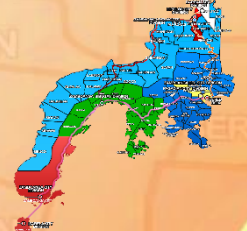




Republic of the Philippines  
**Department of Education**  
 Regional Office IX, Zamboanga Peninsula



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Zest for Progress  
 Zeal of Partnership

# ENGLISH

## Quarter 4 – Module 1: (Analyzing Visual Elements Contribution to the Meaning of a Text)



Name of Learner: \_\_\_\_\_

Grade & Section: \_\_\_\_\_

Name of School: \_\_\_\_\_

- JANUARY  
*Makugihon*
- FEBRUARY  
*Mahigugmaon*
- MARCH  
*Matinabungon*
- APRIL  
*Matinahuron*
- MAY  
*Mahapsay og Matimpyog*
- JUNE  
*Maabtik og Musunod sa  
Iksukitong Oras*
- JULY  
*Maantigo og Maabilidad*
- AUGUST  
*Maginhuhunoon  
para sa Urban*
- SEPTEMBER  
*Madaginoton*
- OCTOBER  
*Matinud-anon*
- NOVEMBER  
*Masaligan*
- DECEMBER  
*Maalampon*



## What I Need To Know

This module was developed to help you analyze how visual elements takes part on the meaning of a given text. The concepts of graphics stick in the person's head much more easily than words. The target audience will see the graphics and immediately acquire new knowledge because of them. The scope for this module will be utilized in many different learning situations.

This module contains only one lesson that will lead you to:

**Learning Competency:** Analyze how visual elements contribute to the meaning of the text. (EN-5VC-IVe-1.7.1)

After going through this module, you are expected to:

- Analyze visual elements contribution to the meaning of the text.
- Analyze text with picture in time-order.
- Clarify different meaning of content-specific words through visual elements.

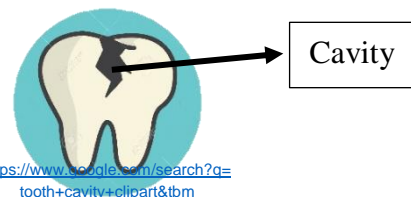


## What's In

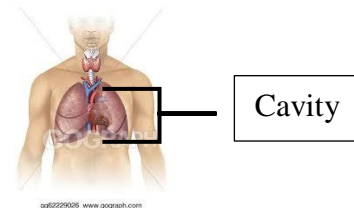
### Activity 1: Clarifying Different Meaning

Direction: Find out the different meaning of the italicized word/picture in the sentences.

A *cavity* is causing one of my molars to ache. I must see our dentist soon.



The chest *cavity* holds the heart and the lungs.



What does the word *cavity* in the first sentence/picture mean? How did you know?

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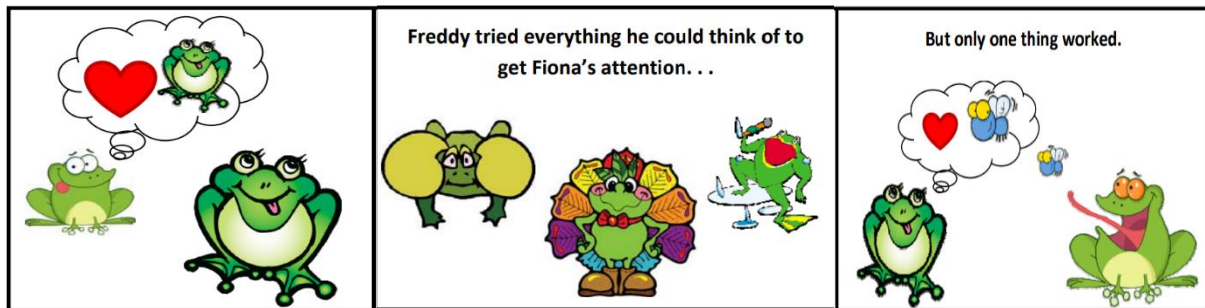
# What's New

## Activity 1:

**Directions:** Read the comic strip below. Create a title and write it on the title line. Then rewrite it as a brief story to show that you have understood what is going on.

In a comic strip, pictures and the words work together to tell the story. If the pictures were removed, the story would be lost. This is very different from stories that hold up whether they have pictures or not.

Title: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# What is It

There are different elements that make text come alive and contribute to the reader's understanding. **Visual elements** are included in the text to help the readers 'see' what they're reading. These include:

- Pictures
- Drawings
- Comics and cartoons
- Diagrams

**Visual elements** can help readers clarify meaning while reading in many ways. Visuals images help the reader understand the vocabulary being used in the text. For example, if you didn't know about kryptonite, a picture of the rock and what it does to Superman would let you know that it hurts him.



**Visual Elements can contribute to the meaning of a text thru;**

### 1. Clarifying Meaning

Have you ever read a comic before? While Superman and Wonder Woman are helping mankind fight villains, the pictures in the comic panels are helping readers better understand the story.

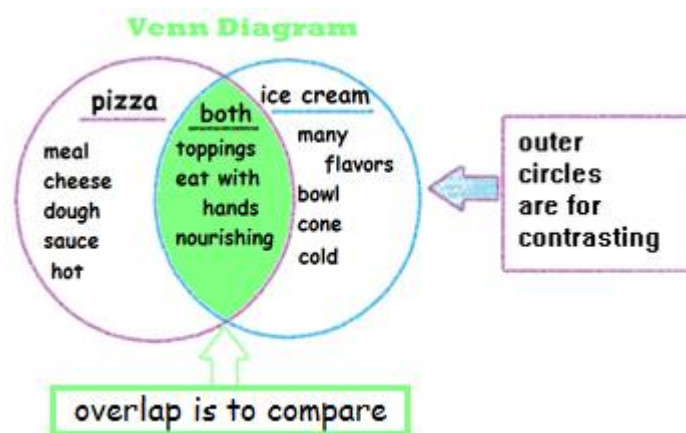
Visual elements can help readers clarify meaning while reading in many ways. Visuals or interactive images help the reader understand the vocabulary being used in the text. For example, if you didn't know about kryptonite, a picture of the rock and what it does to Superman would let you know that it hurts him.

Visuals of a text can clarify what a character is feeling or thinking through their facial expressions and body language. Additionally, these elements can help you understand the order of events in a text or understand what an event looked like when it happened.

### 2. Compare and Contrast

Think about your two favorite foods. How are they alike? How are they different? For example, you may love pizza and ice cream, and while they're both delicious, one is savory and one is sweet. When you think about how things are alike and how things are different, you're comparing and contrasting.

In Visual Elements, you must consider **comparison**, you look at two or more things to see what they have in common. To **contrast**, you look at two or more things to see what is different. Here's an example of how you can organize your information.



A **Venn diagram** is a graphic organizer (like the one you're looking at here) used to show similarities and differences.

### 3. Character and Settings

In order to clearly understand visual element, we must consider the knowledge of character and setting of the visual presented. **Setting** – the time and place in which the story happens. Places can be drawing, picture and other. **Character** – the actors of the story. It can be pictures, drawing form and other.

There are different elements that make text come alive and contribute to the reader's understanding. **Visual elements** are included in the text to help the readers 'see' what they're reading. These include: pictures, drawings, comics and cartoons, diagrams.



## What's More


Directions: Read the fable below then answer the chart that follow;

*The Travelers & the Purse*

Two men were traveling in company along the road when one of them picked up a well-filled purse.

"How lucky I am!" he said. "I have found a purse. Judging by its weight it must be full of gold."

"Do not say 'I have found a purse,'"  
"said his companion. "Say rather 'we have found a purse' and 'how lucky we are.' Travelers ought to share alike the fortunes or misfortunes of the road."



Source: <https://ivvhawnschool.org/wp-content/uploads/2020/04/Lesson-21.pdf>

**Think:** Consider what you have learned about analyzing the relationship between visual elements and a text. Complete the chart below for the fable about the two travelers.

Quote from the Text	What does the picture show about each man?	What does the picture show about the purse?
"Two men were traveling in company along the road when one of them picked up a well-filled purse."		



## What I Have Learned

Directions: Do a self-check on how well you have learned the lesson in this module. Check the appropriate box for each of skill you have acquired then encircle your answer to the questions that follows.

Skills	Confident with full learning	Familiar and can perform minimal activities	Need more learning
1. Analyze contribution of visual elements to the meaning of the text.			
2. Identify the different meaning of content-specific words through visual elements.			

1. How does the lesson in this module help you realize the importance of analyzing the visual presentation in understanding the meaning of a text?
  - A. I must consider different elements and principles in analyzing Visual Elements.
  - B. I should not mind the principles only the characteristics of elements
  - C. I should not mind the elements but only the principles of visuals.
2. What do you feel about this activity?
  - A. and Satisfied
  - B. Sad and not contended
  - C. Fair enough



## What I Can Do

Directions: Closely examine the image with text below then answer the questions that follows;

*“Data isn’t information... Information, unlike data, is useful. While there’s gulf between data and information, there’s a wide ocean between information and knowledge. What turns the gears in our brains isn’t information, but ideas, inventions and inspirations. Knowledge - - not information - -implies understanding. And beyond knowledge lies what we should be seeking: Wisdom.”*

- Clifford Stoll

1. What is the author's message?

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2. Does the visual presentation speak the meaning of the message? Why?

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3. Describe the tone of the author in the text.

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4. How do the text and visual presentation connect to the title of this lesson?

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## Assessment

**Directions:** Analyze each picture and item carefully. Choose the correct letter of the answer and place it on the space provided.

For item number 1 – 2, refer to the picture below

HERBERT  
RUBEN

WINDY NIGHTS

WHENEVER the moon and stars are set,  
Whenever the wind is high,  
All night long in the dark and wet  
A man goes riding by.  
Late in the night when the fires are out,  
Why does he gallop and gallop about?

Whenever the trees are crying aloud,  
And ships are tossed at sea,  
By, on the highway, low and loud,  
By at the gallop goes he.  
By at the gallop he goes, and then  
By he comes back at the gallop again.

ROBERT LOUIS STEVENSON

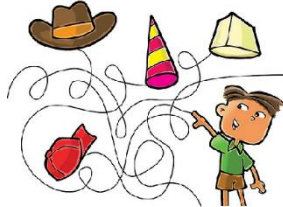
1. Which statement **best** describes what the picture adds to the poem?

- A. The picture shows that the rider is angry.
- B. The picture shows that the rider is determined.
- C. The picture shows that the rider is calm and relaxed.
- D. The picture shows that the rider is brave.

- \_\_\_\_\_ 2. Which line from the poem **best** supports the answer to the question number 1?
- A. “Whenever the moon and stars are set,...”
  - B. “Whenever the wind is high,...”
  - C. “All night long in the dark and wet,...”
  - D. “And ships are tossed at sea,...”

**For item number 3, read below;**

Tommy cannot decide what sort of top he should wear. Closing his eyes, he imagines all that he has.



- \_\_\_\_\_ 3. Without the added image, the reader might assume \_\_\_\_\_.
- A. That Tommy is talking about the shirts.
  - B. That the author is confused.
  - C. That Tommy is confused.
  - D. That Tommy is playing a game.

**For item number 4, read below;**

Eliza stood beside the winding train. It seemed to go on for miles and miles! The noise was unbearable at times and she was constantly dirty. Ma and Pa told her that this would not be a fun way to travel but she was so excited to go that she said she did not care. Now, all that Eliza can think of is a clean bed and a quiet rest.



- \_\_\_\_\_ 4. Without the added image, the reader might \_\_\_\_\_.
- A. Think Eliza is describing a car ride.
  - B. Think Eliza is describing an actual train ride.
  - C. Believe the author is confused.
  - D. Think the author needs more details.
- \_\_\_\_\_ 5. Visual Elements help the reader \_\_\_\_\_ the meaning of the text.
- A. Clear
  - B. Clarify
  - C. Synthesize
  - D. Analyze





# Answer Key

1. C
2. C
3. C
4. B
5. B

Assessment

# References:

**The Raft**, By Jim LaMarche

<https://www.educationworld.com/sites/default/files/Visual%20Elements-handout.pdf>

**Basic Principles of Visual Elements of a Text**

<https://study.com/academy/lesson/how-visual-multimedia-elements-contribute-to-a-text-lesson-for-kids.html#transcriptHeader>

**The Traveler and the Purse**

<https://ivyhawnschool.org/wp-content/uploads/2020/04/Lesson-21.pdf>

**Images**

<https://www.google.com/search?q=tooth+cavity+clipart&tbm>

<https://www.google.com/search?q=lungs+cavity+clipart&tbm>

<https://www.google.com/search?q=arachne+athena+clipart&tbm>

<https://www.google.com/search?q=arachne+spider+clipart&tbm>

**Book**

**Joy in Learning English 5**, Kristine Erika C. Castillo, Author,  
DepEd Textbook Grade 5

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**HELEN DE LEON, EPS-English, Module Coordinator**

## Region IX: Zamboanga Peninsula Hymn – Our Eden Land

Here the trees and flowers bloom  
Here the breezes gently Blow,  
Here the birds sing Merrily,  
The liberty forever Stays,

Here the Badjaos roam the seas  
Here the Samals live in peace  
Here the Tausogs thrive so free  
With the Yakans in unity

Gallant men And Ladies fair  
Linger with love and care  
Golden beams of sunrise and sunset  
Are visions you'll never forget  
Oh! That's Region IX

Hardworking people Abound,  
Every valleys and Dale  
Zamboangueños, Tagalogs, Bicolanos,  
Cebuano, Ilocanos, Subanons, Boholanos, Ilongos,  
All of them are proud and true  
Region IX our Eden Land  
Region IX  
Our...  
Eden...  
Land...

## The Footprints Prayer

One night I had a dream. I dreamed that I was walking along the beach with the LORD.

In the beach, there were two (2) sets of footprints – one belong to me and the other to the LORD.

Then, later, after a long walk, I noticed only one set of footprints.

“And I ask the LORD. Why? Why? Why did you leave me when I am sad and helpless?”

And the LORD replied “My son, My son, I have never left you. There was only one (1) set of footprints in the sand, because it was then that I CARRIED YOU!

## Trees by Joyce Kilmer

I think that I shall never see  
A poem lovely as a tree.

A tree whose hungry mouth is prest Against the earth's sweet flowing breast;

A tree that looks at God all day,  
And lifts her leafy arms to pray;

A tree that may in Summer wear  
A nest of robins in her hair;

Upon whose bosom snow has lain; Who intimately lives with rain.

Poems are made by fools like me,  
But only God can make a tree.

