GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	VI
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPTEMBER 25 - 29, 2023 (WEEK 5)	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)***				
	Separate the components of common solid mixtures containing magnetic and non-magnetic materials.			Separate insoluble solid from a liquid using filtration.	
II. CONTENT	Separating Mixtures: Magnetic materials			Separating Mixtures: Filtration	
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	TeacherEngineering.n.d.https://www.teachengineering.org/activities/view/van_cleanupmess_act1 (accessed May52007)				
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	Quick Draw. The teacher asks the students to draw any of the previous methods of separating mixtures discussed in the last week.	Thumbs up or down. The teacher shows pictures of various objects then students will show thumbs up if magnetic and thumbs down if non-magnetic.	The teacher asks about the part of the activity the students performed the other day.	Jigsaw Puzzle The teacher will give cut-out pictures of methods of separating mixtures which the students will put together and explain after.	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 about students' prior idea about magnetic object.	The teacher asks students how they can separate magnetic materials from non-magnetic materials in a junk yard.		The teacher show picture of filtration device for water in the faucet and ask how it works.	
C. Presenting examples/instances of the new lesson	Do Activity 5.1 Magnetic or Not? Teacher gives initial instructions about the activity.	Do Activity 5.2 Clean this Mess! Teacher gives initial instructions about the activity.		Do Activity 5.3 Filtration Challenge. 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. Note that not all metals are attracted to magnet, only iron and steel.		Students present their output on the activity. The teacher will give feedback about the result.	Note: Water standards "A," "B" and "C" (C is filtered through some grass, B is filtered through a coffee filter, and A is filtered through 2 coffee filters with a paper towel in the middle).	Students present their output on the activity. The teacher will give feedback about the result.
E. Discussing new concepts and practicing new skills #2	Answer the Guide Questions. Discuss the difference between magnetic and non-magnetic materials.		Answer the Guide Questions. Discuss Magnetic Separation as a method of separating mixtures.		Answer the Guide Questions. Discuss Filtration as a method of separating mixtures.
F. Developing mastery (leads to Formative Assessment 3)					Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
G. Finding practical applications of concepts and skills in daily living	The teacher asks the importance of magnetic and non-magnetic objects used in home, schools and industries.		Show video on Magnetic Separation used in industries. https://www.youtube.com/watch?v=2jfAnGA40NE		Show video on water filtration technology. https://www.youtube.com/watch?v=31ZUXx6NXDA

H. Making generalizations and abstractions about the lesson					
I. Evaluating learning	Answer the Evaluation in the Activity.	The teacher will ensure that the students were able to come up with their output.	The students will peer-evaluate their presentation based on criteria.	The teacher will ensure that the students were able to come up with their output/worksheet.	The teacher gives five-question quiz about filtration.
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?					