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**Detailed-Lesson Plan in Science 6**

**School of the future**

**Grade 6 – Rizal**

**S/Y 2018-2019**

**January 14, 2019**

**I. OBJECTIVES:**

At the end of 50-minutes discussion at least 75% of the students will be able to:

a. describe the different season in the Philippines; and

b. know the effects of season on the livelihood and health of the people.

**II. SUBJECT MATTERS:**

A. TOPIC: Season in the Philippines

B. REFERENCES: Grade VI Science textbook, pg. 245-246

C. MATERIALS: Manila paper, colored paper, pen and chalk.

D. SKILL TO BE DEVELOPED: Comprehension, Speaking, Writing and

Listening

E. METHODOLOGY: Explicit

F. TIME FRAME: 50 minutes

**III: PROCEDURES**

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| **Time Frame** | | **Teacher Hint** | **Teacher Activity** | **Students Activity** | **IM’s** |
|  | | **A. Preliminary Activity** |  |  |  |
| 1 min. | | 1. Greetings | Good morning children! | Good morning teacher! |  |
| 2 mins | | 2. Prayer | Leader of the please lead the daily routine. | Leader: Classmates are you ready to pray?  (Yes, we are ready.)  Leader: So let us pray.  Almighty father we praise and thank you for this day. Watch over us as we go about our works and studies. Help us always safe and let your love reign in our heats.  Amen. |  |
| 2 mins. | | 3. Securing the cleanliness | Before you seat down kindly pick up the pieces of plastics and papers under your chairs and arrange you chairs properly. |  |  |
| 2 mins. | | 4. Checking of attendance | Class leader is there any absentees?  Thank you! | Class Leader: None teacher! |  |
| 2 mins. | | 5. Checking of assignment | Please pass your notebook in front and I will be the one to check your assignment. |  |  |
| 3 mins. | | 6. Recall | What was your lesson yesterday? Student A?    Very good! Who can give me an example of harmful effects? Yes student B?  Correct! How about beneficial effect? Student C?  Precisely! Now that you really understand about the past lesson we can move with our new topic. | Student A: Our topic was about the harmful effects and beneficial effects of volcanic eruption.  Student B: Can cause great danger to people’s life.  Student C: Hot spring near volcano was found to be therapeutic and can therefore, boost tourism. |  |
| 5mins | | 7. Motivation | Before we start I want you to watch this short clip. Watch and listen carefully.  What did you observe? Student D?  Even the weather is bad the truck still working. I let you watch it because it has something to do with our new lesson. | (VIDEO:  Wheels on the Garbage Truck.)  Student D: I see in the movie the truck collect the trash every day. |  |
|  | | **B. Development of the lesson.** |  |  |  |
| 1 min. | | 1. Presentation of the lesson. | Season in the Philippines |  |  |
| 2 mins. | | 2. Presentation of the objectives. | Before we start here are the objectives you need to attain after the discussion.  I hope we attain that after our discussion. | **I. OBJECTIVES:**  At the end of 50-minutes discussion at least 75% of the students will be able to:  a. describe the different  season in the Philippines;  and  b. know the effects of season  on the livelihood and health  of the people. |  |
| 10mins. | | 3. Modelling | It says that the Philippines lies above the equator that is why our climate is warmer. **Warmer climate** is the healthiest tropical climate in the world.   * We experienced two distinct seasons:   **1. Wet (rainy) season/ La Niňa –** is characterized by unusually cause ocean temperature in the equatorial Pacific.  **2. Dry (sunny) season/ El Niňo –** caused by the periodic shift in wind speed and direction in the tropical Eastern Pacific causing unusually warm temp.   * PAG-ASA divides dry season into two:   1. Cool and dry season (dec.- feb.)  2. Hot and dry season (march - may)   * May – hottest month can reach 38oc. * Jan. to feb. – coolest month. |  |  |
| 8mins | | 4. Guided Practice. | Again what are the two types of season we have? Student E?  Very good! PAG-ASA divides dry season into two. What are those? Student F?  Very good! What is the hottest month? Student G?  Correct! What is the coolest month? Student H?  Very good! | Student E:  1. Wet (rainy) season/ La Niňa  2. Dry (sunny) season/ El Niňo  Student F:  1. Cool and dry season.  2. Hot and dry season.  Student G: The month of May.  Student H: January to February. |  |
| 8 mins. | | 5. Group Practice  5.a) Group Activity | Now that you really understand the lesson get your notebook and answer the following questions.  Answer key:  1. Hot and cool dry.  2. Warmer climate.  3. El Niňo and La Niňa. | Fill in the blank.  1. PAG-ASA divides the dry season into two: ­­­­\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.  2. Warmer climate is the \_\_\_\_\_\_\_\_\_ climate in the world.  3. \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are the two season in the Philippines. |  |
|  | **C. Generalization** | | Who can recap what we discuss today?  Very good! What are those seasons? Student K? | Student I: the two season in the Philippines.  Student K:  La |  |
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**IV: EVALUATION**

**V: ASSIGNMENT**