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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **VI** |
| **Teacher:** | **File created by Ma'am MAY ESTER M. RUBIO** | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **FEBRUARY 13 – 17, 2023 (WEEK 1)** | **Quarter:** | **3RD QUARTER** |

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

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| **I. OBJECTIVES** |  | | | | |
| A. Content Standards | The learners demonstrate understanding of gravity and friction affect movement of objects | | | | |
| B. Performance Standards | The learners should be able to produce an advertisement demonstrate road safety. | | | | |
| C. Learning  Competencies/Objectives | Infer how friction and gravity affects movements of different objects.   * Define friction * Identify the different kinds of friction * Demonstrate how friction work * Work cooperatively with the group | | Infer how friction and gravity affect movements of different objects **S6FE-IIIa-c-1**  Describe how friction affects motion  Identify conditions when friction seems to resist motion  Compare how objects move in different surfaces | Infer how friction and gravity affect movements of different objects. S6FE-IIIa-c-1  Knowledge: Describe how friction affects motion.  Skills: Demonstrate ways on how friction affects motion.  Attitude: Develop awareness in keeping a road trip safety. | * Identify ways to reduce friction * Infer how reducing friction wastes matter as well as energy * Appreciate the value of reducing friction in our daily life |
| II. CONTENT / TOPIC | **Gravitation and Frictional Forces** | **Gravitation and Frictional Forces** | **Describing How Friction Affects Motion** | **Frictional Force** | **Ways of Reducing Friction** |
| III. LEARNING  RESOURCES |  |  |  |  |  |
| A. References |  |  |  |  |  |
| 1. Teacher’s Guide pages |  |  |  |  |  |
| 2. Learner’s Materials pages |  |  |  |  |  |
| 3. Textbook pages | Cyber Science 6, pp. 193-197  Science Links 6, p. 314 | Cyber Science 6, pp. 193-197  Science Links 6, p. 314 |  | Science Links 6, pp320-321  Cyber Science 6 pp. 194-200 | Explore and Experience Science 6  pp. 224-226 |
| 4. Additional materials from  LRMDS portal | Powerpoint Presentation, Activity Sheet | Powerpoint Presentation, Activity Sheet |  |  |  |
| B. Other Materials |  |  | Explore and Experience Science 6, pp. 222 - 227 |  |  |
| IV. PROCEDURES |  |  |  |  |  |
| A. Reviewing previous lesson or  presenting the new lesson |  | Ask learners questions about the previous lesson (friction). | **Teacher’s Instruction**  *Brainstorming*. The teacher ask the students what things they remember when they hear the word “FRICTION”. The students will write it in their notebooks then on the board. | The teacher recalls the activity during the other day. | Let the pupils demonstrate on what activities friction are present. Ask your pupils to define what is friction. |
| B. Establishing a purpose for the  lesson | Study the pictures. Identify the word that could describe the picture. | Learners read again the definition friction | **Question of the day:**  How friction affects motion? | The teacher will show the signage or road sign “Slippery when wet”. The teacher asks why there is a need to be careful if the floor or road is wet. | Let the students try to polish the floor without floor wax and the other pupil with floor wax. Which is easier to husk the floor with wax or without wax? |
| C. Presenting examples/  instances of the new lesson |  | Show example of friction | **Teacher’s Instruction**  *Activity 1.3 FRICTION FREE* The teacher will use the activity as guide. | The teacher will introduce the activity.  The pupils will do the activity.  The pupils recall the setting standards in doing the science activity. | . Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |
| D. Discussing new concepts and  practicing new skills #1 | Group activity  *See activity sheet* | Group activity  *See activity sheet* | Students present their output on the activity. The teacher will give feedback about the result. | Answer guided questions from the activity | ACTIVITY: Friction Free  PROBLEM: How does lubricant work?  MATERIALS:  A smooth metal tray  Notebook  Bottle  Water  A small flat glass  Soap  PROCEDURE:   1. Hold up the tray on the books to make a slope. 2. Wet one side of the tray and slide the bottle 3. Now, rub the soap on the wet side and slide the bottle down again. Observe the movement of the bottle.   OBSERVATION:   1. Is there friction between the bottle and the dry metal tray? 2. Why did the glass bottle slide down easily when the surface of the tray was wet with water? 3. What happened when you rubbed the soap ont |
| E. Discussing new concepts and  practicing new skills #2 | Group discussion  *See activity sheet* | Group discussion  *See activity sheet* | Answer the Guide Questions.  Discuss how friction affects motion. | Group reporting or presentation of their outputs through differentiated activities. The teacher will give feedback on the works of the pupils.  Gr. I-Jingle Making  Gr. II. Dramatization  Gr. III. Poster Making  Gr. IV. Broadcasting  Gr. V. Advertisement | GROUP PRESENTATION/REPORTING |
| F. Developing mastery  (leads to formative assessment ) | Analyze and discuss the outputs of the learners about friction | Analyze and discuss the outputs of the learners about the different kinds of friction |  | Video can be shown and discussed.  https://www.youtube.com/watch?v=PNDRIicw4E0 | 1. What are the common household activities that needs a reduce friction? 2. Why is reducing friction important? 3. What are the common household materials that help us reduce friction?   ( Questions will arise as the students reacted to the discussion ) |
| G. Finding practical applications  of concepts and skills in daily  living | Ask learners to cite other activities that has something to do with friction | Discuss within the class the different kinds of friction | The teacher asks the importance of friction in schools and at home. | Describe what will happen to a vehicle that is running fast in highway if there is no friction.  How about if roads are too rough? | You find difficulty in pedalling your bike because of the rusty surface. What should you do and why? |
| H. Making generalization and  abstraction about the lesson | Discuss the pictures shown in the motivation and ask learners about the meaning of friction | Ask learners on the different kinds of friction |  | Through the use of Venn Diagram, let the pupils describe the effects of friction on the objects motion. (How friction affects motion?) | What are ways to reduce friction? |
| I. Evaluating learning |  | Give multiple choice questions about friction and different kinds of friction | The teacher gives ten-question quiz about how friction affects motion. | QUIZ NO. 1 | QUIZ NO. 2 |
| J. Additional activities for  application / remediation | Learners search the internet or other references on other activities in the community that show friction | Learners work on assignment of their choice about the other examples of friction | **Teacher’s Instruction**  *Brainstorming*. The teacher ask the students what things they remember when they hear the word “FRICTION”. The students will write it in their notebooks then on the board. | Group the class into 4. Let them make their own advertisement about the road safety. Remind them that their advertisement should be related to the concept of the effects of friction on the motion of an objects | List two reasons why friction is important for you to function in your everyday life. |
| V. REMARKS | Lesson to be continued :  Lesson done :   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Passed | Failed | ML | T | | MMR |  |  |  |  | | IAP |  |  |  |  | | GCS |  |  |  |  | | Lesson to be continued :  Lesson done :   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Passed | Failed | ML | T | | MMR |  |  |  |  | | IAP |  |  |  |  | | GCS |  |  |  |  | | Lesson to be continued :  Lesson done :   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Passed | Failed | ML | T | | MMR |  |  |  |  | | IAP |  |  |  |  | | GCS |  |  |  |  | | Lesson to be continued :  Lesson done :   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Passed | Failed | ML | T | | MMR |  |  |  |  | | IAP |  |  |  |  | | GCS |  |  |  |  | | Lesson to be continued :  Lesson done :   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Passed | Failed | ML | T | | MMR |  |  |  |  | | IAP |  |  |  |  | | GCS |  |  |  |  | |
| 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 | \_\_\_\_\_\_ 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 | \_\_\_\_\_\_ of Learners who require additional activities for remediation |
| C. 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 | \_\_\_\_\_\_Yes \_\_\_\_\_\_No  \_\_\_\_\_\_ of Learners who caught up the lesson | \_\_\_\_\_\_Yes \_\_\_\_\_\_No  \_\_\_\_\_\_ 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 | \_\_\_\_\_\_ 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  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s collaboration/cooperation in doing their tasks  \_\_\_ Audio Visual Presentation of the lesson | *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  \_\_\_ Discovery Method  \_\_\_ Lecture Method  Why?  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s collaboration/cooperation in doing their tasks  \_\_\_ Audio Visual Presentation of the lesson | *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  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s collaboration/cooperation in doing their tasks  \_\_\_ Audio Visual Presentation of the lesson | *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  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s collaboration/cooperation in doing their tasks  \_\_\_ Audio Visual Presentation of the lesson | *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  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s collaboration/cooperation in doing their tasks  \_\_\_ Audio Visual Presentation 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 | \_\_ 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  other teachers ? | *Planned Innovations:*  \_\_Contextualized/ Localized and Indigenized IM’s  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to  be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_Contextualized/ Localized and Indigenized IM’s  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to  be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_Contextualized/ Localized and Indigenized IM’s  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to  be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_Contextualized/ Localized and Indigenized IM’s  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to  be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_Contextualized/ Localized and Indigenized IM’s  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to  be used as Instructional Materials  \_\_ local poetical composition |