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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 20 – 24, 2023 (WEEK 2)** | **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 demonstrates road safety | | | | |
| C. Learning  Competencies/Objectives | The learners should be able to describe gravity. | Describe gravity  Cite situation which show the presence of gravity **S6FE-IIIa-c-1**  Appreciate the importance of the awareness on gravity | Describe gravity affects motion  Cite situation which show the presence of gravity **S6FE-IIIa-c-1**  Appreciate the importance of the awareness on gravity | Infer how friction and gravity affect movements of different objects. S6FE-IIIa-c-1 | Describe how gravity affects motion.  S6FE-IIIa-b-5  -Show through group activity how gravity affects motion  -Appreciate the importance of gravity and motion |
| II. CONTENT / TOPIC | **Gravity** | **Gravity** | **Gravity** | **Gravitational Force** | **How does Gravity Affects Motion** |
| III. LEARNING  RESOURCES |  |  |  |  |  |
| A. References |  |  |  |  |  |
| 1. Teacher’s Guide pages |  |  |  | CG, pp 94 |  |
| 2. Learner’s Materials pages |  |  |  |  | Cyber Science 6 pp. 186-191 |
| 3. Textbook pages |  | Science Links p.309-316 | Science in Our World p. 189-193 | The New Science Links 6 pp. 309-316 |  |
| 4. Additional materials from  LRMDS portal | *http://www.kids-science-experiments.com/*  *http://www.sciencefair-projects.org/physics-projects/gravity-device.html* | Activity Sheet | Activity Sheet | CG, pp 94 | Test Papers |
| B. Other Materials | *Explore and Experience Science 6, Mercado et.al., pp.218 - 221* | Video clip | Video clip https://www.youtube.com/watch?v=9gTfCgETDAw |  | <https://video.search.yahoo.com/yhs/search?fr=yhs-blp-default&hsimp=yhs-default&hspart=blp&p=video+how+gravity+affects+motion#id=1&vid>=  0b33064a785be3e841f |
| IV. PROCEDURES |  |  |  |  |  |
| A. Reviewing previous lesson or  presenting the new lesson |  | Roll the ball. Pupils will pass the ball while the music is playing.  As the music stops, the pupil holding the ball will answer the questions to be asked by the teacher.  Ask pupils about gravity. | Roll the ball. Pupils will pass the ball while the music is playing.  As the music stops, the pupil holding the ball will answer the questions to be asked by the teacher.  Ask pupils about gravity. | What is gravity? | Review:  Games  Identify the ways to reduce friction by arranging the jumbled letter  .  To a applying surface lubricants  Moving between contact reducing surfaces  Contact between minimizing the surfaces rough  Shapes using aerodynamic |
| B. Establishing a purpose for the  lesson | Find out students' ideas about gravity. Ask:  What is gravity?  Where is gravity?  What does gravity do? | Show a video clip of a child climbing up a tree  What can you say about the child?  What may happen to him?  Have you experienced climbing a tree? | Show a video clip of a car in a steep road and a car running on the normal road  What can you say about the the two cars?  Which car runs fast?  Have you experienced riding in a car on o steep road? | When you throw two objects with different weight, which will fall first? Does weight affect motion (speed) of the falling object? | Motivation  Gravity Song (video Presentation)  Ask what is about the song?  Describe the song in one word. |
| C. Presenting examples/  instances of the new lesson | EXPLORATION  (COLLABORATIVE APPROACH)  a. Setting of standard in performing  an activity  b. Activity proper  Activity 1. Materials: A Styrofoam cup, a pencil, water, and a bucket.  1. Poke a hole in the side of the cup with the pencil. Make the hole about 2 inches above  the bottom of the cup.  2. Cover the hole with your thumb and fill the cup with water.  3. Hold the cup up high and uncover the hole. Make sure the water flows into the bucket or  do this experiment outside. What happened to the water? Did it gush out of the cup?  Cover the hole with your thumb again and fill the cup.  4. Now make a hypothesis: If you drop the cup into the bucket, would the water flow more  quickly or more slowly out of the hole in the cup?  5. Hold the cup high and drop it into the bucket. What happened to the water coming out of  the hole?  Activity 2:  Materials:  Small dowel or stick  String  Paperclips  Scissors  Tape  Strong magnets (Use either neodymium magnets .5 inch or bigger or ceramic magnets .75 inch or larger. Regular craft magnets won’t work.)  Metal ruler (or wooden ruler with tape)  Blocks, books, or other material for stacking  1. Start by tying some paperclips to pieces of string. Then tie the string onto a small dowel rod or stick.  gravity experiment using paperclips    2. Lift up the dowel rod so the paperclips hang from the string.  Which direction do the paperclips point?  What happens if you tilt the stick?  3. Place three magnets along a metal ruler. (If you’re using a wooden ruler, you can tape the magnets to the top.)  Suspend the ruler from two stacks of blocks, books, or other materials. Be sure the magnets are facing down.  4. Take the paper clips and string off your dowel rod.  Take one paperclip and hold it until it’s just suspended below the first magnet. Tape the string in place onto the table (or whatever surface your activity is on). Do this with the other two paperclips. | Teacher gives initial instruction about the activity | Teacher gives initial instruction about the activity | Setting of Standards  Small Group Activities  See Activity Sheet Observing Force of Gravity (Science Links 6 pp. 310)  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | . Instruct one pupil to throw the ball upward.  Ask: What did the boy do?  What happened to the ball when it was thrown upward?  What is the movement of the ball as it reaches the ground?  The teacher will tell the pupils about that the lesson is about  How Gravity affects motion. 1.Group the class into two. .Each group will perform differentiated activity  2. Distributes the activity cards.  3. Recall the standards in doing the activity. |
| D. Discussing new concepts and  practicing new skills #1 | EXPLANATION  (CONSTRUCTIVISM APPROACH)  a. Presentation/Reporting of Pupils output  Students present their output on the activity. The teacher will give feedback about the result. | See Activity Sheet | See Activity Sheet | Answer questions “What have you find out: (1-5) |  |
| E. Discussing new concepts and  practicing new skills #2 | * What happened to the water in activity 1? Did it gush out of the cup? * If you drop the cup into the bucket, would the water flow more quickly or more slowly out of the hole in the cup? * What happened to the water coming out of * the hole? * Which direction do the paperclips point? * What happens if you tilt the stick? * Why the paperclips were not going up into the air after we removed the magnets. * What things fall? * What happened to each of the objects as   they fell?   * Why do you think that happened? * Why is the statement “What goes up, must come down” usually true? * What caused the paper to fall downward? * Why is gravity invisible? * What causes gravity? * Do all things have gravity? |  |  | Group reporting or presentation of their outputs through differentiated activities.  G I-Newscasting  G II- Interview  G III-Rap  G. IV- Advertisement | allow the pupils to share their understanding on what is gravity and motion  Let them describe how gravity affects motion of a falling object?  Let them give some more examples of an object that falls down. And how this is affected by motion. |
| F. Developing mastery  (leads to formative assessment ) | ACTIVITY – PAIR OFF  Have kids pair off and make predictions about what will happen when they drop various objects: pencils, erasers, or any items that are safe to drop. They can write their predictions in a science notebook or they can make a data chart with two columns: predictions and results. Then ask students to drop these items. One kid in each pair should do the dropping and the other should observe. Then they can switch. |  |  |  | Have the pupils strengthen their understanding about the concepts by answering the following question  What pulls the object to the ground?  How do the object falls towards the ground?  Why it is difficult to upward a hill or to an elevated placethan going down?  How do air resistance affects movement of a falling object ? |
| G. Finding practical applications  of concepts and skills in daily  living | Imagine you throw a ball upward. What happened to the ball? Why do you think this happened? | How would you make use of your knowledge about gravity on your everyday lives? | How would you make use of your knowledge about gravity on your everyday lives? |  | Valuing  To ensure safety at home especially during earthquake,  What precautionary measure shall we follow using our knowledge  About how gravity affects motion? |
| H. Making generalization and  abstraction about the lesson | What is gravity?  Gravity is a force that tries to pull two objects toward each other. Earth’s gravity is what keeps you on the ground, what causes objects to fall, and is why the objects fall down rather than up! | Teacher will ask pupils to make a generalization about today’s lesson | Teacher will ask pupils to make a generalization about today’s lesson | How does gravity affects motion ? | Generalization:  Describe how does gravity affects motion by making a concept map. |
| I. Evaluating learning | QUIZ NO. 4 / GRAVITY | QUIZ NO. 5 / GRAVITY | QUIZ NO. 6 / GRAVITY | QUIZ NO. 7 / GRAVITY | QUIZ NO. 8 / GRAVITY |
| J. Additional activities for  application / remediation | Make a research about situations which show the presence of gravity. |  |  | Make a poster on how gravity affects motion. |  |
| 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 |