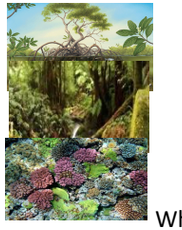
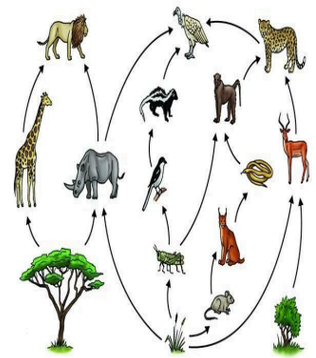
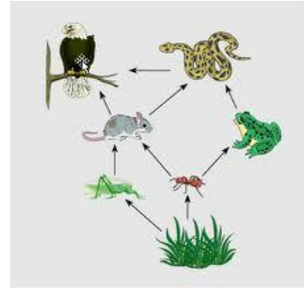
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:	File created by Ma'am ALONA C. REYES	Learning Area:	SCIENCE
	Teaching Dates and Time:	JANUARY 15 – 19, 2024 (WEEK 9)	Quarter:	2ND QUARTER

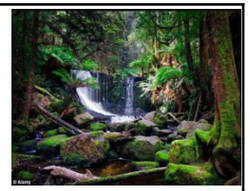
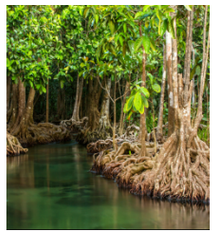
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. *OBJECTIVES*					
A. Content Standards	The interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps				
B. Performance Standards	Form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals				
C. Learning Competencies/ Objectives Write the LC code for each	**Discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps (S6LT II i-j-5)**				
	a.Identify living and non-living things in a mini-ecosystem. b.Draw samples of living things and non-living things found in a mini-ecosystem. c.Show concern in the environment.			Construct food chains to show feeding relationships among living things ● Tropical rainforests ● Coral reefs ● Mangrove swamps Work harmoniously with the group	Identify the food web in the given illustration. Appreciate the importance of interdependence of food of living things. Construct food webs to show feeding relationships among living and non-living things in an ecosystem * Tropical Rainforests * Coral Reefs * Mangrove Swamps (S6LTIIi-j-5.5)
II. CONTENT	Living Things and Non-Living Things	Ecosystems : Topical rainforests Coral reefs Mangrove swamps		1.Interactions Among Living Things (Food Chair) 2.Tropical rainforests 2.1Coral reefs 2.2 Mangrove swamps	Food Web
III. LEARNING RESOURCES					

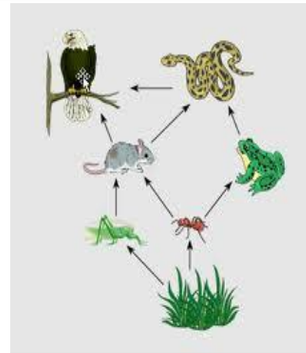
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	Exploring Science and Health VI, p.83	Cyber Science 6, Myrna Q. Adduru, pp.175-179 The New Science Links 6 , Evelyn Castante—Padpad, pp.269-274 www.google .com.ph		Sci-Tech Wonder 6 p. 187 -	Cyber Science 6, pp. 175-180
4. Additional Materials from Learning Resource (LR) portal		http/www.e-learningforkids.org/ecosystem/tropical rainforest/mangrove swamps/coral reefs/			
B. Other Learning Resources				https://www.youtube.com/watch?v=biB39CSwj6M	
IV. PROCEDURES					
Vocabulary Development				producer consumer food chain depend	
A. Reviewing previous lesson or presenting the new lesson		Activate prior knowledge of pupils by giving them jumbled letters to get the word correctly. (See attached activity sheet # 1)	What do we have in the Picture?  What are the organisms present in the picture?	**ENGAGEMENT:** *Picture Analysis* The teacher show picture of grass , chicken and snake. How these three living things related to each other? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Spot the error. 1. Plants depend on plant and other animals in order to survive. 2. Consumers can survive without the producers. 3. Food chain consists of producer, consumer and predators.

					4. Producers break down dead animals to smaller pieces. 5. Consumers is the only living thing that can produce its own food.
B. Establishing a purpose for the lesson	Present pictures of Living and Non-Living Things found aroun What can you say about the pictures ? Can you group them ? How ?	In this lesson you will learn about tropical rainforest, coral reefs and mangrove swamps and their components and how do they differ from one another. (Teacher may have a video presentation before the activity)	Why do living and non living things live in a specific environment?	**GAME:** Get the envelope and identify the picture organism inside the envelop.. Make as simple habitat from the different organism you have found inside the envelop. ● Forest ● Coral reefs ● Mangrove area	**Explain.** In the jungle or wild there is always <u>survival of the fittest.</u>
C. Presenting examples/instances of the new lesson	Show video about Ecosystem	Group the pupils into 5 and give the respective tasks for each group. Choose rapporteur to present your output. **Group 1** - The pupils will label the pictures and describe each. (Activity sheet # 2) **Group 2** - The pupils will fill up the table to show the different component for each type of ecosystem (Activity sheet # 3) **Group 3** – The pupils will draw the tropical rainforest, mangrove swamps and coral reef and label each. (Activity sheet # 4) **Group 4** – The pupils will act out as Mr. Forest, Ms. Mangrove Swamp and Mrs. Coral Reef and introduce their components. **Group 5** – The pupils will solve a picture puzzle of forest , mangrove swamp and	Group Activity	**EXPLORATION:** A. Grouping of pupils B. Setting of standards C. Activity **Activity 1** Food chain in Coral Reefs **Activity 2** Food chain in tropical rain forest **Activity 3** Food chain in mangrove area **Activity 4** Draw a food chain in tropical forest **Activity 5** What a Corals? (through video presentation)	**Dyads** Research on books or in the internet on animals found in the following; a. tropical rainforests b. coral reefs, c. mangrove swamps. Individually make a list of animals found in each category. Write as many as you can for 5 minutes. Compare your list. Cross out the animals which both of you have in the list. The one who has the most number of animals left is the winner

		coral reef and name it after.			
D. Discussing new concepts and practicing new skills #1	Group Activity (by learning stations) Please see attachments.	Presentation of outputs.	Discussion of the lesson	**EXPLANATION** Based on the activity you have made, what are the food chain you made from tropical rain forest? mangrove? coral reefs? Which are the primary consumers? Secondary consumers? Can a secondary consumer become a primary consumer? Why? What is being transfer in food chain? Which happens to the amount of stored energy as it transferred from one consumer to another?	**Teacher's Instruction** Picture Analysis  1. Can you name the food chains in the picture above? 2. How many food chains did you see? 3. What do you think is the basis of the relationships in the picture? 4. How many animals feed in the plant? (Teacher may also use different pictures from tropical rainforest, coral reefs and mangrove swamps)
E. Discussing new concepts and practicing new skills #2		Process the output of the pupils and discuss the type of ecosystem as tropical rainforest, mangrove swamp and coral reef using the presentation found in the web (http./www.e-learningforkids.org./ecosystem/)	**DIRECTIONS: I**dentify the symbiosis relationship of the following situation being described in each item. Write your answer on your answer sheet. 1.Marie enjoyed snorkeling during summer vacation. She witnessed that Sea urchins eat corals. What interaction		Activity 1: Problem: What is a food web? Study the illustration below

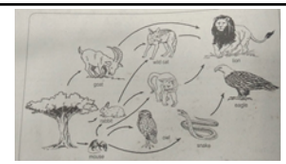
			in marine ecosystem does it show? _____ __ 2. Clownfish meets sea anemone during his sea exploration. They became friend in the long run. Clownfish protects sea anemone from marine creature that immune on its tentacles while sea anemone serves as habitat of Clownfish .What interaction in marine ecosystem does it show? _____ _ 3. The reduction of sea urchin population growth causes of decreasing reproduction of corals. What does it show? _____ 4. Mark's group dissected Tilapia during their science experiment. They discovered that worms lives in the flesh of fish. If worm harmed the fish, what does it depict? _____ 5. Barnacles and whales were friends. Barnacles considered as commensals while the whales are host. What interaction in marine ecosystem does it show?		 • Observation: 1. What is the grasshopper's source of food? Ant's? 2. What is the eagle's source of food? 3. What is the snake's source of food? 4. How many food chain are there in the illustration? **Activity 2: Group Work** Procedures: 1. Identify the possible animals that may survive in the given pictures to your group. 2. From the list of animals identified construct a food web to show the feeding relationship of animals. **Group 1: Tropical Rainforest**

					 **Group 2: Mangrove Swamps**  Group 3: Coral Reefs  From the food web you constructed, answer the following: 1. What is the first link in the food web? 2. In the food web you have constructed, what are the herbivores? carnivores? 3. In every food chain/food web what

					is considered as the final consumer? 4. Are decomposers important? Why?
F. Developing mastery (leads to Formative Assessment 3)		Describe the component of each type of ecosystem .		**Individual Activity** Construct a food chain in the following places. Choose only one habitat? Be able to explain your work?	 1. How many food chains are there in the illustration? 2. Which organisms are the first order consumers? Second order consumers? Third order consumers? 3. If plants are destroyed which organisms have the greatest chance of survival? Why? 4. Which organisms would be affected if first order consumers were destroyed? 5. Are decomposers important in food web?

G. Finding practical applications of concepts and skills in daily living	What do you expect to see in a swamp pond and in a desert ? Try to classify living from non-living things.	Differentiate each type of ecosystem: Where can we usually find or locate Tropical rainforest, mangrove swamps and coral reefs?	**Group Great Parasites** Title of the activity: " I Can Shout My Fate" Prepare and present a rap about the concept learned. **Group Powerful Competitors** Title of the Activity: I Can Paint My Life Draw and present a drawing showing An interaction about the concept learned	**ELABORATION** Show picture of a mangrove tree. Are you familiar to this tree? Describe the tree. What tree is this? Why this tree can survive in this area? Is there food chain can you make out of this habitat? (State the food chain and explain your answer)	1. A ripe papaya fell on the ground. After some time, many organisms are floating on it including the worm, chicken, rat, frog, small ants, big ants flies and bird. Construct a food chain from the given situation. 2. Illegal logging is a serious environmental problem our country is facing today. How does illegal logging affects the food relationships (food chain and food web) among the different organisms? (the plants and animals in the forest ecosystem) (Valuing)
H. Making generalizations and abstractions about the lesson	Fill up the concept map correctly.	Using concept mapping/webbing give the distinct description for each type of ecosystem **Types of Ecosystem** **EcosystemEcosystem** Tropical Rainfore Mangrove Swamps Coral Reefs	What are the different kinds of interaction in a rainforest? Mangrove swamp? Coral Reef?	What are the ideas did you learned in the lesson? A sequence of different feeding level of organism in an ecosystem is called ***food chain.***	• What is a food web? Why is it important?
I. Evaluating learning	Write LT if the things found belong to living things and NLT if it belongs to non-living things.		Directions: Select at least five pairs of organisms. What relationships do they have? For the organisms which are paired	**EVALUATION** A. Using the picture of food web. Construct 5 food chains?	Construct a food web from the given living things below then answer the questions that will follow.

<table>
<tr>
<td></td>
<td>1. trees
2. table
3. cloud
4. laptop
5. air
6. lion
7. sunlight
8. teacher
9. water
10. ballpen</td>
<td></td>
<td>already,
just write these organisms in the data table and
give also the type of relationship.

<table><tr><td>Organisms</td><td>Type of Interaction</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></td>
<td> 
B. Assessment of the pupils activity using Rubrics</td>
<td>Lion, hen , fox ,snake, wild cat, green plant, mouse,rabbit , goat. owl, caterpillar
Questions:

1. Give one food chain from the illustration.
2. Which animals feed on the green plant?
3. If green plant were destroyed which organisms have greatest chance of survival?
4. What would happen if lion and kite were killed?
5. What does food web suggest?
a. Interdependence
b. Energy pathway
c. Material cycle
d. All of these</td>
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<td>J. Additional activities for application or remediation</td>
<td>On your way home, list down the living things and non-living things you can see.</td>
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<td>Visit your community. Observe and write at least three interactions among living things that you could find. Prepare your observation as shown below.

<table><tr><td>Organisms</td><td>Type of Interaction</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></td>
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<td>V. REMARKS</td>
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<td>VI. REFLECTION</td>
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A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation					
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?					