

School:		Grade Level:	VI
Teacher:	Credits to the Write of this File	Learning Area:	SCIENCE
Teaching Dates and			
Time:	MARCH 13-17, 2023 (WEEK 5)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
	1						
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 new product on electrical or light efficiency					
C. Learning Competencies/Objectives	Demonstrate how sound , heat, light and electricity can be transformed. (S6FE-IIId-f-2) -Define energy transformation -Manipulate objects to describe energy transformation	Demonstrate how sound, heat, light and electricity can be transformed: S6FE-IIId-f-2 Imitate things that shows energy transformation. Appreciate the importance of energy transformation.	Identify the activities at home where electrical energy are transformed into sound energy Describe the transformation of electrical energy to sound energy in activities at homes Appreciate the value of energy transformation	Describe how electrical energy is transformed into light energy. Investigate how energy is transformed into another form. Appreciate the importance of energy transformation from electrical to light energy.	PERFORMANCE TASKS		
II. CONTENT / TOPIC	ENERGY TRANSFORMATION	ELECTRICAL ENERGY TO SOUND ENERGY	ELECTRICAL ENERGY TO SOUND ENERGY	ELECTRICAL ENERGY TO LIGHT ENERGY			
III. LEARNING RESOURCES							
A. References							
1. Teacher's Guide pages							
2. Learner's Materials pages							
3. Textbook pages		Science Links 6 p.335-336	Explore & Experience Science 6 pp 248-251	The Science Connection 5 pages 163-164			
4. Additional materials from LRMDS portal				Manila Paper , lamp shade, outlet			
B. Other Materials	1. EASE Physics. Module 16. 2. OHSP. Module 16. 3. BEAM IV. Unit 3. And there was Light. Activities 3.1B and 3.4A. August 2009.						

	4. BEAM IV. Unit 4. 9 Electrical Energy Generation. Electrical Energy. September 2008. 5. BEAM 5. Unit 5. 11 Electric Circuits. Distance Learning Modules. DLP 35. 6. BEAM 5. Unit 5. 11 Electric Circuits. Distance Learning Modules. DLP 34. 7. Science and Technology IV: 6. Science Links 6. p.51-54 6. Sci-Tech Wonders 6 p.206				
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	The Teacher asks How does friction affects the movement of different objects?	What are the different forms of energy?	Review: Define what is transformation of energy. Give examples of transformation of energy.	Put a check (/) on the materials that undergo electrical to sound energy and cross (X) if they are not. 1.turning on the radio 2.hitting the cymbals 3.plucking of electric guitar 4.blowing of trumpet 5.turning on electric fan	
B. Establishing a purpose for the lesson	The teacher asks: What are the forms of energy? What is energy transformation	How is energy transform from one form to another?	Do you have television at home ? How will you operate the television ?	How do we use electrical energy everyday?	
C. Presenting examples/ instances of the new lesson		The teacher will show a video clip showing different appliances that uses electricity.	Setting the Standards in doing the Activity Group Activity Group Reporting	Group Activity Group Reporting	
D. Discussing new concepts and practicing new skills #1	Do the activity Observe how energy is transformed in the different objects when they work; a. television b. oven toaster c. door bell d. washing machine electric fan	Questions: What are the appliances you see? How do they work? How do they produce sounds?		 What happen when you plug-in the lampshade into the outlet? What is produced? How does light produced in the activity? Does light have any relation to electrical energy? 	10.

				 5. What have happened in terms of energy transformation in the activity? 6. How is light created and produced? 7. How does energy transformation affect our life? 8. How important is electrical energy in our life? 9. How do we benefit from energy transformation?
E. Discussing new concepts and practicing new skills #2	Students present their output on the activity. The teacher will give feedback about the result.	Group Activity: The students will be grouped into 5 and each group are assign to imitate an appliances that uses electricity and produces sounds.		
F. Developing mastery (leads to formative assessment)	Answer the Guide Questions. What is energy transformation?	Guide questions: How electrical energy transformed into sound energy.	When you plug-in the TV set to an electrical outlet, what energy transformation is this? What is produced? How is sound produced in the activity? When your cellular phone rang what energy transformation does it produced? How is sounds produced? How does transformation of sounds affects your daily living? How important is sound energy to us?	

			What activities at home needs transformation of electrical energy to sound energy? What are the materials that undergo electrical energy to sound energy transformation? If you are given a chance to transform electrical energy to sound energy. What materials is it and why?	
G. Finding practical applications of concepts and skills in daily living	Is energy transformation important? Why?	Enumerate 5 things you see in our Barangay that uses electricity and being transformed into sounds.	When a microphone converts sound into electrical signals and send them to the amplifier. Can it produce sounds and why?	When electricity flows through a single wire that is very close to a second wire, separate wire, you may visually see a spark . Why?
H. Making generalization and abstraction about the lesson	Teacher asks what students learn about the activity.	Based on your answer, what are the things that uses electricity and being transformed into sounds? How did it happen?	How is electrical energy transformed to sound energy?	How is electrical energy converted to light energy ?
I. Evaluating learning			QUIZ NO. 10 / ENERGY TRANSFORMATION	QUIZ NO. 11 / ENERGY TRANSFORMATION
J. Additional activities for application / remediation	The Teacher asks How does friction affects the movement of different objects?		Answer the following questions: What energy transformation is produced when you turn on the light lampshade? Give at least 5 examples of energy transformation from	
V. REMARKS	Lesson to be continued : Lesson done : Pa Fail M T ss ed L ed M MR IAP GC S	Lesson to be continued : Lesson done : Pa Fail M T ss ed L ed M MR IAP GC S	electrical to light energy Lesson to be continued: Lesson done: Pa Fail M T ss ed L ed M MR IAP GC S	Lesson to be continued : Lesson done : Pa Fail M T ss ed L ed M MR IAP GC S

	I				
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation	of Learners who earned 80% above	of Learners who earned 80% above	of Learners who earned 80% above	of Learners who earned 80% above	
B. No. 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	
C. Did the remedial lessons work ? No. of learners who have caught up with the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	
D. No. 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	
E. Which of my teaching strategies worked well ? Why did this work ?	Strategies used that work well: Socratic Questioning Game-Based Learning Interactive Lecture Demonstrations The activity can be a classroom experiment, a survey,a simulation or an analysis of secondary data Cooperative Learning Jigsaws Gallery Walks Fieldtrips Making notes from book Use of internet/audio visual presentation Text books Investigations Models Demonstrations Other Techniques and Strategies used: Manipulative Tools Pair Work Explicit Teaching Group collaboration Carousel Diads Differentiated Instruction	Strategies used that work well: Socratic Questioning Game-Based Learning Interactive Lecture Demonstrations The activity can be a classroom experiment, a survey, a simulation or an analysis of secondary data Cooperative Learning Jigsaws Gallery Walks Fieldtrips Making notes from book Use of internet/audio visual presentation Text books Investigations Models Demonstrations Other Techniques and Strategies used: Manipulative Tools Pair Work Explicit Teaching Group collaboration Carousel Diads Differentiated Instruction	Strategies used that work well: Socratic Questioning Game-Based Learning Interactive Lecture Demonstrations The activity can be a classroom experiment, a survey, a simulation or an analysis of secondary data Cooperative Learning Jigsaws Gallery Walks Fieldtrips Making notes from book Use of internet/audio visual presentation Text books Investigations Models Demonstrations Other Techniques and Strategies used: Manipulative Tools Pair Work Explicit Teaching Group collaboration Carousel Diads	Strategies used that work well: Socratic Questioning Game-Based Learning Interactive Lecture Demonstrations The activity can be a classroom experiment, a survey, a simulation or an analysis of secondary dataCooperative Learning Jigsaws Gallery Walks Fieldtrips Making notes from book Use of internet/audio visual presentation Text books Investigations Models Demonstrations Other Techniques and Strategies used: Manipulative Tools Pair Work Explicit Teaching Group collaboration Carousel Diads	

	Discovery Method	Discovery Method	Differentiated Instruction	Differentiated Instruction	
	Discovery Method	Discovery Method	Differentiated Instruction	Differentiated Instruction	
	Lecture Method	Lecture Method	Discovery Method	Discovery Method	
	Why?	Why?	Lecture Method	Lecture Method	
	Complete IMs	Complete IMs	Why?	Why?	
	Availability of Materials	Availability of Materials	Complete IMs	Complete IMs	
	Pupils' eagerness to learn	Pupils' eagerness to learn	Availability of Materials	Availability of Materials	
	Group member's	Group member's	Pupils' eagerness to learn	Pupils' eagerness to learn	
	collaboration/cooperation in doing	collaboration/cooperation in	Group member's	Group member's	
	their tasks	doing their tasks	collaboration/cooperation in	collaboration/cooperation in	
	Audio Visual Presentation of	Audio Visual Presentation of	doing their tasks	doing their tasks	
	the lesson	the lesson	Audio Visual Presentation of	Audio Visual Presentation	
			the lesson	of the lesson	
F. What difficulties did my principal or supervisor can help me solve ?	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	
G. What innovation or localized materials did I use/discover which I wish to share with	Planned Innovations: Contextualized/ Localized and Indigenized IM's Localized Videos Making big books from views of the locality	Planned Innovations: Contextualized/ Localized and Indigenized IM's Localized Videos Making big books from views of the locality	Planned Innovations: Contextualized/ Localized and Indigenized IM's Localized Videos Making big books from views of the locality	Planned Innovations: Contextualized/ Localized and Indigenized IM's Localized Videos Making big books from views of the locality	
other teachers ?	Recycling of plastics to				
	be used as Instructional				
	Materials	Materials	Materials	Materials	
	local poetical composition	local poetical composition	local poetical composition	local poetical composition	