



**Grades 1 to 12
DAILY LESSON LOG**

School ---
Teacher ---
Teaching Dates and Time Week 4 (June 26-30, 2017)

Grade Level Grade VI
Learning Area Science
Quarter First Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES					
A. Content Standards	The learners demonstrate understanding of different techniques to separate mixtures.				
B. Performance Standards	The learners should be able to separate desired materials from common and local products.				
C. Learning Competencies/ Objectives Write the LC code for each	Enumerate techniques in separating mixtures such as picking, winnowing, decantation, use of magnet, sieving, filtering, and evaporation. (S6MT-Id-f-2)				
	Separate the components of common solid mixtures by picking.	Separate the components of common solid mixtures by winnowing.	Separate insoluble solid in a liquid using decantation.	Separate immiscible liquids by using decantation.	
II. CONTENT	Separating Mixtures: Handpicking	Separating Mixtures: Winnowing	Separating Mixtures: Decantation		
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal	1. BEAM 4. 5 Explain what happens after Mixing Materials. Learning Guides. Mix it Up. July 2009. pp. 5-7. 2. EASE Science II. Chemistry Module 4. Lesson 2. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 42-45. 4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 57-58.				
B. Other Learning Resources	ekshika. <i>Ekshika:India</i> . n.d. http://www.ekshiksha.org.in/eContent-Show.do?documentId=77 (accessed May5 2007)				
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	The teacher shows pictures of different kinds of mixtures as discussed in the previous weeks. She asks the general appearance of the mixtures and their compositions.	Game Activity. Give students equal amount of mixtures which can be separated by picking. Let the students separate the component (by group).	Do Scavenger Hunt. Teacher asks review questions and the students search the answer around the room.	The teacher asks about the part of the activity the students performed the other day.	
B. Establishing a purpose for the lesson	The teacher asks: How can you separate the individual components of the mixtures shown?	The teacher shows picture of rice with husks and asks: How can you separate the rice from husk? What materials can you use to do so?	The teacher asks: Have you tried cooking rice? How do you do it?		Show the graduated cylinder with colored water, oil and alcohol. Ask the class what liquids are present in the cylinder. Ask how to separate mixtures with these kinds of liquid.
C. Presenting examples/instances of the new lesson	Do Activity 4.1 Mix and Pick! Teacher gives initial instructions about the activity.	Do Activity 4.2 To Winnow Or to Sieve. Teacher gives initial instructions about the activity.	Do Activity 4.3 Let it Sink and Separate. Teacher gives initial instructions about the activity.		Do Activity 4.4 Heavy and Light Liquids. Teacher gives initial instructions about the activity.
D. Discussing new concepts and practicing new skills #1	Students present their output on the activity. The teacher will give feedback about the result.	Students present their output on the activity. The teacher will give feedback about the result.	Students present their output on the activity. The teacher will give feedback about the result.	Continue doing Activity 4.3	Students present their output on the activity. The teacher will give feedback about the result.
E. Discussing new concepts and practicing new skills #2				Students present their output on the activity. The teacher will give feedback about the result.	
F. Developing mastery (leads to Formative Assessment 3)	Answer the Guide Questions. Discuss Picking as a method of separating mixtures.	Answer the Guide Questions. Discuss winnowing and sieving as methods of separating mixtures.		Answer the Guide Questions. Discuss decantation as a method of separating insoluble solids in mixtures.	Answer the Guide Questions. Discuss decantation as a method of separating insoluble liquids in mixtures.

G. Finding practical applications of concepts and skills in daily living	Show other kinds of mixtures in the environment that can be separated by handpicking.	Show other kinds of mixtures in the environment that can be separated by winnowing and sieving.		Show other kinds of mixtures in the environment that can be separated by decantation.	
H. Making generalizations and abstractions about the lesson	Teacher asks what students learn about the activity.	Teacher asks what students learn about the activity.			Teacher asks what students learn about the activity.
I. Evaluating learning	Answer the Evaluation in the Activity.	Answer the Evaluation in the Activity.	The teacher will ensure that the students were able to come up with their output for Table 3.	Answer the Evaluation in the Activity.	Answer the Evaluation in the Activity.
J. Additional activities for application or remediation					
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?					
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