with visual texts, let me share a quick story." Once, I stumbled upon a captivating poster while walking through a park. The poster had vibrant colors and showed children planting trees and cleaning up their surroundings. At first glance, I was drawn to the poster's cheerful design, but as I looked closer, I realized it was promoting an upcoming community clean-up event."	Garden" by Frances Hodgson Burnett. Engage students in a discussion about the visual elements of the cover: colors, illustrations, and typography.
B. Establishing Lesson Purpose	**1. Establishing Purpose for Subtopic 1 – (Lines) for Day 1** Share the lesson objective with the learners: "Today, we will embark on a creative journey to explore and identify various types of lines that exist around us." **Lesson Activity:** Matching Variation: Mechanics: ● Prepare cards with the vocabulary terms on one set and their corresponding definitions on another set. ● Shuffle the cards and place them face down. ● Each student takes a turn flipping over one term card and one definition card. ● If the term matches the correct definition, the student keeps the pair of cards. ● If not, the cards are placed back face down, and it's the next student's turn. The game continues until all matches are found. **Vertical**: A line that goes straight up and down, like the side of a bookshelf. **Horizontal**: A line that goes straight across, like the horizon where the sky meets the land. **Diagonal:** A line that slants or slopes, neither vertical nor horizontal. **Zigzag**: A line with a series of sharp turns in alternating directions, like the path of a lightning bolt. **Thin**: A line that has a small width or is not very wide. **Thick**: A line that has a greater width, being wider than a thin line. **Broken**: A line that is interrupted by gaps or spaces, not continuous. **Dotted**: A line that is made up of a series of dots placed closely together. **Lesson Activity:**	The following are the suggested activities for each subtopic. Thus, it is emphasized that the teacher is free to make variations on the provided activities for the betterment of the teaching and learning process.

	Prepare a dynamic and visually engaging interactive line showcase. This could involve a large poster board or digital presentation with images, animations, and real-world examples of various types of lines. ● Make it interactive by inviting learners to come up to the board (or use a touch screen) to draw and experiment with lines. ● Incorporate engaging questions like, "What kind of line would you use to represent a tree trunk?" or "Can you draw a zigzag line that represents a bolt of lightning?" Encourage learners to share their thoughts and hypotheses about how lines can be used creatively. **2. Establishing Purpose for Subtopic 2 (Lines, Shapes, and Colors used to convey Meaning) for Day 2** Ignite curiosity by saying: "Today, we will journey into the captivating world of visual language, where lines, shapes, and colors transform into storytellers, each carrying a unique tale of emotion and meaning." **Lesson Activity:** Display images that use colors to symbolize emotions, such as red for anger or blue for calmness. ● Prompt learners with these questions: "What feelings do these colors evoke? Can you think of real-life situations where these colors align with emotions?" **3. Establishing Purpose for Subtopic 3 (Steps in interpreting images/ ideas that are explicitly used to influence viewers' "Symbolism") for Day 3** "Today, we embark on a captivating exploration of symbolism—a secret language artists use to weave meaning into images, affecting how we perceive the world." **Lesson Activity:** Vivid Vocabulary Hunt: ● Provide learners with a list of key terms related to symbolism, such as "symbol," "interpretation," "convey," "subtle," and "perception." ● In pairs or small groups, challenge learners to brainstorm meanings, associations, and real-life examples of each term. ● Encourage them to think creatively and share their findings. **Visual Vocabulary Connection:**	

	● Display a set of captivating images on the screen, each rich with symbolism. ● Ask learners to individually choose a key vocabulary term and link it to a specific symbol or element in one of the images. They should explain how the term relates to the symbol's meaning. ● Encourage learners to share their connections, fostering a dynamic exchange of ideas. **4. Establishing Purpose for Subtopic 4 (Steps in identifying the purpose of the visual text) for Day 4** Set the tone for the lesson: "Today, we're setting off on a fascinating journey to decode the language of visuals. Get ready to unveil the secret messages behind pictures and images!" **Lesson Activity:** ● Arrange the class into teams of 4-5 learners each. ● Prepare vocabulary cards with words on one side and their meanings on the other. ● Place the vocabulary cards face down in a row at the front of the room, with the meanings facing up. ● The first student from each team comes forward and reads a vocabulary word, then races to find its matching meaning card. ● After finding the match, the student returns to their team and the next student takes a turn. ● The relay continues until all words are matched. **Visual Text**: A picture or image that tries to communicate a message or idea. **Purpose**: The reason why something is made or done. ● **Inform**: To give information or facts to someone. ● **Entertain**: To amuse or interest someone. ● **Persuade:** To try to convince someone to do or believe something. ● **Express Emotions**: To show feelings or moods through	
C. Developing and Deepening Understanding	**1. Deepening Understanding for Subtopic 1 (Lines) for Day 1** Prepare a dynamic and visually engaging interactive line showcase. This could involve a large poster board or digital presentation with images, animations, and real-world examples of various types of lines. Make it interactive by inviting learners to come up to the board (or use a touch screen) to draw and experiment with lines.	For the facilitation of the learning process, each subtopic has been given a day assignment. Thus, the teacher is free to adjust and modify day allocation depending on his/ her

	Station Ideas: ● **Vertical Adventure**: Learners use colored pencils or markers to draw a tall building with vertical lines representing windows and doors. ● **Horizontal Highway**: Learners create a landscape drawing with a wide road and horizontal lines for lanes. ● **Zigzag Artistry**: Provide a template of a lightning bolt shape. Learners fill it with creative zigzag patterns. ● **Diagonal Designs**: Learners design a playful staircase, using diagonal lines to connect the steps. 1. Rotate the learners through each station, allowing them to explore and experience each type of line. 2. Gather learners back as a whole class. 3. Facilitate a collaborative reflection session where each group shares what they discovered at their exploration station. Discuss the uniqueness and creativity that different types of lines can bring to artwork and design. Prompt discussion with questions like, "How did using vertical lines in your building drawing make it different from one with horizontal lines?" or "Why might an artist choose to use zigzag lines in their artwork?" **A. Worked Example:** **Identifying Lines** Directions: Look at the images below and write down what types of line each image represents (e.g., vertical, horizontal, diagonal, zigzag, etc.) Write the meaning indicated by each line.  **B. Lesson Activity:** Identify a small group of learners who may need additional reinforcement. Offer them an extension activity that involves creating a line- themed scavenger hunt around the school, reinforcing their understanding in a practical context.	pacing as discussions are delivered. Provided as well are suggested activities for each subtopic. Expounding of concepts are advised and provision for more examples are also encouraged.

2. Deepening Understanding for Subtopic 2 (Lines, Shapes, and Colors used to convey Meaning) for Day 2

Showcase a spectrum of lines, from sharp and jagged to smooth and curvy, and ask: "Imagine these lines are describing emotions. Which lines would represent excitement? Which would depict serenity?"

- Display shapes like circles, squares, and triangles. Guide a discussion: "How might a circle represent unity? Can you think of an event where these shapes could be used to express their meanings?"
- Distribute visuals or handouts detailing the symbolic meanings of shapes (e.g., circle for unity, triangle for strength).
- Present a famous painting, such as "*Starry Night*" by Vincent van Gogh and delve into how the lines and shapes powerfully convey the message of peace.

A. Worked Example

Identifying Line Thickness and Style

Directions: Create your own design using both thin and thick lines. Explain the meaning or emotion your design conveys. Use a sheet of paper to create a design using only thin lines. Then, create another design using only thick lines. Share your designs with a classmate and discuss the different feelings they convey.

Exploring Shapes and Colors

Directions: Look at the shapes and colors in the images below. Write down the emotion or meaning you associate with each shape and color.

B. Lesson Activity:

In-Depth Exploration Activity: **"The Line of Emotion"**

Build on the engaging story of the artist's mysterious painting.

✔ Distribute drawing paper or sketchbooks and drawing materials to learners.



	✔ Instruct each student to draw a single line that portrays a specific emotion, such as happiness, sadness, excitement, or curiosity. ✔ Encourage them to focus on the form, direction, and energy of the line to evoke the chosen emotion. ✔ After drawing, ask learners to share their lines and their intended emotions with a partner. **Group Discussion:** "Decoding Emotion Through Lines" Facilitate a class discussion by posing questions: "How did you choose the direction and form of your line to convey the emotion? Did your partner interpret the emotion as you intended?" Guide learners to reflect on how lines, seemingly simple elements, can carry nuanced feelings based on their composition and arrangement. **3. Understanding for Subtopic 3 (Steps in interpreting images/ ideas that are explicitly used to influence viewers "Symbolism") for Day 3** **Articulating the Key Idea**: Transition to the core message by displaying the key idea/stem: "Embark on a journey into the realm of symbolism, where images and ideas become intricate tools of influence, shaping how we perceive and respond to the world." Interactive Thought Spark: Ignite anticipation by asking a reflective question: "Can you recall a time when an image or symbol left a lasting impact on you? Share a brief experience." **Decoding Symbolic Language**: Display images with strong symbolism, such as a broken chain representing freedom or a clock symbolizing the passage of time. Facilitate a discussion: "What thoughts and emotions do these symbols evoke? How might they sway viewers' thoughts or emotions?" **A. Worked Example** *Exploring Masterpieces of Symbolism*	Introduce the concept that lines are not just static marks but can be dynamic conveyors of emotions and meanings.

	Using Salvador Dalí's "The Persistence of Memory", guide learners through a multi- layered analysis, uncovering hidden meanings behind symbols and their impact on the artwork's message. *Exploring Other Sources of Symbolism* Distribute images of contemporary advertisements, political cartoons, or album covers laden with symbolism. **B. Lesson Activity**: Display a captivating and enigmatic image that encapsulates the essence of symbolism. This image should prompt curiosity and intrigue among learners. Allow a moment of silent observation, and then inquire about the following key questions. ● How do you feel when you look at the image? ● What do you think this image is trying to communicate? **4. Deepening Understanding for Subtopic 4 (Steps in identifying the purpose of the visual text) for Day 4** Introduction: "Let's begin by looking at this visual text on the screen. Now, listen carefully to our key idea: 'Get ready to explore the world of visual texts, where images and pictures come to life to convey messages, tell stories, and share emotions.'" **Lesson Activity 1**: Lead a class brainstorming session about the different purposes of visual texts. Write down student responses on the board as they share: inform, entertain, persuade, express emotions. **Lesson Activity 2**: Display a series of visual texts representing each purpose: an informative poster, a funny comic strip, an advertisement, and an emotive painting. Discuss each visual as a class, identifying its purpose and how it achieves that. **Lesson Activity 3**: Divide learners into small groups and provide each group with a set of visual texts. In their groups, learners analyze the visuals and determine their purposes, discussing their reasoning.	Learners collaborate in pairs to dissect the images, decoding their implicit messages and potential influence on opinions or behaviors. Engage in a class discussion: "How does the strategic use of symbolism guide our perceptions and actions?"
D. Making Generalizations	***Generalization for Subtopic 1 - Lines* for Day 1** Engage the learners in a thought- provoking discussion about the broader significance of the different types of lines they explored.	The following are the suggested activities for each subtopic.

	Ask open-ended questions such as, "What can we infer about the roles of vertical lines in architecture versus the roles of horizontal lines?" or "How might zigzag lines convey excitement in a piece of art?" Encourage learners to identify patterns or common themes across different types of lines and their uses. Guide them in summarizing their insights in a class- generated chart or mind map, showcasing their ability to make connections and abstractions. ***Generalization for Subtopic 2 - Lines, Shapes, and Colors used to convey Meaning***. **for Day 2** Interactive Group Activity: ***"Shape Symbolism and Color Stories"*** ✔ Continue the small groups formed earlier, ensuring each group has a set of shape cards (e.g., circle, triangle, square) and color cards. ✔ Instruct each group to brainstorm associations and emotions related to the assigned shape and color combinations. Encourage them to consider how these elements could convey overarching themes or concepts. ✔ Facilitate dynamic discussions within the groups to explore the diverse interpretations. ***Class wide Reflection and Abstraction:*** ✔ Regather the groups and invite them to share their associations and emotions related to their assigned shape and color combinations. ✔ Lead a class discussion where learners collectively identify patterns and connections across the groups' interpretations. Guide them to abstract overarching themes that arise from combining shapes and colors. ✔ Encourage learners to generalize about how certain shapes and colors together can evoke specific moods, ideas, or cultural meanings. **Generalization for Subtopic 3 (Steps in interpreting images/ ideas that are explicitly used to influence viewers "Symbolism") for Day 3** Engage learners in a reflective dialogue: "What overarching themes emerged from the symbolic artworks? How did the artists' use of symbolism influence your understanding of their messages?" **Generalization for Subtopic 4 (Steps in identifying the purpose of the visual text) for Day 4** **Lesson Activity**:	Thus, it is emphasized that the teacher is free to make variations on the provided activities for the betterment of the teaching and learning process. The teacher is reminded that activities provided are mostly collaborative to elicit class participation.

	Gather learners back as a whole class. Engage in a discussion about the purposes they identified for the visual texts. *Key Question:* "Now that we've explored different visual texts and their purposes, let's reflect. What did you notice about how visuals can have different reasons for being created?"	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**Evaluative Learning for Subtopic 1 (Lines)** Learners shall design a poster using all eight types of lines to create an engaging visual narrative. Additional Activity: Identify a small group of learners who may need additional reinforcement. Offer them an extension activity that involves creating a line- themed scavenger hunt around the school, reinforcing their understanding in a practical context. **Evaluative Learning for Subtopic 2 (Lines, Shapes, and Colors used to convey Meaning)** Organize a **"Gallery of Emotions"** where learners exhibit their artworks. Assign roles: artists, curators, and visitors. Artists explain their pieces, curators guide discussions, and visitors analyze the emotions elicited by each artwork. Additional Activity: Encourage learners to explore their surroundings and find real-world examples where lines, shapes, or colors are used to express meaning or emotion. **Evaluative Learning for Subtopic 3 (Steps in interpreting images/ ideas that are explicitly used to influence viewers "Symbolism")** Look at the picture (display a simple artwork with one clear symbol). Find something in the picture that you think might be a special symbol. What do you think this symbol could mean? How does it make you feel when you see it?	The following are suggested summative evaluation through collaborative activities. Hence, a summative test via an objective type of test (multiple-choice) is also encouraged.

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<td colspan="3">Evaluative Learning for Subtopic 4 (Steps in identifying the purpose of the visual text)
Ask learners to independently identify and write down the purpose (inform, entertain, persuade, express emotions) of each visual text.

1. An informative poster about fire safety tips.
2. A comic strip showing a humorous interaction between characters.
3. An advertisement for a new video game, showcasing its features.
4. An emotional painting depicting a rainy cityscape.
5. A book cover for a thrilling adventure story.
6. A movie poster for a heartwarming family film.
7. A photograph capturing the excitement of a soccer match.
8. An infographic illustrating the benefits of eating fruits and vegetables.
9. A fashion magazine cover featuring stylish clothing and accessories.
10. An illustration of animals in a zoo, accompanied by fun facts.

Additional Activity:
Choose one visual text from the worksheet.
Instruct learners to write a short paragraph explaining why they believe the visual serves the identified purpose.</td>
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<td rowspan="5">B. Teacher’s Remarks
This lesson design component prompts the teacher to record relevant observations and/or critical teaching events that he/she can reflect on to assess the achievement of objectives. The documenting of</td>
<td>Note observations on any of the following areas:</td>
<td>Effective Practices</td>
<td>Problems Encountered</td>
<td rowspan="5">The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.

Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</td>
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experiences is guided by possible areas for observation including teaching strategies employed, instructional materials used, learners' engagement in the tasks, and other notable instructional areas. Notes here can also be on tasks that will be continued the next day or additional activities needed. Teachers can be provided with notes on which particular lesson component(s) they can focus on.				
C. Teacher's Reflection This lesson design component guides the teacher in reflecting on and for practice. Entries on this component will serve as inputs for	*Reflection guide or prompt can be on:* ▪ *<u>principles behind the teaching</u>* *What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?* ▪ *<u>students</u>* *What roles did my students play in my lesson? What did my students learn? How did they learn?* ▪ *<u>ways forward</u>* *What could I have done differently?*			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.

the LAC sessions, which can center on sharing best practice; discussing problems encountered and actions to be taken; and identifying anticipated challenges and intended solutions. Guide questions or prompts may be provided. Some examples are given here.	*What can I explore in the next lesson?*	