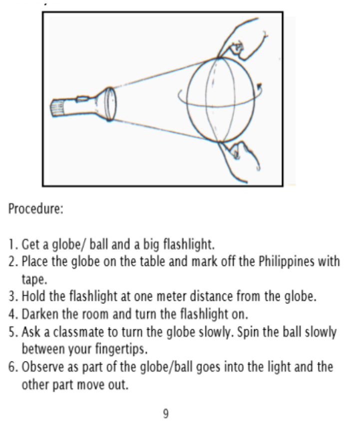
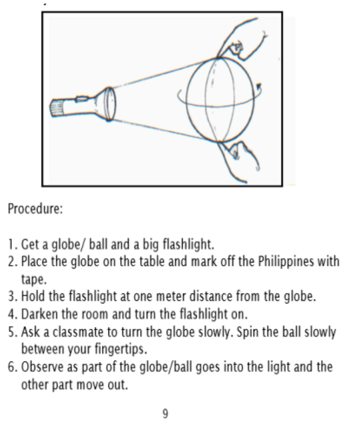
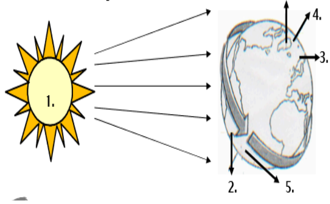
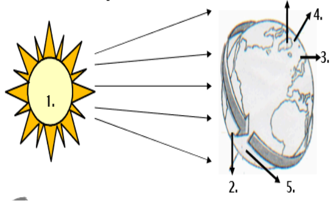
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	SCIENCE
	Teaching Dates and Time:	(WEEK 4)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVE/S					

A. Content Standards	The learners demonstrate the understanding of the earth's rotation and revolution				
B. Performance Standards	The learners should be able to design an emergency and preparedness plan and kit				
C. Learning Competencies/Objectives	S6ES-IVe-f-5 Demonstrate rotation and revulotion of the Earth using a globe to explain day and night and the sequence of seasons Explain how the earth's rotation affects the wind system	S6ES-IVe-f-5 Demonstrate rotation and revulotion of the Earth using a globe to explain day and night a Explain how the earth's rotation affects the wind system	S6ES-IVe-f-5 Demonstrate rotation and revulotion of the Earth using a globe to explain day and night and the sequence of seasons What Causes Day and Night	S6ES-IVe-f-5 Demonstrate rotation and revulotion of the Earth using a globe to explain day and night and the sequence of seasons What Causes Day and Night	The learner will be able to answer the questions correctly and honestly with 75% and above mastery level
II. CONTENT / TOPIC	Earth's Rotation	Earth's Rotation	Earth's Rotation	Earth's Rotation	**SUMMATIVE TEST**
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	Science in Our World pp. 268-273	Science in Our World pp. 268-27	Science in Our World pp. 268-27	Science in Our World pp. 268-27	
4. Additional materials from LRMDS portal	BEAM 3. Unit 6. Learning Guide. Wearther we like it or not. Module 5. July 2007 Science for Daily Use 5. Tan, Conchita T. 2012. p. 243	BEAM 4. Unit 9. Distance Learning Modules. DLP 59. BEAM 4. Unit 9. Distance Learning Modules. DLP 60	EAM 4. Unit 9. Distance Learning Modules. DLP 59. BEAM 4. Unit 9. Distance Learning Modules. DLP 60	EAM 4. Unit 9. Distance Learning Modules. DLP 59. BEAM 4. Unit 9. Distance Learning Modules. DLP 60	
B. Other Materials					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	CHECKING OF ASSIGNMETS How are winds formed? What are the different wind system?	CHECKING OF ASSIGNMETS How are winds formed? What are the different wind system?	Encircle the letter that has the correct answer. 1. Which of the following would happen if the Earth did not rotate? a. We would not have	Encircle the letter that has the correct answer. 1. Which of the following would happen if the Earth did not rotate? a. We would not have days	

			days and nights b. The sun would not shine an Earth. c. The Earth would fall in space. d. We would not have any new year. 2. Why do we have day and night? a. Because the earth revolves around the sun. b. Because the earth rotates on its axis. c. Because the earth tilts on its axis. d. options A and C 3. As the globe rotates, only half of it receives light so this side is bright. Places on this area experiences what time of the day. a. daytime b. nighttime c. dawn d. midnight Describe that the Earth's axis is tilted 23.5 degrees from the perpendicular. Show that the Earth rotates in a counterclockwise direction as seen from the top of the North Pole.	and nights b. The sun would not shine an Earth. c. The Earth would fall in space. d. We would not have any new year. 2. Why do we have day and night? a. Because the earth revolves around the sun. b. Because the earth rotates on its axis. c. Because the earth tilts on its axis. d. options A and C 3. As the globe rotates, only half of it receives light so this side is bright. Places on this area experiences what time of the day. a. daytime b. nighttime c. dawn d. midnight Describe that the Earth's axis is tilted 23.5 degrees from the perpendicular. Show that the Earth rotates in a counterclockwise direction as seen from the top of the North Pole.	
B. Establishing a purpose for the lesson	How do winds move? What causes these winds to move that way?	How do winds move? What causes these winds to move that way?	Suppose there were only days and no nights on the earth, what do you think would happen? Study the drawing.  "Oh, its already morning. The sun is shining very brightly. It's another day. I'd better get up. I don't want to be late for school. "It's a beautiful evening. The night may be dark but it is sure nice to look at the stars twinkling in the sky. Picture **A** Picture **B** 1. What time does picture A show? ____________ 2. What time does picture B show? ____________	Suppose there were only days and no nights on the earth, what do you think would happen? Study the drawing.  "Oh, its already morning. The sun is shining very brightly. It's another day. I'd better get up. I don't want to be late for school. "It's a beautiful evening. The night may be dark but it is sure nice to look at the stars twinkling in the sky. Picture **A** Picture **B** 1. What time does picture A show? ____________ 2. What time does picture B show? ____________	
C. Presenting examples/ instances of the new lesson	Activity: A. Get a globe and place it on the table B. Let the learner/s Rotate the globe from west to east C. As the globe moves, ask a pupil to drop a piece of	Activity: A. Get a globe and place it on the table B. Let the learner/s Rotate the globe from west to east C. As the globe moves, ask a pupil to drop a piece of	Compare the movement of the hands of the clock and the rotation of the Earth. O	Compare the movement of the hands of the clock and the rotation of the Earth.	

	chalk from the North Polar Region D. Observe what happen to the chalk a. In what direction does the piece of chalk fall as the globe rotate from west to east? b. What do you think that chalk fell in that direction?	chalk from the North Polar Region D. Observe what happen to the chalk a. In what direction does the piece of chalk fall as the globe rotate from west to east? b. What do you think that chalk fell in that direction?			
D. Discussing new concepts and practicing new skills #1	Air normally flow from areas of high atmospheric pressure to area of low atmospheric pressure. But because the Earth’s spins or rotates from west to east, the winds are bent or deflected to the right in the Northern Hemisphere. In the Southern Hemisphere the winds are deflected/bent to the left. This is because of the rotation of the Earth. This deflection of the moving air is **called coriolis effect**	Air normally flow from areas of high atmospheric pressure to area of low atmospheric pressure. But because the Earth’s spins or rotates from west to east, the winds are bent or deflected to the right in the Northern Hemisphere. In the Southern Hemisphere the winds are deflected/bent to the left. This is because of the rotation of the Earth. This deflection of the moving air is **called coriolis effect**	 Procedure: 1. Get a globe/ ball and a big flashlight. 2. Place the globe on the table and mark off the Philippines with tape. 3. Hold the flashlight at one meter distance from the globe. 4. Darken the room and turn the flashlight on. 5. Ask a classmate to turn the globe slowly. Spin the ball slowly between your fingertips. 6. Observe as part of the globe/ball goes into the light and the other part move out. 9	 Procedure: 1. Get a globe/ ball and a big flashlight. 2. Place the globe on the table and mark off the Philippines with tape. 3. Hold the flashlight at one meter distance from the globe. 4. Darken the room and turn the flashlight on. 5. Ask a classmate to turn the globe slowly. Spin the ball slowly between your fingertips. 6. Observe as part of the globe/ball goes into the light and the other part move out. 9	
E. Discussing new concepts and practicing new skills #2	In the Philippines, cold winds from Siberia cool the air from December to February. The Coriolis Effect diverts the cold air direction and turns it to the right towards the Philippines from the northeast direction. It is called northeast monsoon or Amihan by Filipinos. From March to May, the Philippine temperature is at its highest, warm air rises over the country as a result. Southeast monsoon or	In the Philippines, cold winds from Siberia cool the air from December to February. The Coriolis Effect diverts the cold air direction and turns it to the right towards the Philippines from the northeast direction. It is called northeast monsoon or Amihan by Filipinos. From March to May, the Philippine temperature is at its highest, warm air rises over the country as a result. Southeast monsoon or Habagat as termed by the Filipinos, visits the country from June to	Questions: 1. Did the whole globe/ball receive light from the flashlight? 2. When the other part receives light, what happens to the other part? 3. If the Philippines is facing the light source, what countries are on the side opposite the light source? 4. Describe the portion of the globe: a. facing the light source. b. the side opposite the light source.	Questions: 1. Did the whole globe/ball receive light from the flashlight? 2. When the other part receives light, what happens to the other part? 3. If the Philippines is facing the light source, what countries are on the side opposite the light source? 4. Describe the portion of the globe: a. facing the light source. b. the side opposite the light source.	

	Habagat as termed by the Filipinos, visits the country from June to November and it brings much rain, which is starting of the rice planting season. The Earth's rotation causes the winds to turn to the left or right instead of directly downward or upward in a straight path.	November and it brings much rain, which is starting of the rice planting season. The Earth's rotation causes the winds to turn to the left or right instead of directly downward or upward in a straight path.			
F. Developing mastery (leads to formative assessment)	Answer these: 1. To what direction does the wind movement in the northern hemisphere deflected to? 2. To what direction does the wind movement in the southern hemisphere deflected to? 3. What causes the deflection of the wind system? 4. How does the Earth's rotation affect the wind movement? 5. What do we call the effects of the Earth's rotation on the wind movement? 6. What is the wind system that visits the Philippines from December to January? 7. What is the wind system that visits the Philippines from June to November	Answer these: 1. To what direction does the wind movement in the northern hemisphere deflected to? 2. To what direction does the wind movement in the southern hemisphere deflected to? 3. What causes the deflection of the wind system? 4. How does the Earth's rotation affect the wind movement? 5. What do we call the effects of the Earth's rotation on the wind movement? 6. What is the wind system that visits the Philippines from December to January? 7. What is the wind system that visits the Philippines from June to November	Label the drawing  	Label the drawing  	
G. Finding practical applications of concepts and skills in daily living	Do we experience the same wind system throughout the year? Why?	Do we experience the same wind system throughout the year? Why?	Answer Briefly. 1. What causes day and night? 2. Why is Earth's rotation important? 3. In what direction does the earth rotate?	Answer Briefly. 1. What causes day and night? 2. Why is Earth's rotation important? 3. In what direction does the earth rotate?	
H. Making generalization and abstraction about the lesson	How does the earth's rotation affects the wind system? The earth's rotation affects the wind movement. In the	How does the earth's rotation affects the wind system? The earth's rotation affects the wind movement. In the	- the rotation of the earth causes day and night.	- the rotation of the earth causes day and night.	

	Northern Hemisphere, the air that travels downward is deflected to the right and in the Southern Hemisphere, the air deflected to the left. This movement of the wind in a deflected path rather than in a straight line is called Coriolis Effect. Coriolis effect is due to Earth’s rotation	Northern Hemisphere, the air that travels downward is deflected to the right and in the Southern Hemisphere, the air deflected to the left. This movement of the wind in a deflected path rather than in a straight line is called Coriolis Effect. Coriolis effect is due to Earth’s rotation	● it is day on the part of the earth that is facing the sun. ● It is night in the part of the earth that is not facing the sun. ● the earth rotates in a counter-clockwise direction.	● it is day on the part of the earth that is facing the sun. ● It is night in the part of the earth that is not facing the sun. ● the earth rotates in a counter-clockwise direction.	
I. Evaluating learning	Answer “Let’s Test Ourselves” DLP page 48 Charted	Answer “Let’s Test Ourselves” DLP page 48 Charted	Write the letter of the correct answer. 1. In what direction does the Earth rotate? a. from east to west c. from south to north b. from north to south d. from west to east 2. How long does it take for the Earth to make a complete rotation on its axis? a. one day b. one month c. one week d. one year 3. At what angle does the Earth tilt on its axis? a. 43 ½ degrees c. 33 ½ degrees b. 23 ½ degrees d. 53 ½ degrees 4. What do you call an imaginary line than runs through the Earth? a. axis b. taxis c. orbit d. faxis 5. The movement of the globe as it spins and reaches the point from where it started is called ? a. revolution c. rotation b. locomotion d. position	Write the letter of the correct answer. 1. In what direction does the Earth rotate? a. from east to west c. from south to north b. from north to south d. from west to east 2. How long does it take for the Earth to make a complete rotation on its axis? a. one day b. one month c. one week d. one year 3. At what angle does the Earth tilt on its axis? a. 43 ½ degrees c. 33 ½ degrees b. 23 ½ degrees d. 53 ½ degrees 4. What do you call an imaginary line than runs through the Earth? a. axis b. taxis c. orbit d. faxis 5. The movement of the globe as it spins and reaches the point from where it started is called ? a. revolution c. rotation b. locomotion d. position	
J. Additional activities for application / remediation					
V. REMARKS	Lesson to be continued : ☐ Lesson done : ☐	Lesson to be continued : ☐ Lesson done : ☐	Lesson to be continued : ☐ Lesson done : ☐	Lesson to be continued : ☐ Lesson done : ☐	Lesson to be continued : ☐ Lesson done : ☐

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<tr><td>VI. REFLECTION</td><td></td><td></td><td></td><td></td><td></td></tr>
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<td>A. No. of learners who earned 80% in the evaluation</td>
<td>______ of Learners who earned 80% above</td>
<td>______ of Learners who earned 80% above</td>
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<td>B. No. of learners who require additional activities for remediation</td>
<td>______ of Learners who require additional activities for remediation</td>
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<td>C. Did the remedial lessons work ? No. of learners who have caught up with the lesson</td>
<td>______Yes ______No
______ of Learners who caught up the lesson</td>
<td>______Yes ______No
______ of Learners who caught up the lesson</td>
<td>______Yes ______No
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<td>______Yes ______No
______ of Learners who caught up the lesson</td>
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<td>D. No. of learners who continue to require remediation</td>
<td>______ of Learners who continue to require remediation</td>
<td>______ of Learners who continue to require remediation</td>
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<td>E. Which of my teaching strategies worked well ? Why did this work ?</td>
<td><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</td>
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	___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	___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	___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	___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	___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
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	*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	*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	*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	*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	__ local poetical composition	__ local poetical composition	__ local poetical composition	__ local poetical composition