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# Lesson Exemplar for English for Science

Quarter 1  
Lesson 1  
Lesson  
8

**Lesson Exemplar for English Grade 5**  
**Quarter 1: Week 8**  
**SY 2024-2025**

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Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience.
<b>B. Performance Standards</b>	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
<b>C. Learning Competencies and Objectives</b>	<p><b><i>Learning Competency 1: Use appropriate non-verbal cues for clarity of context, purpose, and meaning.</i></b>  <i>Learning Objectives:</i></p> <ol style="list-style-type: none"> <li><i>1. recognize non-verbal cues: preliminary to nonverbal communication</i></li> <li><i>2. define nonverbal cues</i></li> <li><i>3. explain the significance of nonverbal communication</i></li> <li><i>4. introduce the main types of nonverbal cues (facial expressions, body language, gestures, etc.)</i></li> </ol> <p><b><i>Learning Competency 2: Identify visual elements: using layout (margin, grid, header, slide bar).</i></b>  <b><i>Learning Competency 3: Derive meaning based on the visual elements.</i></b>  <b><i>Learning Competency 4: Evaluate cultural appropriateness of visual elements.</i></b>  <b><i>Learning Competency 5: Create a visual text drawn from visual elements learned.</i></b>  <i>Learning Objectives:</i></p> <ol style="list-style-type: none"> <li><i>1. identify visual elements within different layouts, such as images, graphics and text formatting interpret tone and mood (colors, space, layout, directionality)</i></li> <li><i>2. recognize the purpose of visual text</i></li> <li><i>3. analyze how visual elements contribute to the meaning of the text</i></li> <li><i>4. interpret images or ideas intentionally used to influence viewers</i></li> <li><i>5. recognize cultural appropriateness of visual elements and their impact on communities.</i></li> <li><i>6. perform hands-on activities for beginners to practice basic visual text creation skills</i></li> </ol> <p><b><i>Learning Competency 6. Identify multimedia elements: audio (dialogue, recorded narration, music, sound effects).</i></b>  <b><i>Learning Competency 7. Derive meaning for multimedia elements learned: identifying the author's purpose.</i></b></p>

	<p><i>Learning Objectives:</i></p> <ol style="list-style-type: none"> <li>1. Identify audio elements in multimedia content, including sounds, music, recorded narration, dialogue and effects</li> <li>2. Analyze how audio elements contribute to the overall message of the multimedia.</li> <li>3. Explain how audio elements contribute to the author's purpose in multimedia.</li> </ol>
<b>C. Content</b>	<ol style="list-style-type: none"> <li>1. <b>Nonverbal Cues</b></li> <li>2. <b>Visual Elements using Layouts</b></li> <li>3. <b>Audio Elements in Multimedia</b></li> </ol>
<b>D. Integration</b>	<p>Holiday in focus: National Heroes Day</p> <p>Values and Skills: Leadership, Service to Others, Patriotism, Unity, National Pride</p> <p>SDG: SDG10 Reduced Inequalities, SDG16 Peace, Justice, and Strong Institutions, SDG17 Partnerships for the Goals</p>

## II. LEARNING RESOURCES

Alten, S.R. (2004). *Audio in Media*. Cengage Learning ISBN: 0534630464.

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Knapp, M. L. & Hall, J. A. (2009). *Nonverbal communication in human interaction*. Cengage Learning.

Lukehart, W. (2004). Richardson, Joy. Looking at Pictures. *School Library Journal*, 50(4), 63. <https://link.gale.com/apps/doc/A115494244/AONE?u=anon~e4ad61dc&sid=googleScholar&xid=b4b3d41e>

Walt Disney Studios. (2009, March 31). *Meet Kevin- Exclusive scene from UP!* [Video]. YouTube. <https://www.youtube.com/watch?v=4fcxkKspq0c>

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THESSALONIAN31N. (2019, July 2). *Toy Story 2 Fixing Woody Scene* [Video]. YouTube. <https://www.youtube.com/watch?v=Ke3LwDAPcdo>

Disney UK. (2010, July 14). *TOY STORY 3 | Bathroom Escape Clip | Official Disney Pixar UK* [Video]. YouTube. <https://www.youtube.com/watch?v=9gdJU-bK8Us>

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<https://www.eslprintables.com/vocabulary worksheets/face and body/facial expressions/Facial expressions pictionary 581760/>  
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 Watson, G. (2014). The techniques of manipulation. In *Elsevier eBooks* (pp. 39–63). <https://doi.org/10.1016/b978-0-12-420124-8.00003-x>  
 Google. (2014, August 21). Museums. Pinterest. <https://www.pinterest.ph/pin/257831147392581039/>  
 Differences - find & spot them Game for Android - Download | Bazaar. (2024b, May 17). Bazaar.  
<https://cafebazaar.ir/app/com.easybrain.find.the.difference?l=en>  
 109,298 Body language Royalty-Free Images, Stock Photos & Pictures | Shutterstock. (n.d.). Shutterstock.  
<https://www.shutterstock.com/search/body-language>  
 Niadvetskaya, A. (n.d.). Hand gesture set. human hands showing thumbs up, pointing and greeting, OK. Various hand symbols. Interactive communication set. Vector illustration. Vecteezy.  
<https://www.vecteezy.com/vector-art/15414041-hand-gesture-set-human-hands-showing-thumbs-up-pointing-and-greeting-ok-various-hand-symbols-interactive-communication-set-vector-illustration>  
 Planting Rice Mayon by FernandoAmorsolo. (n.d.).  
<https://www.artnet.com/artists/fernando-amorsolo/planting-rice-mayon-cbOv5QJPf80Anu4p7yljxQ2>  
 Bihus, T. (n.d.). Symbols of world religion. 12 signs of religious groups and religions. Christianity, Islam, Hinduism, Buddhism and others. Vector illustration. Vecteezy.  
<https://www.vecteezy.com/vector-art/18992219-symbols-of-world-religion-12-signs-of-religious-groups-and-religions-christianity-islam-hinduism-buddhism-and-others-vector-illustration>

III. TEACHING AND LEARNING PROCEDURE (4days/40 minutes per session. Total of 160 minutes)		NOTES TO TEACHERS
1. Activating Prior Knowledge	1. Short Review	For visual elements short review, you can add some trivia about the painting. You can say that the title of the painting is starry night painted by Vincent Van Gogh. You can also add that the song Vincent is inspired by this painting.



<https://www.pinterest.ph/pin/257831147392581039/>

Display this picture on the board. Instruct the students to observe the picture. Then ask them to identify the following: line, shape, color, value, form, texture, and space.

**Lines** - can be straight, curved, wavy, zigzag, or diagonal. They define boundaries or imply movement and direction in a composition.

**Color** refers to the visual sensation produced by the spectrum of light when it interacts with the human eye.


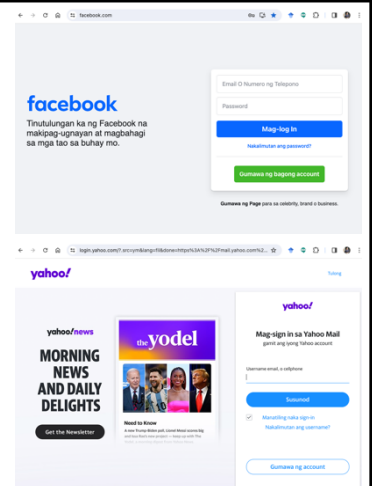

**Shape** - circles, squares, triangles, or organic forms.

**Texture** - is observed through touch or implied virtually. Examples of texture include rough, smooth, bumpy, gritty, or soft surfaces.

**Value** refers to the lightness or darkness of a color or tone.

**Form** refers to the three-dimensional aspect of an object like shading and highlighting.

Review the descriptions of visual elements if necessary.

<div>2. Establishing Lesson Purpose</div>	<div>1. Lesson Purpose</div> <div>Show 2-3 pictures (one picture at a time) and have the students identify and discuss the changes they notice, focusing on how the layout affects the overall design.</div> <div><div></div><div></div><div></div></div> <div><div><a href="https://cafebazaar.ir/app/com.easybrain.find.the.difference?l=en">https://cafebazaar.ir/app/com.easybrain.find.the.difference?l=en</a></div><div><a href="https://www.facebook.com/">https://www.facebook.com/</a> <a href="https://mail.yahoo.com">https://mail.yahoo.com</a></div><div><a href="https://www.pinterest.ph/pin/625718941957040026/">https://www.pinterest.ph/pin/625718941957040026/</a></div></div> <div>This activity will help the students understand the basics of layouts and visual elements.</div> <div>2. Unlocking Vocabulary</div> <div>Match column A and column B. Identify the word or phrase being described. Write the letter of the correct answer to the blank provided.</div> <div><div>Column A</div><div>_____ 1. body language</div><div>—</div></div> <div><div>Column B</div><div>a. This refers to the building blocks of design, including things like images, text, colors, shapes, and lines</div></div>	<div>Lesson Purpose</div> <div>For clearer images, you can find them here</div> <div><a href="https://cafebazaar.ir/app/com.easybrain.find.the.difference?l=en">https://cafebazaar.ir/app/com.easybrain.find.the.difference?l=en</a></div> <div><a href="https://www.facebook.com/">https://www.facebook.com/</a> <a href="https://mail.yahoo.com">https://mail.yahoo.com</a></div> <div><a href="https://www.pinterest.ph/pin/625718941957040026/">https://www.pinterest.ph/pin/625718941957040026/</a></div> <div>Unlocking vocabulary</div> <div>Answer key</div> <div>1. e</div> <div>2. c</div> <div>3. d</div> <div>4. b</div> <div>5. a</div>
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	<p>____ 2. cultural appropriateness</p> <p>–</p> <p>____ 3. nonverbal cues</p> <p>–</p> <p>____ 4. Layout</p> <p>–</p> <p>____ 5. Visual elements</p> <p>–</p>	<p>b. This refers to how visual elements are arranged on a page</p> <p>c. It is about treating other cultures with sensitivity, dignity, and respect.</p> <p>d. This refers to specific signals or behaviors that convey information without the use of words</p> <p>e. This is the unspoken part of communication that we use to reveal our true feelings and to give our message more impact</p>	
<p><b>3. Developing and Deepening Understanding</b></p>	<p><b>SUB-TOPIC 1: NONVERBAL CUES (Day 1)</b></p> <p>You can start by asking the students, “<i>Have you ever noticed how sometimes we can understand how someone feels or what they mean without them saying a single word?</i>” Students’ response may vary. After eliciting their thoughts, you can continue by saying, “that’s because communication isn’t just about what we say; it’s also about how we express ourselves through nonverbal cues.”</p> <p><b>Nonverbal cues</b> refer to specific signals or behaviors that convey information without the use of words. These cues can include facial expressions, body language, gestures, tone of voice, eye contact, and other nonverbal signals.</p> <p>Some types of nonverbal cues</p> <p>1. <b>Facial expressions</b> are set up of different micromotor (small muscle) movements in the face that are used to infer a person’s discrete emotional state (e.g., happiness, anger).</p>	<p><b>SUB-TOPIC 1: NONVERBAL CUES</b></p> <p>Teacher is advised to make sure that s/he sounds excited when s/he encourages the students to listen as s/he explains nonverbal cues.</p> <p>Important:</p> <p>While oftentimes nonverbal cues and nonverbal communication are used interchangeably, there is a subtle difference between the two.</p> <p>Nonverbal communication is a broader concept that encompasses the entire process of conveying meaning through nonverbal cues. It includes not</p>	





- Cut out the printed facial expressions. Omit the name of the expression.
- During discussion, ask the students to try to guess the meaning of the facial expression.

**Body language** refers to the nonverbal cues and signals expressed through physical movements, gestures, postures, and facial expressions. It often communicates subconscious thoughts, feelings, attitudes, and intentions,

only the individual signals themselves but also the overall context, interpretation, and understanding of those signals within a communication exchange.

Simply put, nonverbal cues are the individual pieces of information we transmit and receive non-verbally, while nonverbal communication refers to the entire process of conveying meaning through those cues in interpersonal interactions.

- For facial expressions, you can download the printable materials here <https://www.eslprintables.com/vocabulary-worksheets/face-and-body/facial-expressions/Facial-expressions-pictionary-581760/#google-vignette>
- For body language, clear images can be seen here <https://www.shutterstock.com/search/body-language>

supplementing or contradicting verbal communication.



- Examples of body language

1. **Gestures** include movement of the hands, face, or other parts of the body. Gestures differ from physical non-verbal communication that does not communicate specific messages, such purely expressive displays, or displays of joint attention.



**Activity: Charades for nonverbal cues**  
Steps:

- For gestures, clear images can be seen here <https://www.vecteezy.com/vector-art/15414041-hand-gesture-set-human-hands-showing-thumbs-up-pointing-and-greeting-ok-various-hand-symbols-interactive-communication-set-vector-illustration>

**Activity: Charades for nonverbal cues**

You can use the given examples. Cut out and roll them into small pieces and put them in a box. The students will pick from the box the nonverbal cue that they will act out.

	<ol style="list-style-type: none"> <li>1. Begin by explaining the rules of "Charades" to the students. Let them know that they will be acting out words or phrases without speaking, and their classmates will try to guess what they're acting out.</li> <li>2. Divide the class into teams or individual players, depending on the size of the group and your preference.</li> <li>3. Have each team take turns in drawing a picture from the examples you cut out.</li> <li>4. Instruct that the player will act out the picture without saying a word.</li> <li>5. Have the member of the team to guess the correct nonverbal cue.</li> <li>6. Tell the class that the team that gets the highest score will win the game.</li> </ol> <p>Conclude the lesson by summarizing key takeaways about non-verbal cues and its significance in everyday interactions.</p>	
	<p><b>SUB-TOPIC 2: VISUAL ELEMENTS USING LAYOUT (Days 2-3)</b>  Start by discussing with the students the concept of visual elements and layout.</p> <p>Suggested introductory statement/question: <i>"Have you ever flipped through a magazine or story books and been captivated by its vibrant images, catchy headlines, and organized layout?"</i>  Wait for the students to answer. Then continue by saying, <i>"Well, today, we're going to explore how all those elements come together to create visually stunning pages that grab our attention and convey messages effectively."</i></p> <p><b>Visual elements</b> are the building blocks of design, including things like images, text, colors, shapes, and lines.</p> <p><b>Layout</b> refers to how these elements are arranged on a page to create a visually appealing and organized composition.</p> <ul style="list-style-type: none"> <li>• Some lay out principles: <ol style="list-style-type: none"> <li>a) Balance - distribution of the visual weight of objects, colors, texture, and space</li> <li>b) Alignment - refers lining up text or graphics on a page.</li> </ol> </li> </ul>	<p><b>SUB-TOPIC 2: VISUAL and multimedia ELEMENTSs</b></p> <p>You may come up with a introductory statement that is more enticing. This depends mostly on the locale and experiences of the students.</p> <p>For more readings, you may want to read this Lukehart, W. (2004). Richardson, Joy. Looking at Pictures. <i>School Library Journal</i>, 50(4), 63-64.</p>

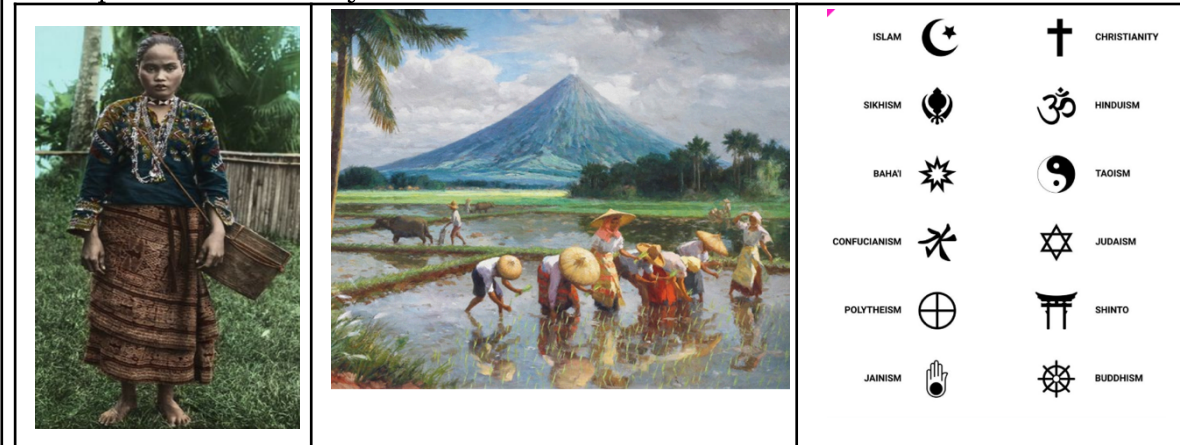
- c) Contrast - occurs when two or more visual elements in a composition are different.
- d) Proximity- the rules of proximity are pretty simple: things that are related should be nearer to each other, and things that are unrelated should be placed further from each other.

### Cultural appropriateness of visual elements

Culture refers to the shared beliefs, customs, traditions, values, norms, behaviors, and artifacts that characterize a particular group of people. It encompasses various aspects of human society, including language, religion, cuisine, art, music, literature, and social institutions.

Discussion on Respect. Emphasize the importance of respecting other cultures and their visual elements. Discuss why it's essential to understand the meaning behind **cultural symbols and not use them without permission or understanding.**

Examples of Cultural Symbols:



Discuss how it can be hurtful to use elements from another culture without understanding or respecting their meaning.

**Cultural appropriateness** refers to the respectful and ethical engagement with aspects of another culture. It involves understanding and acknowledging the

- Show examples of visual elements from different cultures, such as traditional clothing, symbols, artwork, and decorations.
- Highlight your region's cultural symbols by showing them as examples.
- Explain the significance of these elements within their respective cultures.
- For clear images to present on the board, you can click here:

Bagobo woman traditional clothing:

<https://cz.pinterest.com/pin/471189179762810742/>

Philippine artwork: Planting Rice by Fernando Amorsolo:  
<https://www.artnet.com/artists/fernando-amorsolo/planting-rice-mayon-cbOv5QJPf80Anu4p7yljxQ2>

Religious symbols:

<https://www.vecteezy.com/vector-art/18992219-symbols-of-world-religion-12-signs-of-religions-christianity-islam-hinduism-buddhism>

significance and context of cultural practices, symbols, artifacts, or traditions from communities outside of one's own. Cultural appropriateness entails avoiding the misuse, distortion, or trivialization of these elements, as well as seeking permission or guidance when incorporating them into one's own work or expression. It emphasizes the importance of recognizing power dynamics, historical contexts, and the potential impact of one's actions on marginalized or oppressed cultural groups. Essentially, it's about treating other cultures with sensitivity, dignity, and respect.

### Activity 1: Design Your Own Magazine Page

1. Before you start the activity, show examples of magazine pages or layouts, and point out different visual elements such as headlines, images, captions, and text blocks. Discuss how these elements are arranged to guide the reader's eye and convey information effectively.
2. Explain to the students that they will be creating their own magazine page using the materials they brought. Teacher can choose one of the integrated values or skills for this quarter (**Leadership, Service to Others, Patriotism, Unity, National Pride**).
3. Give students time to design their magazine pages. Encourage them to experiment with different visual elements, such as images, headlines, text, and colors. Remind them to consider layout principles such as balance, alignment, contrast, and proximity.
4. Once students have completed their magazine pages, invite them to share their designs with the class. Each student or group can briefly explain their design choices and layout principles they applied.
5. Facilitate a discussion about the activity. Ask students what they learned about visual elements and layout through the process of designing their magazine pages. Call the attention of the students if you think they were not able to observe cultural appropriateness. Encourage them to reflect on the importance of design in communication and how it can enhance the effectiveness of a message.

Rubrics:

Criteria	Description	Score
<b>Creativity</b>	Originality, innovative idea, eye-catching	25

[m-and-others-vector-illustration](#)

### Activity 1: Design Your Own Magazine Page

A day or 2 before this activity, ask the students to bring the following materials:

- Magazines or printed images
- Scissors
- Glue or tape
- Construction paper or poster board
- Markers, colored pencils, or crayons

This activity can also be done at home to give students more time in designing/lay-outing their magazine pages.



	<table border="1"> <tr> <td><b>Visual elements</b></td><td>Use of images, colors, fonts, graphics, etc.</td><td>25</td></tr> <tr> <td><b>Layout design</b></td><td>Arrangement of content elements</td><td>20</td></tr> <tr> <td><b>Content relevance &amp; cultural appropriateness</b></td><td>Relevant to the theme and not disrespectful to others culture</td><td>20</td></tr> <tr> <td><b>Presentation</b></td><td>Done with care, clean, details are evident</td><td>10</td></tr> <tr> <td colspan="2"><b>TOTAL</b></td><td><b>100</b></td></tr> </table> <p>After the activity, display the students' magazine pages around the classroom or in a common area to showcase their creativity and design skills.</p>	<b>Visual elements</b>	Use of images, colors, fonts, graphics, etc.	25	<b>Layout design</b>	Arrangement of content elements	20	<b>Content relevance &amp; cultural appropriateness</b>	Relevant to the theme and not disrespectful to others culture	20	<b>Presentation</b>	Done with care, clean, details are evident	10	<b>TOTAL</b>		<b>100</b>	
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<b>TOTAL</b>		<b>100</b>															
	<p><b>SUB-TOPIC 3: AUDIO ELEMENTS IN MULTIMEDIA (Day 4)</b></p> <p><b>How audio elements contribute to the author's purpose?</b></p> <p>To introduce the topic, you can use this analogy:  <i>"Imagine you are telling a story to your friends. You use your words to describe what happened, but you also use your voice to make the story exciting or scary. You might change your voice to sound happy, sad, or even mysterious, depending on what you want your friends to feel."</i></p> <p><i>"In a book or a multimedia project, authors have a similar goal. They want to tell a story or share information, but they also want to make it interesting and engaging for their readers or audience. This is where audio elements come in."</i></p> <p>Explain how audio enhances the viewer's experience and helps convey emotions, set the mood, and create atmosphere in multimedia projects.</p> <p>Some reasons why audio is crucial in multimedia:</p> <ol style="list-style-type: none"> <li>1. <b>Emotional impact</b> – audio elements can evoke emotions and set the mood of the project</li> <li>2. <b>Information delivery</b> – more effective delivery of information than text</li> </ol>	<p><b>SUB-TOPIC 3: AUDIO ELEMENTS IN MULTIMEDIA</b></p>															

3. **Enhanced engagement** – audio catches audience attention
4. **Accessibility for audience** with visual impairments
5. **Immersion and realistic experience** – audio create more immersive and interactive experience for the audience.

**How do audio elements contribute to the overall message of the multimedia project?**

Use this interactive activity for your students to experience and understand. Discuss briefly what audio elements are such as background, music, sound effects and voiceovers, and how these can influence the viewer's experience.

**Audio elements in multimedia**

1. Background music – music playing in the background
2. Sound effects – sounds that represent specific action like footsteps, door creaks, explosions, rains or birds
3. Voiceovers – recorded narrations
4. Dialogue – recorded conversations or scripted interactions
5. Ambient noise – background sounds that mimic environmental noises like crown chatter or wind blowing.
6. Musical stings - sound effects used to punctuate key moments
7. Silence/pauses - intentional absence of sound to emphasize moment, build tension or create contrast

**Activity 2: Sound Scavenger Hunt**

Materials Needed:

- One multimedia device (Laptop or smart devices like smart TV, smartphone or tablet that can be used to show the multimedia clip/s)
  - Worksheets or notebooks for students to record their observations
1. Choose one multimedia project that incorporates significant audio elements. This could be a short video clip, an animated presentation, a podcast episode, or any other multimedia content suitable for Grade 5 students.
  2. Display the selected multimedia project on a screen. Play the project while students listen and watch attentively.

**Activity 2: Sound Scavenger Hunt**

Suggested short video clips for this activity:

1. **Meet Kevin- Exclusive scene from UP!**

[https://youtu.be/4fcxkKspq0c?si=7E2Np\\_IeHuocGMGu](https://youtu.be/4fcxkKspq0c?si=7E2Np_IeHuocGMGu)

2. Meet the Pack- UP

<https://youtu.be/s6OlCKwm2Tg?si=auel81SbYQEmWlSC>



	<ol style="list-style-type: none"> <li>3. Provide each student with a worksheet or notebook to record their individual observations on how the audio elements contributed to the overall message of the multimedia project.</li> <li>4. After watching the multimedia project, reconvene as a class and facilitate a group discussion on the observations recorded by students.</li> <li>5. Facilitate the discussion by asking guiding questions and prompting students to share their observations and reflections.</li> </ol> <p>Conclude the activity with a brief reflection. Ask students to consider how audio elements contributed to the effectiveness of the shown movie clip and what they learned about using sound in multimedia projects.</p>	<p>3. Toy Story 2: Fixing Woody  <a href="https://youtu.be/Ke3LwDapcd_o?si=XqosOfwJDwPK31vZ">https://youtu.be/Ke3LwDapcd_o?si=XqosOfwJDwPK31vZ</a></p> <p>4. Toy Story 3: Bathroom escape  <a href="https://youtu.be/9gdJU-bK8Us?si=298y-uFCwrblFaXr">https://youtu.be/9gdJU-bK8Us?si=298y-uFCwrblFaXr</a></p>																		
<b>4. Making Generalizations</b>	<p><b>1. Learners' Takeaways (Day 5)</b>          What have I learned from this week's topics?          Choose from the word bank the word or phrase being described. Write it on the blank provided</p> <table border="1"> <thead> <tr> <th>Body language Nonverbal cues</th><th>Layout Visual elements</th><th>Cultural Appropriateness</th></tr> </thead> <tbody> <tr> <td>_____</td><td>1. It refers to how visual elements are arranged on a page</td><td></td></tr> <tr> <td>_____</td><td>2. It is the unspoken part of communication that we use to reveal our true feelings and to give our message more impact.</td><td></td></tr> <tr> <td>_____</td><td>3. It refers to the building blocks of design, including things like images, text, colors, shapes, and lines</td><td></td></tr> <tr> <td>_____</td><td>4. It is about treating other cultures with sensitivity, dignity, and respect</td><td></td></tr> <tr> <td>_____</td><td>5. It refers to specific signals or behaviors that convey information without the use of words</td><td></td></tr> </tbody> </table> <p><b>2. Reflection on Learning</b>          a. The topic that I already knew _____.          b. The topic that I just learned _____.          c. The topic that I still want to learn more _____.</p>	Body language Nonverbal cues	Layout Visual elements	Cultural Appropriateness	_____	1. It refers to how visual elements are arranged on a page		_____	2. It is the unspoken part of communication that we use to reveal our true feelings and to give our message more impact.		_____	3. It refers to the building blocks of design, including things like images, text, colors, shapes, and lines		_____	4. It is about treating other cultures with sensitivity, dignity, and respect		_____	5. It refers to specific signals or behaviors that convey information without the use of words		<p><b>Learners' Takeaways</b></p> <p>Answer key:          1. Layout          2. Body language          3. Visual elements          4. Cultural appropriateness          5. Nonverbal cues</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<b>1. Formative Assessment</b> <b>See worksheets.</b>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	Reflection guide or prompt can be on: <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li>▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li>▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </ul>			

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