DAILY LESSON LOG	School:	SAN CARLOS ELEM. SCHOOL	Grade Level:	SIX
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates/Time:		Quarter:	

I. OBJECTIVES	
A. Content Standards	The learners demonstrate understanding of how energy is transformed
B. Performance Standards	The learners should be able to create a marketing strategy for a new product on electrical and light efficiency.
C. Learning Competencies	Demonstrate how sound, heat, light and electricity can be transformed (S6FEIIId-f-2)
II. CONTENT	Energy transformation
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	K to 12 Basic Education Curriculum Guide 4 p. 106
2. Learner's Material pages	
3. Textbook pages	
4. Additional Materials from LRMDS	
B. Other Learning Resources	Television, charts, power point presentation, activity cards, Meta-cards, Electric fan, batteries, flashlight, box, bulb, timer or watch, manila paper, marker
IV. PROCEDURES	
A. Reviewing past lesson or presenting the new lesson	Interactive Powerpoint Presentation: 4 pics one word (Types of Energy) Expected answers: Sound, electrical, chemical and Light How do different materials you use help you?
B. Establishing a purpose of the new lesson (Motivation)	Show the students a mystery box. Ask the pupils to choose one representative per group who is good in drawing. Have the representatives peek inside the box and draw what's inside on the board. (Flashlight) After that, they will stand on their assigned position. Upon the teacher's signal, the representatives will draw what they have seen inside the mystery box and other members of the group will guess what the is object inside. **Comprehension Check:** 1. What is the source of energy of the flashlight? 2. What energy is present in the battery of the flashlight? 3. (Turn on the flashlight) What energy is shown when the flashlight was turned on? 4. How many energies were displayed by the flashlight? 5. Which comes first light energy or chemical energy? Say: Today, we will find out more how an energy is change from one form to another through our group activity
C. Presenting examples/ instances of the new lesson	**1. Pre-laboratory Activity** a. Setting of Standards b. Unlocking of Difficulties

	Using context clues 1. The caterpillar <u>transforms</u> into butterfly. A. Becomes the same B. Crawl on the ground C. Travel to other place D. Change into other form 2. Plants uses <u>photosynthesis</u> to make their own food from sunlight. A. copy of usually printed material B. a picture made using a camera C. process by which a plant uses the energy from the light of the sun to make its own food D. a brand name for a computer program that allows you to make changes to a digital image c. Discussion of Procedures d. Checking of Materials
D. Discussing new concepts and practicing new skills no. 1	**ACTIVITY 1** *"Tick Tock on the Clock"* **ACTIVITY 2** *"Cool Me Down"*
E. Discussing new concepts and practicing new skills no. 2	**ACTIVITY 3** *"Hot Jog"* **ACTIVITY 4** *"Light Up My Life"*
F. Developing Mastery (Leads to Formative Assessment)	**a**. Group Reporting and Publication of Data b. Discussion and Analysis (EXPLANATION) (Based on the publication of data) Ask the following questions 1. What energy change occurs in: A. Functioning clock Answer: chemical→ mechanical→ sound B. Running electric fan Answer: electrical→ mechanical →wind→ heat C. Jogging in place Answer: chemical→ mechanical→ heat D. Lighted bulb Answer: Chemical→ electrical→ light→ heat 2. Based on your group activities, what can you say about energy? *Energy can change from one form of energy into another. This is called ENERGY TRANSFORMATION. *The teacher will show picture of a pineapple (main product of Calauan, Laguna) that undergoes photosynthesis.* *Ask: What energy transformation is shown in the picture?* 3. Is energy transformation important? Why? *Energy is useful when it is used to do work. Some forms of energy have to be changed into other forms before they can do work or function.
G. Finding Practical Application of concepts and skills in daily living.	Watch a video. Write numbers 1-3 on the space provided. Alarm clock ____Mechanical ____Sound ____Chemical Washing Machine ____Mechanical ____Sound ____Electrical Flat Iron ____Mechanical

	____Sound ____Electrical
H. Making Generalization and abstraction about the lesson	What is energy transformation?
I. Evaluating learning	**EVALUATION:** Choose and write the letter of the correct answer. 1. What is energy transformation? A. When an energy has been created. B. When an energy has been destroyed. C. Change of form to another form of energy. D. Change of form with the same form of energy. 2. From electrical energy, this energy takes place in the television **EXCEPT:** A. Chemical B. Heat C. Light D. Sound 3. You have notice that flashlight lighted after putting the battery and switching it on. Which energy transformation occurs? A. Chemical to light B. Chemical to heat C. Chemical to sound D. Chemical to mechanical 4. How is energy changed when you pluck the strings of guitar? A. Light to heat energy B. Chemical to sound energy C. Mechanical to sound energy D. Radiant to mechanical energy 5. Why is energy needed to be transformed into another form? A. for the animals to multiply B. to produce more equipment C. so that plants & animals survive D. It has to be changed into usable form
J. Additional activities for application and remediation.	**Extend:** 1. Look around your home. List down some devices or appliances; then describe the transformation or change of energy from one form to another. You may draw or paste pictures in a short bond paper. 2. As a student how can you help in minimizing electrical energy consumption in your own house?
V. REMARKS	☐Re-teaching ☐Transfer of lesson to the following day ☐Lack of Time ☐No class ☐Achieved
VI. REFLECTION	
A. No. of learners who earned 80% in the evaluation.	
B. No. of learners who require additional activities for remediation who scored below 80%.	

C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No. of learners who continue to require remediation	
E. Which of my Teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solved?	
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers?	

Prepared & Demonstrated by:

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Teacher I

Observed by:

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Master Teacher I