



	School:	Dalaguete National High School	Grade Level	Grade 12
	Teacher:	Mr. George P. Lumayag	Teaching Area:	Media & Information Literacy
Daily Lesson Plan	Teaching Dates & Time:	December , 2022 7:45-11:00 noon 1:00-4:00 P.M.	Quarter:	2
	I. COMPETENCIES			
		WEEK 12, DAY 2		
		NOTE: Be sure that the lesson for a particular day is discussed. (non-negotiable)		
A. Content Standard		The learner demonstrates an understanding of media and information literacy (MIL) and MIL-related concepts.		
B. Performance Standard		The learner organizes a creative and interactive symposium for the community focusing on being a media and information-literate individual.		
C. Learning Competencies/Objectives		The learner describes the different dimensions of visual information and media.		
		I. OBJECTIVES		
Knowledge		Describe the elements of visual designs;		
Skills		Utilize a cellphone to take a picture of anything inside the classroom; and		
Attitudes		Evaluate honestly the 10-item quiz.		
		II. CONTENT		
		Dimensions of Visual Information and Media		
		III. LEARNING RESOURCES		
A. References		F. Malaki. The Impact of Media on Society. Accessed at www.accademia.edu on August 28, 2020 @ https://umi-ma.academia.edu/fatimazahraemalaki		
1. Teacher's Guide pages		https://sites.google.com/depd.gov.ph/mil/cg		
2. Learner's Materials pages		https://sites.google.com/depd.gov.ph/mil/online-slides		
3. Test Book pages				
4. Learning Resources (LR) portal				
B. Other Learning References		https://sites.google.com/depd.gov.ph/mil/online-slides		
Self Learning Home Task (SLHT)		Pages 1-10		
		IV. PROCEDURES		
		A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Other:		
		Using your cellphone, search on the internet for the meanings of unfamiliar words. Vocabulary: DIMENSION refers to scope; importance. VALUE refers to the degree of light and dark in a design with the contrast between black and white and all the tones in between. TEXTURE describes the way a surface feels or is perceived to feel. It further describes the illusion of the surfaces, peaks and valleys, resulting in a feeling of smoothness or roughness in objects. COLOR visualizes its hue (name of color), intensity (purity of the hue), and value (lightness or darkness of hue). It shows emphasis, or elicits emotions from viewers		
DRILLS: Use game as an activity to engage, correct, and assess learner's prior knowledge to determine their readiness to the present lesson. Give analysis right after performing the said activity.				



REVIEW: The Teacher will ask 3 to 5 relevant questions leading to the topics to be discussed.

The teacher may ask the students to recall the previous lesson and share it before the class.

TEXT is a simple and flexible format of presenting information or conveying ideas whether hand-written, printed or displayed on-screen that can form any “human-readable sequence of characters” that can form intelligible words (Rouse, 2015).

TYPES OF TEXT AND COMMON FILE FORMATS

1. **TYPES OF TEXT DESCRIPTION:** HYPERTEXTs serve to link different electronic documents and enable users to jump from one to another in a nonlinear way. PLAINTEXTs or UNFORMATTED TEXTs are fixed sized characters having essentially the same type of appearance. FORMATTED TEXT appearance can be changed using font parameters (bold, underline, italic, font size, font color, etc.). HYPERTEXT will bring you to the first slide or other slide in the presentation by clicking or pressing; It will also bring you to the linked SlideShare account; And it will also bring you to YouTube. UNFORMATTED TEXT refers to html or visual-basic-source codes. FORMATTED TEXT refers to Microsoft Word. TYPEFACE refers to font, font type, or type refers to the representation or style of a text in the digital format usually comprised of alphabets, numbers, punctuation marks, symbols and other special characters



MOTIVATION: It is the teacher’s priming that will hook engage student’s interest to focus by giving essential and relevant, situations to activate the prior knowledge leading to the presentation of new lesson.

The teacher shall ask the following question:



What can you describe in the picture?



Reading. Directions. Read the selection below.

Visual Information and Media

Visual Information is the use of one or more of the various visual media with or without sound. Generally, visual information includes still photography, motion picture photography, video or audio recording, graphic arts, visual aids, models, display, visual presentation services, and the support processes.

The following are the specific examples of visual media: video, screenshots, infographics, charts and graphs, comic strips/cartoons, memes, visual note-taking.

The elements of visual designs are the following:

<p>LESSON PROPER: Teacher's input or abstraction to deliver and present the concepts of the lesson in a systematic manner. Provoke thinking of students by asking relevant questions to gauge student's understanding of the lesson/s.</p>	<p>Line describes a shape or outline. It creates the texture and thickness. These may be actual, implied, vertical, horizontal, diagonal, and contour lines.</p> <p>SHAPE illustrates a geometric or organic area that stands out from the space next to or around it. It may vary in value, color, or texture.</p> <p>VALUE refers to the degree of light and dark in a design with the contrast between black and white and all the tones in between.</p> <p>TEXTURE describes the way a surface feels or is perceived to feel. It further describes the illusion of the surfaces, peaks and valleys, resulting in a feeling of smoothness or roughness in objects.</p> <p>COLOR visualizes its hue (name of color), intensity (purity of the hue), and value (lightness or darkness of hue). It shows emphasis, or elicits emotions from viewers</p> <p>FORM refers to the figure having the volume and thickness. It describes an illusion of a 3-dimensional object that can be implied with the use of light and shading. And it can be viewed from many angles.</p> <p>Visual literacy, like visual culture, is complex, multidimensional, and embedded within a range of visual, cognitive, aesthetic, and nonvisual (emotion, ethical) dimensions. The notion of the visual complex, that is, a relational or situational conception of visual studies, can arguably serve as a multidimensional and embedded working model, useful in providing the practical coherence for visual studies (Peter Dallow. 2008)</p> <p>Disclaimer: The statements stated above are borrowed from the online sources. The Department of Education does not claim or own the presented statements. Links for the sources are found in the reference part of the Self-Learning Home Task.</p>
<div data-bbox="245 974 444 1066"> </div> <p>PRACTICE EXERCISES: The teacher will provide practice exercises that will be answered by the students in pairs or in group or in individual performance in the new normal.</p>	<p>Activity:</p> <p>Based on the reading material, describe the elements of visual designs?</p> <p>Source:</p> <p>Analysis:</p> <p>Which of the following pictures shows the 3D view?</p> <div data-bbox="651 1329 1559 1442"> <div>A. </div> <div>B. </div> <div>C. </div> <div>D. </div> </div>
<div data-bbox="245 1520 444 1612"> </div> <p>GENERALIZATION: The teacher will give questions to draw out or elicit from the students what is expected to generalize about concepts and or demonstrate steps in solving problems.</p>	<p>Abstraction:</p> <p>Directions. Write a concise overview or outline of the elements of visual design.</p> <p>for example:</p> <p>topic: _____</p> <p>sub-topic: _____</p> <p>details: _____</p> <p>Source:</p> <p>Applications:</p>



Directions. Utilize a cell phone to take a picture of anything inside the classroom or browse and download a published picture or an infographic design from Google.com. Then describe the picture based on a particular dimension of visual information.

APPLICATIONS: The teacher will give questions on application to ensure that the lessons were understood and skills were being acquired. Ask real life situations if possible to develop appreciation of students.



Assessment:

Evaluate honestly the 10-item quiz.

QUIZ: The teacher will give a pen paper test to verify and ensure students' mastery of the lesson.

Source:



Assignment is optional

ASSIGNMENT: The teacher will give 1 or 2 easy, 1 or 2 average, and 1 difficult activities to be done at home to strengthen the students assessment.



GUIDE QUESTIONS FOR REFLECTIONS

How many students didn't find difficulties in answering their lesson?

How many students find the lesson interesting, engaging, and enjoyable?

What is lacking in the lesson? (Prior knowledge, skills needed, or interest to listen and pay attention).

REFLECTION: The teacher needs to reflect what went well and what went wrong to improve teacher's and students' performance.

How many students were trying to cope up despite the same difficulties encountered in the delivery of the lesson?

How many students mastered the lesson despite the limited resources facilitated the teaching and learning process?

How many students finished their work on time, and how many of them did not finish their work on time? Why?

Number of learners who earned 80% in the evaluation.

Number of learners who earned 80% above.

Number of learners who need additional activities and require for remediation.

What went well?

(Ex. I planned well what strategy fits my students, and the lesson as well to be discussed the reason why 90% of them acquired the skills needed to use and perform.)

	What do I need to improve in my teaching performance and students' performance? (Ex. I have to employ a variety of strategies that fits to my students and sustain my energy to execute another lesson.)
--	--

Prepared by:

GEORGE P. LUMAYAG

Teacher III

<https://georgelumayag.weebly.com/>

Checked by:

ALOHA Z. BENGCOLITA

Master Teacher I