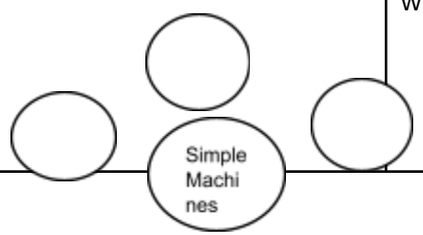
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:	File created by Ma'am MAY ESTER M. RUBIO	Learning Area:	SCIENCE
	Teaching Dates and Time:	MARCH 11 – 15, 2024 (WEEK 7)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learners demonstrate understanding of how energy is transformed in simple machines				
B. Performance Standards	The learners should be able to create a marketing strategy for a new product on electrical or light efficiency				
C. Learning Competencies/Objectives	Manipulate simple machines to describe their characteristics and uses. ***S6FEIIIg-i-3***	Manipulate simple machines to describe their characteristics and uses. ***S6FEIIIg-i-3***	Learning Objective: Manipulate simple machines to describe their characteristics and uses **S6FE-IIIg-i-3**	Manipulate simple machines to describe their characteristics and uses. S6FE-IIIg-i-3	Give the characteristics of pulley and screw Perform the given activity with the group members. Appreciate the lesson for the day.
II. CONTENT / TOPIC	**Types of simple machines**	**Simple Machines: wheel and axle**	**Simple Machines: Wedge and Lever**	**Simple Machines: Wedge and Lever**	**Simple Machines: Pulley and Screw**
III. LEARNING RESOURCES					
A. References	The New Science Links Worktext in Science and Technology pp.352-353 Science for Daily Use 5, Tan, Conchita T. 2012 pp. 178-201	The New Science Links Worktext in Science and Technology pp.352-353			
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	pp. 352-353		Science Links pp. 359 - 375	Science Links pages 352-359	The New Science Link pp. 359 - 360
4. Additional materials from LRMDS portal	1. MISOSA 5. Module 19 2. OHSP. Module 11. Lesson 3				
B. Other Materials	K'nek Education: Simple Machines Wheel and Axle	K'nek Education: Simple Machines Wheel and Axle		bottle opener broom spoon tongs scissors pliers clothespin tweezers needle with thread pieces of cloth pictures of knife, chisel, saw and axe	

				manila paper and pentel pen	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		**Teacher's Instruction** What are the different kinds of simple machine?	1.Review: Show a picture of an inclined plane. Ask : How do inclined plane works? Show a picture of wedge and a lever. Use K-W-L technique.	**ENGAGEMENT** Teacher's Instruction Picture Analysis. The teacher will show pictures of different examples of simple machines. Pictures may be: a. knife b. seesaw c. needle Guide Questions: 1. What can you observe/see in the pictures given? 2. What kind of simple machines are these?	Arranged the jumbled letters to form a new word. (pulley, screw)
B. Establishing a purpose for the lesson	**Question of the day:** What do you use when you want to cut paper, open a bottle, or slice a piece of fruit? How do different materials you use help you?	**Question of the day:** What do bicycle, tricycle, cart, wheelchair and stroller have in common? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Activity 1 : Let the pupils watch a video on how to demonstrate wedge as well as lever work. https://www.teachengineering.org/lessons/view/cub_simple_lesson01 https://www.youtube.com/watch?v=lueqE0lxLyc Lever Activity 2: The teacher will demonstrate how wedge as well as lever work. (The teacher will model how wedge as well as lever work)	Question of the day: What are the characteristics of wedge and lever?	What word have you come up with? Present pictures of the different pulley and screw
C. Presenting examples/ instances of the new lesson	**Teacher's Instruction** Solicit ideas of the learner's previous lesson by using the KWL chart on the different types of simple machines. Provide Answer Sheets or let the students copy the format in their notebooks. Let the students answer the first two columns: What you KNOW? What you WANT to know more?	**Teacher's Instruction** Activity 7.9 Investigating Wheel and Axle. The teacher may provide the answer sheets or let them write in their notebooks.	1.Discussion How do wedge as well as lever work?	**EXPLORATION** ***Teacher's Instruction*** Solicit ideas of the student's previous lesson by using the KWL chart on kinds of simple machines. Provide Answer Sheets or let the students copy the format in their notebooks. Let the students answer the first two columns : What you	Give the meaning of pulley and screw by arranging the phrases in the given envelopes. (Screw)-is a form of of inclined plane that is wrapped around a central shaft. (pulley)- is a modified wheel and axle.

	Student's Answer Sheet Topic: What are the different types of simple machine? What you KNOW? | What you WANT to know more? | What You have LEARNED?			KNOW? and What you WANT to know more? Student's Answer Sheet What you KNOW? What you WANT to know more? What You have LEARNED? **ACTIVITIES** **NOTE: Group your pupils according to their abilities.** **Use activity 1 for advanced learners.**	(NOTE THEMEANING IS A MUST TO BE GIVEN BECAUSE IT NOT PREVIOUSLY GIVEN)
D. Discussing new concepts and practicing new skills #1	**Teacher's Instruction** Direct Instruction: Teacher will display and state the different examples of simple machines.	**Teacher's Instruction** The teacher will give the set of toys with wheels joined by an axle 5 groups of pupils. How do these toy cars move? How are the wheels on each side of the car joined to each other?	Let the pupils demontrate how wedge as well as lever work. Please see : https://www.youtube.com/watch?v=uZwu_KjmP5I	**EXPLANATION** *A wedge is a double inclined plane that is sharpened to an end. It can be used to separate two objects or portions of an object, lift up an object, or hold an object in place. The thinner the wedge is; the lesser effort is needed to cut objects.* *The wedge is a form of an inclined plane with thick base and a sharp edge. The wedge with single slanting side is a single wedge. The wedge with two slanting wedge is double wedge. Wedge is force into an object to split or under an object to lift.* *A lever is composed of a straight or bent rigid bar that is free to turn on the fixed,*	Giving standards in doing activity? Group activity.

				movable part known as fulcrum.	
E. Discussing new concepts and practicing new skills #2	Pantomime Strips: Orient the pupils about pantomime. Have each group pick a strip from the box. While a representative is pantomiming the rest of the groups should guess the kinds of simple machines and their uses. Every correct answer of the group will be given points	**Guided Instruction**: To consolidate student thinking, set up activity stations with play dough and a rolling pin. Let students practice flattening the dough with the pin. Guide them to express these understandings: The rolling pin is a wheel and axle. When you push on the handles (the axle) the wheel turns and flattens out the dough. Challenge students to think of other common machines that have one wheel like the rolling pin. Great examples include a wheelbarrow, a top, and a playground merry-go-round.	Use rubrics : 4- Task completed above expectations. 3- Successfully completed the task. 2 - Able to complete the task. 1- Not able to complete the task.		Presentation of activity. Directions: Identify the characteristic of pulley and screw. by placing the given characteristics if it falls under pulley or screw. The following are the characteristics where the pupils to pick on It is a modified wheel and axle(pulley) It is another modified inclined plane(screw) It has a rope slipping on the groove of the wheel. (pulley) The groove prevents the rope from slipping. (pulley) It is used to lift loads, apply forces and transmit power(pulley) It has threads and the distance between each thread is referred to as thread pitch. (screw) CHARACTERISTIC OF PULLEY
F. Developing mastery (leads to formative assessment)	Plan It Out: “Damage house” The pupils will identify all the simple machines needed to repair the house	Pass out a copy of the Wheel and Axle worksheet to each student to complete independently. Walk around the classroom to offer support to students who get stuck.		**a.** What kind are the materials used in Activity 1? **b.** What kind of simple machines are they? Why are they levers? **c.** What are the parts of a lever? **d.** What are the uses of these levers? **e.** What are the different characteristics of levers? f. How does lever help us in our work? At home? In school?	• Based from the activity, what are the characteristics of pulley and screw? • How can this simple machine help our work easier in our daily work? • Why is it important to identify the characteristics of pulley and screw ? • What do you feel when you perform the given activity?

				g. How does a needle look like? h. What kind of simple machine is needle? **i.** What are the characteristics of a needle? **j.** What is a wedge? **k.** What are their characteristics? **l.** How does the wedge help us do the work? **m.** Why are wedges important? Useful?	
G. Finding practical applications of concepts and skills in daily living				Your teacher asks the class to work in the garden. You are going to make plots. You need to cut tall grasses, loosen the soil, etc. Which wedge should you use to prepare the area? Why? Suggest ways by which you can avoid accidents when using sharp wedges. Why are doorknobs usually placed at the edge of the door from the hinge? When you are playing on a seesaw with a child smaller than you, where should you sit to make the board balance? Why?	Imagining if we do not have a pulley in our flag pole. What do you think will happen to us during the flag raising?
H. Making generalization and abstraction about the lesson	**Teacher's Instruction** Concept mapping: What are the different simple machines? 	**Teacher's Instruction** What is wheel and axle? What are its characteristics?		The teacher will ask what students learn about the activity. Let the pupils write the concepts on the board. Kindly help and guide them.	Give the characteristics of pulley and screw CHARAC It is a modified wheel and axle It has a rope slipping on the groove The groove prevents the rope from It is used to lift loads, apply forces a

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KWL chart. Let the students answer the last column of the chart What you have learned?</td><td>Teacher’s Instruction

Collect the worksheets that the students have filled out, and correct them using the Wheel and Axle answer sheet.</td><td></td><td>QUIZ NO. 18 / SIMPLE MACHINES</td><td>A. Directions: Give the characteristics of pulley and screw. Write letter A if it is pulley and write B if it is screw.

If it is movable it is attached to the object and moves with it.
It is used to lift loads, apply forces and transmit power
If it is fixed it makes the work easier by changing the direction of the effort
It is another modified inclined plane
It is a modified wheel and axle.
B. Give 3 characteristic of pulley and 2 for screw.</td></tr>
<tr><td>J. Additional activities for application / remediation</td><td></td><td></td><td></td><td>List down the simple machines that you will see at home. Identify whether they are wedge or lever. Give their characteristics.</td><td>Bring pictures of the pulley and screw</td></tr>
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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					*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					*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					*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	___ 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	___ 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	___ 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	___ 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