

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	(WEEK 3)	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	Describing Forms and Conventions of Film	Describing Forms and Conventions of Film	Describing Forms and Conventions of Film	Analyzing Pictures	Analyzing Pictures

III. LEARNING RESOURCES																					
A. References																					
1. Teacher’s Guide pages	Lesson Guide in Elementary English pp. 222-224	Lesson Guide in Elementary English pp. 146-148	Sample Lesson Plan in English pp. 156-160 English for All Times TM p. 102																		
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 I Know YEAH OR NAH Directions: Read the statement carefully. Write YEAH if the statement is correct and NAH if it is incorrect. _____ 1. Visual Media refer to pictures, images and graphic organizers which are used in the classroom. _____ 2. Power point presentation is the most common example of visual media. _____ 3. Visual media cannot help students retain concepts and ideas. _____ 4. Facebook is an example of visual media. _____ 5. YouTube allows videos on its platform. _____ 6. Visual media are not used as learning aids. _____ 7. The most common types of visual media being used by online marketers today are images. _____ 8. Internet users prefer to watch videos.	What is It A film, also called a movie or motion picture, consists of moving pictures that have been recorded so that they can be shown at the cinema or on television. A film tells a story or shows a real situation. The process of filmmaking is both an art and an industry. There are different forms of film such as: 1. Action 2. Adventure 3. Comedy 4. Crime and gangster 5. Drama 6. Epics/Historical 7. Horror 8. Musical/Dance 9. Science Fiction 10. War 11. Fantasy	What I Have Learned Film also called moving picture is a visual art form used to stimulate experiences that communicate ideas, stories, perceptions, feelings, beauty or atmosphere. It is recorded or programmed in moving images along with sound and other conventions or devices. The different conventions are lights, blocking, direction, characterization, acting, dialog, setting, and set-up.	What’s New Look at the picture below. Then answer the following questions.  Directions: Answer the questions based on the image that you have seen. Write your answer on a separate sheet of paper. 1. What is the picture all about? 2. What can you say about the characters in the picture? 3. How old do you think are they? 4. What can you say about their attitude towards their work? 5. Where can you usually see this scene? urban or rural?	Assessment Study the images carefully. Directions: Complete the following table by describing and analyzing the picture in terms of age and gender, race and nationality, and attitude and behavior. <table><tr><th>Characters</th><th>Age and Gender</th><th>Race and Nationality</th><th>Attitude and Behavior</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <table><tr><th>Characters</th><th>Age and Gender</th><th>Race and Nationality</th><th>Attitude and Behavior</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Characters	Age and Gender	Race and Nationality	Attitude and Behavior					Characters	Age and Gender	Race and Nationality	Attitude and Behavior				
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_____ 10. Peer-reviewed journals, webpages, forums, and blogs are not online sources.

1. **Light** - is a convention of films used to create a specific atmosphere. It is a very important aspect for shaping meaning in films. It can manipulate a viewer's attitude towards a setting or a character.
2. **Flooding** - is simply the relationship of the camera to the actors. Essentially, it is the physical movement of the actors relative to the position of the camera.
3. **Direction** - is the process of making sure that every component of a movie runs smoothly.
4. **Characterization** - is the process by which the writer reveals the personality of the character. Characterization is revealed through direct characterization or indirect characterization.

5. **Acting** - affects the way an audience responds. This includes facial expressions, body language and delivery of lines.
6. **Dialogue** - is the exchange of spoken words between two or more characters in the film or moving pictures.
7. **Setting** - is both the time and geographic location within a film or within a work of film. The setting helps initiate the main backdrop and mood for a story.
8. A **set-up** - is also called set design. It refers to the creation of a scenery that depicts the "look" or physical appearance of the set for a film. It is often structured or built in studios. It can also be outside locations.

Lights, Camera, Action!
Directions: Identify what form is depicted on the following films. Choose your answer inside the box and write it on a separate sheet of paper.

- _____ 1. Probinsyano
- _____ 2. Wansapanatym
- _____ 3. Spiderman
- _____ 4. Encantadia
- _____ 5. Mulawin

Directions: Identify what form is depicted on the following films. Choose your answer inside the box and write it on a separate sheet of paper.

_____ 1. Halloween
_____ 2. Men in Black
_____ 3. American Sniper
_____ 4. Avatar
_____ 5. Titanic

Directions: Choose from the conventions and devices of films used in the scene. Write the answer on a separate sheet of paper.

- _____ 1. The actors are positioned in front of the house.
- _____ 2. "Get out, the house is on fire!!!"
- _____ 3. The director is telling the actors what he wants in the scene.
- _____ 4. They are filming near the ocean.
- _____ 5. They use natural sunlight.
- _____ 6. The actress made us cry in the scene.
- _____ 7. Gloria plays as the good witch.
- _____ 8. The place was dim and eerie.

Before you can analyze characters and setting, let us first learn the meaning of print, non-print, and digital materials. There are different materials or resources where we can get information. These are print, non-print, and digital materials.

- **Print materials** refer to any publication, document, or record including, but not limited to, the following: newspapers, magazines, books, photographs, drawings, maps, almanacs, dictionaries, atlases, encyclopedias, yearbook, magazine, etc.
- **Non-print materials** refer to formats with special characteristics whose information content can only be accessed through the use of materials or digital equipment such as e-book, e-journals, electronic images, audio-visual materials, tape recording, etc.
- **Digital Materials** refer to electronic records and other content (MS Office files, PDFs, image, audio, or video files, etc.) that were originally created (or stored in a digital environment such as web servers, desktop computers, digital cameras, digital video recorders, etc.)

Basically, characters and setting can be analyzed in print, non-print, and digital materials. Characters used in print, non-print, and digital materials can be analyzed.

Characters used in print, non-print, and digital materials can be analyzed in terms of:

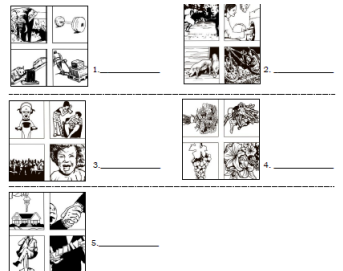
- sex and gender
- race and nationality
- attitude and behavior

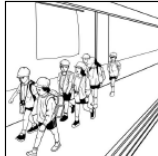
On the other hand, setting used in print, non-print, and digital materials can be analyzed in terms of:

- urban or rural
- affluent or poor

4 PICS 1 WORD

Directions: Guess the word being described in the pictures. Write your answer on a separate sheet of paper.



			_____ 9. Angelina sits with posture and the opposite end is John. _____ 10. “Oh, you can’t help that said the cat: we’re all mad here. I’m mad. You’re mad.”														
	What’s New Name the Picture! Directions: Let us study the pictures then answer the questions that follow. Write your answers on the table below. Picture A  Picture B  1. What have you noticed with pictures A and B in terms of lighting? 2. Who are the characters in pictures A and B? 3. What do you think is the setting in pictures A and B? 4. What is the atmosphere or the mood created in picture A and B? 5. Where is the set-up of picture A and B? <table><tr><th>Picture A</th><th>Picture B</th></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr><tr><td>4.</td><td></td></tr><tr><td>5.</td><td></td></tr></table> What is your favorite film? What do you usually enjoy in watching films?	Picture A	Picture B	1.		2.		3.		4.		5.			Assessment Directions: Identify what element in Column B is being described in Column A. Write the letter of your answer on a separate sheet of paper. Column A _____ 1. Refers to the positioning and movement of the actors on stage _____ 2. The development and portrayal of a personality through thought and action _____ 3. Manipulate attitude towards a setting or a character _____ 4. Time and place where the action happened _____ 5. They are often structured or built-in studios. Column B a. setting b. blocking c. characterization d. set-up e. lights	What’s More Analyze the pictures by answering the following questions. Write A or B that best describes the image. A  B  _____ 1. Which of the pictures has an urban setting? _____ 2. Which of the pictures has a rural setting? _____ 3. Which of the pictures can be described as affluent? _____ 4. Which of the pictures can be described as poor? _____ 5. Which of the pictures show younger age group?	
Picture A	Picture B																
1.																	
2.																	
3.																	
4.																	
5.																	
			Additional Activities Directions: Take time to watch some TV shows, film clip, commercial or movie. List down and identify the conventions and devices used in the film. Complete the table below.	What I Can Do Look at the picture and analyze the character. Answer the questions below.													

			<table><tr><th>Lights</th><th>Blocking</th><th>Direction</th><th>Characterization</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><th>Acting</th><th>Dialog</th><th>Setting</th><th>Set-up</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Lights	Blocking	Direction	Characterization					Acting	Dialog	Setting	Set-up						1. What is the picture all about? 2. What can you say about the character in the picture? 3. How old do you think is the person? 4. What can you say about the person’s attitude towards work? 5. Where can you usually see this scene? Urban or rural?
Lights	Blocking	Direction	Characterization																		
Acting	Dialog	Setting	Set-up																		
V. REMARKS																					
VI. REFLECTION																					
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?