GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPTEMBER 26 – 30, 2022 (WEEK 6)	Quarter:	1ST 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***				
	Demonstrate how a soluble solid is separated from a liquid using evaporation.	Differentiate Distillation and Crystallization of separating mixtures	Demonstrate how simple mixtures of fine and coarse particles of solid materials are separated.		Summative Test
II. CONTENT	Separating Mixtures: Evaporation	Separating Mixtures: Distillation and Crystallization	Separating Mixtures		Various methods of Separating Mixtures
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	RCS.n.d. http://www.rsc.org/le_arn-chemistry/resource/res00000386/separating-sand-and-salt?cmpid=CMP00005908 (accessed May52007)				
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	Find Your Match. Teacher gives metacards with questions and answers to each learner. The learners need to find his/her match with correct question-answer pair.	Jumbled word: Show students jumbled words about methods of separating mixtures. Students must be able to arrange the letters correctly and explain the method.	Venn Diagram: The teacher asks the students to compare and contrast distillation and crystallization.	The teacher recalls the activity during the other day.	The teacher could give 20 to 30 items quiz and a concept mapping activity of all the methods of separating mixtures discussed.
B. Establishing a purpose for the lesson	The teacher asks about how rock salts are made.	The teacher shows bottle of distilled water and ask how to purify water of this kind	The teacher shows picture puzzle of polluted water and asks the cause of it after.		
C. Presenting examples/instances of the new lesson		Present other method of separating mixtures.	The teacher asks on how to clean polluted water.		
D. Discussing new concepts and practicing new skills #1	Do Activity 6.1 Dry it Up. Teacher gives initial instructions about the activity.	Let the students watch video on simple Distillation and ask questions. https://www.youtube.com /watch?v=V5ep0-ojPGw	Do Activity 6.2 Go and Separate. Teacher gives initial instructions about the activity.		
E. Discussing new concepts and practicing new skills #2	Students present their output on the activity. The teacher will give feedback about the result.	Let the students watch video on simple Crystallization and ask questions. https://www.youtube.com /watch?v=nztV4w0DtOo	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	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 the similarities and differences of distillation and crystallization.		Answer the Guide Questions.	
G. Finding practical applications of concepts and skills in daily living	Video can be shown and discussed. https://www.youtube.com/ watch?v=-idA73uFso8	Discuss about fractional distillation of crude oil into various products.			
H. Making generalizations and abstractions about the lesson	Teacher asks about the video.	Ask the students to write down the similarities and differences of the three methods of separating mixtures presented.			

I. Evaluating learning	Answer the Evaluation question.		The students should be able to submit the output of the activity.	Answer the Evaluation question.	
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?					