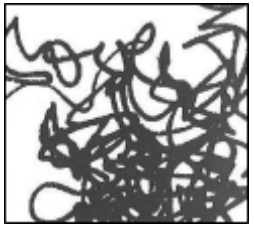
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	Quarter:	Second

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 their purpose, context, and target audience.
B. Performance Standards	The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration, description, time order: chronology and procedural) based on their purpose, context (christenings and weddings), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

C. Learning Competencies and Objectives	***Viewing and Representing*** 1. Identify visual elements using shapes such as: a. geometric b. organic c. abstract 2. Derive meaning based on visual elements through a. interpreting lines, shapes and colors b. identifying the purpose of the visual text c. interpreting images/ideas are that are explicitly used to influence viewers 3. Recognize the use of slogans, subtitles, and headings in text as multimedia. 4. Identify real or make-believe, fact or non-fact images.
D. Content	Viewing and Representing ● Identifying visual elements ● Deriving meaning based on the visual elements ● Identifying multimedia elements: text (headlines, subtitles, slogans) ● Identifying real or make-believe, fact or

	non-fact images
E. Integration	arts integration, peace concepts

II. LEARNING RESOURCES
Artyfacory (n.d.) https://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html Daily Express. (2023). https://www.bbc.com/news/blogs-the-papers-67165392 Goble, D. (2023). Inner Peace. https://pixels.com/featured/inner-peace-bw-h2-diane-goble.html Concepcion, J. (2020). ENG6-Q1-LASwk2-Fact-and-Non-fact-images. In fliphtml5.com. FLIPHTML5. https://fliphtml5.com/tkihk/iety/ENG6-Q1-LASwk2-Fact-and-Non-fact-images/ Jamil, M. (2003). Shape as a Visual Element for Graphic design. https://medium.com/@jamil226/shape-as-a-visual-element-of-graphic- design Lake Washington School District (2018). https://www.lwsd.org NESD Curriculum Corner. (n.d.). Curriculum.nesd.ca. https://curriculum.nesd.ca/Pages/default.aspx#/=

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**DAY 1** **Short Review** Ask pupils what words they can relate with squiggles and with a straight line. *Possible answers: Squiggles may be related to words like confusing, unclear, noisy. A straight line can be related to being clear or sure.*   Recall how lines make meaning.	
B. Establishing Lesson Purpose	**1. Establishing Lesson Purpose** Show an image of children in armed conflict. Images can be found in local news websites. This image is of children walking with armed soldiers is featured in the Philippine Star website. Access the image via the link below and provide background about children who live in war-afflicted areas. https://www.philstar.com/nation/2019/05/24/1920341/18-million-children-risk-due-conflict-mindanao	

Ask questions that will guide pupils in analyzing the image:

a. How do you feel about what you see in the photo? Which image in the photo caught your attention? Why?
b. Based on the photo, how do you think the children in war and conflict feel? What makes you say that?
c. Who should help the children? How can they be helped?
d. What can be done to have peace?

Note that images evoke feelings and show meanings. Knowing how to interpret Images is helpful particularly when the images go with text like in news articles.

2. Unlocking Content Area Vocabulary

Ask pupils to accomplish **Activity 1. Word Building Activity Sheet**.

1. My little brother drew a house using **geometric shapes**.
Meaning: _____
Sentence: _____

2. The clouds took on a variety of **organic shapes** as they drifted across the sky.
Meaning: _____
Sentence: _____

3. The paintings of Picasso with a lot of **abstract shapes** attracted a lot of viewers.
Meaning: _____
Sentence: _____

4. The **make-believe** of stories of Disney are loved by the children.
Meaning: _____
Sentence: _____

5. The newspaper is presenting **facts** about what is happening in the war.
Meaning: _____
Sentence: _____

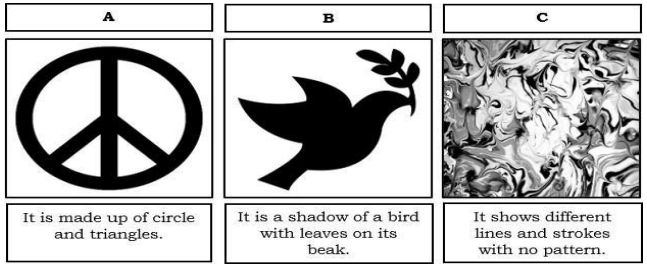
6. Video games use **multimedia** to make it more enjoyable.
Meaning: _____
Sentence: _____

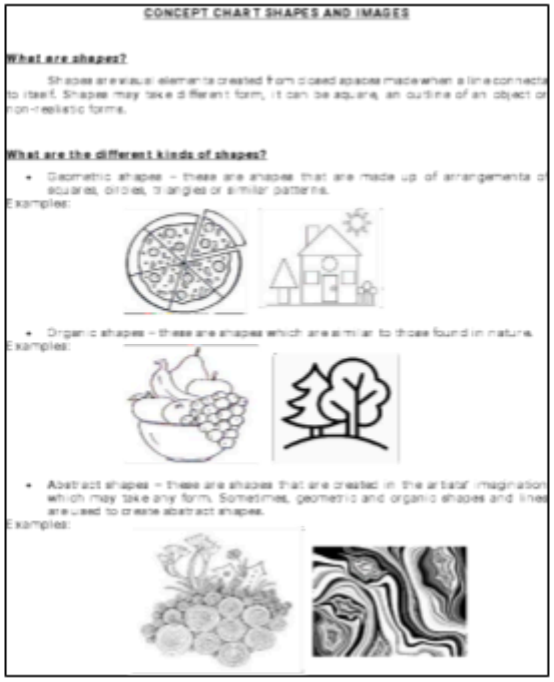
7. The teacher used a **visual text** to explain the digestive system to the pupils.
Meaning: _____
Sentence: _____

Instructions for pupils:

a. In your dictionary, select the appropriate meaning of the underlined word according to how it is used in the sentence.
b. Write down the selected meaning on the space provided in the word build activity sheet.

Should the number of dictionaries not suffice for the number of learners, an advisory of bringing one can be given to pupils prior to the day lesson execution. The dictionary can also be in electronic form; thus, they can use the dictionary in their mobile phones or use their mobile phones to access dictionaries on the internet.

	c. Use the underlined word in your own sentence. d. Post your activity sheets on the board.	
C. Developing and Deepening Understanding	**DAY 2** **DERIVATION OF MEANING** Identifying visual elements using shapes such as geometric, organic and abstract Identifying real or make-believe, fact or non-fact images **1. Explicitation** Show an image to the pupils and asks questions.  a. What message does this image tell us? b. What kind of shapes are used in the image? Are there geometric shapes? Are there organic shapes? c. How did the shapes used help in expressing the message? **2. Worked Example** Guide the pupils in analyzing the images the symbolize Peace. Ask questions to elicit from the pupils the description below each picture.  	This part uses the Direct Instruction Model (see DO 42 s. 2016), however primarily uses the question-and-answer technique in deepening the learners' understanding. Children may come up with varied answers, as such, the task of the teacher to direct and align these answers with the lesson's learning competencies.



CONCEPT CHART SHAPES AND IMAGES

What are shapes?

Shapes are visual elements created from closed spaces made when a line connects to itself. Shapes may take different form, it can be square, an outline of an object or non-realistic forms.

What are the different kinds of shapes?

- Geometric shapes – these are shapes that are made up of arrangements of squares, circles, triangles or similar patterns.

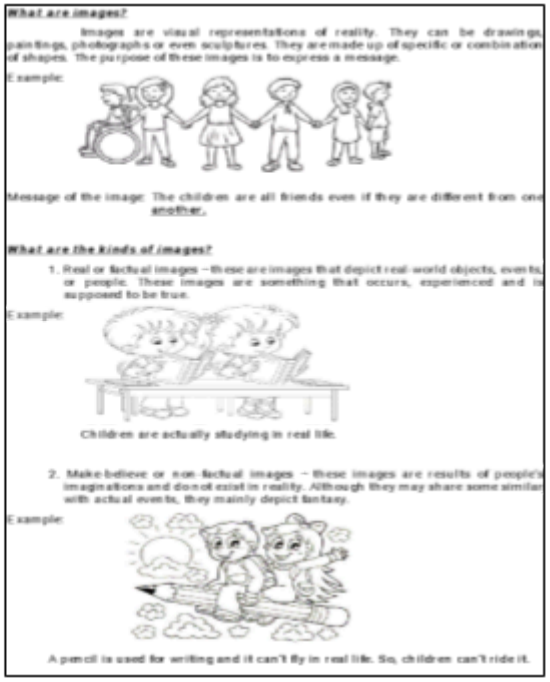
Examples:

- Organic shapes – these are shapes which are similar to those found in nature.

Examples:

- Abstract shapes – these are shapes that are created in the artists' imagination which may take any form. Sometimes, geometric and organic shapes and lines are used to create abstract shapes.

Examples:



What are images?

Images are visual representations of reality. They can be drawings, paintings, photographs or even sculptures. They are made up of specific or combination of shapes. The purpose of these images is to express a message.

Example:

Message of the image: The children are all friends even if they are different from one another.

What are the kinds of images?

1. Real or factual images – these are images that depict real-world objects, events, or people. These images are something that occurs, experienced and is supposed to be true.

Example:

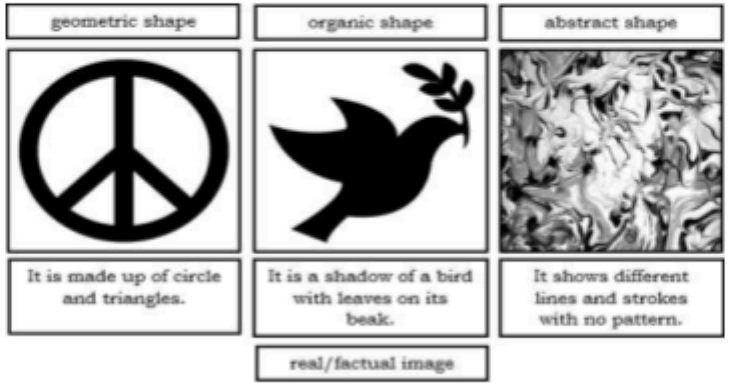
Children are actually studying in real life.

2. Make-believe or non-factual images – these images are results of people's imaginations and do not exist in reality. Although they may share some similar with actual events, they mainly depict fantasy.

Example:

A pencil is used for writing and it can't fly in real life. So, children can't ride it.

Connect the concepts to the images earlier and label each with the terms that describe shapes.



Activity 2. Shapes and Images. Refer to the worksheet for this activity where pupils examine and interpret images.

Divide the class into groups. Each group will be given an activity envelope containing an activity sheet (where they will paste their outputs), instruction card (where the directions for the activity is written), and meta cards (concepts for answer are indicated). Each group will do as the instruction card indicates; after which, outputs are to be reported by the assigned group reporter.

Have pupils share their outputs in class. The report matrix below can be used as guide.

Report Matrix

The following are the questions to be answered when reporting the output.
1. What is the image all about?
2. What kind of shape was used for the image?
3. Why say that the image used that shape?
4. Is the image fact/real or non-fact/make believe?
5. What makes it fact/real or non-fact/make believe?

Expected output may look like the one below:

ACTIVITY SHEET: SHAPES AND IMAGES		
IMAGE	SHAPE	IMAGE
	Organic Shape **Reason:** The shapes used are natural shapes and similar with the shapes of actual people and objects.	Real/factual **Reason:** The soldiers are real people in the world who keep peace and help people when needed.

DAY 3

Activity 3. Slogans, Subtitles and Headings. Guide the pupils in analyzing the organization of the different elements in a campaign poster by having them compare and contrast two posters on bullying. The text and images tell the main ideas or supporting details of the text.



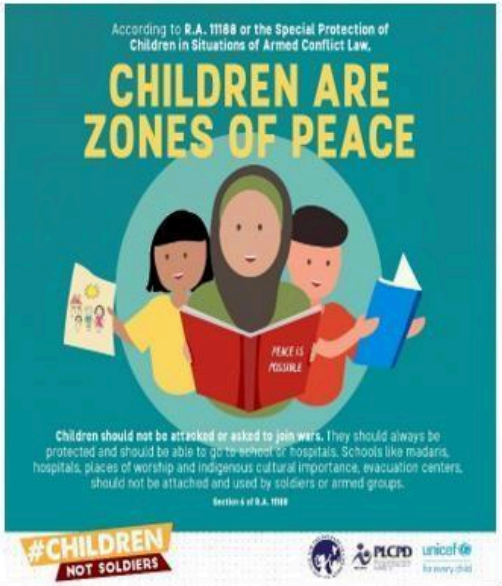


a. What is the purpose of the posters? Who are the target readers?
b. What important ideas do the posters want to convey to the readers?
c. Which element in the poster (text and/or images) express the main message?
d. What are the more specific details shared in the posters?
e. Which between the two posters is more effective in sharing the message? Why?

DAY 4

3. Lesson Activity

Activity 4. The Meaning Box. Have pupils work in groups to accomplish the worksheet on interpreting the poster. Below is a sample output.

IMAGE 1	Guide Questions for Deriving Meaning
	**Procedure 1: Recognize how slogans, subtitles and headings are used in the text.** Q1: What is the main idea expressed by the image? *Children are zones of peace.* Q2: What are its supporting details? *Children should not be attacked or asked to join wars.* ***Procedure 2: Interpret lines, shapes and colors.*** Q1: What are the lines, shapes, colors used? *Organic and geometrical shapes were used. Shades of green were also used.* Q2: What ideas do the lines, shapes, color represent? *The shape depicts different children can be affected by war.* ***Procedure 3: Identify the purpose of a visual text.*** Q1: How does the image make you feel? *It makes me knowledgeable that there is a law about children and war.* Q2: What is the purpose of the image? *The purpose of the image is to inform.* ***Procedure 4. Interpret the images or text that is influential to the viewer.*** Q1: For whom is the image made? *The image is made for the information of the law to the Filipino citizens.* Q2: What are the symbols used in the image? *The symbols used are color green (peace), organic shapes (actual happening).* Q3: What is the message of the image? *Children are zones of peace.*
MEANING BOX What is the meaning of the image? Children should be spared from, protected during and cared by after war.	

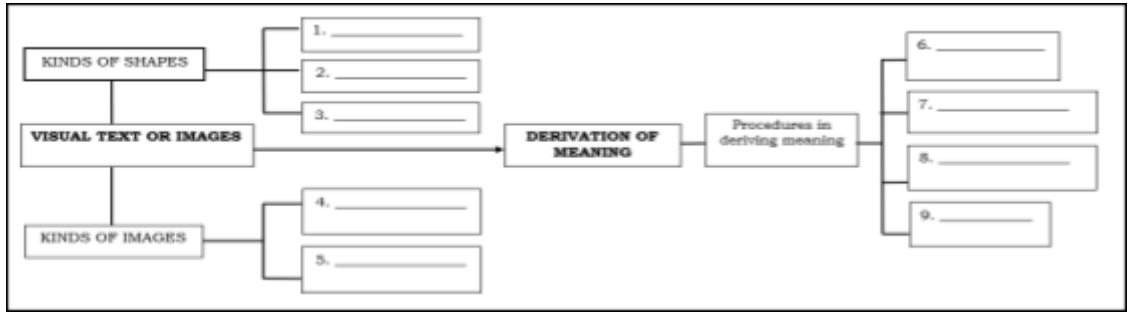
Have pupils share their outputs in class. The report matrix below can be used.

	Report Matrix **P1.** ***Recognize how slogans, subtitles and headings are used in the text.*** Q1: What is the main idea expressed by the image? Q2: What are its supporting details? ***P2: Interpret lines, shapes and colors.*** Q1: What are the lines, shapes, colors used? Q2: What ideas do the lines, shapes, color represent? ***P3: Identify the purpose of a visual text.*** Q1: How does the image make you feel? Q2: What is the purpose of the image? ***P4. Interpret the images or text that is influential to the viewer.*** Q1: For whom is the image made? Q2: What are the symbols used in the image? Q3: What is the message of the image? **What is the meaning of the image?** **How did you derive the meaning of the image?**		

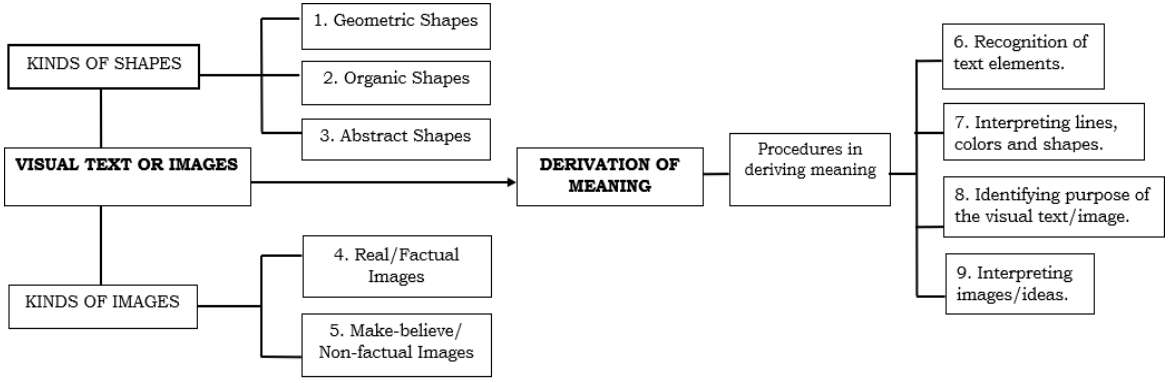
D. Making Generalizations

1. Learners' Takeaways

Activity 5. Ask the pupils to complete the graphic organizer by filling up the boxes then writing a paragraph to summarize the concepts learned.



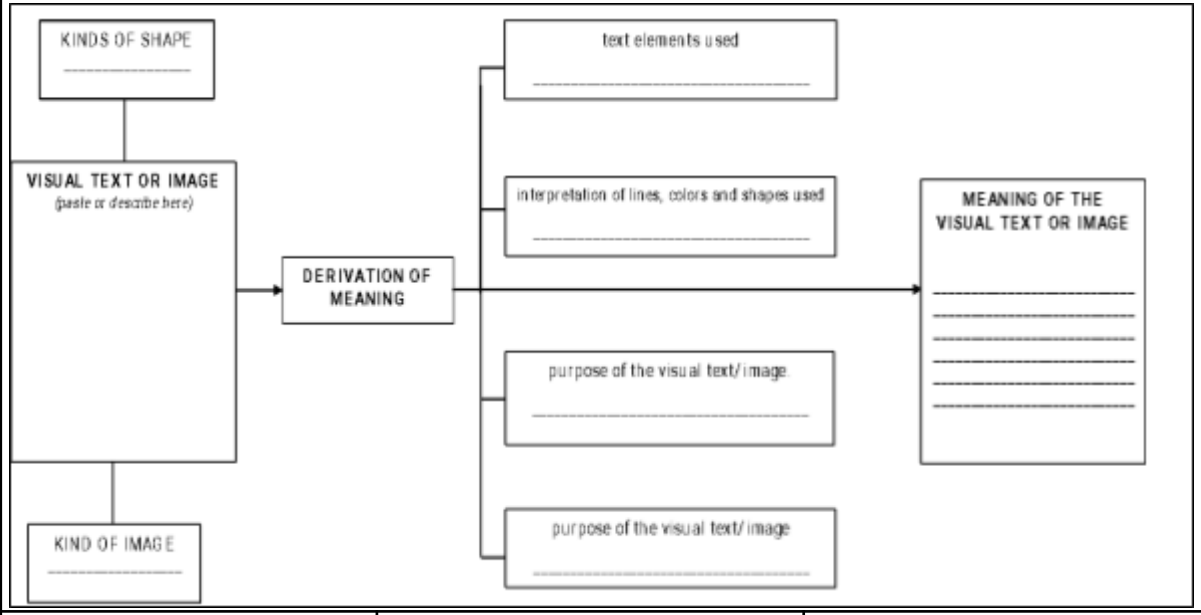
Expected Output:



2. Reflection on Learning

Ask pupils to write a journal entry by answering the following questions:

a. What is the most important thing that I learned from this lesson?
b. Which lesson activity did I enjoy most? Why?
c. What part of the lesson was difficult for me? Why?

<table>
<tr>
<td>E. Evaluating Learning</td>
<td colspan="3">Activity 6. Pupils take a photograph of a visual text/image from (a) school (b) community and/or (c) church which will be the subject of their meaning derivation following the graphic organizer below.

</td>
<td>Taking a photograph is optional. The teacher may contextualize this requirement for the indicated formative assessment to suit the location, situation or availability of resources necessary for the activity.</td>
</tr>
<tr>
<td rowspan="5">F. Teacher’s Remarks</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>
</tr>
<tr>
<td>strategies explored</td>
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<tr>
<td>materials used</td>
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<td>learner engagement/ interaction</td>
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<tr>
<td>others</td>
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G. Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?* ▪ *learners* *What roles did my students play in my lesson? What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently? What can I explore in the next lesson?*	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.