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:	MARCH 13 – 17, 2023 (WEEK 5)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learners demonstrate understanding of how energy is transformed				
B. Performance Standards	The learners should be able to create a marketing strategy for new product on electrical or light efficiency				
C. Learning Competencies/Objectives	Demonstrate how sound , heat, light and electricity can be transformed. (S6FE-IIId-f-2) -Define energy transformation -Manipulate objects to describe energy transformation	Demonstrate how sound, heat, light and electricity can be transformed: **S6FE-IIId-f-2** Imitate things that shows energy transformation. Appreciate the importance of energy transformation.	Identify the activities at home where electrical energy are transformed into sound energy Describe the transformation of electrical energy to sound energy in activities at homes Appreciate the value of energy transformation	Describe how electrical energy is transformed into light energy. Investigate how energy is transformed into another form. Appreciate the importance of energy transformation from electrical to light energy.	
II. CONTENT / TOPIC	**ENERGY TRANSFORMATION**	**ELECTRICAL ENERGY TO SOUND ENERGY**	**ELECTRICAL ENERGY TO SOUND ENERGY**	**ELECTRICAL ENERGY TO LIGHT ENERGY**	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages		Science Links 6 p.335-336	Explore & Experience Science 6 pp 248-251	The Science Connection 5 pages 163-164	
4. Additional materials from LRMDS portal				Manila Paper , lamp shade, outlet	
B. Other Materials	1. EASE Physics. Module 16. 2. OHSP. Module 16. 3. BEAM IV. Unit 3. And there was Light. Activities 3.1B and 3.4A. August 2009.				

	4. BEAM IV. Unit 4. 9 Electrical Energy Generation. Electrical Energy. September 2008. 5. BEAM 5. Unit 5. 11 Electric Circuits. Distance Learning Modules. DLP 35. 6. BEAM 5. Unit 5. 11 Electric Circuits. Distance Learning Modules. DLP 34. 7. Science and Technology IV: 6. Science Links 6. p.51-54 6. Sci-Tech Wonders 6 p.206				
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	The Teacher asks How does friction affects the movement of different objects?	What are the different forms of energy?	Review: Define what is transformation of energy. Give examples of transformation of energy.	Put a check (/) on the materials that undergo electrical to sound energy and cross (X) if they are not. 1.turning on the radio 2.hitting the cymbals 3.plucking of electric guitar 4.blowing of trumpet 5.turning on electric fan	
B. Establishing a purpose for the lesson	The teacher asks: What are the forms of energy? What is energy transformation	How is energy transform from one form to another?	Do you have television at home ? How will you operate the television ?	How do we use electrical energy everyday?	
C. Presenting examples/ instances of the new lesson	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	The teacher will show a video clip showing different appliances that uses electricity.	Setting the Standards in doing the Activity Group Activity Group Reporting	Group Activity Group Reporting	
D. Discussing new concepts and practicing new skills #1	Do the activity Observe how energy is transformed in the different objects when they work; a. television b. oven toaster c. door bell d. washing machine electric fan	**Questions:** What are the appliances you see? How do they work? How do they produce sounds?		1. What happen when you plug-in the lampshade into the outlet? 2. What is produced? 3. How does light produced in the activity? 4. Does light have any relation to electrical energy?	10.

				5. What have happened in terms of energy transformation in the activity? 6. How is light created and produced? 7. How does energy transformation affect our life? 8. How important is electrical energy in our life? 9. How do we benefit from energy transformation?	
E. Discussing new concepts and practicing new skills #2	Students present their output on the activity. The teacher will give feedback about the result.	Group Activity: The students will be grouped into 5 and each group are assign to imitate an appliances that uses electricity and produces sounds.			
F. Developing mastery (leads to formative assessment)	Answer the Guide Questions. What is energy transformation?	Guide questions: How electrical energy transformed into sound energy.	When you plug-in the TV set to an electrical outlet, what energy transformation is this? What is produced? How is sound produced in the activity? When your cellular phone rang what energy transformation does it produced? How is sounds produced? How does transformation of sounds affects your daily living ? How important is sound energy to us?		

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<tr><td></td><td></td><td></td><td>What activities at home needs transformation of electrical energy to sound energy?

What are the materials that undergo electrical energy to sound energy transformation?

If you are given a chance to transform electrical energy to sound energy. What materials is it and why?</td><td></td><td></td></tr>
<tr><td>G. Finding practical applications of concepts and skills in daily living</td><td>Is energy transformation important? Why?</td><td>Enumerate 5 things you see in our Barangay that uses electricity and being transformed into sounds.</td><td>When a microphone converts sound into electrical signals and send them to the amplifier. Can it produce sounds and why?</td><td>When electricity flows through a single wire that is very close to a second wire, separate wire, you may visually see a spark . Why?</td><td></td></tr>
<tr><td>H. Making generalization and abstraction about the lesson</td><td>Teacher asks what students learn about the activity.</td><td>Based on your answer, what are the things that uses electricity and being transformed into sounds? How did it happen?</td><td>How is electrical energy transformed to sound energy?</td><td>How is electrical energy converted to light energy ?</td><td></td></tr>
<tr><td>I. Evaluating learning</td><td></td><td></td><td>QUIZ NO. 10 / ENERGY TRANSFORMATION</td><td>QUIZ NO. 11 / ENERGY TRANSFORMATION</td><td></td></tr>
<tr><td>J. Additional activities for application / remediation</td><td>The Teacher asks How does friction affects the movement of different objects?</td><td></td><td>Answer the following questions:

What energy transformation is produced when you turn on the light lampshade?

Give at least 5 examples of energy transformation from electrical to light energy</td><td></td><td></td></tr>
<tr><td>V. REMARKS</td>
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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	*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	*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	*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	*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	___ 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	___ 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	___ 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	___ 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