GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:	File created by Ma'am ANA LIZA DEGAMO SEBASTIAN	Learning Area:	SCIENCE
	Teaching Dates and Time:	NOVEMBER 4 - 8, 2024 (WEEK 6)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A.(Content Standards)	The Learner demonstrate understanding of the different characteristics of vertebrates and invertebrates				
B. (Performance Standards)	1. The learners should be able to make an inventory of vertebrates and invertebrates that are commonly seen in the community 2. practice ways of caring and protecting animals				
C. (Learning Competencies)	Describe the distinguishing characteristics of each group of invertebrates. **S6LT-IIe-f-**		Classify invertebrates as Poriferans, Coelenterates, Platyhelminthes, Nematodes, Annelids, Mollusks, Echinoderms, Arthropods **S6LT-IIe-f-3**	Practice ways of caring and protecting vertebrates and invertebrates found in the environment. **S6LT-IIe-f-3**	Be able to answer 30 item test with accuracy ,honesty and with 80% proficiency
II. (Content)					Summative Assessment
III. (Learning Resources)					
A. (References)					
1. (Teacher's Guide Pages)					
2. (Learner's Materials pages)	EASE Module 17 Animals without Backbones pp.1-40				
3. (Textbook Pages)	The New Science Links 6 pp. 207- 233				
4. (Additional Materials from LR Portal)	K to 12 Basic Education Curriculum Guide 6 p. 90				
B. (Other Learning Resources)	Show me board, white board marker, eraser, LCD projector, netbook,				Test Questionnaires, test notebook, pen, e class record, LCD projector, net book
IV. (Procedures)					
A. (Review previous Lesson)	What are invertebrate animals? How many groups of invertebrate animals are there? Identify some animals belong to the different group of invertebrate animals fill the table below INVERTEBRATE ANIMALS Group | Animals Sponges |	What are the different groups of invertebrate animals discussed yesterday? Describe the characteristics of a. Echinoderms b. Sponges c. Cnidarians **d.** Arthropods Name the classifications of arthropods and describe each.	What classifications of animals have we discussed for the past two days, Children? Identify a group of animal then describe its characteristics and give an example of it.	Review the previous lessons.	Preparation of test materials Recall their past lessons about vertebrates and invertebrate animals and how to care and protect the vertebrates and invertebrates animal.

	<table><tr><td>(Poriferans)</td><td></td></tr><tr><td>Mollusks</td><td></td></tr><tr><td>Cnidarians (Stinging-cell Animals)</td><td></td></tr><tr><td>Arthropods</td><td></td></tr><tr><td>Echinoderms</td><td></td></tr><tr><td>Flatworms</td><td></td></tr><tr><td>Round worms (Nematods)</td><td></td></tr><tr><td>Segmented worms (Annelids)</td><td></td></tr></table>				
B. (Establishing purpose for the lesson/ Motivation)	**PUZZLE:** **W-H-A-T --AM--I?** Here are some riddles. Choose your answer from the pictures below. Write your answer on the blank after each statement     I am flat, segmented and very long. My home is your intestine. We eat the same foods together. What am I? _____	**Do this:** Look for a slaughterhouse near your place and bring forceps or gloves and bottles half-filled with 70% ethyl alcohol. 1. Ask the help of a butcher and collect the available worms in the slaughterhouse using the forceps and place them in your collecting bottles. 2. Take note of the part of the body where you got the worm. 3. Bring the specimens home and study them. Try to compare them with the diagram below. Which of these worms did you collect in the slaughterhouse? 	**Field Trip:** (Around the school premises) Group the pupils into 4 then assign their destinations. Let them list down animals they see around and also the place where they see the animal. Give them 3-5 minutes. Allow the pupils to fill up the table using the animals they listed while having a field trip. Table 1 <table><tr><td>Animals</td><td>vertebrates</td><td>invertebrates</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> Then tell them to classify the invertebrate animals they listed in the first table. <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Legend:	Present a picture of unhealthy, thin and unprotected animal, ask different question until you come up with the word caring and protecting	Setting of Standards in taking the test Distributions of test materials Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

<table>
<tr>
<td></td>
<td>My home is wet soil. My body is segmented. My best friends are farmers. What am I? _____</td>
<td> 
  </td>
<td>1. Are the animals listed in the table 1
2. Sponges animal
3. Cnidarians animal
4. Echinoderm animals
5. Flat worms
6. Segmented worms
7. Round worms
8. Mollusks
9. Arthropods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. (Presenting examples or presentation/ instances of the new lesson)</td>
<td>Unlocking of Difficulties:
Match column A with the correct answer in column B

<table>
<tr><th>Column A</th><th>Column B</th></tr>
<tr><td>1.endoskeleton</td><td>Scientist who studies the life cycle of insects their behavior and how to control them</td></tr>
<tr><td>2.Exoskeleton</td><td>Body parts connected to the main part of the body</td></tr>
<tr><td>3. Appendages</td><td>A series of major changes from larval form to adult form</td></tr>
<tr><td>4.Entomologist</td><td>An internal</td></tr>
</table>
</td>
<td>Unlocking of Difficulties:
Choose from the boxes the correct definition of the words below

· Segmented
· Hermaphrodite
· Parasite
· Acoelomate

1. An animal without any body cavities
2. An organisms that harm other organism by living on or sucking / taking their nutrients
3. An organism that has two sex organs
4. Made up of many similar section

Present the problems to the pupils then let them give their hypothesis.

What are the different characteristics of the following groups of animals?</td>
<td>Checking of pupils’ output
Call on a pupil to read his/her output.</td>
<td>Show a pictures depicting caring and protecting animals,
Ask questions about it.</td>
<td>Reading of test directions</td>
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<td></td>
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<table>
<tr><td></td><td>skeleton that provide support and protection and act as a brace for muscles to pull against</td></tr>
<tr><td>5.Metamorphosis</td><td>A system of fluid closed tubes</td></tr>
<tr><td>Water vascular system</td><td>Outside shell composed of bony or horny material</td></tr>
</table>
Present the problems to the pupils then let them give their hypothesis.

What are the different characteristics of the following groups of animals
a. Sponges
b. Mollusks
c. Echinoderms
d. Arthropods
</td>
<td>
a. Flatworms
b. Segmented worms
c. Round worms
</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. (Discussing new concepts and practicing new skills)</td>
<td>
Cooperative grouping
● Group pupils into 5
<table>
<tr><th>Group</th><th>Assign task</th></tr>
<tr><td>1</td><td>Sponges</td></tr>
<tr><td>2</td><td>Cnidarians</td></tr>
<tr><td>3</td><td>Echinoderms</td></tr>
<tr><td>4</td><td>Mollusks</td></tr>
<tr><td>5</td><td>Arthropods</td></tr>
</table>
● Distributes the materials
</td>
<td>
Cooperative grouping
 Group pupils into 5
<table>
<tr><th>Group</th><th>Assign task</th></tr>
<tr><td>1</td><td>Flat worms</td></tr>
<tr><td>2</td><td>Round worms</td></tr>
<tr><td>3</td><td>Segmented worms</td></tr>
</table>
 Distributes the materials
</td>
<td>How are we going to classify animals?
What is our basis in classifying them?
Why is it important to classify animals according to their characteristics?</td>
<td>What are some ways to care about vertebrates?

How about the invertebrates?

Why do we need to protect and care for the vertebrates and invertebrates animal?</td>
<td></td>
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Setting of Standards/rubrics

Video viewing
CLASSIFICATION_VERTEBRATE_INVERTEBRATES.mp4

group work/ teacher supervise

</td>
<td>
Setting of Standards/rubrics

Video viewing
CLASSIFICATION_VERTEBRATE_INVERTEBRATES.mp4
group work/ teacher supervise
</td>
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</tr>
<tr>
<td>E. (Discussing new concepts & practicing new skills #2)</td>
<td>
Reporting of outputs
The group reporter read their outputs and answer question if there any query.
Discussion Proper:
What are sponges, cnidarians, echinoderms, arthropods and mollusks?
What are the different characteristics of Cnidarians? Sponges? Echinoderms? Mollusks? Arthropods?
What is the importance of the exoskeleton, jointed appendages, and segmentation to arthropods?
</td>
<td>
Reporting of outputs
The group reporter read their outputs and answer question if there’s any query/ doubt from the class.
Discussion Proper:
Where do some flatworms, roundworms live? What should we do if we are infested with it?
What are the characteristics of segmented worms? Why are they useful?
What ailments do flatworms and roundworms give to us?
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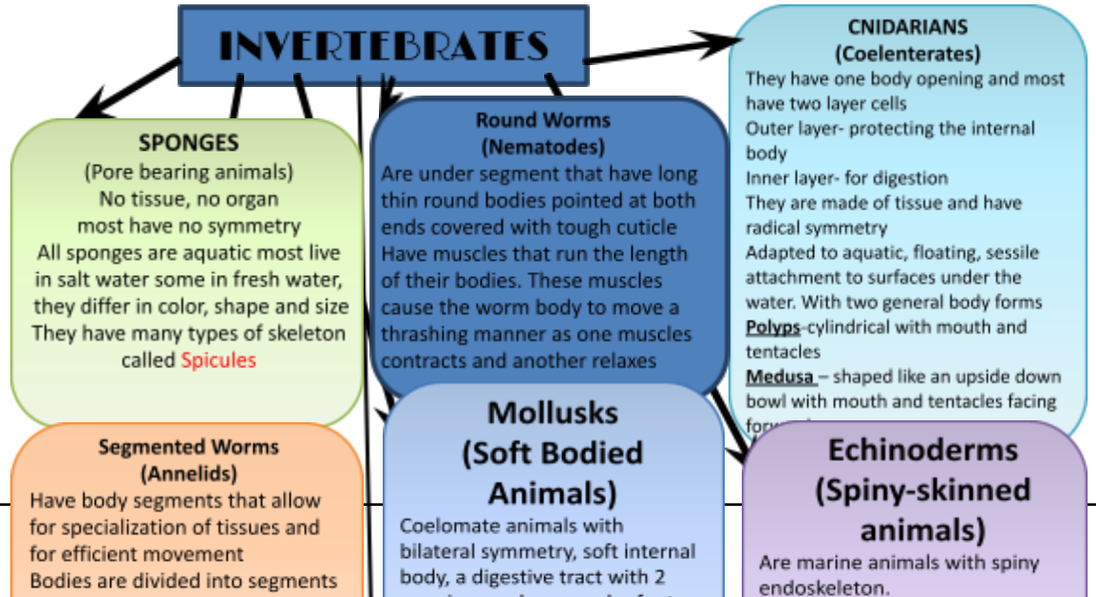
<tr>
<td>F. Developing Mastery
(Leads to Formative Assessment 3)</td>
<td>
Fill up the needed data in the given table

<table>
<tr><td>Group of invertebrates</td><td>Characteristics</td></tr>
<tr><td>Sponges</td><td></td></tr>
<tr><td>Cnidarians</td><td></td></tr>
<tr><td>Mollusks</td><td></td></tr>
<tr><td>Echinoderms</td><td></td></tr>
<tr><td>Arthropods</td><td></td></tr>
</table>
</td>
<td>Let the pupils identify the invertebrates learned today and allow them to describe its characteristics.</td>
<td>
Classify the invertebrate animals below according to their characteristics.

Lobster snails, earthworms, eel, jellyfish,tapeworms, crickets,octopus, spiders, clams,starfish,centipides, oysters, ants, squid, moths, scorpions, butterfly, shrimps, hookworms, millipedes, wasps, crabs, mussels, cuttlefish, sea anemone, hydras,flukes,planaria filarial, hookworms, medusa
</td>
<td>List down ways of caring and protecting vertebrate and invertebrate animals.</td>
<td>Answering of the 30 item test</td>
</tr>
</table>

			<table><tr><td>Groups</td><td>Animals</td></tr><tr><td>Sponges</td><td></td></tr><tr><td>Cnidarians</td><td></td></tr><tr><td>Mollusks</td><td></td></tr><tr><td>Echinoderms</td><td></td></tr><tr><td>Arthropods</td><td></td></tr><tr><td>Flatworms</td><td></td></tr><tr><td>Segmented worms</td><td></td></tr><tr><td>Round worms</td><td></td></tr></table>		
G. (Finding to Practical Application of concepts and skills in daily living/ Valuing)	Identify animals that belongs to sponges, Cnidarians, Echinoderms, mollusks and arthropods found in our community ❖ What should we do to protect these invertebrate animals found in our locality? Why?	Allow the pupils to name some worms that are useful to us that are found in the community. ● Why should we kill the worms that cause injury to our body? To whom are we going to seek advice if we are infested with worms?	What is the economic importance of invertebrate animals? ✔ Insects contribute to the fertility of soil ✔ Insects help in pollination ✔ Some insects are source of food and medicines ✔ Crustaceans are used in aqua culture ✔ Many types of mollusks are sources of food for humans ✔ Shells from mollusks are used in various industries.	Your adviser at the same time your Yes – O Club teacher asks you to visit the pond near your school. When you are going around you see some of the eggs of snails and frog. How are you going to protect it from danger?	How to get a high score in a given test? Why should you past in any given test?
H. (Making Generalization & Abstraction about the lessons)	**Graphic organizer:** 			How are you going to care and protect vertebrates and invertebrates animal/	Checking and recording of test results

	Flat worms: no digestive system, thin flat acoelomate animals that can be freely living or parasitic, they are hermaphrodite because they can produce eggs and sperm cells. **Arthropod** They make up the largest group in the animal kingdom ¾ of all known are arthropods Characterisitcs: **Segmentation**: segmented bodies allowing for efficient and complex movement. Have three body parts 1. Head 2. Thorax 3. Abdomen **Exoskeleton:** provides framework for support and protects soft body tissue **Jointed appendages**: adapted for feeding, sensing, walking, swimming and mating **Feeding habits and Structure:** mouthparts include a pair of appendages called mandible is adapted for chewing and biting. Depending on their feeding habits, mouth parts of other arthropods have feathery strainers, sucking straws and stabbing needles				
I. (Evaluating Learning)	**Direction:** Read the problem then choose the letter of the correct answer. 1. Which among the following animals has many pores or openings in its body? a. ascaris c. sponge b. earthworm d. tapeworm	Identify the group of animals being described 1._____ They make up the largest group in the animal kingdom ¾ of all known animals are arthropods 2._____ They have water vascular system, tube feet and radical symmetry as adult. 3._____ No tissue, no organ most have no symmetry	Group the animals according to their characteristics 	Draw a poster with the theme “Caring and protecting vertebrates and invertebrates animal.”	Getting the frequency of error/ test item analysis

	2. Mollusks with two valves are also called: a. bivalves c. trivalves b. gastropods d. univalves 3. Jellyfishes are noted for their powerful tentacles. What are their tentacles for? a. for excretion c. for reproduction b. for digestion d. for capturing food and defense		   		
J. (Additional activities for application or remediation)	Read more about the other groups of invertebrates	Make a poem about your favorite invertebrate animal be sure to point out the actual feature of it.	List down ways of caring for the invertebrate animals		
V. (Remarks)					
VI. (Reflection)					
A.(No. of learners who earned 80% in the evaluation)					
B.(No. of learners who requires additional acts for remediation who scored below 80%)					
C.(Did the remedial instruction really work? No of learners who caught up with the lesson)					
D.(No. of learners who continue to require remediation)					
E. (Which of the strategies work well? Why did this work?					
F. (What difficulties did I encounter which my principal/ supervisor can help me solve?)					
G. (What innovations or localized materials did I used/ discover which I wish to share with other teacher?)					