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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **VI** |
| **Teacher:** |  | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **MARCH 2 – MARCH 6, 2020 (WEEK 7)** | **Quarter:** | **4TH QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| ***I. OBJECTIVES*** |  | | | | |
| 1. Content Standards | The learner s demonstrates understanding of characteristics of planets in the solar system. | | | | |
| 1. Performance Standards | Design an emergency and preparedness plan and kit | | | | |
| 1. Learning Competencies/ Objectives   Write the LC code for each | Compare the planets of the solar system (**S6ES-IVg-h -6**) | | | | |
| A. Identify the planets of the solar system  B. State that the sun is the center of the solar system. BEC 5 VII 1.1  C. Demonstrate proper attitude when working with group. | A. Identify the inner and outer planets.  B. Compare the position of the inner and outer planet in the solar system  C. Appreciate the position of the different inner and outer planets. | A. Describe the temperature of the inner and outer planets.  B. Perform activities about the temperature of inner and outer planets.  C. Work cooperatively during the activity | A. Describe the period of revolution of inner and outer planets (**S6ES IVg h 6)**  B. Tabulate the period of revolution of inner and outer planets.  C. Show cooperation in doing the activity. | A. Describe the number of natural satellites of inner and outer planets, (**S6ES IVg h 6)**  B. Tabulate the number of natural satellites of inner and outer planets,  C. Appreciate the presence of satellites of the inner and outer planets, |
| ***II. CONTENT*** | The sun and the different planets in the solar system. | Inner and outer Planets | Temperature of inner and outer planets. | Period of Revolution of the Inner and Outer Planets | Describing the number of natural satellites of inner and outer planets, |
| ***III. LEARNING RESOURCES*** |  |  |  |  |  |
| 1. References |  |  |  |  |  |
| 1. Teacher’s Guide pages |  |  |  |  |  |
| 2. Learner’s Materials pages |  |  |  |  |  |
| 3. Textbook pages | Cyber Science, Worktext in Science and Technology,p. 320  Science Health and Environment 5, pp. 251-254 | Cyber Science Worktext in Science and Tech, pp. 322-327  Science A field of Wonder 5 pp. 344-349 | Cyber Science Worktext in Science and Tech p. 252 | Into the Future: Science and Health V, pp. 262-264  Science for Daily Use 5, pp. 282-285 | Science Health and the Environment 5, pp 251 to 255 |
| 4. Additional Materials from Learning Resource (LR) portal | <https://www.google.com.ph/search?q=State+that+the+sun+is+the+center+of+the+solar++system&rlz>  <https://www.google.com.ph/search?q=Activity+about+the+solar+system&rlz=1C1MSIM> |  |  |  |  |
| 1. Other Learning Resources | Picture of the solar system , video, Activity sheets | Picture of the solar system, Activity Sheets | Boiled banana, Activity Sheet | Acvity Sheets  Pieces of chalk  Tray or label for the solar system  A board art materials  Marker  Chairt  Timer | Activity Sheets |
| ***IV. PROCEDURES*** |  |  |  |  |  |
| 1. Reviewing previous lesson or presenting the new lesson | Show the rotation of the Earth through body movement(By the pupils  How does earth rotate? | What are the eigth planet in the solar system? | Recall the inner and outer planets | Rearrange the letters to form words that refers to the   |  | | --- | | uns – holds the planet as they turn | | voretionlu- turning around of the planet | | bitor- the way or path followed by the  planets | | llipscee –shape of planets way or path  in turning around | | tancedis – each planet has in relation  to the sun | | Surface temperature of inner and outer planets  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |
| 1. Establishing a purpose for the lesson | Show a picture of the solar system.  What does the picture show? | Show again the picture that used in yesterday lesson | Show boiled banana Let the pupils hold it and ask them what they feel | Picture-study of the solar system.  How many days does the earth revolve around the sun?  Do you think all the planets have the same number of days of revolution around the sun? | Sing The Eight Planet to the tune of London Bridge  Mercury Venus and Earth  Mars Jupiter and Saturn  Uranus and Neptune  The Eight Planets  In the song what can you name the planets, What can you say about the eight planets are they similar, what do they have |
| 1. Presenting examples/instances of the new lesson | Unlock difficult words or terms that learners may encounter in the lesson . | From the picture what do you think are the inner and outer planets, Why are the called the inner and outer planets? | Present the temperature of inner and outer planets. | Group Activity  **ACTIVITY 1**  You need:  Timer  Pieces of chalk  Tray or label for the solar system  Do these:  1. Before going out to the school ground, scale each planet’s average distance  In million kilometers from the sun. Use the scale: 0.25=50 million km.  2. Enter your calculation in a table like this.   |  |  |  | | --- | --- | --- | | **Planet** | **Average distance in million km. from the sun** | **Scaled Distance** | |  |  |  | |  |  |  | |  |  |  |   3. Assign 10 pupils to do the demonstration. Each pupil will hold his/her written name on a show me board as the SUN, MERCURY, and VENUS.  4. Have the SUN pupil stand on the ground and from him/her measure the scaled distance of each planets.  5. Construct the circles to represent the orbits of the planets using the scaled diameter as shown in the  illustration A.  6. From the right side of the sun draw a straight line as shown in A.  7. Have pupil planets occupy their respective orbits. Orbit 1 is for Mercury and the last Neptune.  8. Have each pupil planet stand on a designated place as the starting point of demonstration.  9. At the count of three, have each pupil planet walk around the sun through his/her orbit in a counter clockwise direction until he/she is back at the staring point.  10. Record the time in seconds consumed by each pupil PLANET in making one turn around the sun.  11. Relate findings with the period of revolution of planets given below.   |  |  | | --- | --- | | **PLANET** | **Period of Revolution (Based on earth day)** | | MERCURY | 88 days | | VENUS | 225 days | | EARTH | 364 ¼ days | | MARS | 687 days | | JUPITER | 12 years | | SATURN | 84 years | | URANUS | 165 years | | NEPTUNE | 248 years |   Do answer these:  1. Which planet makes a complete turn around the sun first? And the last? Give your reasons.  2. Compared with planet Mercury how long does it take the planet Neptune to make one complete turning around the sun.  3. Study the periods of revolution of Jupiter, Saturn, Uranus and Neptune.  How many earth days will take each planet to complete one revolution?  4. How many times has the planet Earth revolved around the sun before Neptune will complete one revolution?  5. Suppose you are 10 years old now. What will your age be when Neptune has completed one  revolution?  6. Do you think you will still alive if you live on planet Jupiter? Why?  **ACTIVITY 2**  **OUTER ORBITS**  You will need:  A board  Art materials  Do these:  1. The group works to design a board game that takes players through the solar system as they move around the board.  2. The path from START to STOP could spiral out with stops on each planet  3. On each planet they could ask a space question.  Answer these:  1. How long does the earth revolve around the sun?  2. In which planet do you think your age gain more? Why?  3. What would happen if the movement of each planet in our solar system stopped? Why?  **ACTIVITY 3**  **LET’S REVOLVE**  **You Need:**  Marker  Chair  **What to do:**  Place a chair at the center of the room.  Draw a circle around the chair. The circle should be about two meters away from the chair.  Mark a spot on the circle. Stand on this spot. Turn yourself around in a counter clockwise direction as you move along the path until you reach the place where you started.  **Questions:**  As earth rotate on its axis, what other movement does it make?  What do you call the path of earth as it circles the sun?  How long does earth take a complete one revolution? | Showing the table of the different planets giving emphasis on the number of satellites of inner and outer planets,  Performing group activity  Activity Sheet  I, Problem How many satellites does each inner and outer planets have  II, Objective Describe the number of satellites of inner and outer planets,  III, Materials Illustration of solar system  IV, Procedure  1, Look at the illustration of the solar system carefully,  2, Describe the number of satellites of inner and outer planets have,  3. Record the data on the chart   |  |  | | --- | --- | | Planets | Number of Satellites | | Inner Planets |  | | Mercury |  | | Venus |  | | Earth |  | | Mars |  | | Outer Planets |  | | Jupiter |  | | Saturn |  | | Uranus |  | | Neptune |  | |  |  |   Questions  1, what is the other name for satellite  2, What is a satellite  3, How many satellite does Jupiter have  4, Does moon of planet earth have its own light  5, Why do we observe the moon if it shines during the night |
| 1. Discussing new concepts and practicing new skills #1 | Setting Standard for group Activity.  Activity 1- Reading Across the curriculum  Activity 2-Watch and Learn  Activity 3-Arrange me  Activity 4 Identify and Fill  See activity sheet  Each member shares ideas about their activities. | Setting Standard for group activity  Activity I- Concept Mapping  Activity II- Unscrambled letter  Activity—Venn Diagram | Setting Standard for group Activity  Activity I- Skit  Activity-Jazz Chant  Activity III-Fill-up the table |  | Group Reporting |
| 1. Discussing new concepts and practicing new skills #2 | The teacher will ask different questions about the activity.  Discuss the different misconception about the different planets.  The teacher will ask different question about the lesson | The teacher will ask different questions about the lesson | The teacher will ask different questions about the lesson | Pupils tabulate the period of revolution of the inner and outer planets based from the activity they have | Make an illustration showing the number of satellites of inner and outer planets assess using rubrics. |
| 1. Developing mastery (leads to Formative Assessment 3) |  |  |  |  | Tabulate the number of satellites of inner and outer planets |
| 1. Finding practical applications of concepts and skills in daily living | Draw the solar system and identify the different planets in the solar system. | Draw the inner and outer planets. Then indicate the name of the planets | Boiled an egg and describe the temperature inside and out. | Suppose your brother is ten years old now. What will be his age when Jupiter has completed one revolution?  Where does a person age more, on Earth or on Mars? | During night time we can see the only earth’s satellite the moon, Where do you think the moon get its light |
| 1. Making generalizations and abstractions about the lesson | What are the different planets in the solar system?  What is the center of the solar syatem. | What are the two groups of planets?  Name the inner and outer planets. | Describe the temperature of inner and outer planets. | How will you describe the period of revolution of the inner planets? Of the outer planets? | Can you describe the number of satellites of inner and outer planets |
| 1. Evaluating learning | Choose the letter of the correct answer.  1. How many planets are there in the solar system?  A.8 B. 9 C. 10 D. 4  2.Name the planet found between Mars and Saturn.  A. Neptune B. Jupiter C. Uranus D. Earth  3. Which statement about the solar system is correct?  A. The planets orbit the sun.  B. The sun orbit the planets  C. Satellite orbit asteroids  D. The planet does not orbit all the time.  4. Which of these does not fit into either major category of a planets.  A. Mercury B. Jupiter C. Pluto D. Earth  5.Which planet is the nearest to the sun  A. Neptune B. Jupiter C. Uranus D. Mercury  6. Why Mercury has the shortest period of revolution around the sun?  A. Mercury is the nearest planet to the sun.  B. Mercury is the smallest planet to the sun.  C. Mercury move fast than the other planets.  D. None of the above  7. What planets seems to be the largest?  A. Neptune B. Jupiter C. Uranus D. Mercury  8. What is the center of the solar system  A. Asteriod B. Pluto C. Neptune D. Sun  9.What ikind of heavenly body is the sun?  A. Star B. Planet C. Moon D. Meteor  10. Why is the sun also considered a star?  A. The sun has the same structure as a star.  B. The sun emits heat and light just like a star.  C. The sun has similar color with that of a star  D. Both A and B. | Choose the letter of the correct answer.  The inner planet is also known as\_\_\_\_\_  Jovian Planets  Red Planet  Terrestrial planets  Morning planet  2.The planets of the solar system can be categorized as \_\_\_\_\_.  A. Inner and outer space  B. Inner and outer planets  C. Inner and outer places  D. Inner core and outer core  3. What you call as Jovian planet?  A. Inner planet  B. Outer core  C. inner core  D. Outer planet  4. Which are the inner planets?  A. Mars , Jupiter, Saturn, Earth  B. Mercury, Venus, Earth, Mars  C. Jupiter, Saturn, Uranus, Neptune  D. Pluto, Mars, Jupiter, Earth  5. Jupiter, Saturn Uranus and Neptune are the \_\_\_\_ Planets.  A. Outer space  B. Inner planet  C. Outer planet  D. Inner space  6. What planets are all made up of gases?  A. Mercury, Venus, Earth, Mars  B. Jupiter, Saturn, Uranus and Neptune  C. Mars Jupiter Saturn and Uranus  D. Venus, Mars ,Saturn and Pluto  7. What planets are mostly made up of rocks and they all have solid surface.  A. Pluto, Mars, Jupiter , Saturn  B. Jupiter, Saturn, Uranus and Neptune  C. Earth , Mars, Jupiter and  Neptune  D. Mercury, Venus, Earth, Mars  8. How many are inner planets? have?  A. 5 B. 6. C. 4 D. 3  9. In outer planets how many planets have?  A. 8 B. 4 C. 7 D. 1  10. Which group of planets are the giant planet  A. Jupiter, Saturn , Uranus, Neptune  B. Saturn, Mars, Earth, Mercury  C. Saturn, Uranus, Venus , Mars  D. Earth, Mars, Jupiter, Saturn. | Put check (/) on the proofs that Earth’s interior is hot and cross if not.  \_\_1. Stream  \_\_2.geothermal energy  \_\_3. hot spring  \_\_4. Mountain  \_\_5. Hot molten rocks  \_\_6. River  \_\_7. Rocks from erupting volcano  \_\_8. Falls  \_\_9. Ocean  \_\_10. sea | Choose the letter of the correct answer.  1. Which of these will be the first to revolve around the sun?  A. Jupiter B. Saturn  C. Neptune D. Mercury  2. Which of these planets will be the last to revolve around the sun?  A. Mercury B. Venus  C. Saturn D. Mars  3. Which of these planets has twice the Earth’s period of revolution?  A. Mars B. Jupiter  C. Neptune D. Saturn  4 Which planet is nearest the sun?  A. Mercury B. Venus C. Earth D. Mars  5. Which of these is million kilometres from the sun?  A. Saturn B. Jupiter  C. Uranus D. Neptune  6. How much farther is Earth than Mercury?  A. 92 km B. 102 km  C. 202 km D. 302 km  Study the table below.   |  |  | | --- | --- | | PLANETS | PERIOD OF REVOLUTION (BASED ON EARTH DAY) | | **INNER PLANETS** |  | | MERCURY | 88 days | | VENUS | 225 days | | EARTH | 364 ¼ days | | MARS | 687 days | | **OUTER PLANETS** |  | | JUPITER | 12 years | | SATURN | 84 years | | URANUS | 165 years | | NEPTUNE | 248 years |   7. How are the inner planets different from the outer planets?  A. They have the same period of revolution.  B. The inner and outer planets vary in their period of revolution.  C. The period of revolution of the inner and outer planets cannot be identified.  D. The inner planets revolve around the sun faster than the outer planets.  8. Which would be fastest inner planet in terms of revolution?  A. Mercury  B. Venus  C. Earth  D. Mars  9. Which would be fastest outer planet in terms of revolution?  A. Jupiter  B. Saturn  C. Uranus  D. Neptune  10. Which of the inner and outer planets move the slowest?  A. Mercury  B. Earth  C. Jupiter  D. Uranus | Study the table below, Then. Answer the questions that follows:   |  |  | | --- | --- | | Planets | Number of Satellites | | **Inner Planets** |  | | Mercury | 0 | | Venus | 0 | | Earth | 1 | | Mars | 2 | | **Outer Planets** |  | | Jupiter | 63 | | Saturn | 47 | | Uranus | 27 | | Neptune | 13 | |  |  |   **Questions**  1, Which of the following planets has the most number of satellites  A. Saturn C. Neptune  B. Jupiter D. Uranus  2, Which of the following planets has no satellite  A. Mercury, Mars C. Earth. Venus  B. Venus. Mercury D. Mars. Venus  3. How many satellites does the planet Jupiter have  A. 47 C. 63  B. 27 D. 13  4, Our own planet Earth have how many satellite  A. 0 C. 2  B. 13 D. 1  5. Which of the planet has the least number of satellite  A. Earth C. Jupiter  B. Mars D. Saturn  6. Why do you think that mercury and Venus experience complete darkness during night time?  A. It has no satellite.  B. It has the most number of  Satellites.  C. It has the least number of satellites.  D. It has no sunlight.  7. Among the inner planets which has the most number of satellites  A. Mercury C. Earth  B. Venus D. Mars  8. Which outer planets has the least number of satellites?  A, Jupiter C, Uranus  B, Saturn D, Neptune  9, Which outer planets has the most number of satellites?  A. Jupiter C. Uranus  B. Saturn D. Neptune  10. Compare the number of satellites of the inner and outer planets |
| 1. Additional activities for application or remediation | Draw the solar system and the different planet. |  |  | Learners research from the internet or other resources on the different activities/ situations showing importance of evaporation in the community aside from what were mentioned. | Learners will do the assignment of their choice about the importance of using magnet in separating mixtures.  Poem  Song/Jingle  Poster/Slogan  ***See Rubric*** |
| ***V. REMARKS*** |  |  |  |  |  |
| ***VI. REFLECTION*** |  |  |  |  |  |
| 1. No. of learners who earned 80% in the evaluation |  |  |  |  |  |
| 1. No. of learners who require additional activities for remediation |  |  |  |  |  |
| 1. Did the remedial lessons work? No. of learners who have caught up with the lesson |  |  |  |  |  |
| 1. No. of learners who continue to require remediation |  |  |  |  |  |
| 1. Which of my teaching strategies worked well? Why did these work? |  |  |  |  |  |
| 1. What difficulties did I encounter which my principal or supervisor can help me solve? |  |  |  |  |  |
| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers? |  |  |  |  |  |