

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	Credits to the Author	Learning Area:	SCIENCE
	Teaching Dates and Time:	JANUARY 23-27, 2023 (WEEK 10)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
Content Standards	The learners demonstrate understanding of the interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps				
Performance Standard	The learners should be able to form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals				
Learning Competencies/ Objectives Write the LC code for each	Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps. S6MTIII-j-6				
	Describe the conditions of a tropical rainforest. Show concerns on tropical rainforest through conservation.	Explain the need to protect and conserve tropical rainforest Appreciate the different ways in protecting and conserving tropical rainforests Identifying Ways on how to protect and conserve tropical rainforests.	Enumerate the ways in protecting and conserving coral reefs Appreciate the ways in protecting and conserving coral reefs Illustrate the ways in protecting and conserving coral reefs	SECOND PERIODIC TEST	SECOND PERIODIC TEST
II. CONTENT	Conditions of Tropical Rainforest	Ways on how to protect and conserve tropical rainforests.	Protection and Conservation of Coral Reefs		
III. LEARNING RESOURCES					
References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	The New Science Links p. 85	Science Links 6 Teachers Resource materials, pp. 103-105 Science Links 6, pp. 274-279	SCIENCE JOURNEYS pp.167-173 SCIENCE LINKS 6 pp.256-264		

4. Additional Materials from Learning Resource (LR) portal					
Other Learning Resources	Educator Guides Tropical Rainforest: compiled by Kelly Drinnen	www.rainforests.mongabay.com - how to save rainforest	Internet, laptop,		
<i>IV. PROCEDURES</i>					
Reviewing previous lesson or presenting the new lesson		Teacher's Instruction <i>Name Game- Who am I?</i> Guess the name of the animals or plants in the picture. Fill the missing letters to complete the name.	Show different pictures of coral reefs destruction (thinking skills) Ask: What can you say about the different pictures?		
Establishing a purpose for the lesson	 Where do we find the world's tropical rainforest? Can you name any?	Question of the day: How can we conserve resources? Think of the things you do at home, in school and in community to conserve our natural resources.	What are the things that you can do to protect and conserve our coral reefs?		
Presenting examples/instances of the new lesson	Let the pupils watch a short video about tropical rainforest. Encourage the pupils to record key bits of information as they watch.	Teacher's Instruction Activity 5.4 Conserving Resources Science links 6, p.275 (The teacher may provide the activity sheets or let them write in their notebooks.)	Spotting errors. Tell the correct answer. The government should allow muro-ami fishing. Dump sewage and garbage in water ways. Do not use corals as decorations. Quarrying in coral reefs should be continued. Do not throw garbage on the beach. Do not report dumping activities.		
Discussing new concepts and practicing new skills #1	Group the pupils into 4. Let the pupils write their prior knowledge about a tropical rainforest Let them share and discuss their answers to the class. Give appropriate feedbacks.	Teacher's Instruction Interactive Lecture in Classroom Discussion. The teacher will discuss the previous activity and input lesson through recitation.	GROUP ATIVITY DIFFERENTIATED ACTIVITIES Show different pictures about ways in protecting and conserving coral reefs. Group I: Explain in 2-3 sentences the ways in protecting and conserving coral reefs		

			Group II: Show Me- Draw ways in protecting and conserving the coral reefs Group III. Camera Action- Act out the ways in protecting and conserving coral reefs Group IV: Make me a Song- On how to protect and conserve the coral reefs Group V; Complete Me- I promise to help save coral reefs by _____ – _____		
Discussing new concepts and practicing new skills #2	Group I: Create a tropical rainforest layer using assorted construction papers Group II: Role play: pupils will show how the Earth's exposure to the Sun affects the temperature in the tropical rainforest. <i>(follow the procedures given in the activity sheet)</i> Group 3: Create a Creature Let the pupils design their own rainforest creatures using cut-outs. Then allow them to explain how their creatures adapt in the tropical rainforest. Group 4: Create a tropical rainforest rap using the physical conditions as lyrics.	Activity Exploration	Explain by pair the different ways in protecting and conserving our coral reefs Quarrying in coral reefs should be stopped. Use of chemicals in farming should be avoided		
Developing mastery (leads to Formative Assessment 3)	Discuss the different conditions of a tropical rainforest.	Teacher's Instruction The teacher will discuss the lesson through powerpoint presentation.	Can you save the coral reefs? Check (/) your answers. ___1. Use chemical for fishing. ___2. Keep waterways clean. ___3. Protect young fishes. ___4. Report dumping garbage.		

			___ 5. Use corals as decors or jewels.		
Finding practical applications of concepts and skills in daily living	Have the pupils develop an advertising campaign aimed at encouraging sustainable conservation of tropical rainforest.	Let's do this! Draw a star if the practice/activity helps restore the balance of nature. Put X if it doesn't	In your own ways, how can you help protecting and conserving our coral reefs?		
Making generalizations and abstractions about the lesson	How do conditions affect the existence of tropical rainforest? How are we going to preserve our rainforest?	Teacher's Instruction The teacher will ask question and let the pupils to generalize using guide question. Why should we conserve the needs of the living things?	Give at least five ways in protecting and conserving our coral reefs		
Evaluating learning	DIRECTION: Write the letter that corresponds your answer. 1. Which area has probably most rain? Why? Forest, because there are plenty of trees that will release moisture to the atmosphere. Not forest, because there are no wild animals. Grassy place because their roots help hold water. Bare areas, because it is good for planting root crops. Where are the tallest trees in the rainforest found? In the emergent layer In the canopy In the shrub layer In the ground floor What is one reason why the rainforests are so important? They give out carbon dioxide. They provide us with oil. They are a source of medicines. They give warmth to living things.	Answer the following questions. Questions are presented through PowerPoint presentation.	Choose the letter of the correct answer. How can we help protect our coral reefs? Collect corals Clean coral reefs Prevent dynamite fishing Throw oil into waterways How can we save coral reefs? Use chemicals for fishing Throw garbage into rivers Use chemicals for fishing Prevent water pollution Mang Ingo used muro –ami in fishing. What will you do? I will ignore it I will encourage him to continue the practice I will inform the government about it I will join him Mining companies are required to put up silt deposition. Why? to produce more coral reefs to protect the habitat of the fishes to destroy the coral reefs		

	Why are vines creeping up to tall trees? To get food. To absorb oxygen. To receive a little amount of sunlight. To escape from the rainforest. What prevents plant growth beneath the trees in a thick forest? A small amount of water reaches the ground under the trees. The roots of the trees make it difficult for plants to grow. The trees limit the amount of sunlight that can reach the ground. The temperature of the soil under the trees does not allow plants to grow. KEY TO CORRECTION: A, B, C, C, C		to pollute the bodies of water Quarrying in coral reefs should be stopped because- It will destroy the habitat of fishes It will increase the number of marine life It will produce more coral reefs It will make the coral reefs clean The following are ways in protecting and conserving our coral reefs except Use of chemicals in farming should be avoided Do not dump sewage and garbage in waterways The government should stop muro-ami fishing Use of sodium cyanide and other poisoning substances in fishing		
Additional activities for application or remediation			Make a paragraph on how to protect and conserve coral reefs.		
<i>V. REMARKS</i>					
<i>VI. REFLECTION</i>					
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		
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		
Did the remedial lessons work? No. of learners who have caught up with the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson		
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		

Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Answering preliminary activities/exercises ___ Carousel ___ Think-Pair-Share (TPS) ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Answering preliminary activities/exercises ___ Think-Pair-Share (TPS) ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Answering preliminary activities/exercises ___ Think-Pair-Share (TPS) ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks		
What difficulties did I encounter which my principal or supervisor can help me solve?	___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Additional Clerical works	___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Additional Clerical works	___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Additional Clerical works		
What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition		