



English

Quarter 1



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English

Grade 6

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PIVOT IV-A Learner's Material
Quarter 1
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Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Real or Make-Believe/Fact or Non-Fact Images

Lesson

I

Images portray visual perception of persons, place, events, animals, things and the like. These images may be real or make-believe depending on the contexts they signify. They are highly available everywhere. They can be found in books, newspapers, magazines, mobile phones, television and other online sources. Evaluating images if they are fact or non-fact is important in understanding the message they send.

You are expected to identify and real or make-believe, fact or non-fact images; and reflect on the contexts of read poem/s in creating or illustrating real or make-believe, fact or non-fact images.

Learning Task 1: Examine the two images below. In your notebook, answer the questions that follow.

*Image 1**Image 2*

Are you familiar with the two photos shown above? Both images are taken from the 2018 Disney-Pixar's "Incredibles 2" animated fantasy film.

1. Which of these images can be considered real?
2. Which image is just a make-believe?
- 3-5. Why do you say so? Justify your answers in three sentences.

D

Learning Task 2: Infer the purpose of the following images as to EDUCATE, ENTERTAIN or PERSUADE. Write your answers in your notebook.

1.



2.



3.



4.



5.



Learning Task 3: Next, identify whether the same images above are REAL or MAKE-BELIEVE images. Write your answers in your notebook.

1.

4.

2.

5.

3.

Learning Task 4: Infer the purpose of the images below. In your notebook, write **ED** if the purpose is to educate, **EN** for entertain and **PE** for persuade. Write your answers in your notebook.

1.



2.



3.



4.



5.



What are Images?

The word “**image**” came from the Latin word “*imago*” which refers to any item that depicts visual perception, such as a photograph or other two-dimensional picture, resembling an object. Print images include printed photographs and images found in magazines, newspapers and books. On the other hand, non-print images can be digital images available for viewing in electronic devices such as mobile phones, television and computers.

Types of Images and Their Purposes

1. **Real images** are pictures which depict visuals of objects or happenings that exist in real life. These are also known as **fact images**. The purposes of these images can be:
 - a. to inform or to educate (like actual photos of animals)
 - b. to tell stories (like in picture-story books)
 - c. to entertain (like stolen photos with funny content)
 - d. to persuade (like the actual photos of burnt lungs of a smoker to encourage others to quit smoking).
2. **Make-believe images** are pictures which illustrate something that is not real. Though these images may have some realistic features, they are just product of imagination, thus, do not exist in real life. These are also known as **non-fact images**. These images can be used with the following purposes:
 - a. to entertain (like images of fantasy world and magical creatures)
 - b. to tell fiction stories (like picture books of fairy tales)
 - c. to persuade (like some editorial cartoons that express opinions through caricatures and visual symbols)

In identifying whether images are real or make-believe, analyze if the characters, objects and settings found in the image can possibly exist or happen in real life. If yes, then it is a real image. If not, it is a make-believe image.

“A Picture is Worth a Thousand Words”

Have you heard the proverbial sentence above from the Chinese philosopher, Confucius? It signifies that images can be useful means to express clear thoughts rather than words. That explains why poems and other literary pieces become more understandable when they are accompanied with images. Though, most of the images, especially the make-believe or non-fact images, can bring various interpretations based on viewers’ perspective (knowledge and experience). An image can give important message or tell stories using varied colors, designs, themes and more.

Purposes of Images

One of the enabling or foundational skills in identifying real or make-believe images is to understand that both can be used for various purposes such as to educate/inform, to entertain and to persuade.

Examples of images that **educate** are actual magazine photos that feature tourist spots in the world (which shows real images) and infographics about climate change (that shows modified image of the environment making it a make-believe image).

Meanwhile, examples of images that **entertain** are actual photos of persons caught in funny situations, sometimes used as “memes” nowadays (which are real images) and animated images of superheroes in comics (which are make-believe images).

On the other hand, examples of images that **persuade** or convince others to believe in the message conveyed by images are actual photos of damaged respiratory organs due to excessive smoking (which are real images) and exaggerated images of corruption illustrated as editorial cartoon (which can be make-believe-images).

E

Learning Task 5: As a child, are you fond of watching animated movies? Do you know who Moana is? How about her friend, Demigod Maui? Below are the images taken from the 2016 Disney Movie entitled “Moana.” Identify whether each is a real image or make-believe image. In your notebook, write **MOANA** if the image may exist in real life and write **MAUI** if it is just a make-believe.



1. _____



2. _____



3. _____



4. _____



5. _____

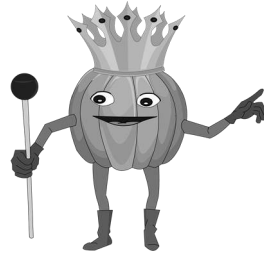
Learning Task 6: Have you heard about flora and fauna? These two words can be used to refer to plants and animals. Your task is to identify whether the following images of flora and fauna are **FACT** or **NON-FACT**. Write your answers in your notebook.



1. _____



2. _____



3. _____



4. _____



5. _____

Learning Task 7: Are you enjoying the learned new skill? Try to ace this activity. The task is to identify whether the following images are **FACT** or **NON-FACT**. Write your answers in your notebook.



1. _____



2. _____



3. _____



4. _____



5. _____

Learning Task 8: Now, that you can distinguish real from make-believe images, fact from non-fact images, it is time for you to create your own. Be familiar with the rubric below which will be used in rating your self-made illustrations.

Rubric for Illustrated Images

Features	1	2	3	Rating
Content	Image poorly expresses the intended idea (whether fact or non-fact), making it confusing.	Image expresses the intended idea (whether fact or non-fact), but still needs to be explained for clarity.	Image strongly expresses the intended idea (whether fact or non-fact), hence easily identified.	
Graphics	Graphics weaken rather than enhance the message.	Graphics are appropriate for the message of the image.	Graphics and illustrations enhance the message of the image.	
Creativity	Limited creativity is evident in the image.	Image demonstrates creativity.	Image demonstrates a high level of creativity and originality.	
Neatness	Image demonstrates a high level of neatness and quality.			
Total				

Read and reflect on the message of the poem below. In your notebook, create your own images (one real and one make-believe images) related to the poem that you read. Consider the indicators in the rubric in making your illustrations.

To help you in appreciating the poem, here is a list to unlock difficulties:
 beheld = look toto = all together desolation = sadness
 reminisce = recall bountiful = generous

Plant a Better Tomorrow

by Maricon Estrellado

As I beheld up the sky, something waved “hi,”
 With its hands desperately reaching up the sky.
 They danced with the wind, going side to side,
 Swayed their arms and shoulders in toto,
 Trying its best to be noticed and be spoken to.
 In which it succeeded; I saw it standing alone
 in the midst of hopelessness and desolation.
 It led me to reminisce how the scene was like before,
 When the leafy hands were momentarily bountiful,
 The strong twigs swayed more and were indeed blissful.
 If yesterday, there were more and today, there is one,
 How about our tomorrow?
 Would that one stand still or would there be none?
 Or, it would be better if we’ll plant near that one.

Real Image

**Make-Believe
Image**

Learning Task 9: Read and reflect on the message of the poem below. In your notebook, create your own images (one real and one make-believe images) related to the poem that you read. Consider the indicators in the rubric in making your illustrations.

To help you in appreciating the poem, here is a list to unlock difficulties:

epistle = letter gung-ho = excited rucksacks = backpack
rendezvous = meeting place aficionado = fan, supporter

Epistle from Mother Earth



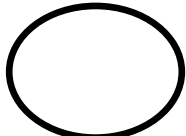
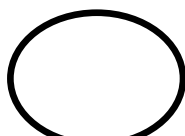
by Maricon V. Estrellado





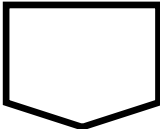
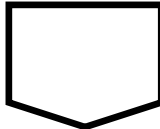
Four billions of years ago, when I was born
in the midst of the vast blanket of the unknown,
I was really gung-ho when human babies were born
to make me as their beloved home.
My oceans are like gigantic rucksacks of foods,
goods and treasures for your pleasures.
My trees extend their canopies bearing fruits
and giving comfy shades for your siestas and rests.
My highland-spots near the outstretched curtains of bluish sky
become your rendezvous of socialization and a series of “hi”
I became an aficionado of anthropology
as I witness how you adapt and evolve through these years.
There just something that bothers me,
an appeal of mutualism between you and me.
Can you be aficionados of environmentalism too?

Real Image

Make-Believe Image

Learning Task 10: In your notebook, create your own images (real and make-believe images) based from the given theme and shapes. Consider the indicators in the rubric in making your illustrations.

Theme	Real Images	Make-Believe Images
1. Love		
2. Mother Earth		

Theme	Real Images	Make-Believe Images
3. Education		
4. Flora (Plant)		
5. Character in a story		

Learning Task 11: Cut out five (5) real images and five (5) make-believe images from old magazines and newspapers. Arrange and paste them under appropriate columns in your notebook.

Real Images	Make-Believe Images

A

Image refers to any item that depicts visual perception, such as a photograph or other two-dimensional picture, resembling an object. There are two (2) types of images: **real images** (depict visuals of objects or happenings that exist in real life) and **make-believe images** (illustrate something that is not real).

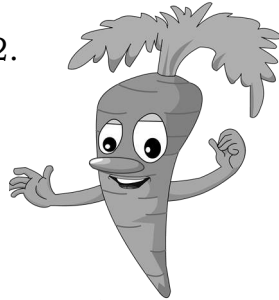
Images have three purposes such as to **educate**, to **entertain** and to **persuade**.

Learning Task 12: Study the pictures below. Infer the purpose (to educate, to entertain or to persuade) of each image. Assess if the picture is a **real image** or a **make-believe image**. Write your answers in your notebook.

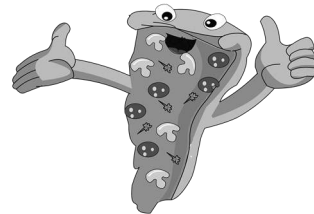
1.



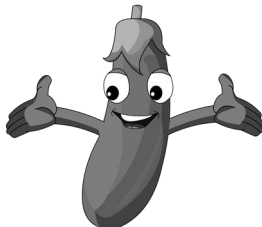
2.



3.



4.



5.



Picture	Purpose	Real or Make-Believe
1		
2		
3		
4		
5		

Learning Task 13: Write TRUE if the statement bears the truth. If false, replace the underlined word with another word to make the statement true. Write your answers in your notebook.

1. The word “image” came from the Latin word “imago” which refers to any item that depicts visual perception, such as a photograph or other two-dimensional picture, resembling an object.
2. Non-print images include printed photographs and images found in magazines, newspapers and books.
3. Print images can be digital images available for viewing in electronic devices such as mobile phones, television and computers.
4. Real images are pictures which depict visuals of objects or happenings that exist in real life.
5. These real images are also known as non-fact images.
6. Make-believe images are pictures which illustrate something that is not real.
7. Fact images may have some realistic features, they are just product of imagination, thus, do not exist in real life.
8. Examples of images that educate are images of fantasy world and magical creatures.
9. Examples of images that persuade are some editorial cartoons that express opinions through caricatures and visual symbols.
10. A picture is worth a thousand words.

Visual Elements

Lesson

Visual elements are any characteristics that we can see including line, shape, direction, size, texture, color and value. Visual media as a source of data or information in the form of visual representation may include abstractions, analogues, rough illustrations or digital reproductions of objects. It requires the interpretation of the data. It helps readers clarify and comprehend information because they are able to develop their own perception of the content and avoid misinterpretation.

You are expected to interpret the meaning suggested in visual media through visual elements such as line, symbols, colour, gaze, framing and social distance; and infer the purpose of visual media.

Learning Task 1: Identify the type of lines incorporated in the images below. Choose your answers from the box. Write your answers in your notebook.

zigzag lines

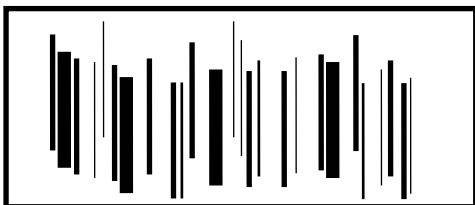
vertical lines

curve lines

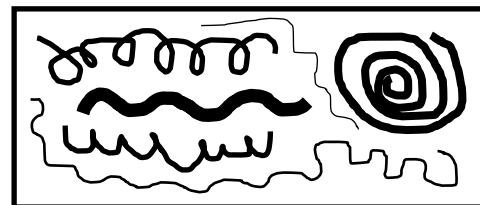
horizontal lines

diagonal lines

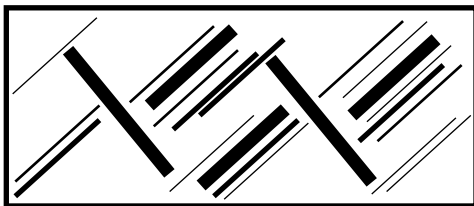
symbols



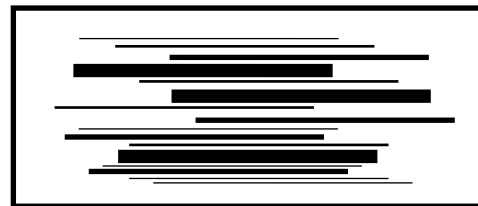
1. _____



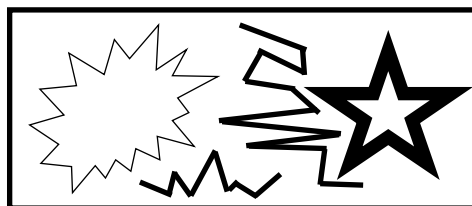
2. _____



3. _____



4. _____



5. _____

D

Learning Task 2: Using the image below, answer the questions that follow in your notebook.

Imagine this image having a blue and white color.



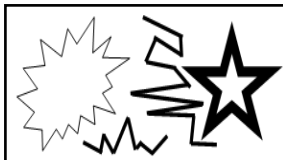
1. What are the colors used in the image or picture?
2. What does the picture symbolize?
3. Framing was used in the picture. What do you think is the subject being emphasized in the visual?
4. What is the positive space in the image?
5. What values are shown by the image?

Learning Task 3: Match the concepts in Column B with the visual element portrayed by each picture in Column A. Write your answers in your notebook.

A

B

1.



a. space

2.



b. color

3.



c. line

4.



d. framing

e. gaze

5.



f. social distance

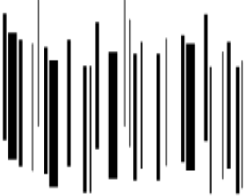




Visual elements are any characteristic that we can see including line, shape, direction, size, texture, color and value.

Most Common Visual Elements

LINE

A **line** is a set of points extending in both directions. It is used to create shapes, forms and textures. Lines can vary in direction, length, and width. They may be horizontal, vertical, diagonal, straight or curved. They can also be thick or thin.

5 Types of Lines in Art: Meaning and Examples

Line	Meaning	Example
Vertical Lines	are straight up and down lines that are moving in space without any slant and are perpendicular to horizontal lines. They suggest height and strength because they extend towards the sky and seem unshakeable.	
Horizontal Lines	are straight lines parallel to the horizon that move from left to right. They suggest width, distance, calmness, and stability.	
Diagonal Lines	are straight lines that slant in any direction except horizontal or vertical. When in use, they suggest movement or lack of stability.	
Zigzag Lines	are series of diagonal lines joined at ends. They can convey action and excitement, as well as restlessness and anxiety.	
Curve Lines	are lines that bend and change direction gradually. They can be simply wavy or spiral. Such lines convey the feelings of comfort and ease, as well as sensual quality as they remind us of the human body.	

Tools to Get the Variations of Lines

1. **Length** in lines can be long (tall, strong, far) or short (small, cute, close).



2. **Width** in lines goes from thin (delicate, slim, lightweight) to thick (strength, weight, power).



3. **Weight** in lines means the continuous change of width. By varying the weight, one can capture energy, movement and even suggest when one object is in front of the other.



4. **Texture** in lines defines how smooth or rough it is. Varying it can simply mean changing your working medium (for example, going from marker to charcoal or changing your digital brush).



5. **Style** of lines refers to continuous, dotted, dashed or implied lines. Continuous or implied lines are great for leading the eye of the viewer in the direction you want them to go. Dashed or dotted lines are great for patterns, energy and calling for attention.



SPACE

A line divides a space. This **space** is the area covered by the entire artwork. Space can be positive or negative. Understanding positive and negative space plays an important role in the composite of artwork. **Positive space** is the area of interest or the subject of the artwork.

Look at the picture. What image can you see?

Can you say that the black colored portion is the subject? Or is it the white portion? There are two possible answers. If you look at the black portion, you can see a lotus flower and that is the area of interest or the subject and considered as the positive space. If you look at the center or on the white space, a picture of a goddess is visible. Then, it is the center of interest or the subject of the artwork.



SYMBOL

A **symbol** instantly makes people think of traits or message that they want to associate with a company, group, product or service. Through them, people find it easier to recognize, identify, or recall images than texts. The symbol represents the picture. It can be remembered and identified with greater ease than a thousand words describing a company.

Look at the picture logo on the right. Without even saying or writing the name of it, you are aware of the meaning of the picture that it is the MERALCO company logo that offers electric services.



COLOR

A **color** is very powerful. Looking at the colors can make us feel happy, calm excited. Every color has a psychological effect that a logo designer or photographer can use to his or her advantage. Color can create varied emotions. It is important to choose colors that best represent the character or identity of a company, organization or service.

Colors and Their Meanings

Color	Meaning
red	warm, angry, adventure, violence, fire, blood, passion, love, excitement
blue	cool, calm, peaceful, trust loyalty, wisdom, confidence, intelligence, faith, truth and heaven
green	life, renewal, nature, growth, harmony, freshness, safety, fertility, money, finances, banking, ambition, greed, jealousy.
rainbow	friendly, fun, youthful
black, white, gray	simplicity, balance
yellow	happiness, optimism, creativity, cowardice, madness
orange	joy, enthusiasm, fascination, happiness, creativity, determination, attraction, success, encouragement, fall, harvest

Learning Task 4: Look at the image. What do you think its suggested values or feelings?

Imagine the bluish water.



Color blue suggests calmness, purity, peacefulness. There is also a black color that suggests balance and simplicity.

GAZE

Gaze means to stare, suggests looking fixedly at something. To gaze is to look steadily and intently at something, especially at that which excites admiration, curiosity, or interest: to gaze at a scenery, at a scientific experiment. To stare is to gaze with eyes wide open, as from surprise, wonder, alarm, stupidity, or impertinence: to stare unbelievably or rudely.

Look at the picture. What can you say about it? The cat is staring at something, maybe a rat that he wants to catch. This picture is an example of gaze.



FRAMING

In visual arts and particularly cinematography, **framing** deals with the proper placement of the subject together with other images. This is a feature of visual elements to highlight the subject inside a particular frame.

Look at the example of framing below.

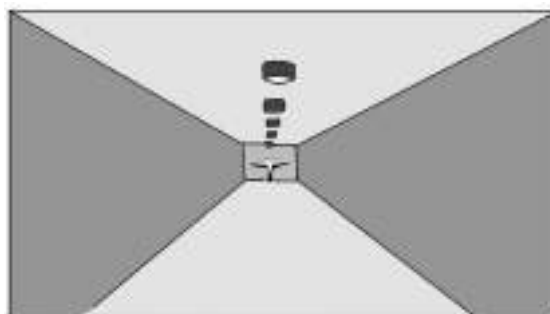


The frame is **focused on the person** in this picture. It is **the subject of the artwork** not the fence.

DISTANCE






Aesthetic distance is the distance between the realities in a work of art. The aesthetic distance does not only refer to literal pictures but it can be identified in other visual media and even in literary works where distance is visualized in the form of texts.

Study the example.



E

Learning Task 5: Choose the letter of the picture in the columns that correspond to the suggested meaning of visual media below. Write your answers in you notebook.

				
A	B	C	D	E

- _____ 1. This image suggests value of distancing.
- _____ 2. This image symbolizes the value of obedience.
- _____ 3. Value of creativeness is being emphasized in this picture.
- _____ 4. This picture suggests the value of faithfulness.
- _____ 5. Value of discipline is suggested in this image.

Learning Task 6: Choose the letters of the correct answers. Write your answers in you notebook.

- _____ 1. What visual element used in this image?
 a. line b. space c. distance d. framing



- _____ 2. Which image symbolizes the beauty of nature?



- _____ 3. In this image,  what type of line is used ?

- a. vertical line c. horizontal line
- b. zigzag line d. diagonal line

- _____ 4. What meaning is suggested by the rainbow colors of this image?
 a. fun and happiness c. angry
- b. purity d. calm



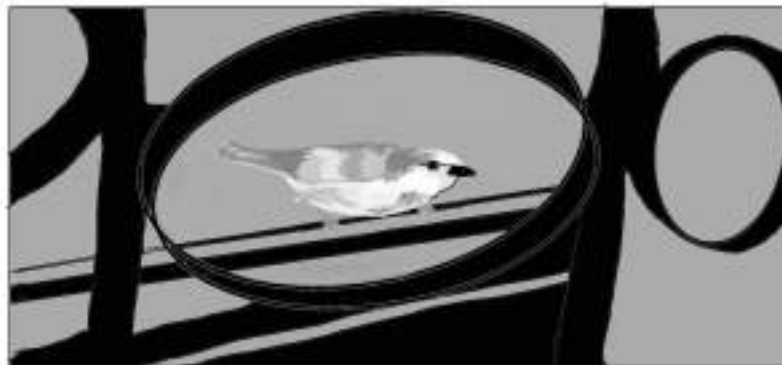
- _____ 5. What visual element is portrayed in this picture?
 a. shape c. distance
- b. line d. symbols



Learning Task 7: Copy the word puzzle below in your notebook. Then, locate the tools on **how to get the variations of lines** in the puzzle. Encircle the correct answers.

W	C	L	E	A	N	L	I	N
E	S	E	A	S	U	I	N	N
I	A	N	A	E	T	N	I	A
G	H	G	H	E	A	L	T	H
H	A	T	E	X	T	U	R	E
T	B	H	A	I	A	R	S	P
W	I	D	T	H	N	I	U	P
N	I	S	T	Y	L	E	B	N
I	I	I	M	E	F	E	T	E
D	A	N	E	R	A	N	A	D

Learning Task 8: Using the image below, answer the following questions in your notebook.



1. What colors are used in the image or picture?

2. What does the picture symbolize?

3. Framing was used in the picture. What do you think is the subject being emphasized in it?

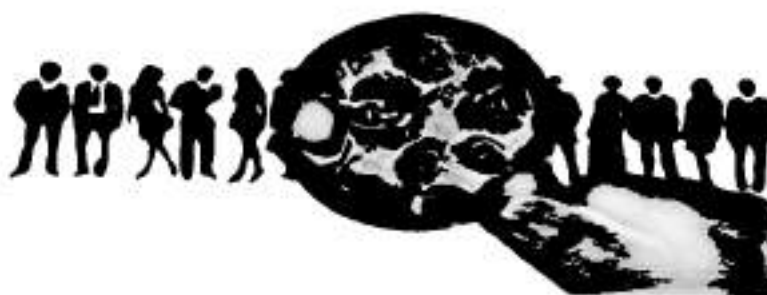
4. What values are suggested by the image?

Learning Task 9: Identify what is being asked in each item. Write the letters of your answers in your notebook.

- What are the visual elements used in this image?
 - distance and weight
 - height and weight
 - line, space and framing
 - colors and framing
- What is the meaning portrayed by the picture?
 - turn off your cellphone
 - do not make noise
 - keep quiet
 - cellphone is allowed
- What value is suggested by this image?
 - achievement
 - grace
 - risk-taking
 - health
- What visual elements are used in this image?
 - color and distance
 - distance and shape
 - framing and distance
 - space, symbol and line
- What visual elements are used in this picture?
 - framing and color
 - color and space
 - color, space and framing
 - space, framing and line



Learning Task 10: Copy the puzzle below in your notebook. Then, analyze and identify the visual elements used in the image below.



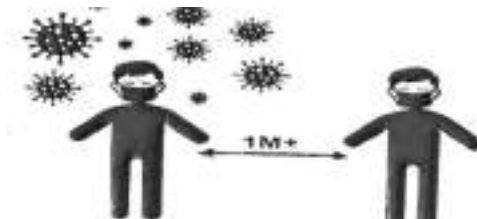
S	Y	M	B	O	L	S	I
A	P	I	A	N	I	I	N
F	R	A	M	I	N	G	N
A	B	N	C	O	L	O	R
C	G	A	Z	E	E	R	A
A	A	B	A	L	N	A	M

A

Learning Task 11: Choose the letters of the correct answers. Write your answers in your notebook.

- It is the presentation of visual elements in an image, especially the placement of the subject in relation to other objects. It can make an image more aesthetically pleasing and keep the viewer's focus on the object/s.
a. line b. space c. framing d. distance
- It refers to the gap between a viewer's conscious reality and the fictional reality presented in a work of art.
a. distance b. line c. framing d. space
- It is a set of points extending in both directions. It is used to create shapes, forms and textures. It can vary in direction, length, and width. It maybe horizontal, vertical, diagonal, straight or curved. It can also be thick or thin.
a. space b. distance c. color d. line
- It means to stare, suggest looking fixedly at something, to look steadily and intently at something, especially at that which excites admiration, curiosity, or interest: To stare with eyes wide open, as from surprise, wonder, alarm, stupidity, or impertinence.
a. distance b. gaze c. color d. line
- It instantly makes people think of traits or message that they want associated with company, group product or service. Through them, people find it easier to recognize, identify, or recall images than texts. It can be remembered and identified with greater ease than a thousand words describing a company.
a. space b. color c. symbol d. line

Learning Task 12: Analyze the image and answer the questions below. Write your answers in your notebook.



- What are the colors used in the image or picture?
- What does the picture symbolize?
- If you look at the color black, what images do you see?
- What color is the positive space in the image?
- What values are suggested by the image?

Making Connections

Lesson

I

This lesson highlights the contexts of making connections as a skill in reading or viewing that links what the learners read and viewed to what they already know or experienced. This helps readers in comprehending texts, passages, videos and pictures read or viewed by activating prior knowledge and making meaning of what they read or viewed.

You are expected to determine images/ideas that are explicitly used to influence viewers (point of view); and make connections between information read/viewed and personal experiences.

Learning Task 1: Copy the table below in your notebook and group the words that shall go together. Then, write proper heading for them based on their existing relationships or connections.

frying pan	kitchen knife	spade
measuring cup	rake	a pair of scissors
water sprinkler	colored papers	casserole
oven	hoe	writing pens
shovel	ruler	glue

Title:	Title:	Title:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Choices for the groupings:

gardening materials
school materials

kitchen materials
reading materials

How are the words in Column 1 connected? _____

How are the words in Column 2 connected? _____

How are the words in Column 3 connected? _____

D

Learning Task 2: Read each statement carefully. Classify them as to, text-text-connection, text-self-connection, or text-world connection. Write your answers in your notebook.

- _____ 1. The movie *Independence Day* is almost the same as what is happening in our community today.
- _____ 2. This scenario reminds me of my high school days when we used to go to malls after class hours with my friends.
- _____ 3. That picture I am looking at reminded me of my primary years where I used to cry before entering my classroom.
- _____ 4. The message of this portrait depicts the real situation of what is happening now in our nature.
- _____ 5. This text/passage is the same as the lesson we discussed in Science about the prevention of the possible spread of corona virus.
- _____ 6. This movie is similar to the passage I read before whose author and editor is the same person.
- _____ 7. The video we watched is somewhat the same as what we studied yesterday in Mathematics.
- _____ 8. The character in the story is similar to my experiences as a working student who was able to assist my parents in sending my other siblings to school until all of us became successful professionals.
- _____ 9. This incident reminds me of our happy days with our grandparents when they were still alive.
- _____ 10. The news report led me to recall the actual situation that our country is facing now.

Learning Task 3: Connect the pictures to the words related to them. Write the letters of your answers in your notebook.



- A. Symptoms and prevention
- B. Air Pollution By Transportation
- C. Safe and Unsafe surrounding
- D. Do regular hand washing
- E. Comparison of poor and rich
- F. Avoid touching your face
- G. Observe social distancing



1. _____

3. _____

2. _____

4. _____

There are three ways on how a learner can make connections:



Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life.

Example:

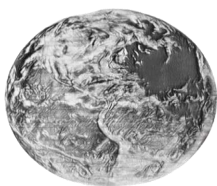
This story reminds me of a vacation we took to my grandfather's farm.



Text-to-text connections occur when readers are reminded of what they have read/viewed with the other books by the same author, stories from a similar text types, or perhaps on the same topic. Readers gain insight during reading by thinking about how the information they are reading connects to other familiar text.

Example:

This character has the same problem that I read about in a story last year.

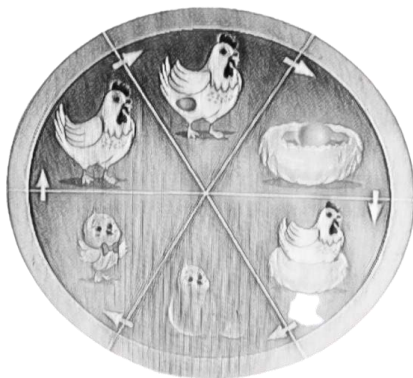


Text-to-world connections are the larger connections that a reader brings to a reading situation. This allows the reader's ideas about how the world works that goes far beyond own personal experiences. We learn about things through television, movies, magazines, and newspapers. Often, it is the text-to-world connections that teachers are trying to enhance when they teach lessons in science, social studies, and literature.

Example:

I saw a program on television that talked about things described in this article. (http://www.mandygregory.com/makingconnections_mini_lessons.htm)

Making connections is truly vital as a comprehension skill since it helps you relate and connect what you heard/read and viewed. Moreover, it enhances your understanding of the text/passages or videos you read or viewed. Lets take this picture as another example for you to understand the competency at hand clearly.



Learning Task 4: Examine the picture below, then answer the questions that follow. Write your answers in your notebook.

- What does this remind me of in my life?
- How will you relate or connect the picture to your growth and development?
- How is it also connected to what is happening in the world today?

The picture shows how a chicken grows from eggs to adult chicken.

- **Making connections with self.** Like the chicken, I also grew from a baby to a healthy big boy now and as time goes by I will continue to grow until I reach the peak of my growth.
- **Making connections to the world.** Like the chicken, I learned that the earth continues to grow older and time will come, it will be weakened by what we are doing, so we need to take good care of it.
- **Making connections to the text.** I also learned from one of our lessons in Science that even plants grow from young to old.

Text-to-Self

Here are some of the common questions that you can ask in connecting personal experience to what you read or viewed.

- What does this remind me of something in my life?
- What is this similar to in my life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read this?
- Have I changed my thinking as a result of reading this?
- What have I learned?

Are there similarities / differences in ...

My life	My family	My friends
Holidays I have been on	Things I have seen	Experiences
Feelings I have had	A place I have been	

Text-to-Text

Here are some of the common questions that you can ask in connecting text/picture/video you read or viewed to another text.

- What does this remind me of in another book/picture/video I've read/viewed?
- How is this text/picture/video similar to other things I've read/viewed?
- How is this different from other books/texts/picture/videos I've read/viewed?
- Have I read about something like this before?

Are there similarities / differences in ...

Topic	Theme	Message	Plot
Character	Fact	Opinion	Information
Vocabulary			

Text-to-World

Connecting real world happenings to texts .

- What does this remind me of in the real world?
- How is this text similar to things that happen in the real world?



PIVOT 4A CALABARZON

- How is this different from things that happen in the real world?
- How did that part relate to the world around me?

Are there similarities / differences in ...

Current events, local situation, news story, daily conversation etc.

Point of View

In establishing connections, understanding point of view is also important. Remember that point of view can be in the first person, second person or third person.

1. **First Person** – is used when “I or we” are used in persuading people.
Example:
When I use this shampoo, it made my hair the softest and the shiniest of all.
2. **Second Person** – the story or advertisement is told by “you”
Example:
You can have a long, shiny black hair, once you use his shampoo daily.
3. **Third Person** – the story/advertisement is told about (he” or “she”.
Example:
She has the shiniest and the longest hair ever with this shampoo.

E

Bounced-Back

Typhoon Ambo, the first typhoon in 2020 has brought heavy rains and strong winds that made the denuded and low lying areas covered with floods.

Some properties were destroyed leaving people with nothing but hunger. Most of them were from Region IV-A CALABARZON, especially those from the southern part of Quezon who were hit by this typhoon with the classification of TSWS No. 3.



This typhoon damaged not only their properties but even their sources of living. Their crops were washed-out. Houses and even livestock were greatly affected. Yet, they were strong and pliant people who remained positive amidst this catastrophic event brought by this natural calamity.

Consequently, their faith in the Most Powerful Creator remained supreme believing that they could recover in the soonest possible time in this true test of their well-being.

Finally, they repaired their houses and other properties and regained control of their livestock and crops.

Learning Task 5: In your notebook, complete the activity sheet below by showing connections between your personal experiences and the context of the story read.

In the text	In my life
Discuss or state a part of the previous text you read that are related to your experiences in terms of the calamity mentioned. Example: the people in the text experienced a strong typhoon	What does this event remind me in my life? Example: This reminded me of my experience when our place was hit by the same typhoon that brought worries to me because of the strong wind that almost destroyed our roofs.
	What does this event remind me in my life?
	What is this similar to in my life?
	How is this different from my life?

Learning Task 6: Study the pictures below then complete the task in your notebook by showing connections with your personal experiences.



The Scenic View of the Rice field

It soothes and brightens the feeling of a tired farmer every time he will see the beauty of his hard work.

Its greenery and fresh air truly wipes away all his worries.

In the text	In my life
Discuss or state a part of the text above that are related to your experiences.	What does this event remind me in my life?
	What is this similar to in my life?
	How is this different from my life?

Learning Task 7: Read and analyze the texts below. In your notebook, write its connection to your personal experiences, to your community, or to the world by completing the table below.

The Global Pandemic

Recently, the globe was alarmed with the outbreak of the new Corona Virus, known as COVID-19. This posed alarm to all the inhabitants of the earth.

At present, it continues to affect millions of people weakening their immune system. No vaccine is yet discovered so people are advised to stay indoor and observe minimum health protocols set by the World Health Organization (WHO).

This doesn't only affect people's health but so with great economic losses among the countries it hits resulting to unemployment, hunger, death toll and increase in prices of prime commodities making humans to suffer.

What is the selection's connection to:

Me?	My Community?	The World?

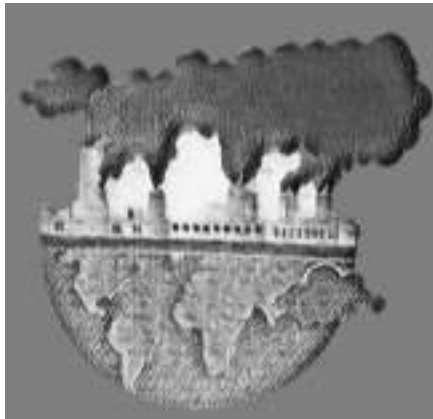
Learning Task 8: Study the picture below. Think of its connection to you, your community and the world. Write your answers in your notebook.



What is the picture's connection to:

Me?	My Community?	The World?

Learning Task 9: Study the picture below. Read the short passage. Then, answer the questions that follow. Write your answers in your notebook.



Air Pollution

Mother Earth is continuously dying due to so much pollution caused by humans.

Global temperature rises due to much chlorofluorocarbons (CFs) that are emitted to the atmosphere by varied human activities like the release of toxic wastes coming from factories and vehicles, use of aerosol materials coming from varied sprays and others harmful activities.

1. What does this phenomenon remind you in your life?
2. What experience is similar to your life experiences?
3. How is this different from your life?
4. Has something like this ever happened to you?
5. How does this relate to your life?
6. What were your feelings when you see and read this text?
7. Have you changed your thinking as a result of seeing and reading this?

Learning Task 10: Study the picture below. Read the short text. Then answer the questions on the next page. Write your answers in your notebook.



A Tribute to Frontliners

Most of the countries were shocked by the spread of a new contagion that has affected millions of people. This is the COVID-19 that has posed serious threats to human health across the globe.

Consequently, our doctors, nurses, uniformed personnel, volunteers and concerned individuals have courageously fought to prevent the spread of this pandemic even risking their lives for the sake of mankind. They are called frontliners, our modern day heroes. They have responded to the call of their duties even with lack of personal protective equipment.

Finally, their bravery deserved to be applauded and recognized.

Salute to you, dearest frontliners!

1. What does this phenomenon remind you in your life?
2. What experience is similar to your life experiences?
3. How is this different from your life?
4. Has something like this ever happened to you?
5. How does this relate to your life?
6. What were your feelings when you saw and read this text?
7. Have you changed your thinking as a result of seeing and reading this?



Making connections is a skill in reading or viewing that links what the learners' read and viewed to what they already know or experienced. This helps them comprehend texts, passages, videos and pictures read or viewed by activating their prior knowledge and making meaning of what they read or viewed.

There are three ways on how a learner can make connections:

1. **Text-to-self**—occurs when we make connections between personal experience and the text.
2. **Text-to-text**—occurs when we make connections between other texts and the text we are reading.
3. **Text-to-world**—occurs when we relate the text with what we already know about the world.

Learning Task 11: Complete each prompt by supplying the needed information. Use the text *A Tribute to Frontliners* as your reference.

1. Every time I watch a movie showing sacrifices and heroism like what our frontliners did I remember _____

2. The act of heroism of frontliners is like my life because _____

3. The frontliners remind me of my neighbors because _____

Learning Task 12: Complete each prompt by supplying the needed information. Use the picture and the text below as your reference. Write your answers in your notebook.

The Earth's condition is worsening due to indiscriminate activities of humans. Their overt attitudes towards the improper utilization of the natural resources truly harm the environment; thus, creating ecological imbalance and global chaos.



1. This picture is like _____ because _____

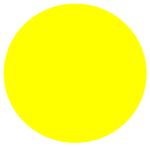
2. The picture's message is like our lesson in _____
 because _____

Learning Task 13: Complete each prompt by supplying the needed information. Use the picture below as your reference. Write your answers in your notebook.



1. I saw something like this when I watched/read (*name of TV programs, title of news article, title of video watched like documentaries*) _____
 _____. What I know is _____

2. This reminds me of something that happened before such as _____



Answer Key

Real or Make-Believe/Fact or Non-Fact Images

Learning Task 1
1. Image 1
2. Image 2
3-5. The first image can be considered as image with real content as it shows a family having quality time with each other. While the second image is certainly a make-believe image as the characters shows supernatural powers. The first image can happen in real life, while the second is impossible.

Learning Task 2
1. EDUCATE
2. ENTERTAIN
3. EDUCATE
4. ENTERTAIN
5. PERSUADE

Learning Task 3
1. REAL
2. MAKE-BELIEVE
3. REAL
4. MAKE-BELIEVE
5. MAKE-BELIEVE

LT 13 1. TRUE 2. TRUE 3. Non-Print 4. TRUE 5. Fact 6. TRUE 7. Non-Fact 8. entertain 9. TRUE 10. TRUE	LT 7 1. FACT 2. NON-FACT 3. NON-FACT 4. NON-FACT 5. NON-FACT	LT 6 1. FACT 2. NON-FACT 3. NON-FACT 4. NON-FACT 5. FACT	LT 5 1. MOANA 2. MAUI 3. MAUI 4. MOANA 5. MAUI	LT 4 1. ED 2. EN 3. PE 4. PE 5. ED
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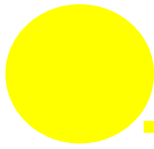
Picture	Purpose	Real or Make-Believe
1	educate	real
2	entertain	make-believe
3	entertain	make-believe
4	persuade	make-believe
5	educate	real

Visual Elements

LT 7 1. Length 2. Width 3. Weight 4. Texture 5. style	LT 6 1. B 2. A 3. C 4. A 5. B	LT 5 1. A 2. E 3. B 4. D 5. C	LT 3 1. C 2. D 3. B 4. E 5. A	LT 2 1. White and blue 2. Symbol of hope and life 3. Hand and the faucet 4. White color 5. Cleanliness and carefulness	LT 1 1. vertical line 2. Zigzag line 3. Diagonal line 4. Horizontal line 5. Curve line
LT 12 1. Black and White 2. Spreading of Corona Virus 3. Two boys, corona virus image and arrow 4. Carefulness and social distancing	LT 11 1. C 2. A 3. A 4. B 5. C	LT 10 1. symbols 2. space 3. framing 4. Color 5. gaze	LT 9 1. C 2. A 3. A 4. D 5. D	LT 8 1. brown, yellow, black and green 2. Peace and freedom 3. The bird 4. Love and care for animals	

Making Connections

<div>LT 1</div> <div>1. gardening tools (spade, rake, water sprinkler, hoe, shovel)</div> <div>2. Kitchen materials (frying pan, kitchen knife, measuring cup, casseroles, oven)</div> <div>3. School materials (colored papers, scissors, writing pens, glue, ruler)</div>	<div>LT 2</div> <div>1. Text-world 6. text-Text</div> <div>2. Text-self 7. Text-text</div> <div>3. Text-self 8. Text-Self</div> <div>4. Text-world 9. Text-Self</div> <div>5. Text-text 10. Text-World</div>	<div>LT 3</div> <div>1. A</div> <div>2. B</div> <div>3. E</div> <div>4. C</div>
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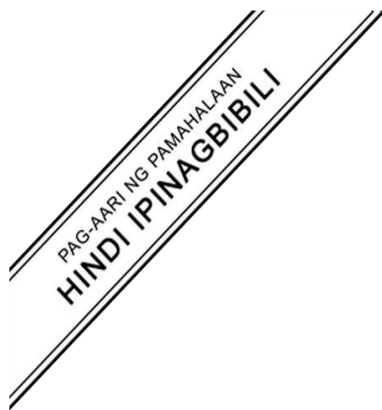
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