



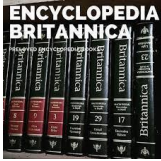


**GRADES 1 to 12**

**DAILY LESSON LOG**

<b>School:</b>	Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More	<b>Grade Level:</b>	<b>6</b>
<b>Name of Teacher</b>		<b>Learning Area:</b>	<b>ENGLISH</b>
<b>Teaching Dates and Time:</b>	<b>OCTOBER 7 - 11, 2024 (WEEK 2)</b>	<b>Quarter:</b>	<b>Second</b>

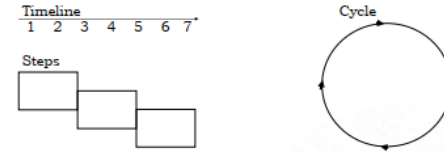
OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>A. Content Standard</b>	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency
<b>B. Performance Standard</b>	Reads various text types materials to serve learning needs in meeting a wide range of life's purposes.	Reads various text types materials to serve learning needs in meeting a wide range of life's purposes.	Reads various text types materials to serve learning needs in meeting a wide range of life's purposes.	Reads various text types materials to serve learning needs in meeting a wide range of life's purposes.	Reads various text types materials to serve learning needs in meeting a wide range of life's purposes.
<b>C. Learning Competency/ Objectives</b>  Write the LC code for each.	1. Describe various types of the informational/factual texts 2. Determine the purpose of various types of informational/ factual texts  <b>EN6RC-IIIa-3.2.8</b>	1. Describe various types of the informational/factual texts 2. Determine the purpose of various types of informational/ factual texts  <b>EN6RC-IIIa-3.2.8</b>	1. Describe various types of the informational/factual texts 2. Determine the purpose of various types of informational/ factual texts  <b>EN6RC-IIIa-3.2.8</b>	1. Describe various types of the informational/factual texts 2. Determine the purpose of various types of informational/ factual texts  <b>EN6RC-IIIa-3.2.8</b>	1. Describe various types of the informational/factual texts 2. Determine the purpose of various types of informational/ factual texts  <b>EN6RC-IIIa-3.2.8</b>
<b>II. CONTENT</b>	<b>Purpose of Informational Text</b>	<b>Purpose of Informational Text</b>	<b>Purpose of Informational Text</b>	<b>Purpose of Informational Text</b>	<b>Purpose of Informational Text</b>
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>	K-12 MELC- p.136 ADM	K-12 MELC- p.136 ADM	K-12 MELC- p.136 ADM	K-12 MELC- p.136 ADM	K-12 MELC- p.136 ADM
<b>1. Teacher's Guide pages</b>					
<b>2. Learner's Materials pages</b>	SLM/Modules	SLM/Modules	SLM/Modules	SLM/Modules	SLM/Modules

3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource					
III. PROCEDURES					
<b>A. Reviewing previous lesson or presenting the new lesson</b>	<p>There are many different types of texts an individual may read in a day. Broadly speaking, there are two main text types – literary and factual.</p> <p>Texts are written for a variety of purpose. <b>Literary texts</b> seek to entertain, enlighten, or elicit emotion through a creative use of language and structure. On the other hand, <b>factual or informational texts</b> endeavor to inform, instruct, or persuade through the use of facts and information.</p> <p>Study each item carefully. Identify the text type as to <b>factual</b> or <b>literary</b> text. Write your answers on the</p> <div data-bbox="383 1114 618 1310"> </div> <p>blank below.</p>	<p>Recall past lesson,</p>	<p>Recall past lesson.</p>	<p>Recall past lesson.</p>	<p>Recall past lesson.</p>
<b>B. Establishing a purpose for the lesson</b>	<p>Look at the pictures.</p>	<p>Show different learning materials found in your reading corner. Then ask which one is literary or</p>	<p>Read the text carefully. Identify the purpose of the text.</p>	<p>Read the informational text about penguins and answer the questions that follows.</p>	<p>Flash the following activity on the tv screen.</p>

	 <p>The cows and the lions</p>  <p>Five cows lived in a little forest. They ate fresh grass in a large green meadow. They were kind friends. They decided to do everything together, so the lions couldn't attack them for food. One day, the five cows fought and each one started to eat grass in a different place. The lions decided to seize the opportunity and killed them one by one.</p> <p>moral → <b>Unity is strength.</b></p> <p><small>Copyright © 2001. All rights reserved. (worksheets PDF)</small></p>	factual. Let them identify the purpose of each.	<p>Singapore is a city-state located at the southern tip of Malay Peninsula. It is about 85 miles north of the Equator. It consists of the diamond-shaped Singapore Island and some 60 small islets. It was once a British colony and now a member of Commonwealth. It became an independent state on August, 1965.</p> <p>Source: Richard Old Winsted, Annjane Kennard and others, Singapore, Encyclopaedia Britannica, Published October 31, 2020, accessed November 7, 2020. <a href="https://www.britannica.com/place/Singapore">https://www.britannica.com/place/Singapore</a></p> <p>Purpose of the text: _____</p>	<p>Penguins are interesting animals. Penguins are birds with black and white feathers, but they are not able to fly. Their webbed feet help them paddle under water.</p> <p>Penguins do not have teeth. They have a beak with a hooked end to help catch their prey. Penguins like to eat fish, squid and Krill.</p>	<p>Author's Purpose</p> <p>P: Persuade or convince the reader to do or believe something  I: Inform or tell the reader more information about a topic  E: Entertain the reader with an interesting or funny story</p>  <p>Decide if the author is trying to Persuade, Inform, or Entertain, then, drag the P, I, or E to the correct place.</p> <table border="1"> <tr> <td>1. A newspaper article about a winter storm.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> <tr> <td>2. A commercial for a new candy.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> <tr> <td>3. A story about a friendly giant.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> <tr> <td>4. A billboard for a new store.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> <tr> <td>5. A fiction book about unicorns.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> <tr> <td>6. A thesaurus.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> <tr> <td>7. A biography of Abraham Lincoln.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> <tr> <td>8. A book of jokes.....</td> <td>P</td> <td>I</td> <td>E</td> </tr> </table>	1. A newspaper article about a winter storm.....	P	I	E	2. A commercial for a new candy.....	P	I	E	3. A story about a friendly giant.....	P	I	E	4. A billboard for a new store.....	P	I	E	5. A fiction book about unicorns.....	P	I	E	6. A thesaurus.....	P	I	E	7. A biography of Abraham Lincoln.....	P	I	E	8. A book of jokes.....	P	I	E
1. A newspaper article about a winter storm.....	P	I	E																																		
2. A commercial for a new candy.....	P	I	E																																		
3. A story about a friendly giant.....	P	I	E																																		
4. A billboard for a new store.....	P	I	E																																		
5. A fiction book about unicorns.....	P	I	E																																		
6. A thesaurus.....	P	I	E																																		
7. A biography of Abraham Lincoln.....	P	I	E																																		
8. A book of jokes.....	P	I	E																																		
<p><b>C. Presenting examples/ instances of the new lesson</b></p>	<p><b>What can you say about the pictures?</b>  <b>Which is literary text?</b>  <b>Which is a factual text?</b>  <b>Can you give the difference?</b>  <b>Today we will learn about the purpose of informational text.</b></p>	Continue lesson.	Write at least 4 facts provided in the passage above.	<p>What is something penguins can't do?  Why do penguins have webbed feet?  What do penguins like to eat?</p>																																	
<p><b>D. Discussing new concepts and practicing new skills #1</b></p>	<p>There is a broad range of reading materials that we encounter every day. But, generally speaking, there are two overarching and broad categories of reading materials. These are literary and factual.</p> <p>1. Literary texts are those that seek to entertain, enlighten or elicit emotion through a creative use of language and structure. Examples of literary pieces are:  a. stories c. dramas  b. poems d. songs</p> <p>2. Factual or informational texts are those that are classified as a non-fiction text that is based on facts or true events. Factual texts or informational writing are written to inform, explain something, instruct, or persuade the readers through the use of facts and information. Some examples of factual or informational texts are:  a. newspaper articles d. biography  b. chapter in a textbook e. recipe in a cookbook  c. infographic f. advertisement</p>		<p><b>Directions:</b> Read the text carefully. Identify the purpose of the text. Then write at least four (4) reasons that would convince the reader to do what the author wants.</p> <p><b>Many tourists visit Singapore because it is an incredibly beautiful country. It is a country with grand and modern architecture. The Changi Airport is one of the busiest and most beautiful airports in the world. Tourists often flock to the sculpture of the Merlion, a symbol of Singapore. Singapore's magnificent Gardens by the Bay, Singapore Zoo, Sentosa Island, China Town and Orchard Road are some of the reasons why everyone loves</b></p>	<p><b>INFORMATIONAL OR FACTUAL TEXTS</b></p> <p>Informational or factual texts are materials that provide significant information or details about a particular person, place, thing, event, issue and the like. They vary in terms of types, signal questions and signal words.</p> <p>Presented below are the types of informational or factual texts and their purposes/descriptions, signal questions and signal words.</p>	<table border="1"> <thead> <tr> <th>Type</th> <th>Purpose</th> <th>Key Structures (Signal Questions) (Thibaut, n.d.)</th> <th>Features (Signal Words)</th> </tr> </thead> <tbody> <tr> <td>Sequence</td> <td>Describes or presents statements, events or items in order, and/or enumerates procedures or steps in doing something</td> <td> <ul style="list-style-type: none"> <li>What statements, items, events or steps are listed?</li> <li>Do they happen in this order?</li> <li>Do they always happen in this order?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>First</li> <li>Second</li> <li>Next</li> <li>Then</li> <li>Before</li> <li>After</li> <li>Finally</li> <li>Following</li> <li>Not long after</li> <li>Now</li> <li>Soon</li> </ul> </td> </tr> </tbody> </table> <p><small>Sources: Illinois State University (n.d.) and Simoesanu, C., Orest, K. &amp; Konrad, T. (n.d.)</small></p>	Type	Purpose	Key Structures (Signal Questions) (Thibaut, n.d.)	Features (Signal Words)	Sequence	Describes or presents statements, events or items in order, and/or enumerates procedures or steps in doing something	<ul style="list-style-type: none"> <li>What statements, items, events or steps are listed?</li> <li>Do they happen in this order?</li> <li>Do they always happen in this order?</li> </ul>	<ul style="list-style-type: none"> <li>First</li> <li>Second</li> <li>Next</li> <li>Then</li> <li>Before</li> <li>After</li> <li>Finally</li> <li>Following</li> <li>Not long after</li> <li>Now</li> <li>Soon</li> </ul>																								
Type	Purpose	Key Structures (Signal Questions) (Thibaut, n.d.)	Features (Signal Words)																																		
Sequence	Describes or presents statements, events or items in order, and/or enumerates procedures or steps in doing something	<ul style="list-style-type: none"> <li>What statements, items, events or steps are listed?</li> <li>Do they happen in this order?</li> <li>Do they always happen in this order?</li> </ul>	<ul style="list-style-type: none"> <li>First</li> <li>Second</li> <li>Next</li> <li>Then</li> <li>Before</li> <li>After</li> <li>Finally</li> <li>Following</li> <li>Not long after</li> <li>Now</li> <li>Soon</li> </ul>																																		

**to visit this tiny yet very progressive country.**

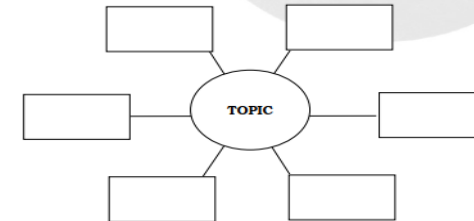
Information using **sequence** may be presented using the graphic organizers (timeline, steps, and cycle) below.



Type	Purpose	Key Structures (Signal Questions) <small>(Thaiss, n.d.)</small>	Features (Signal Words)
Description	Describes a person, place, thing, idea or concept by explaining its features and characteristics or by giving examples	<ul style="list-style-type: none"> <li>What specific topic, person, idea or thing is being described?</li> <li>How is it described (how does it look like, how does it work, what does it do, etc.)?</li> <li>What is important to remember about it?</li> </ul>	<ul style="list-style-type: none"> <li>For instance</li> <li>Such as</li> <li>An example</li> <li>To illustrate</li> <li>Characteristics</li> </ul>

Sources: Illinois State University (n.d.) and Simonson, C., Orrett, K. A. Kamrade, T. (n.d.)

Information using **description** may be presented using the graphic organizer (concept map) below.



**E. Discussing new concepts and practicing new skills #2**

Factual/informational text types can be categorized into the following:

Category	Description
1. Discussion texts	The purpose of discussion texts is to discuss or explore more than one point of view on a given subject in order to reach an informed opinion, or to make a decision on an issue.
2. Explanatory texts	Explanatory texts move beyond providing straightforward explanation or descriptions to looking at things like causes and reasons or to address the why and how of what happened.
3. Instructions/Procedural Texts	These text types communicate rules or processes to follow. They are commonly found accompanying games, household appliances, or in recipes etc.
4. Persuasive Texts	The purpose of persuasive texts is to convince or persuade the reader of the merits of adopting a particular viewpoint or taking a specific course of action. Advertisements are examples of this text type.
5. Non-chronological reports	The purpose of non-chronological reports is to give information and detail about something that happened, but without being tied to providing a linear account in terms of time.
6. Recounts	Recounts focus on retelling events and are generally intended to inform and/or entertain.

What is the purpose of the text?

Give reasons why tourists love to visit Singapore

1
2
3
4

Read the passage, then answer the questions that follow.

Our school community is **diverse**. Diverse means that there are many different kinds of people who make up our school community. Our community includes students, teachers, and families with different color skin, who speak different languages, and who have different ways of doing things. We all come together as a community to help each other learn and grow. We celebrate our **diversity** because we learn new and fun things from our differences. This makes the community happy.

1. Check the type of community described in this passage.



2. Check a diverse group of students.



3. Check how the school community feels about being diverse.



In non-fiction, we are usually focusing on the **purpose** of our piece. This is because non-fiction is also known as **INFORMATIONAL TEXT**.

If we look closer at this piece of our P.I.E., you will see that authors may use different ways to inform. Click the inform slice to explore more about informing...

**F. Developing mastery (leads to Formative Assessment 3)**

**Activity 1 Match Me**  
**Directions:** Match the category of informational/factual text to

**Activity 2 What's the Purpose**  
**Directions:** Read each item carefully and determine the

**Directions:** Health is wealth, so they say. But there are times that people need to go to a clinic or hospital for a

its description. Write only the letter of the correct answer.

Category	Description
___ 1. Discussion Text	A. This text type provides rules or processes to follow.
___ 2. Explanatory Text	B. This text aims to convince the readers to adopt a particular point of view or take specific course of action
___ 3. Instruction/Procedural Text	C. This text focuses on relating events and generally intends to inform or entertain
___ 4. Persuasive Text	D. This text explores more than one point of view on a given subject in order to reach an informed opinion
___ 5. Recount	E. This text provides straight-forward descriptions of looking things like cause and effect or the why and how of what happened.

purpose of the author in writing the text. Encircle the letter of your answer.

- A text about the benefits of eating healthy and doing regular exercise
  - to persuade
  - to inform
  - to entertain
  - to instruct
- An article telling people to go out and vote for a local candidate
  - to persuade
  - to entertain
  - to instruct
  - to retell events
- A book describing the life during the martial law era
  - to inform
  - to explain
  - to instruct
  - to criticize
- A book with facts about all the Presidents of the Philippines
  - to explain
  - to instruct
  - to persuade
  - to inform
- A manual about how to install the printer to a computer
  - to explain
  - to persuade
  - to entertain
  - to instruct
- An article telling readers to choose home cooked meals over fast foods
  - to persuade
  - to entertain
  - to criticize
  - to retell
- A book of fables and fairy tales
  - to criticize
  - to instruct
  - to entertain
  - to discuss
- A write-up about the best model of a car to buy in 2020
  - to entertain
  - to instruct
  - to persuade
  - to inform
- A book containing jokes and humor
  - to persuade
  - to entertain
  - to retell events
  - to inform
- A compilation of how to

check- up or simply visit a sick relative or friend. Read carefully the post on the hospital entrance.

Welcome to Pathfinder Estate Hospital. Please observe visiting hours which are from 10:00 a.m. - 12:00 noon and from 3:00 - 5:00 p.m. No children 10 years and below are permitted to visit patients without nurse's permission. Please do not run or talk loudly in the hallways. Limit of 3 visitors per patient only. Thank you.

Read the questions below and check the column of the appropriate answer.

Questions	Yes	No
1. Can you visit a patient at 9 o'clock in the morning?		
2. Are 9-year old children allowed to visit a patient in the hospital?		
3. Is it allowed to run and talk loudly in the hallways?		
4. Is there a limit to the number of visitors per patient?		
5. Is the text's purpose to inform?		

An author writes for various reasons. The three main reasons are to inform, persuade, and entertain. In the following exercise, circle either: inform, persuade, or entertain, depending on what you think is the author's purpose.

- What is the purpose of:
- A book containing knock-knock jokes?  
Persuade Inform Entertain
  - A book containing several fairytales?  
Persuade Inform Entertain
  - A book about the benefits of having a pet?  
Persuade Inform Entertain
  - A book about how dogs are better than cats?  
Persuade Inform Entertain
  - A book containing information about the history of the United States of America?  
Persuade Inform Entertain
  - A book with information about the digestive system?  
Persuade Inform Entertain
  - A book saying that everyone should buy blue cars?  
Persuade Inform Entertain
  - A book containing the best jokes?  
Persuade Inform Entertain
  - A book with facts about all the Presidents of the United States?  
Persuade Inform Entertain
  - A book about why New York is the best city to live in?  
Persuade Inform Entertain

Directions: Read the descriptions of each item and determine the author's purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

- A pamphlet urging people not to eat animals or use products made from animals or animal suffering because the author thinks that is cruel and unnecessary.  
Author's Purpose: \_\_\_\_\_  
Explain Your Answer: \_\_\_\_\_
- A book of over 1,000 knock-knock jokes.  
Author's Purpose: \_\_\_\_\_  
Explain Your Answer: \_\_\_\_\_
- A cook book containing recipes for making cakes, cookies, and other desserts.  
Author's Purpose: \_\_\_\_\_  
Explain Your Answer: \_\_\_\_\_
- The story of a young woman who, after the death of her grandfather, quit her job in the business world and returned home to help her aging grandmother.  
Author's Purpose: \_\_\_\_\_  
Explain Your Answer: \_\_\_\_\_
- A politician's speech about how homes should be provided to families who cannot afford them.  
Author's Purpose: \_\_\_\_\_  
Explain Your Answer: \_\_\_\_\_



	<p>blank before the item.</p> <p>_____1. What is the passage about? A. puppies B. kittens C. predators D. homes</p> <p>_____2. What is another word for young? A. juvenile B. old C. small D. tiny</p> <p>_____3. What do you think would make an appropriate title for this passage? A. My First Puppy C. Why Puppies Make the Best Pets B. Dogs and Puppies D. All About Puppies</p> <p>_____4. This passage consists primarily of _____. A. facts B. reasons C. humor D. evidences</p> <p>_____5. What do you think is the author's purpose in writing the passage? A. to persuade B. to explain C. to inform D. to entertain</p>		<p>A. to persuade B. to explain C. to criticize D. to entertain</p> <p>_____ 5. A page in a Grade 6 Science book explains how the circulatory system works. A. to entertain B. to enlighten C. to inform D. to persuade</p> <p>_____ 6. A recipe in a cook book tells how to make durian ice cream at home. A. to react B. to instruct C. to persuade D. to explain</p> <p>_____ 7. A columnist in a local newspaper tells about the need to recycle in the community, giving reasons how recycling can benefit people and environment A. to persuade B. to criticize C. to give tribute D. to instruct</p> <p>_____ 8. A poster on a wall that names and defines the parts of speech A. to enlighten B. to instruct C. to entertain D. to inform</p> <p>_____ 9. A news article about the number of Covid 19 cases in the country, the number of deaths and recoveries for the day A. to inform B. to criticize C. to persuade D. to entertain</p> <p>_____ 10. A pupil writes a letter to the teacher that he cannot attend his classes because he will accompany his parents to the city. A. to persuade B. to inform C. to entertain D. to instruct</p>		
<b>J. Additional activities for application or remediation</b>					
<b>IV. REMARKS</b>					
<b>V. REFLECTION</b>					
<b>A..No. of learners who</b>	___ of Learners who earned 80% above	___ of Learners who earned	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above

<b>earned 80% in the evaluation</b>		80% above			
<b>B.No. of learners who require additional activities for remediation who scored below 80%</b>	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson
<b>D. No. of learners who continue to require remediation</b>	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
<b>E. Which of my teaching strategies worked well? Why did these work?</b>					
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>					
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>					

