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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **VI** |
| **Teacher:** |  | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **NOVEMBER 7 - 11, 2022 (WEEK 1)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| 1. **OBJECTIVES** |  | | | | |
| 1. **Content Standards** | The learner demonstrate understanding of how the major organs of the human body work together to form organ systems | | | | |
| 1. **Performance Standards** | The learners should be able to make a chart showing healthful habits that promote proper functioning of the musculo-skeletal,integumentary,digestive,circulatory,excretory,respiratory and nervous systems | | | | |
| 1. **Learning Competencies/ Objectives**   **Write the LC code for each** | *Explain how the organs of each organ system work together(S6LT-lIa-b-1)* | | | | |
|  | *Describe the structure and function of the parts of the skeletal system* | *Describe the structure and function of the parts of the muscular system* | *Discuss proper care of the muscular and skeletal system* | *Describe the structure and functions of the parts of the digestive system.* | *Describe the structure and functions of the parts of the respiratory system* |
| ***II. CONTENT*** | Parts and functions of Musculo-skeletal system | Parts and functions of musculo-skeletal system | Parts and functions of musculo-skeletal system | Parts and functions of digestive system | Parts and functions of respiratory system |
| ***III. LEARNING RESOURCES*** |  |  |  |  |  |
| 1. **References** |  |  |  |  |  |
| **1. Teacher’s Guide pages** |  |  |  |  |  |
| **2. Learner’s Materials pages** |  |  |  |  |  |
| **3. Textbook pages** | The New Science Links, pp. 104-113 | The New Science Links,pp.114-121 | The New Science Links pp. 119.  The Amazing World of Science 6 pp. 65-67 | The New Science Links pp. 129-137 The Amazing World of Science 6 pp. 77-82. | The New Science Links pp. 129-137 The Amazing World of Science |
| **4. Additional Materials from Learning Resource (LR) portal** |  |  |  |  |  |
| 1. **Other Learning Resources** | Science Worksheets, video clips | Worksheets, crossword puzzle | Charts and pictures | Charts and pictures | Charts and pictures |
| ***IV. PROCEDURES*** |  |  |  |  |  |
| 1. **Reviewing previous lesson or presenting the new lesson** | ENGAGEMENT: Have you observed how houses are built? What will the construction worker do first? How will you compare that to the human body? Is there a framework that provides structure to the human body? What do you call this framework? Activity # 1 Let the pupils connect the cut out pictures of the human skeletal system. Image result for cut out pictures of skeletal system | ENGAGEMENT:  1. Review on Skeletal System: Crossword puzzle activity.  2. Touch your cheek, legs, arms, palms, fingers, and stomach. Can you feel the fleshy parts? How do they feel? Are they hard or soft? Your bones are covered with muscles. Can you imagine yourself without the muscles that cover your bones and other internal organs? | ENGAGEMENT:  1. Checking of Assignments. / Review about the muscular system.  2. Have the pupils perform their exercise routine.  Then ask” How do you feel after the exercise? Why do we need to exercise? What do you think will happen to those people who do not exercise? | ENGAGEMENT:  1. Checking of Assignment.  2. Review on how to take care of the musculo-skeletal system.  3. Why do we eat food? If you are hungry how you do feel? Have you ever wondered what happened to the food you have just eaten? What processes it undergoes until it becomes the nutrients that will nourish your body? | ENGAGEMENT:  1. Checking of assignment  2. Review on Digestive System process.  Try to inhale and exhale. What organs are involved in breathing? Why do you breathe? |
| 1. **Establishing a purpose for the lesson** | 1.Skeleton dance <https://www.youtube.com/watch?v=e54m6XOpRgU>  2. Label the parts:Group Work  Image result for mix and match of the skeletal system | **Four Pics, One Word.** Guess the word by studying how the four pictures are related to each other. Write the word in the box below.  4 Pics 1 Word Answer 5 letters for father with baby noses touching muscles and skeleton man running, inside of passionfruit, raw steak with rosemary and knife  \_\_ \_\_ \_\_ \_\_ \_\_ | Why do we need to wear helmet when riding a motorcycle?  C:\Users\Sol\Pictures\motorcycle.jpg | Fill in the missing letters of fruits and vegetables to reveal the magic word. (Show picture of the digestive system)Refer to New Science Links 6 p. 129  C:\Users\Sol\Pictures\digestive system.jpg | **Jumbled Letters** Activity: Rearrange the letters to form the correct words.   |  | | --- | | 1.ENOS- | | 2.PXNHARY- | | 3.LRYANX- | | 4.ATCHRAE- | | 5.UNGLS-- | | 6.IBORHCN- | | 7.MDAPIHRGA- |   What are these words?  C:\Users\Sol\Pictures\respiratory system.jpg |
| 1. **Presenting examples/instances of the new lesson** | **EXPLORATION:** The teacher asks to the students “What is the purpose of the human skeleton?”  1.Setting of standard/Safety tips  2.Activity #1: Examining Bone Structure  Problem: How do skeleton functions? Refer to The New Science Links page 105 | **EXPLORATION:** Group Activity  1. Setting of standards/Safety Tips  2. Activity #1: Observing Tendons of Muscles  Problem: How are the muscles connected to the bones? Refer to Science Links page 150 | **EXPLORATION:**  Picture analysis:  Showing pictures of Common injuries and diseases of the musculo-skeletal system.  Question: What have you seen/observe in the picture given? | **EXPLORATION:** Group Work  1. Setting of standards/Safety Tips  2. Activity “Investigating Digestion of Food in the Mouth”  Problem: What processes happen when the food is in the mouth? Refer to New Science Links pp. 130-131 | **EXPLORATION:** Group Work  1. Setting of standards/Safety Tips  2. Activity #1 “Investigating How the Lungs Work”  Problem: How do lungs work? Refer to New science Links pp. 140-141 |
| 1. **Discussing new concepts** | **EXPLANATION:** What are the two division of the skeletal system? What are the parts & functions of the axial skeleton? The appendicular skeleton? What is the difference between compact bone & spongy bone? Why is bone marrow important? | **EXPLANATION:** How are muscles connected to bones? What are the types of muscles?  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | **EXPLANATION:** What are other musculoskeletal system injuries and disorders? What are their symptoms? How are they treated? How can they prevented? | **EXPLANATION:**  What are the parts and functions of Digestive System? Mix and Match activity. Parts & Functions of the digestive system. Refer to New science Links pp. 133 | **EXPLANATION:**  What are the main parts of the respiratory system? Find your Match Activity. (Using pictures of the parts of the respiratory system and metacards for its functions. |
| 1. **Continuation of the discussion of new concepts (leads to Formative Assessment 2)** | Activity #2: Observing Movements of Joints  Problem: What are the different kinds of joints?  Refer to The New Science Links p. 109 ( Group Work)  Safety Tips: 1. Be careful in moving your body parts, especially your neck and backbone.  2. Do not allow other persons to pull or twist your arm. | Activity #2: Observing Movement of Muscles  Problem: How do muscles work? Refer to New Science Links p.116  ***Safety Tips:*** Do not overstretch your muscles. | Activity #2 Carousel brainstorming.  Each group will take turns in writing their ideas on how to care the musculo-skeletal system. | Activity#2 Group work  “Investigating Digestion of Food in the Stomach”  Problem: What processes happen when the food is in the stomach? Refer to New Science Links pp. 134  ***Safety Tips:*** Be careful in handling liquids like hydrochloric acid.  Always wait for the teachers instruction before performing the activity | Activity #2 “Observing the Effect of Strenuous Activity on Breathing”  Problem: How does exercise affect breathing?  ***Safety Tips:*** Do not play with or swallow the materials to be used.  Refer to New Science Links 6 pp. 144 |
| 1. **Developing mastery (leads to Formative Assessment 3)** | **Mix and match activity**: Parts and functions of Skeletal System (group work)  Each group will be provided with parts(green) and function(yellow) written in metacards. | **Picture analysis:** Group work. The teacher show pictures of the different types of muscles maybe:  a. smooth muscles  b. cardiac muscles  c. skeletal muscles  Guide Questions:  1. What can you see/observe in the pictures given?  2. How do these muscles move or work?  3. Compare and contrast the three kinds of muscles:   |  |  |  | | --- | --- | --- | |  |  |  | | Create an exercise to:   * Improve flexibility * Improve physical endurance * Improve muscular strength | **Chain of Events:** Think of one food item that you enjoy eating. Using the diagram below and describe the chain of events that happens during the digestion of your favorite food. Indicate all the structures that are involved. Refer to New Science Links p. 82 | Trace the path of air from the nose to the lungs. Write your illustration in your manila paper. |
| 1. **Finding practical applications of concepts and skills in daily living**   **(reflective approach)** | **ELABORATION:** Why should bones be strong? Why is it important to prevent falls and other accidents that could injure the bones?  Why is it dangerous to move a person with spinal fracture?  How will you take care of your bones?  **TRIVIA:** Bones are alive. They are made of living cells capable of growing and repairing themselves. | **ELABORATION:** 1. Why don’t we overstretch our muscles? If we do, what will happen? 2. Why handicapped person should be treated with kindness and respect?  **TRIVIA:** Don’t you know that your face has 50 muscles? You use 17 muscles to smile but more than 46 muscles to frown. So from now on what will you do? | **ELABORATION:** Why is it that some schools, hospitals, and department stores have designed ramps for disabled persons? | **ELABORATION:** Why is breakfast considered as the most important meal of the day?  TRIVIA: **Borborygmus**  Borborygmus is the rumbling sound in the stomach. When you hear your stomach rumbling, it is the signal from your brain that the stomach has begun the digestion. | **ELABORATION:** Is it important to maintain a clean environment to have a healthy respiratory system? Why? In what way do you think the amount of carbon dioxide affect the speed or intensity of breathing? Why do adolescent like you should not try smoking even though you see others doing it?  TRIVIA: A **yawn** is a signal of oxygen shortage I the body. When we are drowsy or sleepy, the lungs do not take enough oxygen from the air. This causes a shortage of oxygen and sends a message that causes you to take a deep long breath called yawn. |
| 1. **Making generalizations and abstractions about the lesson** | What are the ideas did you learn in the lesson?  What are the parts and functions of the skeletal system?  Describe the potential consequences if all bone tissues in humans were made of spongy bones & no compact bones. | 1. Explain how the bones and muscles work together?  2. How will you know that a muscle is contracting?  3. Why do muscles need rest? | Why do we need to take care of our musculo-skeletal system? | What are the parts of the digestive system? How does the digestive system work? | What are the parts and functions of the respiratory system? |
| 1. **Evaluating learning** | **EVALUATION:** Matching type: Match the parts of the skeletal system in column A with the functions in column B.  Column A Column B  1. Skull a. the inner layer of the bone that  2. Spinal column contains yellowish substance  3. Bones which manufactures blood cells  4. Hinge joint in the body.  5. Ball and socket b. protects the spinal cord  c. a rigid case that protects the  brain  d. allows movement in all  directions  e. allows movement in one  direction only | **EVALUATION:** Completion Type.  Supply the missing words. Choose your answers in the box below.  The \_\_\_\_\_\_system consist of all muscles in the body. Muscles have three kinds:\_\_\_\_\_\_,\_\_\_\_\_\_ and skeletal. Muscles always work in \_\_\_\_\_.If one muscle contracts the opposite relaxes. \_\_\_\_\_\_\_help the body move and do work. Good food, exercise, rest, and good posture are necessary to make muscles strong and healthy.   |  | | --- | | Muscles Smooth Muscular  Cardiac Pairs | | **EVALUATION:** Group Activity Make a chart showing healthful habits that promote the proper functioning of the musculo-skeletal system.(Use rubrics in assessing their work)   |  |  | | --- | --- | | **Healthful Habits** | | |  |  | | **EVALUATION:**  Arranging Sequence of Events: Arrange The New Science Links pp. 129-137 The Amazing World of Science the following statements according to the process of digestion and absorption in the body. Number each of the steps according to the sequence it occurs.  \_\_\_\_ Water is absorbed.  \_\_\_\_Food is broken into small pieces  \_\_\_\_Nutrients pass through the blood stream  \_\_\_\_Waste are removed from the body.  \_\_\_\_Food is liquefied and digested into forms that cell can use. | **EVALUATION:**  Multiple Choice: Read each item carefully.Circle the letter of the correct answer.  1. Tiny hairs lined inside the nose prepare air for the lungs by \_\_\_\_\_\_.  a. cleaning it  b. drying it  c. moistening it  d. warming it  2. How does the body use the energy released in its cells?  a. to rest the body  b. to lower body temperature.  c. for making oxygen  d. for muscles to move  3. When you exhale, the diaphragm helps air leave the body by \_\_\_\_\_  a. expanding the lungs  b. making the chest larger  c. pushing air in the lungs  d. making the chest smaller  4. The body’s cells use oxygen to break sugar into \_\_\_\_\_.  a. oxygen and water  b. carbohydrates and water  c. protein and water  d. carbon dioxide and water  5. What happens when you breathe in air?  a. The diaphragm expands and the ribcage contracts.  b. the diaphragm contracts and the ribcage expands.  c. the diaphragm expands and the rib cage collapses.  d. The diaphragm contracts and the ribcage remain the same. |
| 1. **Additional activities for application or remediation** | How will you take care of your bones? | Assignment: Write SM if the statement pertains to smooth muscles, CA if cardiac muscles and SK if skeletal muscles.  \_\_\_\_\_1. These are muscles found only in heart.  --------2. They are striated and involuntary.  --------3. They are striated and voluntary.  --------4. They are muscles of internal organs.  --------5. The muscle cell of this type contains only one nucleus. | Assignment: Write a short paragraph about the need for calcium for the musculo-skeletal system to function well. | Assignment:  The digestive system provides nourishment for all the cells of our body. What are good habits that will keep our digestive system healthy? |  |
| ***V. REMARKS*** | Re-teaching Transfer of  Lack of Time lesson to the  following day  No class Achieved |  |  |  |  |
| ***VI. REFLECTION*** |  |  |  |  |  |
| 1. **No. of learners who earned 80% in the evaluation** |  |  |  |  |  |
| 1. **No. of learners who require additional activities for remediation** |  |  |  |  |  |
| 1. **Did the remedial lessons work? No. of learners who have caught up with the lesson** |  |  |  |  |  |
| 1. **No. of learners who continue to require remediation** |  |  |  |  |  |
| 1. **Which of my teaching strategies worked well? Why did these work?** |  |  |  |  |  |
| 1. **What difficulties did I encounter which my principal or supervisor can help me solve?** |  |  |  |  |  |
| 1. **What innovation or localized materials did I use/discover which I wish to share with other teachers?** |  |  |  |  |  |