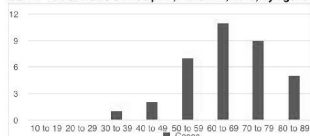
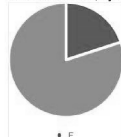
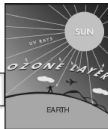


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 12-16, 2022 (WEEK 4)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.
B. Performance Standards	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.
C. Learning Competencies/ Objectives Write the LC code for each	Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance. EN5VC-IIIIf-3.8				
II. CONTENT	Finding Meaning in Visual Media	Finding Meaning in Visual Media	Finding Meaning in Visual Media	Finding Meaning in Visual Media	Finding Meaning in Visual Media

III. LEARNING RESOURCES											
A. References											
1. Teacher’s Guide pages	English 6, Module 2,										
2. Learner’s Material pages											
3. Textbook pages											
4. Additional Materials for Learning Resource Portal											
B. Other Learning Resources	pocket chart, activity cards, CD, CD Player	chart, activity sheets, poem	passage (tarpapel), paragraph	activity cards, pocket chart	tarpapel, activity sheets						
IV. PROCEDURES											
	What’s In Examine the picture and answer the questions that follow. 	What is It Visual Media It is what human eye can see. It plays a big role in advertising, art, communication, education, business, and engineering. Visual media is often used as a learning aid. Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Types of Visual Media <table><thead><tr><th>Images</th><th>Videos</th><th>Infographics</th></tr></thead><tbody><tr><td> - the most common types of visual media being used by online marketers today. - should be compelling enough to attract maximum views - contents with compelling images can generate 94% more views on an average than content without images. </td><td> - are very engaging content. - Internet users prefer to watch videos because they want to see what a product can do for them in real life. 78% of Internet users watch videos every week. 55% people watch videos every day. - Major platforms like YouTube have helped videos become a huge success, and not to forget that almost all social media platforms (Facebook, Instagram etc.) allow videos. </td><td> - are visually attractive and present researched facts in ways that are very simple to understand. - contain valuable information and narrate stories in a beautiful and straightforward manner. - are 30 times more likely to be read than pure text content. </td></tr></tbody></table> Purpose of Visual Media People use visual aids to express their opinions and desires. Human beings have the natural tendency to pay attention to	Images	Videos	Infographics	- the most common types of visual media being used by online marketers today. - should be compelling enough to attract maximum views - contents with compelling images can generate 94% more views on an average than content without images.	- are very engaging content. - Internet users prefer to watch videos because they want to see what a product can do for them in real life. 78% of Internet users watch videos every week. 55% people watch videos every day. - Major platforms like YouTube have helped videos become a huge success, and not to forget that almost all social media platforms (Facebook, Instagram etc.) allow videos.	- are visually attractive and present researched facts in ways that are very simple to understand. - contain valuable information and narrate stories in a beautiful and straightforward manner. - are 30 times more likely to be read than pure text content.	What I Have Learned Let’s Remember This V_____ M _____ is very important because you can convey your message in an engaging way. It allows you to see and hear the information, making it easier to retain. What are the three types of visual media? 1. I ___ G ___ S ➤ It is the most common type of visual media being used by online marketers today. 2. _ I ___ O _ ➤ These are very engaging content. 3. I N ___ G _ A ___ I C _ ➤ Visually attractive and present researched facts in ways that are very simple to understand.	Assessment 1. The subdued colors suggest that the biker reached the peak of his destination... a. sunrise b. sunset 2. This infographic is an update on... a. the cause of COVID 19 b. the spread of COVID 19 3. The image shows that the player is an... a. amateur b. expert 4. A gentle reminder to the public about... a. proper handwashing b. social distancing 5. This event is the video presentation of a... a. birthday b. wedding 	Weekly Test
Images	Videos	Infographics									
- the most common types of visual media being used by online marketers today. - should be compelling enough to attract maximum views - contents with compelling images can generate 94% more views on an average than content without images.	- are very engaging content. - Internet users prefer to watch videos because they want to see what a product can do for them in real life. 78% of Internet users watch videos every week. 55% people watch videos every day. - Major platforms like YouTube have helped videos become a huge success, and not to forget that almost all social media platforms (Facebook, Instagram etc.) allow videos.	- are visually attractive and present researched facts in ways that are very simple to understand. - contain valuable information and narrate stories in a beautiful and straightforward manner. - are 30 times more likely to be read than pure text content.									

		visuals like graphics and illustration. However, it was not until the last few decades that the technological revolution reshaped the visual media landscape. Visual media helps students retain concepts and ideas. They make concepts more accessible to a person than text media and help with later recall. Pupils can experience worlds beyond their own, especially if the media are sharply different from their local environment. Online Sources An online source is material you find online. It can be an online newspaper, magazine, or television website, such as NBC or CNN. Peer-reviewed journals, webpages, forums, and blogs are also online sources. Some other names for online sources are electronic sources, web sources, and Internet sources.			
	What’s New You know how to read a book. But do you know how to “read” an image or picture? Say something about the picture. Do you understand its meaning? 	What’s More Awareness Check Directions: Study the image below on COVID-19 update in the Philippines. Interpret the data and answer the questions carefully. Write your answer on a separate sheet of paper.	What I Can Do A Picture is Worth a Thousand Words Identify the type of visual media used in the following descriptions. Write I for images, V for videos and IN for Infographics. Write the answers on a separate sheet of paper.	Additional Activities Let’s Be Artistic! Say something about this “Spoliarium” painting by looking at the text only. Write a four-paragraph composition by describing the painting and be guided with the following questions: What have you noticed in the picture? What are the positions of characters in the picture? What feelings or emotions does the picture convey?	

	Directions: Answer the questions based on your own interpretation. Write your answers on a separate sheet of paper. 1. Who are the subjects of the image? 2. Where do you think is the setting? 3. Where does each person gaze? 4. What captures your attention first? 5. What is the central message of the image? ❖ What is visual? It is something you look at, such as a picture, chart, or piece of film that is used to illustrate something more appealing or easier to understand. ❖ What is visual media? Visual media are sources of information in the form of visual representations. These can be abstractions, analogues, rough illustrations or digital reproductions of the objects. There should be an interpretation of data, and sources may be hosted on the internet, printed in publications, displayed through broadcast media, or otherwise disseminated.	COVID-19 deaths as of 4:00 p.m., March 24, 2020, by age range <table><caption>COVID-19 deaths by age range</caption><tr><th>Age Range</th><th>Deaths</th></tr><tr><td>10 to 19</td><td>0</td></tr><tr><td>20 to 29</td><td>0</td></tr><tr><td>30 to 39</td><td>1</td></tr><tr><td>40 to 49</td><td>2</td></tr><tr><td>50 to 59</td><td>7</td></tr><tr><td>60 to 69</td><td>11</td></tr><tr><td>70 to 79</td><td>9</td></tr><tr><td>80 to 89</td><td>5</td></tr></table> Source: ABS-CBN Investigative and Research Group Source of basic data: Department of Health COVID-19 deaths, by sex (as of 4:00 p.m., March 24, 2020) <table><caption>COVID-19 deaths by sex</caption><tr><th>Sex</th><th>Deaths</th></tr><tr><td>Male (M)</td><td>16</td></tr><tr><td>Female (F)</td><td>5</td></tr></table> Source: ABS-CBN Investigative and Research Group Source of basic data: Department of Health 1. What gender has the most number of deaths? 2. What age range has the highest death rate? 3. What age range has the least death rate? 4. What is the source of this update? 5. What is the source of the basic data update? 1.  2.  3.  4.  5.  How do different positions of characters affect the mood in the picture? What mood does the painting depict?  <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>V. REMARKS</td><td></td><td></td><td></td><td></td></tr> <tr><td>VI. REFLECTION</td><td></td><td></td><td></td><td></td></tr>	Age Range	Deaths	10 to 19	0	20 to 29	0	30 to 39	1	40 to 49	2	50 to 59	7	60 to 69	11	70 to 79	9	80 to 89	5	Sex	Deaths	Male (M)	16	Female (F)	5																V. REMARKS					VI. REFLECTION				
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A. No. of Learners who earned 80% in the evaluation					
B. No. of Learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? No. of Learners who have caught up with the lessons					
D, No. of Learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encountered which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					