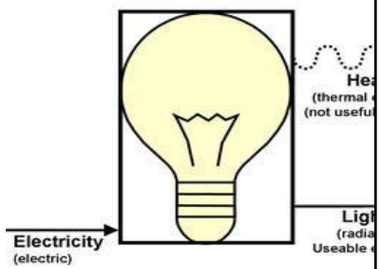
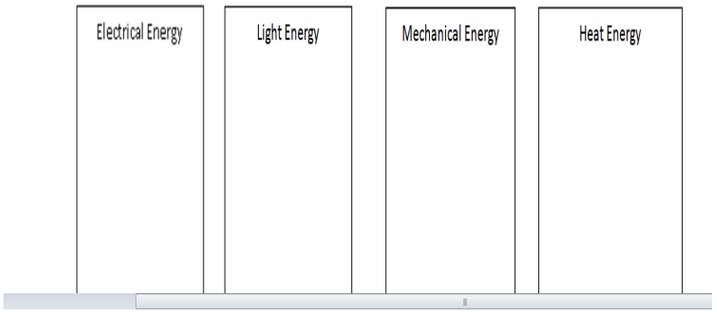
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	*Credits to the writer of this DLL*	Learning Area:	SCIENCE
	Teaching Dates and Time:	MARCH 20-24, 2023 (WEEK 6)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learners demonstrate understanding on how the energy is transformed into another form				
B. Performance Standards	The learners should be able to demonstrate how energy is transformed to another form				
C. Learning Competencies/Objectives	Explain how energy transformation takes place S6FE-IIId-f-2 Demonstrate how energy is transformed into another form Appreciate energy transformations	Describe how energy is transformed from one form to another Demonstrate how energy is transformed into another form (***S6FE-IIId-f2)*** Appreciate the importance of energy transformation	K- Describe how energy is transformed from one form to another. S- Manipulate objects to describe energy transformation. A- Show cooperation in a group work. (9S6FE-IIId-F-2)	Demonstrate how sound, heat, light and electricity can be transformed: **S6FE-IIId-f-2** Construct a model on how energy is transformed into another form. Appreciate the importance of energy transformation.	
II. CONTENT / TOPIC	**ENERGY TRANSFORMATION**	**TRANSFORMATION OF ENERGY**	**TRANSFORMATION OF ENERGY**	**CONSTRUCTING MODEL OF ENERGY TRANSFORMATION**	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Into the Future: Science & Health 6; pp.104-105				
2. Learner's Materials pages					
3. Textbook pages	Into the Future: Science & Health 6; TX pp.104-105 The New Science Links 6; TX pp. 351-354	The New Science Links pp. 344 - 348	The New Science Links pp. 351-353	Science Links pp. 353- 354	
4. Additional materials from LRMDS portal	guitar, battery- operated toy, matches, candle or alcohol lamp				
B. Other Materials				Science 6 DLP 43 and 44	

				dry cell, flashlight bulb,connecting wire, switch, two candles,a pinwheel made of recyclable paper,a pencil or a ballpen,string or thread,match,activity cards and activity sheets
IV. PROCEDURES				
A. Reviewing previous lesson or presenting the new lesson	Recall the different kinds of energy discussed. Ask: Identify the forms of energy used by the following materials: 1. automobile 4. guitar 2. electric fan 5. Television set 3. electric flat iron	Ask pupils to identify the forms of energy shown in each picture. (Teacher provides pictures of light bulb, wheel and axle, windmill, food, guitar, and electric fan)	What are the uses of each form of energy: 1. Sound energy 2. Electrical energy 3. Mechanical energy	What are the different forms of energy?
B. Establishing a purpose for the lesson	Let the pupils watch a short video clips on Energy Transformations Ask: Can energy be converted from one form to another?	Picture Study:  What does the picture show?		Give examples of energy transformation
C. Presenting examples/ instances of the new lesson	Present a diagram to illustrate energy transformation that occurs in a moving car. Ask: Explain any changes	Activity: Transformation of Energy The teacher provides materials for the activity. Pupils work on the activity. Problem: How is energy transformed to another form? Materials: guitar, battery-operated toy, candle, matches, battery (Let the pupils think and demonstrate on what to do with the materials. Questions: 1. What form of energy is present in the candle?	Show the pictures of flashlight, electric fan and radio. Let the pupils describe the pictures. If you turn on the flashlight, what did you observed? When you open the electric fan, what did you observed? What did you noticed when you open the radio?	Organize the examples below to show how the energy has been transformed. Write your answers in the organizers that follow.

		2. How did this energy change to another form when the candle was lighted? 3. How is energy change when you pluck the strings of the guitar? 4. What form of energy is present in the battery? 5. How is this energy changed when it is placed in a toy car? 6. What is the activity all about?		Organize the examples below to show how the energy has been transformed. Write your answers in the organizers that follow. Electric fan — Electric stove — Electric bulb Microwave — Blender — Flat iron Fluorescent lamp — Oven Remote — control car Water heater — Neon lights — Grinder 

D. Discussing new concepts and practicing new skills #1	Setting the Standards for working/ doing experiment Group activity **Activity 7.4** **Investigating the Transformation of Energy** I. Problem: How is energy transformed to another form? II. Materials: guitar, battery-operated toy, matches, candle or alcohol lamp III. Procedures: Observe how energy is transformed in the different objects when they work. 1. Light the candle 2. Pluck the string of the guitar 3. Place the battery in the battery-operated car IV. Questions: 1. What form of energy is present in the candle? 2. How did this energy change to another form when the candle was lighted? 3. How is energy changed when you pluck the strings of guitar? 4. What form of energy is present in the battery? 5. How is this energy changed when it is placed in a toy car? V. Conclusion: _____ _____ ____.	Pupils present the data gathered from the activity. (Group presentation)	Group Activity (Collaborative Approach) Group 1- Light me up! Group II- Move the toy car Group III- Pluck the guitar What are the standards of group work?	**Group Activity: Constructing a Model of Energy Transformation** **Group 1 Construct A Model of Electric Circuit** You need: 1 dry cell 1 flashlight bulb 1 connecting wire 1 switch **Do these:** 1.Construct a simple electric circuit using the given materials. 2.Hold the flashlight bulb for a minute. Observe. 3.Press the switch down. Observe. 4.Leave the switch in “on” position for about five minutes. 5.After five minutes hold the flashlight bulb. Observe. 6.Compare your first and second observations about how you feel when you hold the flashlight bulb. Answer These: a.How does the flashlight bulb feel before turning on the light? After the switch has been turned on for about five minutes, how does the bulb feel? b.What does current electricity produce? Why? **Group 2 Construct A Model of Pinwheel using Recyclable material** In this activity, you will need the following: two candles a pinwheel made of paper a pencil or a ballpen string or thread match **What to do:** 1. Hang the pinwheel with the string in the pencil or ballpen as shown in the picture. 2. Light the two candles. 3. Place the pinwheel about 2.5 cm. above the burning candles. Observe what happens. Answer the following questions: 1. What energy does the candle posses? 2. As you light the candle, what happens to the air around? 3. What happens as the air around the candle heats up? 4. Did the pinwheel turn? If yes, what causes the pinwheel to turn? If no, repeat the activity until the pinwheel turns. 5. What energy transformations are shown in this activity? a. When you lighted the candle _____ energy to _____ and _____ energy b. When you placed the pinwheel over the burning candle

				_____ energy to _____ energy (You may add additional activities in constructing models of energy transformation)
E. Discussing new concepts and practicing new skills #2		Teacher asks questions about the data presented by the pupils.	Discuss the output of the students. Let the student report in the class. What form of energy is present in the candle, guitar and toy car?	Presentation of output of each group The teacher will give feedback about the result.
F. Developing mastery (leads to formative assessment)	Analyze and discuss the outputs of the learners about their observations on ”energy transformation”	What were the materials used in the activity? What did you do with the materials? What form of energy is present in matches? What happened when you lit it? What was produced? Did the form of energy present in matches change to another form? Into what form of energy did it change? How did it transform? What did you do with the guitar? What was produced after doing so? Was there an energy transformation after? How did it change? What form of energy is present in the battery? How about when you placed the battery in the toy car, what happened after turning it on? Was there an energy transformation?	What is energy transformation? How is this energy changed when it is placed in a toy car? What form of energy is present in the battery?	Answer LET’ DO MORE Science 6 DLP 44

		How did it transform? Is energy transformation important? How important is it?		
G. Finding practical applications of concepts and skills in daily living	Ask learners to cite some examples of home appliances. Tell them to make a diagram for each appliance illustrating the transformation of energy that takes place.	How does radiant energy of the sun help plants in the food making process? Is there an energy transformation? What do you think will happen if there is no energy transformation especially in the food making process?	What are the different examples of transformation of energy? How did the energy change to another form when the candle was lighted?	Suppose you are in a camping and your patrol leader ask you to make a bonfire out of dried sticks, how is energy transformation occur?
H. Making generalization and abstraction about the lesson	How can you show that energy can be changed from one form to another?	How is radiant energy changed to chemical energy? How is chemical energy changed to mechanical energy? How is chemical energy changed to light energy?	Group Activity Group I-Poster Making -Choose one energy transformation .Illustrate and Label it. Group II-Mind Mapping- Energy Transformation Group III- Think and Pair Share A. Chemical to light B. Chemical to Sound C. Chemical to Mechanical Why does energy need to transformed from one form to another? How can you use transformation of energy in our daily lives?	What energy transformations are shown in the previous activities?
I. Evaluating learning	QUIZ NO. 16 / ENERGY TRANSFORMATION	QUIZ NO. 17 / ENERGY TRANSFORMATION	Describe how energy is transformed in the following: Flashlight Toy car Battery-operated radio Electric fan Flat iron	Answer LET'S DO MORE Science 6 DLP 43

<table>
<tr><td>J. Additional activities for application / remediation</td><td></td><td>Let the pupils answer the question.
When is energy useful?
Why is energy transformation important?</td><td>Think of three inventions that you would like to create. It must have to do with heat energy,sound energy and light energy. Draw a picture of each. Draw or illustrate the design of your invention. Describe your invention and how it can help people.</td><td>Construct your own model that shows energy transformation.</td></tr>
<tr><td>V. REMARKS</td><td>Lesson to be continued : ☐
Lesson done : ☐
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<tr><td>VI. REFLECTION</td><td></td><td></td><td></td><td></td></tr>
<tr><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><td>_____ of Learners who earned 80% above</td><td>_____ of Learners who earned 80% above</td></tr>
<tr><td>B. No. of learners who require additional activities for remediation</td><td>_____ of Learners who require additional activities for remediation</td><td>_____ of Learners who require additional activities for remediation</td><td>_____ of Learners who require additional activities for remediation</td><td>_____ of Learners who require additional activities for remediation</td></tr>
<tr><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
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_____ of Learners who caught up the lesson</td><td>_____Yes _____No
_____ of Learners who caught up the lesson</td></tr>
<tr><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><td>_____ of Learners who continue to require remediation</td><td>_____ of Learners who continue to require remediation</td></tr>
<tr><td>E. Which of my teaching strategies worked well ? Why did this work ?</td><td>Strategies used that work well:
___ 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</td><td>Strategies used that work well:
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___Gallery Walks</td></tr>
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	___Jigsaws ___Gallery Walks ___Fieldtrips ___Making notes from book ___Use of internet/audio visual presentation ___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	___Jigsaws ___Gallery Walks ___Fieldtrips ___Making notes from book ___Use of internet/audio visual presentation ___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	___Cooperative Learning ___Jigsaws ___Gallery Walks ___Fieldtrips ___Making notes from book ___Use of internet/audio visual presentation ___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	___Fieldtrips ___Making notes from book ___Use of internet/audio visual presentation ___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
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
G. What innovation or localized materials did I use/discover	*Planned Innovations:*	*Planned Innovations:*	*Planned Innovations:*	*Planned Innovations:* __Contextualized/ Localized and Indigenized IM's

which I wish to share with other teachers ?	__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	__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	__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	__ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition