

# Objective 1

Applied knowledge of content within and across curriculum teaching areas.

## MOVs

1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across subject areas
2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas
3. Instructional materials highlighting mastery of content and its integration in other subject areas
4. Performance tasks/test materials highlighting integration of content knowledge within and across subject areas
5. Others (Please specify and provide annotations)





**RATING SHEET**  
**(Teacher I-III)**

OBSERVER: GERALDINE M. TABING DATE: January 18, 2019  
NAME OF TEACHER OBSERVED: JERICO D. CASTILLO  
SUBJECT & GRADE LEVEL TAUGHT: Media and Information Literacy ICT 11-B

OBSERVATION: 1  2  3  4

**DIRECTIONS FOR THE OBSERVER:**

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach you Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas				✓		
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				✓		
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills				✓		
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments			✓			
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments			✓			
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences				✓		
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				✓		
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals					✓	
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements			✓			

**OTHER COMMENTS:**


The teacher manifested mastery of the topic. The activities provided were designed to develop the critical thinking of the learners. Video presentation-discussion was the teaching method used by the teacher in his lesson. A final rating of 6 was hereby given for this observation.

*Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.*

GERALDINE M. TABING, Ed.D.  
Signature over Printed Name of the Observer

JERICO D. CASTILLO  
Signature over Printed Name of the Teacher



	School	SHS in San Nicholas III, Bacoor City	Grade Level	11
	Teacher	Jerico De Leon Castillo	Learning Area	Media and Information Literacy
	Teaching Date	January 18, 2019 (Friday)	Quarter	4 <sup>th</sup>
Daily Lesson Log	Section / Time	HUMSS 11-C (7:00-8:00)   HUMSS 11-D (8:00-9:00)   ICT 11-B (9:00-10:00)		

I. OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) determine the concepts of people media; (2) compare and contrast people as media with people in media; and (3) describe the different dimensions of people media.
A. Content Standard	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.
B. Performance Standard	The learner produces a living museum or electronic portfolio or any creative forms of multimedia showcasing their/ his/ her understanding, insights, and perceptions of the different resources of media and information.
C. Learning Competencies	1. cites studies showing proofs of positive and negative effects of media, information on individual and society 2. describes the different dimensions of people media MIL11/12PM-IVa-1 3. categorizes different examples of people and state reasons for such categorization MIL11/12PM-IVa-2
II. CONTENT	People Media
III. REFERENCES / MATERIALS	Curriculum Guide, online resources or readings found on the internet, Power Point Presentation <ul style="list-style-type: none"> <li>Media and Information Literacy (MIL) People Media by Mr. Arniel Ping  <a href="https://www.slideshare.net/arnielping/11-media-and-information-literacy-mil-people-media">https://www.slideshare.net/arnielping/11-media-and-information-literacy-mil-people-media</a></li> </ul>
IV. LEARNING TASKS	
Priming / Review	<ul style="list-style-type: none"> <li>➤ Prayer</li> <li>➤ Greetings</li> <li>➤ Checking of Attendance</li> <li>➤ State the objectives of the lesson</li> <li>➤ Motivation: Guess Who? Game            Directions: The game is called Guess Who's Famous? Every group will compete to guess who the famous person in media is.           <ul style="list-style-type: none"> <li>○ A stage actor, journalist, publicist, activist and TV personality, well known for his imaginary mirror question: "What do you want to say to the person in front of you right now?"                 He graduated in the Philippine Women's University with a bachelor and Master's degree in Communication Arts                 Known as the "King of Talk" in Philippine local media industry.                – <i>Boy Abunda</i></li> <li>○ She is an internationally influential self-made billionaire African-American woman.                 She is sexually abused and mistreated as a child, she rose above adversity to focus on her primary and high school education.                 In 2014, this media proprietor was reported to have a net worth of over 2.9 billion dollars.                – <i>Oprah Winfrey</i></li> <li>○ She is a stand-up comedian, television host, and actress well known for lending her voice in a Pixar film.                 An occasional host of award shows like the Academy and Emmy Awards.                 She is Madonna's 11th cousin.                 Her voice-over for the film 'Finding Nemo' earned her the 'Saturn Award' from the 'Academy of Science Fiction, Fantasy &amp; Horror Films' for Best Supporting Actress.</li> </ul> </li> </ul>

# Daily Lesson Plan # 1

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	<p>According to 'Forbes', Ellen DeGeneres has an estimated net worth of \$250 million as of 2015. – <i>Ellen DeGeneres</i></p> <ul style="list-style-type: none"> <li>○ He is best known for his popular evening-to-late night radio program TLC: True Love Conversations and Wild Confessions on 90.7 Love Radio Manila and simulcasts on Love Radio stations nationwide.</li> </ul> <p>His real name is John S. Gemperle. – <i>Papa Jack</i></p> <ul style="list-style-type: none"> <li>○ British novelist who was able to sell more than 400 million copies of a story, making it the best selling book series of all time. – <i>JK Rowling</i></li> <li>○ He is 28-year-old and went viral in 2015 after one of his University College London students posted a picture of him on Facebook.</li> <li>○ The 'world's hottest math teacher' has a PhD in engineering and models for Armani. – <i>Pietro Boselli</i></li> <li>○ The 255th Pope of the Roman Catholic Church. – <i>Pope Francis</i></li> </ul> <p>➤ <b>Pre-test</b> Directions: Read each statement or question carefully. Write the correct answer on your notebook.</p> <ol style="list-style-type: none"> <li>1. It describes any channel of communication includes anything from printed paper to digital data.</li> <li>2. It is a group of people with a common interest where they become the main means of mass communication.</li> <li>3. It is a medium that uses the television set to present information.</li> <li>4. They are the people behind another form of media.</li> <li>5. The person serves as the medium for another person to learn or acquire new knowledge.</li> </ol> <p>Key to Correction:</p> <ol style="list-style-type: none"> <li>1. Media</li> <li>2. People Media</li> <li>3. TV Media</li> <li>4. People In Media</li> <li>5. People As Media</li> </ol>
Activity	<p><b>Video Presentation:</b> The teacher will show a video clip about "Kris Aquino and Nicko Falcis: Sino ang Nagsasabi ng Totoo?". Video Link: <a href="https://www.youtube.com/watch?v=y3aQ7QUdyjo">https://www.youtube.com/watch?v=y3aQ7QUdyjo</a></p>
Analysis	<p><b>Guide Questions:</b></p> <ol style="list-style-type: none"> <li>1. What did you observe about the video?</li> <li>2. Who do you think is telling the truth? How can you say?</li> </ol>
Abstraction	<p><b>Definition of Terms</b></p> <ul style="list-style-type: none"> <li>• <i>People</i> - human beings making up a group or assembly or linked by a common interest; primary tool of transferring knowledge and information</li> <li>• <i>Media</i> - plural form of medium; describes any channel of communication; includes anything from printed paper to digital data [techopedia]</li> <li>• <i>People Media</i> - assembly / group of people with a common interest where they become the main means of mass communication</li> </ul> <p><b>Categories of People Media</b></p> <ul style="list-style-type: none"> <li>• <i>People As Media</i> - they are the MEDIA itself; the person serves as the medium for another person to learn or acquire new knowledge</li> <li>• <i>People In Media</i> - they are the people behind another form of media such as ads, videos, etc.</li> </ul> <p><b>Types of People In Media</b></p> <ul style="list-style-type: none"> <li>• <i>Print Media</i> - medium that uses any printed materials (newspapers, magazines) to convey information</li> <li>• <i>Radio Media</i> - can be used over a large area by means of producing data that is transmitted over radio waves (AM (amplitude modulation/FM frequency modulation); data is then received by our radios and is converted into sound</li> <li>• <i>TV Media</i> - medium that uses the television set to present information</li> <li>• <i>Web Media</i> - medium is the internet or the world wide web as a means of information exchange</li> </ul>

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INDEX OF MASTERY	INDEX OF MASTERY			97%
	To get the Index of Mastery $= \frac{\text{Total Item} * \text{Frequency}}{\text{Total Frequency} * \text{Highest Possible Raw Score}} * 100$			
	SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY
	ICT 11B	5	35	175
		4	3	12
		3	2	6
		2	0	0
1		0	0	
Total		40	193	
Number of Learners within Mastery Level	35 out of 40 students reached the mastery level			
Number of Learners Needing Reinforcement	0 out of 40 students needed reinforcement			
Number of Learners Needing Remediation	0 out of 40 students needed remediation			
Reflection	Game as an introduction to a topic was also found out to be very effective as well. Learning at the same time enjoying is effective because a happy class is a learning class.			

# Daily Lesson Plan # 1

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**RATING SHEET**  
**(Teacher I-III)**

OBSERVER: GERALDINE M. TABING DATE: February 28, 2019  
NAME OF TEACHER OBSERVED: JERICO D. CASTILLO  
SUBJECT & GRADE LEVEL TAUGHT: Media and Information Literacy ICT 11-B

OBSERVATION: 1  2  3  4

**DIRECTIONS FOR THE OBSERVER:**

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas				✓		
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				✓		
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills				✓		
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments			✓			
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments			✓			
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences				✓		
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				✓		
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals					✓	
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements					✓	


**OTHER COMMENTS:**


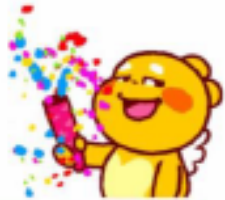
The teacher is an effective teacher in MIL because the students were able to sketch a simple typography, an inspirational wall hang. The priming activity of picture analysis was interesting. Think-pair-share activity. The pictures provided stated "Wait Paint" and "Setting Here is not Allowed". The students then reflected on them and gave their insights. A final rating of 6 was hereby given for this observation.

*Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.*

GERALDINE M. TABING, Ed.D.  
Signature over Printed Name of the Observer

JERICO D. CASTILLO  
Signature over Printed Name of the Teacher



	School	SHS in San Nicholas III, Bacoor City	Grade Level	11
	Teacher	Jerico De Leon Castillo	Learning Area	Media and Information Literacy
	Teaching Date	February 27, 2019 (Thursday)	Quarter	4 <sup>th</sup>
Daily Lesson Log	Section / Time	HUMSS 11-C (7:00-8:00)   HUMSS 11-D (8:00-9:00)   ICT 11-B (9:00-10:00)		

I. OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) determine the concepts of text media; (2) discuss the basic principles of typography; and (3) follow the basic principles of typography.
A. Content Standard	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.
B. Performance Standard	The learner produces a living museum or electronic portfolio or any creative forms of multimedia showcasing their/ his/ her understanding, insights, and perceptions of the different resources of media and information.
C. Learning Competencies	<ul style="list-style-type: none"> <li>▪ describes the different dimensions of text information and media <i>MIL11/12TIM-IVb-3</i></li> <li>▪ comprehends how text information and media is/ are formally and informally produced, organized, and disseminated <i>MIL11/12TIM-IVb-4</i></li> <li>▪ evaluates the reliability and validity of text information and media and its/ their sources using selection criteria <i>MIL11/12TIM-IVb-5</i></li> <li>▪ produces and evaluates a creative text-based presentation using design principle elements <i>MIL11/12TIM-IVb-6</i></li> </ul>
II. CONTENT	Text Media and Information (Typography)
III. REFERENCES / MATERIALS	Curriculum Guide, online resources or readings found on the internet, Power Point presentation, LCD TV, Laptop <ul style="list-style-type: none"> <li>▪ 5 basic principles you must consider to master the art of typography  <a href="http://tangledindesign.com/5-basic-principles-you-must-consider-to-master-the-art-of-typography/">http://tangledindesign.com/5-basic-principles-you-must-consider-to-master-the-art-of-typography/</a></li> </ul>
IV. LEARNING TASKS	
Priming / Review	<ul style="list-style-type: none"> <li>➤ Prayer</li> <li>➤ Greetings</li> <li>➤ Checking of Attendance</li> <li>➤ State the objectives of the lesson</li> <li>➤ Motivation: 4 Pics 2 Words Game</li> </ul> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Review the pictures. You will be shown a screen with four photographs. These four photographs each have something in common.</li> <li>2. Guess the theme. Below the pictures, you will see blank spaces indicating how many letters are in the answer. Below that, there will be a scrambled keyboard of possible letters you can select from when typing in your guess for the answer.</li> </ol> <p>Note: You will be provided with more letters than necessary. This is not simply a scrambler-type game.</p> <div style="text-align: center;">   </div> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px 5px;">T</span> <span style="border: 1px solid black; padding: 2px 5px;">E</span> <span style="border: 1px solid black; padding: 2px 5px;">X</span> <span style="border: 1px solid black; padding: 2px 5px;">T</span> <span style="border: 1px solid black; padding: 2px 5px;">M</span> <span style="border: 1px solid black; padding: 2px 5px;">E</span> <span style="border: 1px solid black; padding: 2px 5px;">D</span> <span style="border: 1px solid black; padding: 2px 5px;">I</span> <span style="border: 1px solid black; padding: 2px 5px;">A</span> </p> <p style="text-align: center;">T T M E X D E A I D A I N F O</p>

## Daily Lesson Plan # 2

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	<p>➤ <b>Pre-test</b>  <b>Directions:</b> Read each statement or question carefully. Write the correct answer on your notebook.</p> <ol style="list-style-type: none"> <li>1. It is any human-readable sequence of characters that can form intelligible words.</li> <li>2. It is the appearance that can be changed using font parameters.</li> <li>3. It is usually used for the body text of books, newspapers, magazines and research publication.</li> <li>4. It is unformatted text document by an editor as notepad on Windows platform.</li> <li>5. It is the space between your text and any other elements on the page.</li> </ol> <p><b>Key to Correction:</b></p> <ol style="list-style-type: none"> <li>1. Text</li> <li>2. Formatted Text</li> <li>3. Serif</li> <li>4. Text or .txt</li> <li>5. Proximity</li> </ol>
Activity	<p><b>Think-Pair-Share</b></p> <ol style="list-style-type: none"> <li>1. <u>THINK</u> on the design principles used in text media.</li> <li>2. Look for a <u>PAIR</u> and exchange analysis about the text media.</li> <li>3. <u>SHARE</u> in front the shared analysis about the text media.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Image 1                      Image 2</p>
Analysis	<p><b>GUIDE QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What are your observations about the principles of design used in the presented text media?</li> <li>2. Did the text media creator/ developer consider the principles of design in the creation process of the text media? If yes, why? If no, why?</li> <li>3. Are the principles of design effectively used in the text media material? Describe briefly.</li> </ol>
Abstraction	<p><b>Definition of Term/s</b></p> <ul style="list-style-type: none"> <li>• Text - any "human-readable sequence of characters" that can form intelligible words; simple and flexible format of presenting information or conveying ideas whether hand-written, printed or display on-screen</li> </ul> <p><b>Types of Text</b></p> <ul style="list-style-type: none"> <li>• <i>Hypertext</i> - serve to link different electronic documents and enable users to jump from one to other</li> <li>• <i>Plain or unformatted text</i> - fixed sized characters having essentially the same type of appearance</li> <li>• <i>Formatted text</i> - appearance can be changed using font parameters (bold, italic, font size, font color)</li> </ul> <p><b>Different Typefaces</b></p> <ul style="list-style-type: none"> <li>• <i>Serif</i> - connotes formality and readability in large amount of texts; usually used for the body text of books, newspapers, magazines and research publication; Example: Times New Roman, Garamond, Baskerville</li> <li>• <i>Sans Serif</i> - brings a clean or minimalist look to the text; used for clear and direct meaning of text such as road signage, building directory or nutrition facts in food packages; Example: Arial, Helvetica</li> <li>• <i>Script</i> - draws much attention to itself because of its brush-like strokes; usually used in wedding invitation cards or other formal events; Example: Edwardian, Vladimir</li> <li>• <i>Decorative</i> - caters to a wide variety of emotions (such as celebration, fear, horror) or themes (such as cowboys, circus holidays, summer, kiddie); Example: Chiller, Jokerman, Curls MT</li> </ul> <p><b>File Formats</b></p> <ul style="list-style-type: none"> <li>• <i>Txt (Text)</i> - unformatted text document by an editor as notepad on Windows platform; File Extension: .txt</li> <li>• <i>Doc (Document)</i> - a native format for storing documents created by MS Word package; File Extension: .doc</li> <li>• <i>Pdf (Portable Document Format)</i> - developed by Adobe systems for cross platform exchange of documents, supports image and graphics; File Extension: .pdf</li> </ul>

# Daily Lesson Plan # 2

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**5 Basic Principles you must Consider to Master the Art of Typography**

- **Font Choice**
  - Your choice of font will be the first thing you need to consider.
  - GENERAL RULE OF THUMB is to use
  - serif fonts for print and
  - sans serif fonts on the web,
  - although this often depends on the context of the design. Always use either serif or sans serif fonts for body text – there is pretty much no room for negotiation on this point.
- **Size**
  - To determine the size of your text you must consider the purpose; what’s it for? Who’s its audience?
  - You must also consider your audience. For example, if you’re design is aimed at children or the elderly, a small font-size doesn’t seem advisable! Just think about who might be reading the text and what they would prefer.
- **Letter Spacing**
  - GENERAL RULE OF THUMB  
the larger the text, the lower the letter-spacing value. For example, if you had negative letter-spacing on your body text, it would appear all crunched up and be very difficult to read, whereas, the effect would be lessened on a headline or a logo with a much larger font-size.
- **Letter Height**
  - Nicely spaced out body text allows for effortless scanning of large blocks of text. Whereas, reduced line-height can cause problems with readability as it can confuse the eyes as to where the next line begins. It also makes your text harder to scan and requires more effort from the reader. Always consider the line height in your body text.
- **Alignment**
  - Aligning your text properly can organize the content in the readers mind and reduce the effort required of them to make sense of the page layout. Look at your text in relation to the whole design and align it with other elements on the page to create a structured, organized feel. If your text is just plonked somewhere on the page without any relation to the other elements on the page, then it will appear messy and will reduce the aesthetic quality.
- **Proximity**
  - Proximity involves considering the space between your text and any other elements on the page. Space is the key to creating a digestible, easy on the eye design that is simple for the mind to organize. If everything is positioned within a couple of pixels of each other, things will start to look cluttered and messy. Always consider the padding around your text.
- **Readability**
  - Finally, you must consider the readability of your text as a whole. Take a look at your text; ask yourself (and be honest), do you think people will want to read this text? Think about what you can do to make it more readable. Let’s face it – we, as a race, are a lazy bunch, so make it as effortless as possible for your readers.
  - Make sure your text is broken up into paragraphs of a sensible length and if suitable, you can use images to further break up your text and make it easier on the eye.

**Application**

**Inspirational Wall Hang**

**Instructions:**

1. In a long bond paper (Portrait Orientation), sketch a simple typography using the given quote by following the basic principles. *“Believe you can and you’re half way there. Theodore Roosevelt-”*
2. Using Adobe Photoshop, transfer your sketch to digital image.
3. Present it to class. (maximum of 1 minute per presenter)

**Rubric:**

Descriptor/ Points	5	4	3	2	Score
<b>Principles</b>	All principles are identified, correctly described on text media	Most principles are identified, and generally are correctly described on text media	Some principles are identified, or incorrectly described on most of the objects	There are several missing principles or misidentified or incorrectly described or text media is missing	
<b>Organization</b>	The document is well organized, the descriptions of the principles are easy to find	The document is adequately organized, the descriptions of the principles can be found	The document is somewhat organized, the descriptions of the principles are confusing	The document is poorly organized, the descriptions of the principles are difficult to find or unclear	

# Daily Lesson Plan # 2

integration of content knowledge within and across subject areas

	<p><b>EXIT Ticketing</b></p> <p>The students will accomplish an exit ticket given the format below: After the conduct of today's lesson:</p> <p>I learned that _____ I want to learn more about _____ I will apply what I have learned through _____</p> <p>This activity will be taken for 5 minutes.</p> <p>The teacher will ask students the application/ importance or its relationship to other discipline. Relate or give importance of having knowledge about the topic presented, give examples of other disciplines were the topic presented is applicable.</p>																															
<p><b>IV. EVALUATION</b></p>	<p><b>Post-test</b></p> <p>Directions: Read each statement or question carefully. Write the correct answer on your notebook.</p> <ol style="list-style-type: none"> <li>It is usually used for the body text of books, newspapers, magazines and research publication.</li> <li>It is unformatted text document by an editor as notepad on Windows platform.</li> <li>It is the appearance that can be changed using font parameters.</li> <li>It is any human-readable sequence of characters that can form intelligible words.</li> <li>It is the space between your text and any other elements on the page.</li> </ol> <p>Key to Correction:</p> <ol style="list-style-type: none"> <li>Serif</li> <li>Text or .txt</li> <li>Formatted Text</li> <li>Text</li> <li>Proximity</li> </ol>																															
<p><b>V. HOMEWORK</b></p>	<p>Read and jot down important concepts of visual media.</p>																															
<p><b>VI. REMARKS</b></p>																																
<p><b>INDEX OF MASTERY</b></p>	<table border="1"> <thead> <tr> <th colspan="3">INDEX OF MASTERY</th> <th>97%</th> </tr> <tr> <td colspan="4">To get the Index of Mastery <math>=(\text{Total Item} \times \text{Frequency}) / (\text{Total Frequency} \times \text{Highest Possible Raw Score}) \times 100</math></td> </tr> <tr> <th>SECTION</th> <th>ITEMS</th> <th>FREQUENCY</th> <th>ITEM * FREQUENCY</th> </tr> </thead> <tbody> <tr> <td rowspan="6">ICT 11B</td> <td>5</td> <td>33</td> <td>165</td> </tr> <tr> <td>4</td> <td>5</td> <td>20</td> </tr> <tr> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>38</td> <td>185</td> </tr> </tbody> </table>	INDEX OF MASTERY			97%	To get the Index of Mastery $=(\text{Total Item} \times \text{Frequency}) / (\text{Total Frequency} \times \text{Highest Possible Raw Score}) \times 100$				SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY	ICT 11B	5	33	165	4	5	20	3	0	0	2	0	0	1	0	0	Total	38	185
INDEX OF MASTERY			97%																													
To get the Index of Mastery $=(\text{Total Item} \times \text{Frequency}) / (\text{Total Frequency} \times \text{Highest Possible Raw Score}) \times 100$																																
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	3	0	0																													
	2	0	0																													
	1	0	0																													
	Total	38	185																													
<p>Number of Learners within Mastery Level</p>	<p>33 out of 38 students reached the mastery level</p>																															
<p>Number of Learners Needing Reinforcement</p>	<p>0 out of 40 students needed reinforcement</p>																															
<p>Number of Learners Needing Remediation</p>	<p>0 out of 40 students needed remediation</p>																															
<p>Reflection</p>	<p>Allowing students to think of their own strategies on how to present the activity shows their thorough understanding of the lesson and enhances their creativity. Yet guidance of the teacher is very much required.</p>																															

## Daily Lesson Plan # 2

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**RATING SHEET**  
**(Teacher I-III)**

OBSERVER: GERALDINE M. TABING DATE: March 12, 2019  
NAME OF TEACHER OBSERVED: JERICO D. CASTILLO  
SUBJECT & GRADE LEVEL TAUGHT: Media and Information Literacy HUMSS 11-D

OBSERVATION: 1  2  3  4

**DIRECTIONS FOR THE OBSERVER:**

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas				✓		
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				✓		
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills				✓		
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments					✓	
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments					✓	
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences				✓		
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				✓		
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals					✓	
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements					✓	


**OTHER COMMENTS:**


The video presented in the topic "Current and Future Trends of Media" was very informative. The students enjoyed and understood the lesson as everyone had been attentively listening. The class was observed to be manageable. All students did their part in the task given by the teacher. A final rating of 7 was hereby given for this observation.

*Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.*

GERALDINE M. TABING, Ed.D.  
Signature over Printed Name of the Observer

JERICO D. CASTILLO  
Signature over Printed Name of the Teacher

	School	SHS in San Nicholas III, Bacoor City	Grade Level	11
	Teacher	Jerico De Leon Castillo	Learning Area	Media and Information Literacy
	Teaching Date	March 12, 2019 (Tuesday)	Quarter	4 <sup>th</sup>
Daily Lesson Log	Section / Time	HUMSS 11-C (7:00-8:00)   HUMSS 11-D (8:00-9:00)   ICT 11-B (9:00-10:00)		

I. OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) describe ubiquitous learning; (2) discuss some of the technological advancements; and (3) create a simple paper prototype.
A. Content Standard	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.
B. Performance Standard	The learner produces a living museum or electronic portfolio or any creative forms of multimedia showcasing their/ his/ her understanding, insights, and perceptions of the different resources of media and information.
C. Learning Competencies	<ul style="list-style-type: none"> <li>▪ evaluates current trends in media and information and how it will affect/ how they affect individuals and the society as a whole</li> <li>▪ describes massive open on-line</li> <li>▪ predicts future media innovation</li> <li>▪ synthesizes the overall knowledge about media and information with skills for producing a prototype of what the learners think is a future media innovation</li> </ul>
II. CONTENT	Current and Future Trends of Media and Information
III. REFERENCES / MATERIALS	Curriculum Guide, online resources or readings found on the internet, Power Point presentation, LCD TV, Laptop <ul style="list-style-type: none"> <li>▪ Media and Information Literacy (MIL) Current and Future Trends in Media and Information by Arniel Ping <a href="https://www.slideshare.net/arnielping/9-media-and-information-literacy-mil-current-and-future-trends-in-media-and-information">https://www.slideshare.net/arnielping/9-media-and-information-literacy-mil-current-and-future-trends-in-media-and-information</a></li> </ul>
IV. LEARNING TASKS	
Priming / Review	<ul style="list-style-type: none"> <li>➢ Prayer</li> <li>➢ Greetings</li> <li>➢ Checking of Attendance</li> <li>➢ State the objectives of the lesson</li> <li>➢ Motivation: The teacher will show a picture and ask the students what are their observations.</li> </ul>  <ul style="list-style-type: none"> <li>➢ Pre-test            Directions: Read each statement or question carefully. Write the correct answer on your notebook.           <ol style="list-style-type: none"> <li>1. It is a category of technology devices that can be worn by a consumer.</li> <li>2. It is a software that examines and reacts to an individual's changing context.</li> <li>3. It is a process of capturing spoken words using a microphone.</li> <li>4. It can be defined as an everyday learning environment that is supported by mobile.</li> <li>5. It is a model for delivering learning content online to any person who wants to take a course.</li> </ol>           Key to Correction:           <ol style="list-style-type: none"> <li>1. Wearable Technology</li> <li>2. Contextual Awareness</li> <li>3. Voice and Tone Recognition</li> <li>4. Ubiquitous Learning</li> <li>5. Massive Open Online Course (MOOC)</li> </ol> </li> </ul>

## Daily Lesson Plan # 3

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Activity	<p><b>Watching Videos</b></p> <p>The students will watch a video about:</p> <ul style="list-style-type: none"> <li>• <b>Wearable Technology</b> <a href="https://www.youtube.com/watch?v=1tIQHh7Rs_g">https://www.youtube.com/watch?v=1tIQHh7Rs_g</a></li> <li>• <b>Haptics Technology</b> <a href="https://www.youtube.com/watch?v=6lhQnWb44zk">https://www.youtube.com/watch?v=6lhQnWb44zk</a></li> <li>• <b>Contextual Awareness</b> <a href="https://www.youtube.com/watch?v=mFnZNNQrA0Q">https://www.youtube.com/watch?v=mFnZNNQrA0Q</a></li> <li>• <b>Voice and Tone Recognition</b> <a href="https://www.youtube.com/watch?v=7dnXUunswl60">https://www.youtube.com/watch?v=7dnXUunswl60</a></li> <li>• <b>Eye Tracking Technology</b> <a href="https://www.youtube.com/watch?v=XE0aANzrL8">https://www.youtube.com/watch?v=XE0aANzrL8</a></li> <li>• <b>Internet Glasses</b> <a href="https://www.youtube.com/watch?v=Nc4ox89bofk">https://www.youtube.com/watch?v=Nc4ox89bofk</a></li> </ul>
Analysis	<p><b>Guide Question/s:</b></p> <ol style="list-style-type: none"> <li>1. Based on the technological advancements, create a mind map.       <ol style="list-style-type: none"> <li>a. Which one did you like best?</li> <li>b. Which ones already exist?</li> <li>c. Which ones do you think might become a reality next year?</li> </ol> </li> </ol>
Abstraction	<p><b>Different Technological Advancements</b></p> <ul style="list-style-type: none"> <li>• <b>Wearable Technology</b> - wearable gadgets; category of technology devices that can be worn by a consumer and often include tracking information related to health and fitness</li> <li>• <b>Haptics Technology</b> - Haptics (pronounced HAP-tiks); word derives from the Greek haptain meaning "to fasten"; science of applying touch (tactile) sensation and control to interaction with computer applications; used in game controllers, joysticks, and steering wheels and is becoming more common in Smartphones</li> <li>• <b>Contextual Awareness</b> - software that examines and reacts to an individual's changing context (situation, environment) - Schilit, Adams, &amp; Want 1994; any information that can be used to characterize the situation of an entity (identity, activity, time, location) - Dey et al., 2000</li> <li>• <b>Voice and Tone Recognition</b> - process of capturing spoken words using a microphone or telephone and converting them into a digitally stored set words; Software is used for automatic translations, dictation, hand-free computing, medical transcription, automated customer service</li> <li>• <b>Eye Tracking Technology</b> - about understating the state and activity of the eye and includes:       <ul style="list-style-type: none"> <li>o tracking your point of gaze</li> <li>o duration of your stare at any given point</li> <li>o when you blink and how your pupils react to different visual stimuli</li> </ul> </li> <li>• <b>Ubiquitous Learning</b> - can be defined as an everyday learning environment that is supported by mobile and embedded computers and wireless networks in our everyday life (Ogata et al. 2009). It is aimed to provide learners with content and interaction anytime and anywhere (Hwang et al. 2008).</li> <li>• <b>Massive Open Online Course</b> - model for delivering learning content online to any person who wants to take a course, with no limit on attendance</li> </ul>
Application	<p><b>Paper Prototype</b></p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• The task of each group is to design a model of a piece of technology that will help the lives of Filipino students.</li> <li>• Each group will give a name and present their output.</li> </ul> <p><b>Rubric:</b></p> <p>10 points for clarity – were the interface details clear? (i.e. buttons labeled, text readable)</p> <p>15 points for execution – could a user actually interact with the interface (use post-its or transparency as appropriate, swapping bits in and out)</p> <p>10 points for completeness – were all the three tasks actually supported? Could a user do more than one thing at a time?</p>

# Daily Lesson Plan # 3

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integration of content knowledge within and across subject areas

	<p><b>EXIT Ticketing</b></p> <p>The students will accomplish an exit ticket given the format below: After the conduct of today's lesson:</p> <p>I learned that _____ I want to learn more about _____ I will apply what I have learned through _____</p> <p>This activity will be taken for 5 minutes.</p> <p>The teacher will ask students the application/ importance or its relationship to other discipline. Relate or give importance of having knowledge about the topic presented, give examples of other disciplines were the topic presented is applicable.</p>																															
<p><b>IV. EVALUATION</b></p>	<p><b>Post-test</b></p> <p>Directions: Read each statement or question carefully. Write the correct answer on your notebook.</p> <ol style="list-style-type: none"> <li>1. It can be defined as an everyday learning environment that is supported by mobile.</li> <li>2. It is a model for delivering learning content online to any person who wants to take a course.</li> <li>3. It is a software that examines and reacts to an individual's changing context.</li> <li>4. It is a category of technology devices that can be worn by a consumer.</li> <li>5. It is a process of capturing spoken words using a microphone.</li> </ol> <p>Key to Correction:</p> <ol style="list-style-type: none"> <li>1. Ubiquitous Learning</li> <li>2. Massive Open Online Course (MOOC)</li> <li>3. Contextual Awareness</li> <li>4. Wearable Technology</li> <li>5. Voice and Tone Recognition</li> </ol>																															
<p><b>V. HOMEWORK</b></p>	<p>Read and jot down important concepts of manipulative media.</p>																															
<p><b>VI. REMARKS</b></p>																																
<p><b>INDEX OF MASTERY</b></p>	<table border="1"> <thead> <tr> <th colspan="3">INDEX OF MASTERY</th> <th>98%</th> </tr> </thead> <tbody> <tr> <td colspan="4">To get the Index of Mastery = <math>(\text{Total Item} \times \text{Frequency}) / (\text{Total Frequency} \times \text{Highest Possible Raw Score}) \times 100</math></td> </tr> <tr> <th>SECTION</th> <th>ITEMS</th> <th>FREQUENCY</th> <th>ITEM * FREQUENCY</th> </tr> <tr> <td rowspan="6">HUMSS 11D</td> <td>5</td> <td>32</td> <td>160</td> </tr> <tr> <td>4</td> <td>3</td> <td>12</td> </tr> <tr> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>35</td> <td>172</td> </tr> </tbody> </table>	INDEX OF MASTERY			98%	To get the Index of Mastery = $(\text{Total Item} \times \text{Frequency}) / (\text{Total Frequency} \times \text{Highest Possible Raw Score}) \times 100$				SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY	HUMSS 11D	5	32	160	4	3	12	3	0	0	2	0	0	1	0	0	Total	35	172
INDEX OF MASTERY			98%																													
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SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY																													
HUMSS 11D	5	32	160																													
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	3	0	0																													
	2	0	0																													
	1	0	0																													
	Total	35	172																													
<p><b>Number of Learners within Mastery Level</b></p>	<p>32 out of 35 students reached the mastery level</p>																															
<p><b>Number of Learners Needing Reinforcement</b></p>	<p>0 out of 35 students needed reinforcement</p>																															
<p><b>Number of Learners Needing Remediation</b></p>	<p>0 out of 35 students needed remediation</p>																															
<p><b>Reflection</b></p>	<p>Video presentations as a springboard to teaching are likewise effective. Students absorb it faster if they are looking at a video because most of the students these days are visual learners.</p>																															

# Daily Lesson Plan # 3

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**RATING SHEET**  
**(Teacher I-III)**

OBSERVER: GERALDINE M. TABING DATE: March 15, 2019  
NAME OF TEACHER OBSERVED: JERICO D. CASTILLO  
SUBJECT & GRADE LEVEL TAUGHT: Media and Information Literacy ICT 11-B

OBSERVATION: 1  2  3  4

**DIRECTIONS FOR THE OBSERVER:**

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas					✓	
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				✓		
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills					✓	
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments					✓	
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments					✓	
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences				✓		
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				✓		
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals					✓	
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements					✓	


**OTHER COMMENTS:**


He is an expert teacher in Media Information Literacy. The index of mastery shows how effective the teacher was during observation since out of 42 students 30 got a perfect score in their post-test. Only two students need reinforcement. No one is in need of remediation. A final rating of 7 was hereby given for this observation.

*Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.*

GERALDINE M. TABING, Ed.D.  
Signature over Printed Name of the Observer

JERICO D. CASTILLO  
Signature over Printed Name of the Teacher

	School	SHS in San Nicholas III, Bacoor City	Grade Level	11
	Teacher	Jerico De Leon Castillo	Learning Area	Media and Information Literacy
	Teaching Date	March 15, 2019 (Friday)	Quarter	4 <sup>th</sup>
Daily Lesson Log	Section / Time	HUMSS 11-C (7:00-8:00)   HUMSS 11-D (8:00-9:00)   ICT 11-B (9:00-10:00)		

I. OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) determine the basic concepts of visual information and media; (2) discuss the different visual design principles; and (3) apply visual design principles in taking a photo.
A. Content Standard	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.
B. Performance Standard	The learner produces a living museum or electronic portfolio or any creative forms of multimedia showcasing their/ his/ her understanding, insights, and perceptions of the different resources of media and information.
C. Learning Competencies	<ul style="list-style-type: none"> <li>▪ describes the different dimensions of visual information and media</li> <li>▪ comprehends how visual information and media is/are formally and informally produced, organized, and disseminated</li> <li>▪ evaluates the reliability and validity of visual information and media and its/their sources using selection criteria</li> <li>▪ produces and evaluates a creative visual-based presentation using design principle and elements</li> </ul>
II. CONTENT	Visual Information and Media
III. REFERENCES / MATERIALS	Curriculum Guide, online resources or readings found on the internet
IV. LEARNING TASKS	
Priming / Review	<ul style="list-style-type: none"> <li>➤ Prayer</li> <li>➤ Greetings</li> <li>➤ Checking of Attendance</li> <li>➤ State the objectives of the lesson</li> <li>➤ Motivation: The teacher will show a picture and ask the students what are their observations.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>➤ Pre-test Directions: Read each statement or question carefully. Write the correct answer on your notebook. <ol style="list-style-type: none"> <li>1. It is the sources of data or information in the form of visual representation.</li> <li>2. It is the popular image file format used by digital cameras to store photos.</li> <li>3. It has the ability to read CMYK and YCBCR color and has the ability to store such high pixel intensity.</li> <li>4. Elements on either side of the axis are arranged similarly.</li> <li>5. A sense of the distance between elements.</li> </ol> <p>Key to Correction:</p> <ol style="list-style-type: none"> <li>1. Visual Media</li> <li>2. JPEG or JPG</li> <li>3. TIFF</li> <li>4. Symmetry</li> <li>5. Proximity</li> </ol> </li> </ul>

## Daily Lesson Plan # 4

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	<p><b>Purpose of Visual Media</b></p> <ul style="list-style-type: none"> <li>• gain attention</li> <li>• create meaning</li> <li>• facilitate retention</li> </ul> <p><b>Common Visual Media File Types</b></p> <ul style="list-style-type: none"> <li>• <b>JPEG</b> - Joint Photographic Experts Group; popular image file format used by digital cameras to store photos; JPEG is great for images when you need to keep the size small, such as when you need to upload it online</li> <li>• <b>GIF</b> - Graphics Interchange Format; image file format used for images on the web for its flexible web support and portability; Not all GIFs are animated, but the popular usage of GIF connotes the animated kind.</li> <li>• <b>TIFF</b> - Tagged-Image File Format; best and only choice for professionals when images are intended for print. Its ability to read CMYK and YCBCR color and has the ability to store such high pixel intensity</li> <li>• <b>PNG</b> - Portable Network Graphics; If you want to keep the size small, but still retain the image quality, use PNG. If you want to use transparencies, the PNG is the format for you.</li> </ul> <p><b>Principles of Visual Design</b></p> <ul style="list-style-type: none"> <li>• <b>Unity and Harmony</b> <ul style="list-style-type: none"> <li>○ Proximity – a sense of the distance between elements</li> <li>○ Similarity – ability to seem repeatable with other elements</li> <li>○ Continuation – the sense of having a line or pattern extend</li> <li>○ Repetition – elements being copied or mimicked numerous times</li> <li>○ Rhythm – achieved when recurring position, size, color, and use of a graphic element has a focal point interruption</li> </ul> </li> <li>• <b>Balance</b> <ul style="list-style-type: none"> <li>○ Symmetry – elements on either side of the axis are arranged similarly</li> <li>○ Asymmetry – elements on each side differ in shape but still are in visual equilibrium</li> <li>○ Radial – elements are arranged around a circular form</li> </ul> </li> <li>• <b>Hierarchy</b> <ul style="list-style-type: none"> <li>○ Trees – elements arranged in the order of a tree with a trunk, branches &amp; sub branches</li> <li>○ Nests – elements mapped on to each other as parents, children &amp; grand children</li> <li>○ Weight – elements of the same weight belong to the same class of hierarchical positions</li> </ul> </li> <li>• <b>Scale / Proportion</b> <ul style="list-style-type: none"> <li>○ Size – elements of different sizes in relationships with each other</li> <li>○ Ration – elements related to each other in a ration appear together in visual harmony</li> <li>○ Divisions – these create focal points that automatically give a sense of the relationships</li> </ul> </li> <li>• <b>Dominance/ Emphasis</b> <ul style="list-style-type: none"> <li>○ Highlight – breaking the visual hierarchy using form to lay emphasis</li> <li>○ Colour – to distinguish between elements in a series of similar forms</li> <li>○ Size – elements of different sizes focus the viewers’ attention accordingly</li> </ul> </li> <li>• <b>Similarity &amp; Contrast</b> <ul style="list-style-type: none"> <li>○ Light &amp; Dark – clear foreground &amp; background separation lend contrast between elements</li> <li>○ Line – elements of varying textures &amp; forms bring about a contrasting effect</li> </ul> </li> </ul>
Application	<p><b>Still Photography</b>  <b>Instructions: (Individual)</b>  Photoshoot: Using the school environment and Nicholasians as your subject, choose one principle of design and take a photo based on your chosen principle.</p> <ul style="list-style-type: none"> <li>• Using the share it app, send your taken pictures to your group leader then the leader will upload it to the Group’s Google Drive.</li> <li>• Do not send it to your FB messenger as it will reduce the resolution.</li> </ul>

# Daily Lesson Plan # 4

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### Principles and Elements of Design Rubric

	Excellent	Good	Average	Below Average	Failing
Principles and Elements of Design	Represented use of all principles and elements  Displayed a clear effort in regards to decision making	Showed most of the principles and elements  Displayed a decent effort in regards to decision making	Showed few of the principles and elements  Displayed some effort in regards to decision making	Showed one principle or element  Displayed little effort in regard to decision making	Showed no principles or elements  Displayed no effort to make appropriate decisions while shooting
Quality	Perfectly in focus- no shakiness or blur  Correct exposure and have accurate white balance or range of tones	Mostly in focus- some shakiness or blur  Mostly expo white range	Somewhat in focus- lots of shakiness or blur	Barely in focus- mostly shaky and blurry	Extremely blurred  exposed!

integration of content knowledge within and across subject areas

#### EXIT Ticketing

The students will accomplish an exit ticket given the format below:  
After the conduct of today's lesson:

I learned that \_\_\_\_\_  
I want to learn more about \_\_\_\_\_  
I will apply what I have learned through \_\_\_\_\_

This activity will be taken for 5 minutes.

The teacher will ask students the application/ importance or its relationship to other discipline. Relate or give importance of having knowledge about the topic presented, give examples of other disciplines were the topic presented is applicable.

#### IV. EVALUATION

##### Post-test

Directions: Read each statement or question carefully. Write the correct answer on your notebook.

1. A sense of the distance between elements.
2. It is the popular image file format used by digital cameras to store photos.
3. Elements on either side of the axis are arranged similarly.
4. It has the ability to read CMYK and YCBCR color and has the ability to store such high pixel intensity.
5. It is the sources of data or information in the form of visual representation.

##### Key to Correction:

1. Proximity
2. JPEG or JPG
3. Symmetry
4. TIFF
5. Visual Media

#### V. HOMEWORK

Read and jot down important concepts of manipulative media.

#### VI. REMARKS

# Daily Lesson Plan # 4

## Page 4 of 5



INDEX OF MASTERY	INDEX OF MASTERY			93%
	To get the Index of Mastery $= \frac{\text{Total Item} * \text{Frequency}}{\text{Total Frequency} * \text{Highest Possible Raw Score}} * 100$			
	SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY
	ICT 11B	5	30	150
		4	10	40
		3	2	6
		2	0	0
1		0	0	
Total		42	196	
Number of Learners within Mastery Level	30 out of 42 students reached the mastery level			
Number of Learners Needing Reinforcement	2 out of 42 students needed reinforcement			
Number of Learners Needing Remediation	0 out of 42 students needed remediation			
Reflection	Differentiated instruction is very much effective because it caters to the multiple intelligences present in each student.			

## Daily Lesson Plan # 4

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