GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	File created by Sir LOUIE L. ALVAREZ	Learning Area:	SCIENCE
	Teaching Dates and Time:	OCTOBER 3 – 7, 2022 (WEEK 7)	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	***Tell benefits of separating mixtures from products in the community.*** **S6MT-I-g-j-3**				
	Identify the benefits of separating mixtures from products in the community through sieving	Identify the benefits of separating mixtures from products in the community through decanting	Identify the benefits of separating mixtures from products in the community through filtering	Identify the benefits of separating mixtures from products in the community through evaporating	Identify the benefits of separating mixtures from products in the community through the use of magnet
II. CONTENT	Benefits of separating mixtures through sieving	Benefits of separating mixtures through decanting	Benefits of separating mixtures through filtering	Benefits of separating mixtures through evaporating	Benefits of separating mixtures through the use of magnet
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages		Science Spectrum 4 by Fallaria et.al p. 156	Science Spectrum 4 by Fallaria et.al p. 157	Science Spectrum 4 by Fallaria et.al p. 157	Science and Health Textbook for Grade Four by Coronel and Abracia p. 148
4. Additional Materials from Learning Resource (LR) portal					

B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Recall by giving some steps/processes on how a soluble solid is separated from a liquid using evaporation.	Ask learners questions about the previous lesson (benefits of sieving).	Ask learners questions about the previous lesson (benefits of decantation).	Ask learners questions about the previous lesson (benefits of filtration).	Ask learners questions about the previous lesson (benefits of evaporation).
B. Establishing a purpose for the lesson	Show pictures that depict some activities done by construction workers in building houses and buildings emphasizing sieving of sand and gravel. Ask questions.	Learners read again the definition of decantation on page 156. Ask question about its possible importance.	Learners analyze again how filtration can be done on page 157. Ask them how important filtration is in the community.	Redefine evaporation and ask questions related to it. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Redefine magnetic separation.
C. Presenting examples/instances of the new lesson	Unlock difficult words or terms that learners may encounter in the lesson (e.g. benefit, mesh screen etc.).	Learners familiarize the difficult words they may encounter in the lesson pertaining to decantation.	Show pictures of activities in the community depicting filtration.	Learners interpret the diagram about evaporation in nature on page 157. Ask them how important it is.	Learners do the activity Investigate on page 148 and ask the importance of applying magnet as observed in the mentioned activity.
D. Discussing new concepts and practicing new skills #1	Independently, learner thinks and lists different activities that deal with sieving either in school and community. Share ideas to the larger group. ***See Activity Sheet 7.1***	Learners work independently by listing different situations or activities in the community in which decantation can be applied. ***See Activity Sheet 7.3***	Learners discuss within their group the different activities or situations in the community in which filtration is involved. Discuss the benefits of filtration in the community. ***See Activity Sheet 7.5***	Through group activity, learners brainstorm the benefits of separating mixtures from products in the community through evaporation using their individual output in the previous activity. ***See Activity Sheet 7.6***	Through group activity, learners brainstorm the benefits of separating mixtures from products in community through magnetic separation using their individual output in the previous activity. ***See Activity Sheet 7.7***
E. Discussing new concepts and practicing new skills #2	Learners share their previous output and brainstorm to come up with general answer. Groups discuss on the benefits of separating mixtures from products in community through sieving. ***See Activity Sheet 7.2***	Each member shares ideas about the different activities where decantation can be applied in relation to their benefits. Team consolidates the answers for group reporting to the class. ***See Activity Sheet 7.4***			
F. Developing mastery (leads to Formative Assessment 3)	Analyze and discuss the outputs of the learners about benefits of separating mixtures from products in the community through sieving.	Analyze and discuss the outputs of the learners about benefits of separating mixtures from products in the community through decantation.	Analyze and discuss the outputs of the learners about benefits of separating mixtures from products in the community through filtration.	Analyze and discuss the outputs of the learners about benefits of separating mixtures from products in the community through evaporation.	Analyze and discuss the outputs of the learners about benefits of separating mixtures from products in the community through the use of magnet.

G. Finding practical applications of concepts and skills in daily living	Ask learners to cite some importance of sieving in the community.	Discuss within the class how to apply decantation in oil spills that may affect the bodies of water in the community.	Ask learners to write other practical applications of filtration in the kitchen.	Cite some situations showing evaporation and ask learners the importance of each one to daily living.	Ask learners to write other practical applications of magnetic separation in the community.
H. Making generalizations and abstractions about the lesson	Rediscuss the pictures shown in the motivation and ask learners about benefits of it and other activities pertaining to sieving	Ask learners on the benefits of decantation to the community	Ask learners to give the benefits of filtration in school, home, community and others	Ask learners to give the benefits of evaporation in school, home, community and others	Ask learners to give the benefits of using magnet in separating mixtures in school, home, community and others
I. Evaluating learning	Give multiple choice questions about benefits of sieving	Give multiple choice questions about benefits of decantation	Give multiple choice questions about benefits of filtration	Give multiple choice questions about benefits of evaporation	Give multiple choice questions about benefits of using magnet in separating mixtures
J. Additional activities for application or remediation	Learners search the internet or other references on other activities in the community that show benefits of sieving aside from what were mentioned in the lesson.	Learners work on assignment of their choice about the importance of decantation. ● Poem ● Song/Jingle ● Poster/Slogan ***See Rubric***	Learners interview workers in water refilling stations near their household and ask how filtration is involved in the processing of clean and potable water.	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					
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?					