GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	MARCH 10-14, 2025 (WEEK 5)	Quarter:	4TH QUARTER

	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 ☐ Appreciate the earth's movement around the sun ☐ Work harmoniously with others	☐ Show through a model that Earth rotates in counter clockwise ☐ Create a model that shows that Earth rotates in counter clockwise ☐ Work cooperatively with the group		☐ Explain the cause of day and night ☐ Illustrate a model that shows day and night ☐ Work cooperatively with the group	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					

<table>
<tr><td>3. Textbook pages</td><td>Sci-Tech Wonders 6, Clarisa C. Avila,pp.282-285, Science A Field of Wonder, Noble &Estolano, pp.317-337</td><td colspan="2">Exploring & Protecting Our World IV, pp. 309-310</td><td>Cyber Science 6 Worktext, p. 307-308</td><td></td></tr>
<tr><td>4. Additional Materials from Learning Resource (LR) portal</td><td></td><td>Globe, manila paper, activity, sheets</td><td>Craft wire, ball made of foam, color pen</td><td>Globe, worksheet, flashlight or lamp, sticker</td><td></td></tr>
<tr><td>B. Other Learning Resources</td><td colspan="5"></td></tr>
<tr><td>IV. PROCEDURES</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>A. Reviewing previous lesson or presenting the new lesson</td><td>The teacher presents an old calendar

<table><tr><td colspan="7">FEBRUARY 2016</td></tr><tr><td>SUN</td><td>MON</td><td>TUE</td><td>WED</td><td>THU</td><td>FRI</td><td>SAT</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Do you know someone whose birthday falls on February 29? If you do, that person has a birthday celebration every four years.</td><td>How long does it take the earth to spin on its axis?</td><td>Let the pupil watch the video clip

https://www.youtube.com/watch?v=CQViTzK0AsA</td><td>Ask questions about the previous lesson.</td><td></td></tr>
<tr><td>B. Establishing a purpose for the lesson</td><td>The teacher asks what makes some persons born every four years.</td><td>Where do you see the sun in the morning? In the late afternoon?</td><td>Ask: what model was shown in the video clip?</td><td>Group the pupils into four. Let each group answer the KWL chart about day/night rotation.</td><td></td></tr>
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C. Presenting examples/instances of the new lesson	Do Activity: Modelling of the Earth and Day and Night Do Activity: Sunlight and the Tilting of the Earth	How the earth rotates? a. setting of standards b. group activity (see attached activity sheets) c. reporting	Do Activity 3 (See attached activity sheets)	Let them watch a video explaining the cause of day and night https://m.youtube.com/watch?v=hwkKSkl3gkU	
D. Discussing new concepts and practicing new skills #1	The teacher gives initial instructions about the activities.	(using a wall clock) How does the clock rotate? How do you indicate counter clockwise direction?	Each group will present their output through simulation	After watching the video, review questions on the KWL chart and ask if anyone can answer some of the questions. (Teacher should give additional information about the topic.)	
E. Discussing new concepts and practicing new skills #2	Pupils present their output on the activity. The teacher will give feedback about the result	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more		Let them do the Activity : Observing Day and Night (*Pls. refer to Cyber Science 6 Worktext, p. 307-308 or see attached activity sheet below.)*	
F. Developing mastery (leads to Formative Assessment 3)	Answer the guide questions	At what point does the globe rotate?		Let them answer the worksheet provided. (Pls. see attached worksheet below) *Note: Choose a worksheet based on the ability of your learners.*	
G. Finding practical applications of concepts and skills in daily living	https://www.youtube.com/watch?v=EXasopxAFoM Video to be shown and discussed	https://www.youtube.com/watch?v=zyJmkBe7TKg **class discussion about the video clip (**Student demonstration of earth's rotation using a model made of cardboard)		Ask all pupils to stand in a circle around the "Sun" lamp/flashlight. Ask pupils to move apart slightly to allow them to rotate easily. Explain that each of them will represent the rotating Earth. Begin the rotation with pupils facing away from the Sun. Explain that it is the Earth's own shadow that makes the night side of the Earth dark. Ask them to slowly	

				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 generalizations and abstractions about the lesson	Teacher asks about the video	In what direction does the earth rotates?		Ask them to answer what they have learned in KWL chart. Ask: What causes day and night?	
I. Evaluating learning	Choose the correct answer. Write only the letters: 1. Rotation of the Earth causes _____ I. Day and night II. Wind deflection III. Climate changes IV. Differences of time in different places A. I only C. I,II, III **B**. I and II D. I, II, IV 2. Which of the following is NOT true? A. Rotation of the Earth causes day and night. **B**. Revolution of the Earth causes day and night C. Revolution of the Earth causes differences in length of daytime and night time in different places.	Rubrics are used for evaluation. (See attached **Rubrics)**	Rubrics are used for evaluation. (See attached **Rubrics)**	Write the letter of the correct answer. 1. During daytime we can see the **A**. Sun C. Stars B. Moon 2. The movement of a body about its axis. A. Revolution C. Equinox **B**. Rotation 3. A day is made up of _____ **A.** 12 hours C. 24 hours B. 30 days 4. Earth rotate on its _____ **A**. Axis C. Orbit B. Equator 5. The places on Earth that is at the opposite side of the	

	D. Revolution of the Earth causes different climate in different regions 3. Which of the following is true? **A**. Earth rotates on its axis as it revolves around the sun. B. The sun revolves around the Earth while Earth is rotating. C. Earth rotates once a month as it revolves around the sun. D. Earth completes one rotation in 365 days. 4. What causes the deflection of the wind from the poles to the equator and vice-versa. **A**. rotation of the Earth B. Revolution of the Earth C. Tilting of the Earth's axis D. Vertical rays of the sun 5. The time between today's sunrise and Tomorrow's sunrise is about _____. **A**. 12 hours C. 36 hours B. 24 hours D. 48 hours 6. In a leap year, the number of days is _____. **A**. 366 C. 365 ¼ B. 365 D. 365 7. Earth makes a complete revolution around the Sun once every _____.			light source experiences _____. **A.** Night C. Sun exercise B. Day 6. What causes day and night? A. The revolution of the Earth around the Sun **B.** The rotation of the Earth around its axis. C. The rotation of the Earth around the Sun. 7. When the Earth rotates on its axis, it is _____on the lighted portion. **A**. Day C. Day and night B. Night 8. What makes the day and night unequal? A. Orbit of the Earth's axis B. Tilt of the Earth's axis **C.** Rotation of the Earth 9. The side that is away from the Sun or do not receive light from the sun has _____ A. Daytime **B.** Night time C. Noon time 10. Where does the Earth make a complete turn to 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 **B**. Time Zones D. Rotation			**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					

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?					