Grade 6 Term 1, Week 8 LESSON PLAN	
Name of Lesson	Mastering Critical Reading and Persuasive Communication: Predictions, Purpose, and Propaganda
Learning Area/s	English
Des	

ignedbyTeacher/s	
DesignedforwhichGrad	6

Level and Section					
No. of Sessions	Session 1	Session 2	Session 3	Session 4	Session 5
Refere	• DepEd Grade 6 English				

nces (books, websites, toolkits, etc.)	Learner's Material (Quarter 1). • Sample Advertisements (Print and Digital) from local Philippine media. • DepEd Order No. 32, s.

	2017 (Gender-Responsive Basic Education Policy). • Projector, Manila paper, markers, and 'Propaganda Bingo' cards. • Short stor

	y excerpts from 'Philippine Folk Tales' for prediction exercises.
Declaration of AI use	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions,

se Citehow AI was used in the formulation of the lesson plan.	and organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.

SeeDO3,2026AnnexA.	
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and

	designing around it help ensure that your lessons connect with and are relevant to them.
Learning Competency: Write the com	1. Making predictions: possible ending; 2. Identifying author's purpose: Entertain, Inform, Explain, describe, Persuade; 3. Identifying propaganda technique used to persuade audience to further an idea or agenda: a. name calling or labelling b. glittering generalities c. transfer d.

pertinency/ies from the curriculum that we are targeting, and t	testimonies/ testimonials; 4. Express ideas appropriately (age appropriate, gender-responsive, culture sensitive) for one's purpose and target audience using text type persuasive.

hecontentorperformancestandardsapplicabletothesessi	

on.					
LearningObjectives: Write the smaller know l	Predict the possible ending of an narrati	Distinguish between various purpos	Analyze and identify the use of Name Call	Evaluate the effectiveness of Transfer	Compose a cultural sensitive and gend

edge, skills, or tasks from the competency that the learners

verbal analyzing textual clues and character

esoffanauthor (To Entertain, Inform, Expla

ingandGlitteringGeneralitiesinadverti

andTestimonialtechniquesinpersuasivem

er-responsiveperseuasivetextutilizinga

will work on and be able to show by the end of the sessions.	behavior.	in, Describe, and Persuade) across different	segments and political slogans.	edia and literature.	tle as to one propaganda technique for as speci

		ntextttypes.			ficaudience.
Learner Context: Write your objs	Grade 6 students in a diverse Philippine classroom setting, ranging from visual learners to those who prefer collaborative group work. They are familiar with basic story structures and are becoming more aware of media influences				

ervationsofyourlearners,andhowtheyhavebeenperformin	in their daily lives.

gorresponding to learning experiences recently. Includes	

t r e n g t h s , i n t e r e s t s , a n d p o s s i b l e b a r r i e r s t o l e a r n i n g .	

Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Less	Prepare a	Collect d	Gather pr	Create a'	Review gu

on: Describe how you will help the learners get ready for the
set of short stories that lack ending
iversest texts samples (recipes, news articles
intand video advertisements showing various
Propaganda Bingo' cardcontaining terms li
idelines on DepEd's Gender-Responsive Bas

icEducationPolicytoensurewritingpromp

ke'Transfer'and'Testimonial'.

uspropagandatechniquesusedinthePhilip

s,comics,brochures)toillustrateauthor

sforthepredictionactivity.

lesson.

		's purpose.	pines.		tsare inclusive.
Flow: Describe the activities that	These sessions begins with that	These sessions open sw ith th	The lesson starts with an	These sessions begins by sho	The final session focuse

hat you can implement in lor more sessions to meet the learnin	'What Happens Next?' game where the teacher	e 'PIEED' acronym (Persuade, Inform, Enter	analysis of a 'mock' election poster that was	winga picture of a famous athlete wearing as	sona application. The teacher discusses 'Ap

gobjectives.ApplytheLearningDesignPrinciples...
showsthreepictureidepictingasequence(
tain,Explain,Describe).Theteacherpres
eshareshlabelsforanoppponent('TheLazyLe
pecificbrandofshoesandapicturefanati
propriateExpression,'emphasizingthatp

e.g., a dark cloud, a person opening a window

entsfivedifferent' mysteryenvelopes' co

adder') and vague positive words for the cand

onalflagnextto a softa drink. This introduc

ersuasionmustbeerespectful(culture-seen

	,andanemptyumbrellastand).Studentsmustaintainingsnippets:arecipe,atravelbrochureidate('TheBeaconofHope').Thisintroductestestimonialsand Transfer.Theteacher sitive)andinclusive(gender-responsive

	tguesstheologicalconclusion. Following
	ureofBoracay, afairytale, anewsreportton
	esNameCallingandGlitteringGeneralities
	explainsthat'Testimonial'involvesaresses
	). Forexample, avoiding'He'wherefererrin

	the opening, the teacher presents a short story about a local festival, and a political speech.
	s. The teacher provides a detailed breakdown of
	pected of famous persons endorsing a product
	g to all students and using 'They' or 'Student

	ory about a boy named Jose who studies hard for
	Students are tasked to categorize these sni
	wn: Name Calling uses negative labels to cre
	, while 'Transfer' involves shifting the pr
	ts' instead. Students are given a writing p

	ramathestbutleaveshisbagonthejeepney
	ppetsunderthefivepurposes.Adetailedle
	atepreJudice,whileGlittering Generalit
	estigeorpositivefeelingsofasymbol(lik
	rompt:'Persuadeyourclassmatestopartic

	.Studentsareasketoolist'clues'fromthe
	ctureforollows,definingeachchinform(fact
	iesusse'virtuewords'(likefreedom,justi
	eaflagoracrosss)toaproductoridea.Detai
	ipateinaCleanandGreenproject.'Theymus

	story that suggests a positive or negative outlook
	s), Entertain (enjoyment), Explain (how-to
	ce, or love) that sound good but provide no sp
	led example sentences, such as a doctor in a w
	tuse a tale as to one proposal and date technique lead ear

	tcome. The classdiscussesshowinternaltra
	o), Describe(sensorydetails), andPersua
	ecificinformation. StudentsareshownFil
	hitecoatrecommendingabrandoftoothpast
	ned(likeGlitteringGeneralitiesorTesti

	its(Jose'sdiligence)versusexternalevidence(changingopinions).Theteacherhighlightsapincomercialexamplesweredrodutsatheoriginal(Transferofauthority).Studentspartimonials)butarestrictlyinstructedtoavo

	nts(losingthebag)influencepredictionghtsthatasingletextcanhavemultiplepurrecalled'TheBestintheWorld'withoutevicipatein'TheInfluenceGame,'wheretheyaidNameCallingandtoensuretheirlanguage

s. In the 'Ending Workshop' phase, student poses, but one is usually dominant. In the' dence. During the 'Add-Detective' phase, s cto uts hort skits. One student plays sacele b is inclusive of all genders and ethnic back g

	sworkinpairstowritetwodifferentpossib
	PurposeHunt'activity,studentsbrowseth
	tudentsworkingroupstoanalyzemagazinec
	rity,andtheotherplaysasalespersontryi
	roundS.Thedraftingprocessinvolvesa'

	lendings: one realistic and one surprising
	eir English textbook stop finding one example of
	lipping's. They must circle words that they't
	ngtogether the celebrity to endorse a' magical
	ensitivity Check' where peers review each o

g, ensuring both are supported by evidence f

each purpose. They must explain why they cat

hinkare propagandaandlabelthem. They dis

'erasser. The classmustidentifywhichtech

ther's worktosseeifthemessagecouldoffen

	from the text. This sentence urges logical reason
	egorized it that way (e.g., 'This is Inform b
	cuss why and adverti ser would choose to 'label e
	niquely is being utilized in the skit. The les
	dsome one from a different background or ifi

ningovermerreguessisingth.

Tosynthesize,the

ecausseitusesdatesandstatistics').

For

l'acompetitorpoorlyinsteadofshowingth

sonconcludeswithacomparison:HowisTest

treinforcesgendersterreotypes(e.g.,sug

	teacherexplainsthatpredictingisanact
	theconclusion,theteacherexplainsthatk
	eirownproduct'smeritsTheessionsyntt
	imonialdifferentfromNameCalling?Thete
	gestingonlygirlsshouldclean).Thewek

	ivereadingstrategythatinvolves'infere
	nowingtheauthor'spurposehelpsthereade
	hesizesthellearningbydiscussingtheethi
	achieremphasizesthatwhileoneusespositi
	endswithha'Persuasionganllery'wherestud

	ce. 'Students share their endings, and the
	rdecide how to read the text—critically or f
	cs of the set technique s. Students reflect on
	vea sociation, both aim to by pass critical
	ents post their work on the walls. They walka

classvotesonwhichendingismost'text-co

orleisure.Aquick-fireroundof'Identify

whetherritisfairtouse'NameCalling'insc

thinkingtoinfluencetheaudience'schoic

roundandusestickerstoidentifywhichpro

	nsistent.'Thesessionconcludeswithasum
	thePurpose'usingsocialmediapostheadli
	hoolcampaigns,linkingthelessontoschoo
	e.
	paganda technique was used in their classma

	mary of how clues lead to logical conclusion
	nes finish hes the hour.
	l-based leaders hip values.
	tes' writing, celebrating the effective us

	s.				eofpersuasivelanguage.
LearningResour	DepEdGrade6Eng	SampleAdvertis	DepEdOrderNo.3	Projector,Mani	Shortstoryexce

ces: List down the learning resources that will help you read

lish Learner's Material (Quarter 1).

ements (Print and Digital) from local Philippine

2, s. 2017 (Gender-Responsive Basic Education

lapaper, markers, and 'Propaganda Bingo' c

rpts from 'Philippine Folk Tales' for pre-di

chyourobjectives.Ensurethattheyareavailableandinclu
ppinemedia.
ionPolicy).
ards.
ctionexercises.

sive.					
Opportunities for integration: Written	Visual learners benefit from the Ad-D	Kinesthetic learners engage in the 'T	Social learners thrive during the 'Se	Logical-mathematical learners excee	The 'Persuasion Gallery' provides ap

ownanypossibilitiestomeaningfullyanchorlearningarea
etectiveactivityandpicture-basedpredi
heInfluenceGame'androle-playingskits.
nsitivityCheck'peerreviewandgroupanal
latidentifying'clues'forstoryoutcome
latformfortartisticandlinguisticexpres

s, specialtopic, ortechnology. WriteN/Aifnone.	ctions. ysis. s. sion.
Asses	Assessments reveal what learners have gained

ment.	and what they still need help with. These are helpful in providing you with information to guide your future instruction.
Formative Assessment: Create a	1. If a character is seen packing, 1. At text that lists the steps that 1. Calling a competitor' dish 1. When famous actress says, 1. Which of the following is

task, activity, or questions to evaluate learning and provi

ngaswimsuit, sunscreen, and towel, whati

obakeacakeiswrittentoo: (A) Persuade (B) I

onest' and 'unreliable' is an example of: (A

'I only use this soap, ' it is: (A) Transfer (B

nder-responsive language? (A) 'Everycong

deeedback.(Strictly5MCQsperssesiion).
sthemostlikelyendiing?(A)Theyaregoingt
nform(C)Explain(D)Entertain.2.Apolitii
)Testimonial(B)Transfer(C)NameCalling
)Testimonial(C)NameCalling(D)Explain.
ressmanmustvote'(B)'Everylegislatormu

	of funeral (B) They are going to the beach (C)
	call speech asking for your vote is written to
	(D) Glittering General Elections. 2. Using the es
	2. A nad showing as soft drink next to a group of
	stvote' (C) 'The chairman will speak' (D) 'M

	They are going to the mountains (D) They are
	: (A) Describe (B) Persuade (C) Explain (D) E
	logan' The Choice of a New Generation' with tho
	happy, dancing teenagers uses: (A) Transfe
	and up and vote'. 2. When writing for a diverse

	taynghome.2.Astoryendswithagirllookintertain.3.Apoemaboutthebeautyofthesuburbexplaininingwhyis:(A)NameCallling(B)Glar(B)NameCalling(C)Informa(D)Testimonia audience,youshould:(A)Usestereotypes(

	ngatabrokenvasewithahammerinherhand.W	nsetiswrittentoo:(A)Informs(B)Describe(	itterringGeneralities(C)Testimonial(D)	l.3.WhydoadvertiseresuseTransfer?(A)To	B)Ignoreculturaldifferences(C)Becultu

	hatlikelyhappened?(A)Shebougthtit(B)Sh	C)Explain(D)Persuade.4.Acomicstripthha	Transfer.3.Whyis'Pure,Natural,andFres	giveferepproducts(B)Toassociatepositiv	re-sensitive(D)UseNameCalling.3.Apers

	fixedit(C)Sheaccidentallybrokeit(D)S
	tmakesyoulaughiswritten to:(A)Inform(B
	h'oftenconsiderredpropagandaa?(A)Itusees
	feelingsofonethinkingwiththeirprodduct(C
	uasivetextshouldaimto:(A)Offendtherea

	heignoredit.3.Whichisaclueforahapyen	)Persuade(C)Entertain(D)Describe.5.An	NameCalling(B)Itistoospecific(C)Ituse	)Toinsultothers(D)Totellalongstory.4.	der(B)Usefactsandfairtechniquestoconv

	ding?(A)Darkclouds(B)Achartersmilin	encyclopediaentryaboutthePhilippinesi	sGlitteringGeneralities(D)ItisaTestim	Ascientistinalabcoatendorsingamedicin	ince(C)OnlyuseGlitteringGeneralities(

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	ingapredictionis:(A)Awildguess(B)Readuade(D)Entertain.)Tomakeheaudiencelaugh(B)Toprovidefaibe(C)NameCalling(D)Transferofauthoriseessayaboutschoolunifoorms,sayiing'O

	ingthelastpagefirst(C)Usingclauestoguue		cts(C)Tocreateanegativeopinionwithout	ty.5.WhichofthesesisaTestimonial?(A)All	nlygirlscareaboutfashion'is:(A)Gender

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	s		v	s	r
	w		i	t	e
	h		d	o	s
	a		e	f	p
	t		n	i	o
	h		c	n	n
	a		e	g	s
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	e		)	d	e
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	s		o	e	g
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	5. If a student is severy night, what is		like 'Freedom' and 'Patriotism' in a dsare:	otefrom a satisfied customer (D) A discount	stimonial (D) Accurate. 5. To persuade an au

	hepredictedoutcomeoftheexam?(A)Theywi		(A)NameCalling(B)Transfer(C)Glitterin	coupon.	diencetorecycle,whichisaculture-sensi

	llfail(B)Theywillforgeteverything(C)T		gGeneralities(D)Specificdetails.		tiveapproach?(A)Mockingthosewhodon't(

	heywillliikelypass(D)Theteacherwillcan				B)UsingNameCalling'onneighbors(C)Hig

highlighting how it protects the local communi

cel the test.

					ty's land (D) Using only English if the commu

					nitysspeaksBisaya.
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
Extend	Watch	Find	Create	Inter	Rewri

dedlearningopportunities: Suggestotherlearn

a5-minutenewsclipandpredictwhatthefol

hreedifferentypesoftextsinyourhome(e

eapostersforafictionalproductusing'Gli

viewafamilymemberaboutwhytheybought

teapopularadvertisement'sslogantomake

ingexperiencesoutsidetheclassroom/classhourstharlea

low-upstorywillbetomorrowbasedontoday

.g.,afoodlabel,anewspaper,astorybook)

tteringGeneralities'asthemainhook.

ertaainproduct;checkiftheywereinfluenc

itmoregenderresponsiveandinclusive.

rnersmaywanttoaccesstoreinforcewhattheyhavelearned.

'sreport.

andlabeltheirauthor'spurpose.

edbya'Testimonial'.

. .					
Reflections: Think about what you need to change for	(To be filled out after the lesson) **Reflection Pr**	(To be filled out after the lesson) **Reflection Pr**	(To be filled out after the lesson) **Reflection Pr**	(To be filled out after the lesson) **Reflection Pr**	(To be filled out after the lesson) **Reflection Pr**

rthenextsessionbasedonwhathappenedtoday.
ompt: Didthelearnerseasilygraspthecorreconceptiin
ompt: Didtheguidedpracticeeffectivelytranslatee
ompt: Whichpartofthecollaborativetaskchallenge
ompt: Howwelldidtheformativeassessmentreflecttt
ompt: Whatpercentageoftheclassreachedproficiien

	ntroducedtoday?	intoindependentsuccess?	dthestudentsthemost?	helearningobjectives?	cybytheendoftheweek?
Prepared by: Teacher			**Checked by:** Principal / Head		