



GRADES 1 to 12 DAILY LESSON LOG

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Teaching Dates and Time: FEBRUARY 5 – 9, 2024 (WEEK 2)

Grade Level: VI
Learning Area: SCIENCE
Quarter: 3RD 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 demonstrates road safety				
C. Learning Competencies/Objectives	The learners should be able to describe gravity.	Describe gravity Cite situation which show the presence of gravity S6FE-IIIa-c-1 Appreciate the importance of the awareness on gravity	Describe gravity affects motion Cite situation which show the presence of gravity S6FE-IIIa-c-1 Appreciate the importance of the awareness on gravity	Infer how friction and gravity affect movements of different objects. S6FE-IIIa-c-1	Describe how gravity affects motion. S6FE-IIIa-b-5 -Show through group activity how gravity affects motion -Appreciate the importance of gravity and motion
II. CONTENT / TOPIC	Gravity	Gravity	Gravity	Gravitational Force	How does Gravity Affects Motion
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages				CG, pp 94	
2. Learner's Materials pages					Cyber Science 6 pp. 186-191
3. Textbook pages		Science Links p.309-316	Science in Our World p. 189-193	The New Science Links 6 pp. 309-316	
4. Additional materials from LRMDs portal	http://www.kids-science-experiments.com/ http://www.sciencefair-projects.org/physics-projects/gravity-device.html	Activity Sheet	Activity Sheet	CG, pp 94	Test Papers
B. Other Materials	Explore and Experience Science 6, Mercado et.al., pp.218 - 221	Video clip	Video clip https://www.youtube.com/watch?v=9gTfCgETDAw		https://video.search.yahoo.com/yhs/search?fr=yhs-blp-default&hsimp=yhs-default&hspart=blp&p=video+how+gravity+affects+motion#id=1&vid=0b33064a785be3e841f

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		Roll the ball. Pupils will pass the ball while the music is playing. As the music stops, the pupil holding the ball will answer the questions to be asked by the teacher. Ask pupils about gravity.	Roll the ball. Pupils will pass the ball while the music is playing. As the music stops, the pupil holding the ball will answer the questions to be asked by the teacher. Ask pupils about gravity.	What is gravity?	Review: Games Identify the ways to reduce friction by arranging the jumbled letter . To a applying surface lubricants Moving between contact reducing surfaces Contact between minimizing the surfaces rough Shapes using aerodynamic
B. Establishing a purpose for the lesson	Find out students' ideas about gravity. Ask: What is gravity? Where is gravity? What does gravity do?	Show a video clip of a child climbing up a tree What can you say about the child? What may happen to him? Have you experienced climbing a tree?	Show a video clip of a car in a steep road and a car running on the normal road What can you say about the the two cars? Which car runs fast? Have you experienced riding in a car on o steep road?	When you throw two objects with different weight, which will fall first? Does weight affect motion (speed) of the falling object?	Motivation Gravity Song (video Presentation) Ask what is about the song? Describe the song in one word.
C. Presenting examples/ instances of the new lesson	EXPLORATION (COLLABORATIVE APPROACH) a. Setting of standard in performing an activity b. Activity proper Activity 1. Materials: A Styrofoam cup, a pencil, water, and a bucket. 1. Poke a hole in the side of the cup with the pencil. Make the hole about 2 inches above the bottom of the cup. 2. Cover the hole with your thumb and fill the cup with water. 3. Hold the cup up high and uncover the hole. Make sure the water flows into the bucket or	Teacher gives initial instruction about the activity	Teacher gives initial instruction about the activity	Setting of Standards Small Group Activities See Activity Sheet Observing Force of Gravity (Science Links 6 pp. 310) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	. Instruct one pupil to throw the ball upward. Ask: What did the boy do? What happened to the ball when it was thrown upward? What is the movement of the ball as it reaches the ground? The teacher will tell the pupils about that the lesson is about How Gravity affects motion. 1.Group the class into two. .Each group will perform differentiated activity

	do this experiment outside. What happened to the water? Did it gush out of the cup? Cover the hole with your thumb again and fill the cup. 4. Now make a hypothesis: If you drop the cup into the bucket, would the water flow more quickly or more slowly out of the hole in the cup? 5. Hold the cup high and drop it into the bucket. What happened to the water coming out of the hole? Activity 2: Materials: Small dowel or stick String Paperclips Scissors Tape Strong magnets (Use either neodymium magnets .5 inch or bigger or ceramic magnets .75 inch or larger. Regular craft magnets won't work.) Metal ruler (or wooden ruler with tape) Blocks, books, or other material for stacking 1. Start by tying some paperclips to pieces of string. Then tie the string onto a small dowel rod or stick. gravity experiment using paperclips 2. Lift up the dowel rod so the paperclips hang from the string. Which direction do the paperclips point? What happens if you tilt the stick?				2. Distributes the activity cards. 3. Recall the standards in doing the activity.
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	3. Place three magnets along a metal ruler. (If you're using a wooden ruler, you can tape the magnets to the top.) Suspend the ruler from two stacks of blocks, books, or other materials. Be sure the magnets are facing down. 4. Take the paper clips and string off your dowel rod. Take one paperclip and hold it until it's just suspended below the first magnet. Tape the string in place onto the table (or whatever surface your activity is on). Do this with the other two paperclips.				
D. Discussing new concepts and practicing new skills #1	EXPLANATION (CONSTRUCTIVISM APPROACH) a. Presentation/Reporting of Pupils output Students present their output on the activity. The teacher will give feedback about the result.	See Activity Sheet	See Activity Sheet	Answer questions "What have you find out: (1-5)	
E. Discussing new concepts and practicing new skills #2	- What happened to the water in activity 1? Did it gush out of the cup? - If you drop the cup into the bucket, would the water flow more quickly or more slowly out of the hole in the cup? - What happened to the water coming out of - the hole? - Which direction do the paperclips point? - What happens if you tilt the stick?			Group reporting or presentation of their outputs through differentiated activities. G I-Newscasting G II- Interview G III-Rap G. IV- Advertisement	allow the pupils to share their understanding on what is gravity and motion Let them describe how gravity affects motion of a falling object? Let them give some more examples of an object that falls down. And how this is affected by motion.

	● Why the paperclips were not going up into the air after we removed the magnets. ● What things fall? ● What happened to each of the objects as they fell? ● Why do you think that happened? ● Why is the statement “What goes up, must come down” usually true? ● What caused the paper to fall downward? ● Why is gravity invisible? ● What causes gravity? ● Do all things have gravity?				
F. Developing mastery (leads to formative assessment)	ACTIVITY – PAIR OFF Have kids pair off and make predictions about what will happen when they drop various objects: pencils, erasers, or any items that are safe to drop. They can write their predictions in a science notebook or they can make a data chart with two columns: predictions and results. Then ask students to drop these items. One kid in each pair should do the dropping and the other should observe. Then they can switch.				Have the pupils strengthen their understanding about the concepts by answering the following question What pulls the object to the ground? How do the object falls towards the ground? Why it is difficult to upward a hill or to an elevated placethan going down? How do air resistance affects movement of a falling object ?

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 Why? ____ 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 Why? ____ 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 Why? ____ 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 Why? ____ 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 Why? ____ 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