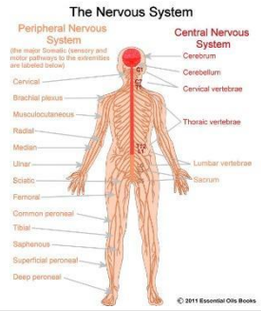
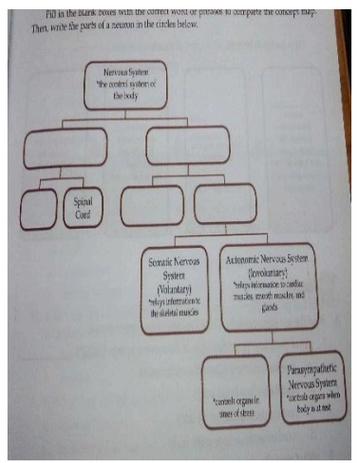
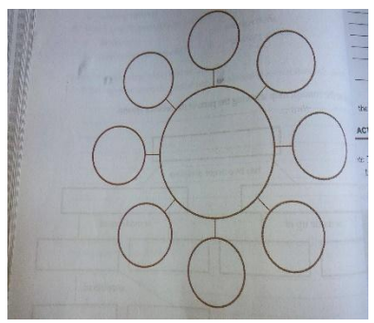
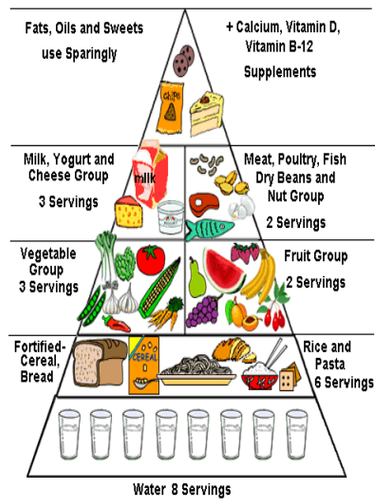
| GRADES 1 to 12<br>DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | VI |
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| | Teacher: | File Created by Sir ROMEO T. NAVARRO | Learning Area: | SCIENCE |
| | Teaching Dates and Time: | NOVEMBER 27 - DECEMBER 1, 2023 (WEEK 4) | Quarter: | 2ND QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| ***I. OBJECTIVES*** | | | | | |
| A. Content Standards | The learner demonstrate understanding of how the major organs of the human body work together to form organ systems | | | | |
| B. Performance Standards | The learners should be able to make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive ,circulatory excretory, respiratory and nervous systems. | | | | |
| C. Learning Competencies/ Objectives Write the LC code for each | *Explain how the organs of each organ system work together (S6LT-IIc-d-1)* | *Explain how the organs of each organ system work together (S6LT-IIc-d-2)* | *Explain how the organs of each organ system work together (S6LT-IIc-d-3)* | *Explain how the organs of each organ system work together (S6LT-IIc-d-4)* | *Explain how the organs of each organ system work together (S6LT-IIc-d-5)* |
| | *Describes a person's reaction in a given situation.* | *Identifies the main parts of the nervous system.*<br>*Describes the function of each part of the nervous system* | *Describes a healthy body*<br>*Identifies the different ways of maintaining a healthy body.*<br>*Practices the different ways of maintaining a healthy body.* | | |
| ***II. CONTENT*** | How Do Parts of the Nervous System Works? | How Do Parts of the Nervous System Works? | How Do You Maintain a Healthy Body? | How Do You Maintain a Healthy Body? | HOLIDAY<br>I'DL ADHA |
| ***III. LEARNING RESOURCES*** | | | | | |
| A. References | | | | | |
| 1. Teacher's Guide pages | | | | | |
| 2. Learner's Materials pages | | | | | |
| 3. Textbook pages | Cyber Science by Myrna Q. Adduru, pp. 91-106 | Cyber Science by Myrna Q. Adduru, pp. 91-106 | Cyber Science by Myrna Q. Adduru, pp. 108-116 | Cyber Science by Myrna Q. Adduru, pp. 108-1116 | |
| 4. Additional Materials from Learning Resource (LR) portal | | | | | |
| B. Other Learning Resources | Charts, Video Presentation | Charts, Video Presentation | Charts | Charts, Power Point Presentation | |
| ***IV. PROCEDURES*** | | | | | |

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| A. Reviewing previous lesson or presenting the new lesson | ENGAGEMENT:<br>Show a sharp object and ask, “If you are suddenly hurt with this sharp object, what is your reaction?” | ENGAGEMENT:<br>Ask the pupils, “Can you do two things at the same time?” | ENGAGEMENT:<br>Review the different body systems and their functions.<br>Ask, “What happens when one of the major organs of the body does not function well?” | ENGAGEMENT: Ask, “Are You Healthy?”<br>“What makes you healthy” | |
| B. Establishing a purpose for the lesson | Show a picture of a mother calling for her daughter. Ask, “What is the stimulus in this picture?” What is the response?”. | **Telling What Will Happen Next.**<br>Analyze each situation and write down what will happen next. You can also act or dramatize the situation.<br>1 You are walking along the pathway when you heard someone calling your name. What will you do?<br>2 Jim is wiping a table when he felt something painful in her finger. How will Jim react? | Are You Healthy<br>Do you do the following practices? Write YES or NO on the blank.<br>1 _I take a bath and keep my body clean daily.<br>2_I eat French fries, hamburger and take soft drinks everyday.<br>3_I always quarrel with my classmates<br>4_I often sleep late at night.<br>5_I drink a lot of water and fruit juices. | With or Without Smoke<br>1 Work in groups of three. Write survey questions to find out if the pupils enrolled in your school are safe and free from cigarette smoke. Do their father or mother smoke? Are there other members of the family who smoke? Have they been with a smoker on their way to and from school?<br>2 Interview at least ten pupils.<br>3 Tally the result through a chart.<br>4 Describe the results. Are your schoolmates safe and free from cigarette smoke?<br>5 Compare your findings with the other groups. | |
| C. Presenting examples/instances of the new lesson | **EXPLORATION:**<br>Can you recall what you have done yesterday? How about your activities the other day or a month ago? Name some of these activities. Write them and brainstorm. | **EXPLORATION:**<br>Present the chart/illustration of the nervous system. Let the pupils identify the parts.<br> | **EXPLORATION:**<br>“Health is wealth” is a favorite line of people who wanted to stay healthy and strong. Being healthy means you must practice a healthy lifestyle. You need to make careful decisions on what food to eat, what should be avoided, what activities to engage with and what to do when the body is injured or not feeling well. | **EXPLORATION:**<br>Present video clips on maintaining healthy lifestyle.<br>Let them act as a doctor giving pieces of advice to pupils on having a healthy body.<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | |
| D. Discussing new concepts | **EXPLANATION:** (Video Presentation)<br>-The ***central nervous system*** receives information from the | **EXPLANATION:** (Power Point Presentation)<br>-The nervous system consists of the nerves, spinal cord and the | **EXPLANATION:**<br>-A healthy body means the person is strong, free from diseases always happy and smiling, alert, | **EXPLANATION: :** (Power Point Presentation)<br>-In order to maintain a healthy body, one must have adequate nutrition, | |

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| | ***sensory nerves*** and responds to the information by sending messages through the ***motor nerves*** to various parts of the body.<br>- The ***central nervous*** system receives and interprets information and directs the body what to do.<br>-The central nervous system consists of the brain and the spinal cord. The brain controls everything you do. It enables you to speak, to remember, to memorize and to move your bones and muscles in coordinated ways. It controls the beating and the emotions of your heart and allows you to perform so many things even while you are asleep. | brain, which work together as the control system of the body.<br>-The brain and the spinal cord make up the central nervous system, which processes all incoming and outgoing messages in the body.<br>-All the nerves make up the peripheral nervous system.<br>-The sensory nerves gather information from the environment that they send to the central nervous system.<br>-The motor nerves transmit impulses from the brain to the muscles and glands of the body for proper reaction/action. | smart, has good disposition and can relate well with others.<br>- A normal **body** is a **healthy body** and what is **healthy** varies from individual to individual.<br>A **healthy body** is best determined by looking at a comparison of height, weight, **body** fat ratio, fitness, diet, and hydration. | have enough rest and exercise, avoid alcoholic drinks, stay away from illegal drugs, refrain from smoking and stay away from a smoker, observe proper hygiene and maintain environmental sanitation, learn to manage stress and consult the doctor when not feeling well. | |
| E. Continuation of the discussion of new concepts (leads to Formative Assessment 2) | Activity: Measuring Your Reaction Time<br>Let's find out: How long does it take the brain to send message to your arm muscles?<br>Let's use this materials:<br>Chair, meterstick<br>Let's do it this way:<br>1 Get a partner to work with you.<br>2 Sit on chair with one arm in a "handshake" position.<br>3 Let your partner stand facing you holding the meter stick vertically, with 0 at the bottom.<br>4 Your partner will drop the meterstick. You have to catch the meter stick between your thumb and fingers.<br>5 Look at the centimeter on the meter stick where you have | Activity: Fill in the blank boxes with the correct word or phrases to complete the concept map.<br> | Activity: Are you healthy?<br>Describe a healthy person.<br>Think of words that tell what a healthy person is.<br>Fill up the word map by writing words in small circles that describes a healthy person. Then draw a healthy person and write "Healthy Person" in the big circle.<br> | Activity: List down the food that you should eat to obtain a balanced diet. Consider the food pyramid.<br> | |

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| | grasped or held it. This is the distance representing your reaction time. Record it.<br>6 Repeat steps 1-5 three times. Record your data. Calculate the average distance.<br>7 Repeat steps 1-6 using your other hand.<br>8 Exchange places with your partner and do the same procedure. | | | Data:<br><br>Day Breakfast Lunch Supper<br>1<br>2<br>3<br>4<br>5 | |
| F. Developing mastery (leads to Formative Assessment 3) | Answer the questions;<br>1 Compare the result of your reaction time with your partner.<br>2 What does your reaction time indicate? | Fill in the blanks with the correct parts of the nervous system.<br>1 ___receives information through the sense organ.<br>2 __relays the impulse to the brain<br>3 __receives, interprets the impulse and sends signals to the motor neuron.<br>4 __transmit the impulse to the muscles for proper action. | Get a partner and discuss your answers. What do you do to have a healthy body? | Fill in the blanks;<br>Let learners write the appropriate word/s to make the statement correct.<br>1 Have _____ nutrition.<br>2 Be physically ___ through exercise and enough ____.<br>3 _____ alcoholic drinks.<br>4 Stay away from _____ drugs<br>5 Cigarette is ___ good for the body. | . |
| G. Finding practical applications of concepts and skills in daily living<br>(reflective approach) | What happens when the central nervous system does not function well? | Draw and describe the reflex actions in any of the following stimuli.<br>1 Dust in the nose<br>2 Very loud noise | What does your body need to need in order to become healthy? | Make a campaign material about a healthful lifestyle to be posted on the board. | |
| H. Making generalizations and abstractions about the lesson | The ***central nervous system*** receives information from the ***sensory nerves*** and responds to the information by sending messages through the ***motor nerves*** to various parts of the body<br>- The ***central nervous*** system receives and interprets information and directs the body what to do. | -The ***nervous system*** consists of the ***nerves, spinal cord and the brain***, which work together as the control system of the body.<br>-The ***brain and the spinal cord*** make up the ***central nervous system,*** which processes all incoming and outgoing messages in the body.<br>-All the ***nerves*** make up the ***peripheral nervous system.*** | -A healthy body means the person is strong, free from diseases always happy and smiling, alert, smart, has good disposition and can relate well with others.<br>- A normal **body** is a **healthy body** and what is **healthy** varies from individual to individual.<br>A **healthy body** is best determined by looking at a comparison of | -In order to maintain a healthy body, one must have adequate nutrition, have enough rest and exercise, avoid alcoholic drinks, stay away from illegal drugs, refrain from smoking and stay away from a smoker, observe proper hygiene and maintain environmental sanitation, learn to manage stress and consult the doctor when not feeling well. | |

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| | -The central nervous system consists of the brain and the spinal cord. The brain controls everything you do. It enables you to speak, to remember, to memorize and to move your bones and muscles in coordinated ways. It controls the beating and the emotions of your heart and allows you to perform so many things even while you are asleep. | -***The sensory nerves*** gather information from the environment that they send to the central nervous system.<br>-***The motor nerves*** transmit impulses from the brain to the muscles and glands of the body for proper reaction/action. | height, weight, **body** fat ratio, fitness, diet, and hydration. | | |
| I. Evaluating learning | **EVALUATION:**<br>Let's share our knowledge:<br>How does a message reach the brain and how does the brain react to it? | **EVALUATION:**<br>Explain what happens when you do not have reflex actions. Give a concrete example to explain your answer. | **EVALUATION:**<br>What benefits can you get by doing the good health practices?<br>What happens when you continue doing the bad practices? | **EVALUATION:**<br>Answer the following questions;<br>1 Why should people refrain from smoking in public places?<br>2 Why are children not allowed to drink alcoholic drinks? | |
| J. Additional activities for application or remediation | | . | | | |
| ***V. REMARKS*** | | | | | |
| ***VI. REFLECTION*** | | | | | |
| 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? | | | | | |

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| 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? | | | | | |