

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	WEEK 2	Quarter:	4TH Quarter

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I.OBJECTIVES	Relate the geographical condition of a place to the type of climate it has	Relate the geographical condition of a place to the type of climate it has	Identify the instruments and procedures used by astronomers to gather information	Construct an improvised instrument for observing/ watching stars	Answer the questions correctly and honestly
A. Content Standards					
B. Performance Standards					
C. Learning Competencies/ Objectives	Relate the geographical condition of a place to the type of climate it has	Relate the geographical condition of a place to the type of climate it has	Identify the instruments and procedures used by astronomers to gather information	Construct an improvised instrument for observing/ watching stars	
II.CONTENT	Types Of Philippine climate	Types Of Philippine climate			WEEKLY TEST
III. LEARNING RESOURCES	CLIMATE MAP OF THE PHILIPPINES.	CLIMATE MAP OF THE PHILIPPINES.			
A. References					
1.Teacher's Guide pages	Into the future: S&H,p. 149-150	Into the future: S&H,p. 149-150	Into the future: S&H,p. 151-153	Into the future: S&H,p. 151-153	
2.Learner's Materials pages					
3.Textbook pages	Into the future: S&H,p. 236-239	Into the future: S&H,p. 236-239	Into the future: S&H,p. 243-244	Into the future: S&H,p. 243-244	
4.Additional Materials from Learning Resource(LR)portal					
B. Other Learning Resources	downloaded workbook p.126 (5775Reverse the Education Crises) Downloaded LP, p.127	downloaded workbook p.127 (5775Reverse the Education Crises) Downloaded LP, p.127	downloaded workbook p.128 (5775Reverse the Education Crises) Downloaded LP, p.128	downloaded workbook p.129 (5775Reverse the Education Crises) Downloaded LP, p.127	
IV.PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	What places in our countries have 2 pronounced seasons, six months with wet climate and six months with dry seasons?	What places in our countries have 2 pronounced seasons, six months with wet climate and six months with dry seasons?	What are the 4 types of climate in the Philippines?		Short Review
B. Establishing a purpose for the lesson	What are those changes in rainfall in our country?	What are those changes in rainfall in our country?	Stars are source of inspiration to many people, why? Let the class sing: "When You Wish Upon A Star"		Giving of instructions

	How climate affects the life of plants and animals in a certain place?	How climate affects the life of plants and animals in a certain place?			
C. Presenting examples/ instances of the new lesson	Let the pupils ❖ Draw the climate map of the Philippines, with proper information. ❖ Identify the type of climate particular province has. ❖ Discuss the characteristics peculiar to each type of climate	Let the pupils present to the class their output and let them discuss/explain Let the pupils ❖ Draw the climate map of the Philippines, with proper information. ❖ Identify the type of climate particular province has. ❖ Discuss the characteristics peculiar to each type of climate	a. Do stars move? What do you need in order to make observations? b. Let the pupils into four and let them make their own improvised telescope following the instructions in the given activity. "A Tube to Observe the Sky" c. The groups discuss the answers to the questions in the activity Lesson 77: Constructs improvised instruments for watching/observing stars. Exercise A Directions: Construct an improvised instrument for watching/observing stars. Follow the directions below. You will need: a thin 30-cm cardboard a pair of scissors scotch tape Do the following: 1. Roll the cardboard and fasten it with clear adhesive tape. 2. Direct your viewing tube toward the sky at night. Select a particular area. 3. Count all the stars you can see through the tube. 4. Record your first count as trial no. 1 in the table provided below.	d. Do stars move? What do you need in order to make observations? e. Let the pupils into four and let them make their own improvised telescope following the instructions in the given activity. "A Tube to Observe the Sky" f. The groups discuss the answers to the questions in the activity. Lesson 77: Constructs improvised instruments for watching/observing stars. Exercise B Directions: Construct an improvised instrument for watching/observing stars. Follow the directions carefully. 1. Get a piece of cardboard and roll it to make a tube about a metre long and two centimeters in diameter. Fasten the ends with tape. 2. Set the tube on a window sill or in any place where you can see the night sky clearly. 3. Look through the tube opening and focus on a bright star. Fasten the tube with masking tape to keep it in	

			5. Perform the activity eight times. 6. Note down the average number of stars that you have seen. To obtain this, add the number of stars seen in all trials, then divide the sum by eight (for the number of trials)	place. 4. Draw the position of the star as seen through the tube. Observe the star for two hours. 5. Use your improvised tube to observe others stars. Do your observation on different nights. Choose a bright star. Observe the star for two hours. Draw its position.					
D. Discussion new concepts and practicing new skills #1	Discuss: How does latitude, altitude, bodies of water and mountain ranges affect climate of a place?	Discuss: How does latitude, altitude, bodies of water and mountain ranges affect climate of a place?	a. How many stars have you counted in all trials? b. Compare your calculations with those of your classmates. Are your calculations the same? Why or why not?	What is the position of the star as viewed through the tube’s opening? Describe its position after two hours.					
E. Discussing new concepts and practicing new skill # 2	What happens when air strikes the sides of a mountain?	What happens when air strikes the sides of a mountain?	1. What are the different kinds of telescope? 2. What is the use of telescope? 3. Why is it necessary to study heavenly bodies?						
F. Developing mastery (Leads to Formative Assessment 3)			1. Why is it necessary to study heavenly bodies?						
G. Finding practical applications of concepts and skills in daily living	Why do places with type 1 climate get fair share if rainfall when tropical cyclone occurs?	Why is it important to know the climate or the type of climate of a place where we live in?	Discuss the materials and the procedures for making a star viewer.						
H. Making generalizations and abstractions about the lesson	The presence of bodies of water and mountain ranges and location of the different places and the different winds passing over the country affect the climate of a place. Base on these, scientist classify provinces according to the amount of rainfall they received	The presence of bodies of water and mountain ranges and location of the different places and the different winds passing over the country affect the climate of a place. Base on these, scientist classify provinces according to the amount of rainfall they received	What instrument and procedures are used by astronomers to gather information?	What instrument and procedures are used by astronomers to gather information?					
I. Evaluating learning	Lesson 76: Relates the condition of a place to the type of climate it has. Exercise A Directions: Fill in the blanks with	Lesson 76: Relates the condition of a place to the type of climate it has. Exercise B	<table><tr><td>TRIAL NO.</td><td>NUMBER OF STARS SEEN</td></tr><tr><td>1</td><td></td></tr></table>	TRIAL NO.	NUMBER OF STARS SEEN	1		Let the pupils answer the questions on p.128 of downloaded LP	Test Proper
TRIAL NO.	NUMBER OF STARS SEEN								
1									

	the different types of climate related to its condition in a place as shown in the statement below. 1. It’s pronounced wet and dry season 2. Areas where rainfall is more or less evenly distributed throughout the year 3. Pronounced dry season for 6 months and pronounced wet season for the other 6 months 4. Seasons are not very pronounced. 5. These areas are exposed to the southwest monsoon and protected by mountain ranges. 6. No dry season with maximum rainfall in December and January. 7. These areas are exposed to the southwest monsoon and are partly protected from the northeast monsoon. 8. Open to southwest monsoon and storms 9. Areas with this type are generally along or very near the eastern coast. 10. Fishing and other outdoor activities are more common during this type	Relates the condition of a place to the type of climate it has. Exercise B Directions: Choose from the box the types of climate related to its condition as shown by the following statements. FOURTH TYPE 1. No dry season with a very pronounced maximum rain period from November to January 2. Rainfall is more or less distributed throughout the year. 3. Dry from November to April and wet the rest of the year 4. No pronounced maximum rain period 5. Two pronounced seasons 6. Areas affected in this type of climate are western part of the island of Luzon, Mindoro, Panay, Negros and Palawan 7. Partly sheltered from the northeast monsoon but open to the southeast monsoon 8. Open to northwest monsoon and southeast monsoon 9. Areas affected in this type of climate are Batanes, northeastern Luzon and most of the central eastern and southern Mindanao. 10. Dry from November to April and wet the rest of the year	<table><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr><tr><td>4</td><td></td></tr><tr><td>5</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>7</td><td></td></tr><tr><td>8</td><td></td></tr></table> How many stars have you counted in all trials? b. Compare your calculations with those of your classmates. Are your calculations the same? Why or why not?	2		3		4		5		6		7		8			
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J. Additional learning		Explain why different places in our country received different types of climate.			
V.REMARKS					Passing of papers, answering the questions, checking the answers, recording and interpreting the data
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 solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					