

School: DepEdClub.com

Teacher: File created by Ma'am MAY ESTER M. RUBIO

Teaching Dates and
Time: MARCH 4 - 8, 2024 (WEEK 6)

Grade Level: VI

Learning Area: SCIENCE

Quarter: 3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
I. OBJECTIVES	PIONDIN	1020111	WEDITED III			
A. Content Standards	The learners demonstrate understanding on how the energy is transformed into another form					
B. Performance Standards	The learners should be able to demo	nstrate how energy is transformed to	another form			
	Explain how energy transformation takes place S6FE-IIId-f-2	Describe how energy is transformed from one form to another	K- Describe how energy is transformed from one form to another.	Demonstrate how sound, heat, ligh	t and electricity can be	
C. Learning Competencies/Objectives	Demonstrate how energy is transformed into another form	Demonstrate how energy is transformed into another form (S6FE-IIId-f2)	S- Manipulate objects to describe energy transformation. A- Show cooperation in a group	transformed: S6FE-IIId-f-2 Construct a model on how energy is Appreciate the importance of energ		
	Appreciate energy transformations	Appreciate the importance of energy transformation	work. (9S6FE-IIId-F-2)			
II. CONTENT / TOPIC	ENERGY TRANSFORMATION	TRANSFORMATION OF ENERGY	TRANSFORMATION OF ENERGY	CONSTRUCTING MODEL OF E	ENERGY TRANSFORMATION	
III. LEARNING RESOURCES						
A. References						
1. Teacher's Guide pages	Into the Future: Science & Health 6; pp.104-105					
2. Learner's Materials pages						
3. Textbook pages	Into the Future: Science & Health 6; TX pp.104-105 The New Science Links 6; TX pp. 351-354	The New Science Links pp. 344 - 348	The New Science Links pp. 351-353	Science Links	pp. 353- 354	
4. Additional materials from LRMDS portal	guitar, battery- operated toy, matches, candle or alcohol lamp					
B. Other Materials				Science 6 DLP 43 and 44 dry cell, flashlight bulb,connecting w pinwheel made of recyclable paper, thread,match,activity cards and acti	a pencil or a ballpen,string or	

IV. PROCEDURES				
A. Reviewing previous lesson or presenting the new lesson	Recall the different kinds of energy discussed. Ask: Identify the forms of energy used by the following materials: 1. automobile 4. guitar 2. electric fan 5. Television set 3. electric flat iron	Ask pupils to identify the forms of energy shown in each picture. (Teacher provides pictures of light bulb, wheel and axle, windmill, food, guitar, and electric fan)	What are the uses of each form of energy: 1. Sound energy 2. Electrical energy 3. Mechanical energy	What are the different forms of energy?
B. Establishing a purpose for the lesson	Let the pupils watch a short video clips on Energy Transformations Ask: Can energy be converted from one form to another? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Picture Study: He. (thermal (not useful Useable to Use		Give examples of energy transformation
C. Presenting examples/ instances of the new lesson	Present a diagram to illustrate energy transformation that occurs in a moving car. Ask: Explain any changes	Activity: Transformation of Energy The teacher provides materials for the activity. Pupils work on the activity. Problem: How is energy transformed to another form? Materials: guitar, battery-operated toy, candle, matches, battery (Let the pupils think and demonstrate on what to do with the materials. Questions: 1. What form of energy is present in the candle? 2. How did this energy change to another form when the candle was lighted? 3. How is energy change when you pluck the strings of the guitar?	Show the pictures of flashlight, electric fan and radio. Let the pupils describe the pictures. If you turn on the flashlight, what did you observed? When you open the electric fan, what did you observed? What did you noticed when you open the radio?	Organize the examples below to show how the energy has been transformed. Write your answers in the organizers that follow.

4. What form of energy is present in the battery?5. How is this energy changed when it is placed in a toy car?6. What is the activity all about?	Organize the examples below to show how the energy has been transformed. Write your answers in the organizers that follow. Electric fan Electric stove Electric bulb Microwave Blender Flat iron Fluorescent lamp Oven Remote control car Water heater Neon lights Grinder
	Electrical Energy Light Energy Mechanical Energy Heat Energy "" " " " " " " " " " " "

	Setting the Standards for working/	Pupils present the data gathered		Group Activity: Constructing a Model of Energy Transformation
	doing experiment	from the activity.	Group Activity (Collaborative	Group 1 Construct A Model of Electric Circuit
	Group activity	(Group presentation)	Approach)	You need:
	Group activity	(Group presentation)	Group 1- Light me up!	1 dry cell
	Activity 7.4			l '
	Activity 7.4		Group III- Move the toy car	1 flashlight bulb
	Investigating the Transformation		Group III- Pluck the guitar	1 connecting wire
	of Energy		What are the standards of group	1 switch
			work?	Do these:
	I. Problem: How is energy			1.Construct a simple electric circuit using the given materials.
	transformed to another form?			2.Hold the flashlight bulb for a minute. Observe.
	II. Materials: guitar, battery-			3.Press the switch down. Observe.
	operated toy, matches, candle or			4.Leave the switch in "on" position for about five minutes.
	alcohol lamp			5.After five minutes hold the flashlight bulb. Observe.
	III. Procedures:			6.Compare your first and second observations about how you feel
	Observe how energy is			when you hold the flashlight bulb.
	transformed in the different objects			Answer These:
	when they work.			a.How does the flashlight bulb feel before turning on the light? After
	1. Light the candle			the switch has been turned on for about five minutes, how does the
	2. Pluck the string of the guitar			bulb feel?
	3. Place the battery in the battery-			b.What does current electricity produce? Why?
	operated car			Group 2 Construct A Model of Pinwheel using Recyclable material
D. Discussing new concepts and	IV. Questions:			In this activity, you will need the following:
practicing new skills #1	1. What form of energy is present			two candles
'	in the candle?			a pinwheel made of paper
	2. How did this energy change to			a pencil or a ballpen
	another form when the candle was			string or thread
	lighted?			match
	3. How is energy changed when			What to do:
	you pluck the strings of guitar?			Hang the pinwheel with the string in the pencil or ballpen as
	4. What form of energy is present			shown in the picture.
	in the battery?			2. Light the two candles.
	5. How is this energy changed			3. Place the pinwheel about 2.5 cm. above the burning candles.
	when it is placed in a toy car?			Observe what happens.
	V. Conclusion:			Answer the following questions:
	v. conclusion.			What energy does the candle posses?
				2. As you light the candle, what happens to the air around?
				3. What happens as the air around the candle heats up?
				4. Did the pinwheel turn?
	 -			If yes, what causes the pinwheel to turn?
				If no, repeat the activity until the pinwheel turns.
				1 ' '
				5. What energy transformations are shown in this activity?
				a. When you lighted the candle
				energy to and energy
	1			b. When you placed the pinwheel over the burning candle

				energy to energy (You may add additional activities in constructing models of energy transformation)
E. Discussing new concepts and practicing new skills #2		Teacher asks questions about the data presented by the pupils.	Discuss the output of the students. Let the student report in the class. What form of energy is present in the candle, guitar and toy car?	Presentation of output of each group The teacher will give feedback about the result.
F. Developing mastery (leads to formative assessment)	Analyze and discuss the outputs of the learners about their observations on "energy transformation"	What were the materials used in the activity? What did you do with the materials? What form of energy is present in matches? What happened when you lit it? What was produced? Did the form of energy present in matches change to another form? Into what form of energy did it change? How did it transform? What did you do with the guitar? What was produced after doing so? Was there an energy transformation after? How did it change? What form of energy is present in the battery? How about when you placed the battery in the toy car, what happened after turning it on? Was there an energy transformation?	What is energy transformation? How is this energy changed when it is placed in a toy car? What form of energy is present in the battery?	Answer LET' DO MORE Science 6 DLP 44

G. Finding practical applications of concepts and skills in daily living	Ask learners to cite some examples of home appliances. Tell them to make a diagram for each appliance illustrating the transformation of energy that takes place.	How did it transform? Is energy transformation important? How important is it? How does radiant energy of the sun help plants in the food making process? Is there an energy transformation? What do you think will happen if there is no energy transformation especially in the food making process?	What are the different examples of transformation of energy? How did the energy change to another form when the candle was lighted?	Suppose you are in a camping and your patrol leader ask you to make a bonfire out of dried sticks, how is energy transformation occur?
H. Making generalization and abstraction about the lesson	How can you show that energy can be changed from one form to another?	How is radiant energy changed to chemical energy? How is chemical energy changed to mechanical energy? How is chemical energy changed to light energy?	Group Activity Group I-Poster Making -Choose one energy transformation .Illustrate and Label it. Group II-Mind Mapping- Energy Transformation Group III- Think and Pair Share A. Chemical to light B. Chemical to Sound C. Chemical to Mechanical Why does energy need to transformed from one form to another? How can you use transformation of energy in our daily lives?	What energy transformations are shown in the previous activities?
I. Evaluating learning	QUIZ NO. 16 / ENERGY TRANSFORMATION	QUIZ NO. 17 / ENERGY TRANSFORMATION	Describe how energy is transformed in the following: Flashlight Toy car Battery-operated radio Electric fan Flat iron	Answer LET'S DO MORE Science 6 DLP 43

Let the pupils answer the question. When is energy useful? When is e					
Additional activities for application / remediation					
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Application / remediation Premediation Premed			= -		
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		Cooperative Learning	Cooperative Learning	secondary data.	Gallery Walks
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	Jigsaws	Jigsaws	Cooperative Learning	Fieldtrips
	Gallery Walks	Gallery Walks	Jigsaws	Making notes from book
	Fieldtrips	Fieldtrips	Gallery Walks	Use of internet/audio visual presentation
	Making notes from book	Making notes from book	Fieldtrips	Text books
	Use of internet/audio visual	Use of internet/audio visual	Making notes from book	Investigations
	presentation	presentation	Use of internet/audio visual	Models
	Text books	Text books	presentation	Demonstrations
	Investigations	Investigations	Text books	Other Techniques and Strategies used:
	Models	Models	Investigations	Manipulative Tools
	Demonstrations	Demonstrations	Models	Pair Work
	Other Techniques and Strategies	Other Techniques and Strategies	Demonstrations	Explicit Teaching
	used:	used:	Other Techniques and Strategies	Group collaboration
	Manipulative Tools	Manipulative Tools	used:	Carousel
	Pair Work	Pair Work	Manipulative Tools	Diads
	Explicit Teaching	Explicit Teaching	Pair Work	Differentiated Instruction
	Group collaboration	Group collaboration	Explicit Teaching	Discovery Method
	Carousel	Carousel	Group collaboration	Lecture Method
	Diads	Diads	Carousel	Why?
	Differentiated Instruction	Differentiated Instruction	Diads	Complete IMs
	Discovery Method	Discovery Method	Differentiated Instruction	Availability of Materials
	Lecture Method	Lecture Method	Discovery Method	Pupils' eagerness to learn
	Why?	Why?	Lecture Method	Group member's collaboration/cooperation in doing their tasks
	Complete IMs	Complete IMs	Why?	Audio Visual Presentation of the lesson
	Availability of Materials	Availability of Materials	Complete IMs	
	Pupils' eagerness to learn	Pupils' eagerness to learn	Availability of Materials	
	Group member's	Group member's	Pupils' eagerness to learn	
	collaboration/cooperation in doing	collaboration/cooperation in	Group member's	
	their tasks	doing their tasks	collaboration/cooperation in	
	Audio Visual Presentation of	Audio Visual Presentation of	doing their tasks	
	the lesson	the lesson	Audio Visual Presentation of	
			the lesson	
	Bullying among pupils	Bullying among pupils	Bullying among pupils	Bullying among pupils
	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude
F. What difficulties did my	Colorful IMs	Colorful IMs	Colorful IMs	Colorful IMs
principal or supervisor can help	Unavailable Technology	Unavailable Technology	Unavailable Technology	Unavailable Technology
me solve ?	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)
THE SOIVE :	Science/ Computer/	Science/ Computer/	Science/ Computer/	Science/ Computer/
	Internet Lab	Internet Lab	Internet Lab	Internet Lab
	Additional Clerical works	Additional Clerical works	Additional Clerical works	Additional Clerical works
G. What innovation or localized	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:
materials did I use/discover	aea iiiiovatiolis.	a.mea miovacions.	a.mea milovadons.	Contextualized/ Localized and Indigenized IM's
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which I wish to share with	Contextualized/ Localized and	Contextualized/ Localized and	Contextualized/ Localized and	Localized Videos
other teachers ?	Indigenized IM's	Indigenized IM's	Indigenized IM's	Making big books from
	Localized Videos	Localized Videos	Localized Videos	views of the locality
	Making big books from	Making big books from	Making big books from	Recycling of plastics to
	views of the locality	views of the locality	views of the locality	be used as Instructional Materials
	Recycling of plastics to	Recycling of plastics to	Recycling of plastics to	local poetical composition
	be used as Instructional	be used as Instructional	be used as Instructional	
	Materials	Materials	Materials	
	local poetical composition	local poetical composition	local poetical composition	