

School:		Grade Level:	VI
Teacher:		Learning Area:	ENGLISH
Teaching Dates and			
Time:	(WEEK 3)	Quarter:	1 ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
	The learner				
	Demonstrates understanding of various linguistics nodes to comprehend various texts.	Demonstrates understanding of various linguistics nodes to comprehend various texts.	Demonstrates understanding of various linguistics nodes to comprehend various texts.	Demonstrates understanding of various linguistics nodes to comprehend various texts.	Demonstrates understanding of various linguistics nodes to comprehend various texts.
A. Content Standards	Demonstrates understanding to text types to listen for different purposes from a variety of texts.	Demonstrates understanding to text types to listen for different purposes from a variety of texts.	Demonstrates understanding to text types to listen for different purposes from a variety of texts.	Demonstrates understanding to text types to listen for different purposes from a variety of 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.	Demonstrates understanding of text types in order to construct feedback.	Demonstrates understanding of text types in order to construct feedback.	Demonstrates understanding of text types in order to construct feedback.	Demonstrates understanding of text types in order to construct feedback.
	The learner				
	Analyzes text types to effectively understand information/message (s)	Analyzes text types to effectively understand information/message (s)	Analyzes text types to effectively understand information/message (s)	Analyzes text types to effectively understand information/message (s)	Analyzes text types to effectively understand information/message (s)
B. Performance Standards	Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.	Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.	Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.	Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.	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.	Uses literal information from text heard to construct an appropriate feedback.	Uses literal information from text heard to construct an appropriate feedback.	Uses literal information from text heard to construct an appropriate feedback.	Uses literal information from text heard to construct an appropriate feedback.
C. Learning Competencies/ Objectives Write the LC code for each					
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	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	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. Characters Age and Gender Race and Behavior. Characters Age and Gender Race and Behavior.

jo b	9. Instagram is an example of an online source 10. Peer-reviewed ournals, webpages, forums, and plogs are not online sources.	In order to communicate key messages to an audience, producers of films use certain conventions and devices such as lights, blocking, direction, characterization, eating, allow, estima, and evidence. 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. Blocking - 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 refinites 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 acknown and mood for a story. 8. A et 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.			
Li D d C b	Lights, Camera, Action! Directions: Identify what form is depicted on the following films. Choose your answer inside the pox and write it on a separate sheet of paper. Action Drama Horror Comedy Epics/Historical War Comedy Epics/Historical War Science Fiction 1. Probingyano 2. Wansapanatym 3. Spiderman 4. Encantadia 5. Mulawin	What's More 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. Action	Directions: Choose from the conventions and devices of films used in the scene. Write the answer on a separate sheet of paper. Lights Blocking Direction Characterization Acting Dialog Setting Set-up 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 sigital materials. There are different materials or resources where we can get information. These are print, non-print, and sigital materials are for the following, newpapers, magazines, used to the content of the print, and sigital materials print non-print, and sigital exception, magazine, etc. Non-print materials refer to formats with special characteristics whose information content can only be accessed through the use of machines / sigital equipment such as e-book, e-journals, electronic images, andio-vious dimeterials, tepe recording, etc. Digital Materials refer to electronic records and other content (MS or materials and/or stored in a sigital environment (such as web servers, desictory computers, digital conserve, digital video recorders, etc.) Basically, characters and setting can be analyzed in print, non-print, and sigital materials. Characters used in print, non-print, and sigital materials. Characters used in print, non-print, and digital materials can be analyzed in terms of: o age and gender or accessed and behavior On the other hand, setting used in print, non-print, and digital materials can be analyzed in terms of: or the other hand, setting used in print, non-print, and digital materials are beautyped in terms of: or the other hand, setting used in print, non-print, and digital materials and terms of: or the other hand, setting used in print, non-print, and digital materials and terms of: or the other hand, setting used in print, non-print, and digital materials can be analyzed in terms of: or the other hand, setting used in print, non-print, and digital materials and terms of: or the other hand, setting used in print, non-print, and digital materials can be analyzed in terms of:	Additional Activities 4 PICS 1 WORD Directions: Guess the word being described in the pictures. Write your answer on a separate sheet of paper.

	Joh 	9. Angelina sits with sture and the opposite end is hn. 10. "Oh, you can't help at said the cat: we're all mad ire. I'm mad. u'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. 1. What have you noticed with pictures A and B in terms of lighting? 2. Who are the characters in pictures A and BP 3. What do you think is the setting in pictures A and BP 4. What is the samosphere or the mood created in picture A and BP 5. Where is the set-up of picture A and BP 7. Where is the set-up of picture A and BP 8. Where is the set-up of picture A and BP 9. Where is the set-up of picture A and BP 1	Dir in Col ans par	rections: Identify what element Column B is being described in slumn A. Write the letter of your swer on a separate sheet of per. Column A 1. Refers to the positioning and movement of the actors on stage 2. The development and portrayal of a personally through thought and action on Managinate attitude towards a setting or a character 4. Time and place where the action happened 5. They are often structured or built-in studios.	Analyze the pictures by answering the following questions. Write A or B that best describes the image. 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?	
	Dir sor cor and dev	rections: Take time to watch me TV shows, film clip, mmercial or movie. List down d identify the conventions and vices used in the film. Complete e table below.	What I Can Do Look at the picture and analyze the character. Answer the questions below.	

		Lights Blocking Direction Characterization Acting Dixlog Setting Set-up	 What is the picture all about? What can you say about the character in the picture? How old do you think is the person? What can you say about the person's attitude towards work? Where can you usually see this scene? Urban or rural? 	
V. REMARKS			300.00	
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?			