

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	VI
	Teacher:	File created by Ma'am MAY ESTER M. RUBIO	Learning Area:	SCIENCE
	Teaching Dates and Time:	JANUARY 31 – FEBRUARY 2, 2024 (WEEK 1)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learners demonstrate understanding of gravity and friction affect movement of objects				
B. Performance Standards	The learners should be able to produce an advertisement demonstrate road safety.				
C. Learning Competencies/Objectives	Infer how friction and gravity affects movements of different objects. - Define friction - Identify the different kinds of friction - Demonstrate how friction work - Work cooperatively with the group Infer how friction and gravity affect movements of different objects S6FE-IIIa-c-1 Describe how friction affects motion Identify conditions when friction seems to resist motion Compare how objects move in different surfaces Infer how friction and gravity affect movements of different objects. S6FE-IIIa-c-1 Knowledge: Describe how friction affects motion. Skills: Demonstrate ways on how friction affects motion. Attitude: Develop awareness in keeping a road trip safety. • Identify ways to reduce friction • Infer how reducing friction wastes matter as well as energy • Appreciate the value of reducing friction in our daily life				
II. CONTENT / TOPIC	Gravitation and Frictional Forces	Gravitation and Frictional Forces	Describing How Friction Affects Motion	Frictional Force	Ways of Reducing Friction
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	Cyber Science 6, pp. 193-197 Science Links 6, p. 314	Cyber Science 6, pp. 193-197 Science Links 6, p. 314		Science Links 6, pp320-321 Cyber Science 6 pp. 194-200	Explore and Experience Science 6 pp. 224-226
4. Additional materials from LRMDs portal	Powerpoint Presentation, Activity Sheet	Powerpoint Presentation, Activity Sheet			
B. Other Materials			Explore and Experience Science 6, pp. 222 - 227		
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		Ask learners questions about the previous lesson (friction).	Teacher's Instruction <i>Brainstorming.</i> The teacher ask the students what things they remember when they hear the word "FRICTION". The students	The teacher recalls the activity during the other day.	Let the pupils demonstrate on what activities friction are present. Ask your pupils to define what is friction.

			will write it in their notebooks then on the board.		
B. Establishing a purpose for the lesson	Study the pictures. Identify the word that could describe the picture.	Learners read again the definition friction	Question of the day: How friction affects motion?	The teacher will show the signage or road sign “Slippery when wet”. The teacher asks why there is a need to be careful if the floor or road is wet.	Let the students try to polish the floor without floor wax and the other pupil with floor wax. Which is easier to husk the floor with wax or without wax?
C. Presenting examples/ instances of the new lesson		Show example of friction	Teacher’s Instruction <i>Activity 1.3 FRICTION FREE</i> The teacher will use the activity as guide.	The teacher will introduce the activity. The pupils will do the activity. The pupils recall the setting standards in doing the science activity.	. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
D. Discussing new concepts and practicing new skills #1	Group activity <i>See activity sheet</i>	Group activity <i>See activity sheet</i>	Students present their output on the activity. The teacher will give feedback about the result.	Answer guided questions from the activity	ACTIVITY: Friction Free PROBLEM: How does lubricant work? MATERIALS: A smooth metal tray Notebook Bottle Water A small flat glass Soap PROCEDURE: 1. Hold up the tray on the books to make a slope. 2. Wet one side of the tray and slide the bottle 3. Now, rub the soap on the wet side and slide the bottle down again. Observe the movement of the bottle. OBSERVATION:

					1. Is there friction between the bottle and the dry metal tray? 2. Why did the glass bottle slide down easily when the surface of the tray was wet with water? 3. What happened when you rubbed the soap on it
E. Discussing new concepts and practicing new skills #2	Group discussion <i>See activity sheet</i>	Group discussion <i>See activity sheet</i>	Answer the Guide Questions. Discuss how friction affects motion.	Group reporting or presentation of their outputs through differentiated activities. The teacher will give feedback on the works of the pupils. Gr. I-Jingle Making Gr. II. Dramatization Gr. III. Poster Making Gr. IV. Broadcasting Gr. V. Advertisement	GROUP PRESENTATION/REPORTING
F. Developing mastery (leads to formative assessment)	Analyze and discuss the outputs of the learners about friction	Analyze and discuss the outputs of the learners about the different kinds of friction		Video can be shown and discussed. https://www.youtube.com/watch?v=PNDRIcw4EO	1.) What are the common household activities that need to reduce friction? 2.) Why is reducing friction important? 3.) What are the common household materials that help us reduce friction? 4.) (Questions will arise as the students reacted to the discussion)
G. Finding practical applications of concepts and skills in daily living	Ask learners to cite other activities that have something to do with friction	Discuss within the class the different kinds of friction	The teacher asks the importance of friction in schools and at home.	Describe what will happen to a vehicle that is running fast in highway if there is no friction.	You find difficulty in pedalling your bike because of the rusty

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 ?	<i>Strategies used that work well:</i> ☐ 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 <i>Other Techniques and Strategies used:</i> ☐ Manipulative Tools ☐ Pair Work ☐ Explicit Teaching ☐ Group collaboration ☐ Carousel ☐ Diads ☐ Differentiated Instruction ☐ Discovery Method ☐ Lecture Method <i>Why?</i> ☐ Complete IMs ☐ Availability of Materials ☐ Pupils' eagerness to learn ☐ Group member's collaboration/cooperation in doing their tasks	<i>Strategies used that work well:</i> ☐ 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 <i>Other Techniques and Strategies used:</i> ☐ Manipulative Tools ☐ Pair Work ☐ Explicit Teaching ☐ Group collaboration ☐ Carousel ☐ Diads ☐ Differentiated Instruction ☐ Discovery Method ☐ Lecture Method <i>Why?</i> ☐ Complete IMs ☐ Availability of Materials ☐ Pupils' eagerness to learn ☐ Group member's collaboration/cooperation in doing their tasks	<i>Strategies used that work well:</i> ☐ 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 <i>Other Techniques and Strategies used:</i> ☐ Manipulative Tools ☐ Pair Work ☐ Explicit Teaching ☐ Group collaboration ☐ Carousel ☐ Diads ☐ Differentiated Instruction ☐ Discovery Method ☐ Lecture Method <i>Why?</i> ☐ Complete IMs ☐ Availability of Materials ☐ Pupils' eagerness to learn	<i>Strategies used that work well:</i> ☐ 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 <i>Other Techniques and Strategies used:</i> ☐ Manipulative Tools ☐ Pair Work ☐ Explicit Teaching ☐ Group collaboration ☐ Carousel ☐ Diads ☐ Differentiated Instruction ☐ Discovery Method ☐ Lecture Method <i>Why?</i> ☐ Complete IMs ☐ Availability of Materials ☐ Pupils' eagerness to learn	<i>Strategies used that work well:</i> ☐ 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 <i>Other Techniques and Strategies used:</i> ☐ Manipulative Tools ☐ Pair Work ☐ Explicit Teaching ☐ Group collaboration ☐ Carousel ☐ Diads ☐ Differentiated Instruction ☐ Discovery Method ☐ Lecture Method <i>Why?</i> ☐ Complete IMs

	___ Audio Visual Presentation of the lesson	___ Audio Visual Presentation of the lesson	___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ 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 ?	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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