

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	VI
	Teacher:	File Created by Ma'am MAYLENE M. TUBIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	OCTOBER 23 – 27, 2023 (WEEK 9)	Quarter:	1 ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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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		
	Describe the ways where separating mixtures like in food (production/preparation) benefit the community	Describe the ways where separating mixtures like in preparation of herbal medicines benefit the community	Presentation of Outputs and Critiquing
II. CONTENT	Ways on how separating mixtures like in food production/preparation benefit the community	Ways on how separating mixtures like in preparation of herbal medicines	
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			
B. Other Learning Resources			

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Learners recall the benefits of mining and quarrying to the community.	Learners review the previous activities done by the group about the problem given.	Learners recall the benefits in the community of food production/preparation.	Learners review the previous activities done by the group about the given problem on preparation of herbal medicine.	
B. Establishing a purpose for the lesson	Show a picture of a woman cooking. Ask learners the things that they can recall on the processes that their mothers do in cooking a dish in relation with separation of mixtures.	Elicit responses on experiences of learners about their interview about the given assignment.	Ask learners if what they know about preparation of herbal medicines.	Ask the learners for additional information they gained in their assignment about other benefits of herbal medicine preparation pertaining to separation of mixtures.	
C. Presenting examples/instances of the new lesson	Present some processes you know about separating mixtures involved in food production/preparation.		Show learners some home-made and commercial herbal medicines. Ask them some ways on separating mixtures related to the preparation of these kinds of medicines.		
D. Discussing new concepts and practicing new skills #1	Present the scenario or problem to be solved by the learners (Problem-Based Learning). <i>See Activity Sheet 9.1</i>	Learners meet the team again to further analyze the problem given to them and infuse ideas gained from the interview.	Present of scenario or problem to be solved by the learners (Problem-Based Learning). <i>See Activity Sheet 9.2</i>	Learners meet the team again to further analyze the problem given to them and infuse ideas gained from their research (assignment) about other benefits of herbal medicine preparation and others.	Present the two outputs.
E. Discussing new concepts and practicing new skills #2		Debrief the problem through questions of teacher about what happened in solving the problem/scenario including the issues that the group faced.		Debrief the problem through questions of teacher about what happened in solving the problem/scenario including the issues that the group faced.	
F. Developing mastery (leads to Formative Assessment 3)		Analyze and discuss the answers of the groups about the scenario/problem.		Analyze and discuss the answers of the groups about the scenario/problem.	
G. Finding practical applications of concepts and skills in daily living				Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning					Critique the outputs. <i>See Rubric</i>

J. Additional activities for application or remediation	Learners will have time to validate their answers through interview their mothers or other people on how to cook the mentioned dish in the problem/scenario.		Additional researches on the benefits of the different processes involving separating mixtures can help make a ginger herbal tea and its importance to the community.		
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?					