

School:		Grade Level:	VI
Teacher:		Learning Area:	SCIENCE
Teaching Dates and			
Time:	MARCH 10-14, 2025 (WEEK 5)	Quarter:	4 TH QUARTER

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
I. OBJECTIVES								
A. Content Standards	The learners demonstrate understanding of the earth's rotation and revolution.							
B. Performance Standards	The learners should be able to	design an emergency and	prepared plan and kit.					
C. Learning Competencies/ Objectives Write the LC code for each	Demonstrate rotation and revolution of the earth using a globe to explain day and night and the sequence of seasons (S6ES-IVe-f-5)							
II. CONTENT	Rotation and Revolution							
	☐ Describe the earth's movement around the sun	☐ Show through a model that Earth ☐ Explain the cause of day and night						
	☐ Appreciate the earth's	□ Create a model that s		and night ☐ Illustrate a model that				
	movement around the sun	rotates in counter clockw		shows day and night				
	☐ Work harmoniously with	□ Work cooperatively wi		☐ Work cooperatively with				
	others							
III. LEARNING RESOURCES								
A. References								
1. Teacher's Guide								
pages								
2. Learner's Materials								
pages								

3. Textbook pages	Sci-Tech Wonders 6, Clarisa C. Avila,pp.282-285, Science A Field of Wonder, Noble &Estolano, pp.317-337			Cyber Science 6 Worktext, p. 307-308	
4. Additional Materials from Learning Resource (LR) portal		Globe, manila paper, activity, sheets	Craft wire, ball made of foam, color pen	Globe, worksheet, flashlight or lamp, sticker	
B. Other Learning Resources		T	T	T	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	The teacher presents an old calendar FEBRUARY 2016	How long does it take the earth to spin on its axis?	Let the pupil watch the video clip https://www.youtube.co m/watch?v=CQViTzK0AsA	Ask questions about the previous lesson.	
B. Establishing a purpose for the lesson	The teacher asks what makes some persons born every four years.	Where do you see the sun in the morning? In the late afternoon?	Ask: what model was shown in the video clip?	Group the pupils into four. Let each group answer the KWL chart about day/night rotation.	

C. Presenting	Do Activity: Modelling of the	How the earth rotates?	Do Activity 3	Let them watch a video
examples/instance	Earth and Day and	a. setting of standards	(See attached activity	explaining the cause of day
s of the new lesson	Night	b. group activity	sheets)	and night
	Do Activity: Sunlight and the	(see attached activity		https://m.youtube.com/wa
	Tilting of the Earth	sheets)		tch?v=hwkKSkl3gkU
		c. reporting		
D. Discussing new		(using a wall clock)	Each group will present	After watching the video,
concepts and	The teacher gives initial	How does the clock	their output	review questions on the
practicing new	instructions about the	rotate? How do you	through simulation	KWL chart and ask if
skills #1	activities.	indicate counter		anyone can answer some of
		clockwise direction?		the questions.
				(Teacher should give
				additional information
				about the topic.)
E. Discussing new	Pupils present their output	Original File Submitted		Let them do the Activity :
concepts and	on the activity.	and Formatted by		Observing Day and Night
practicing new	The teacher will give feedback	DepEd Club Member -		(Pls. refer to Cyber Science 6
skills #2	about the result	visit depedclub.com for		Worktext, p. 307-308 or see
		more		attached activity sheet
				below.)
F. Developing	Answer the guide questions	At what point does the		Let them answer the
mastery (leads to		globe rotate?		worksheet provided. (Pls.
Formative				see attached worksheet
Assessment 3)				below)
				Note: Choose a worksheet
				based on the ability of your
G. Fr. 1:				learners.
G. Finding practical	https://www.youtube.com/w	https://www.youtube.c		Ask all pupils to stand in a
applications of	atch?v=EXasopxAFoM	om/watch?v=zyJmkBe		circle around the "Sun"
concepts and skills	77.1 , 1 1 1	7TKg		lamp/flashlight. Ask pupils
in daily living	Video to be shown and	-1		to move apart slightly to
	discussed	class discussion about		allow them to rotate easily.
		the video clip (Student		Explain that each of them
		demonstration of		will represent the rotating
		earth's rotation using a model made of		Earth. Begin the rotation with pupils facing away
		cardboard)		from the Sun. Explain that
		carubbaruj 		it is the Earth's own
				shadow that makes the
				night side of the Earth
				dark. Ask them to slowly
				uaik. Ask uiciii to siowiy

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				rotate counter clockwise
				and keep looking straight
				ahead. As they turn, each
				pupil will be able to
				experience night, sunset,
				day, noon and return to
				night. As they turn, ask
				pupils what part of the
				day/night cycle they are
				experiencing.
				Ask: What do you think will
				happen if there is no Sun?
H. Making	Teacher asks about the video	In what direction does		Ask them to answer what
generalizations	reaction asks about the video	the earth rotates?		they have learned in KWL
and abstractions		the cartif rotates:		chart.
about the lesson				
about the lesson				Ask: What causes day and
T D 1 '		D 1 : 1 C	D 1 : 1 C	night?
I. Evaluating	Choose the correct answer.	Rubrics are used for	Rubrics are used for	Write the letter of the
learning	Write only the letters:	evaluation.	evaluation.	correct answer.
	1. Rotation of the Earth	(See attached Rubrics)	(See attached Rubrics)	1. During daytime we can
	causes			see the
	I. Day and night			A. Sun
	II. Wind deflection			C. Stars
	III. Climate changes			B. Moon
	IV. Differences of time in			2. The movement of a body
	different places			about its axis.
	A. I only C. I,II,			A. Revolution
	III			C. Equinox
	B . I and II D. I, II,			B . Rotation
	IV			3. A day is made up of
	2. Which of the following is			
	NOT true?			A. 12 hours
	A. Rotation of the Earth			C. 24 hours
	causes day and night.			B. 30 days
	B . Revolution of the Earth			4. Earth rotate on its
	causes day and night			
	C. Revolution of the Earth			A. Axis
	causes differences in length			C. Orbit
	of daytime and night time in			B. Equator
	different places.			5. The places on Earth that
	amerent places.			is at the opposite side of the
				is at the opposite side of the [

D. Revolution of the Earth	light source experiences
causes different	
climate in different	A. Night
regions	C. Sun exercise
3. Which of the following is	B. Day
true?	6. What causes day and
A . Earth rotates on its axis	night?
as it revolves around the sun.	A. The revolution of
B. The sun revolves	the Earth around
around the Earth while Earth	the Sun
is rotating.	B. The rotation of the
C. Earth rotates once a	Earth around its
month as it revolves around	axis.
the sun.	C. The rotation of the
D. Earth completes one	Earth around the
rotation in 365 days.	Sun.
4. What causes the deflection	7. When the Earth rotates
of the wind from the poles to	on its axis, it ison
the equator and vice-versa.	the lighted portion.
A . rotation of the Earth	A. Day
B. Revolution of the Earth	C. Day and night
C. Tilting of the Earth's	B. Night
axis	8. What makes the day and
D. Vertical rays of the sun	night unequal?
5. The time between today's	A. Orbit of the Earth's
sunrise and Tomorrow's	axis
sunrise is about	B. Tilt of the Earth's
A . 12 hours C.	axis
36 hours	C. Rotation of the
B. 24 hours D.	Earth
48 hours	9. The side that is away
6. In a leap year, the number	from the Sun or do not
of days is	receive light from the sun
A . 366	has
C. 365 1/4	A. Daytime
B. 365	B. Night time
D. 365	C. Noon time
7. Earth makes a complete	10. Where does the Earth
revolution around the Sun	make a complete turn to
once every	make a day?

	A. day C. season B. year D. minute 8. Which of these is strongly responsible for the changes of the season on Earth? A. position of the moon B. tilt of Earth on its axis C. temperature of the sun D. distance to Mars 9. What is the season in the Northern Hemisphere when Earth's axis is tilted toward the sun? A. summer C. spring B. autumn D. winter 10. The set of 24 regions which determines the time of different places of the planet. A. Prime Meridian C. Axis		A. Axis C. Globe B. Pole	
J. Additional activities for application or remediation		What do you think would happen if the earth did not rotate?		
V. REMARKS				
VI. REFLECTION				
A. No. of learners who earned 80% in the evaluation				

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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?			
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?			