GRADES 1 to 10 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	JUNE 23 – 27, 2025 (WEEK 2)	Quarter:	1st Quarter

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learners demonstrate understanding of different types of mixtures and their characteristics				
B. Performance Standards	The learners should be able to prepare beneficial and useful mixtures such as drinks, food, and herbal medicines.				
C. Learning Competencies/ Objectives Write the LC code for each	*Describe the appearance and uses of uniform and non-uniform mixtures.* ***S6MT-Ia-c-1***				
	Recall of Homogeneous and Heterogeneous Mixture	*Describe solutions as homogeneous mixture and its uses*	*Perform Experiments affecting Solubility*	*Describe characteristics and uses of suspensions*	
II. CONTENT	Review of Heterogeneous and Homogeneous Mixtures	Solutions	Solutions : Experimentation	Suspensions	
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	**Teacher's Instruction** *Game: Pera o Bayong*. The teacher should prepare 4 choices for every question. When a question is asked, the students will line up to the choices.	**Teacher's Instruction** *Yes or No*. The teacher should ask the students to prepare yes and no cards. The teacher asks a question answerable by yes or no. The teacher should lead the discussion to homogeneous mixtures.	**Teacher's Instruction** *Flashcards*. The teacher should prepare terms such as solutions, solid, liquid, solute, dissolution, solvent and other related terms. Show the cards and ask students what they recall.	**Teacher's Instruction** *Pass the ball*. The small ball will be passed while the music is playing. When the music stops, the one holding the ball gives an insight or learning from yesterday's activity.	
B. Establishing a purpose for the lesson	**Question of the day:** Based from last week's activity, what are mixture? Heterogeneous and homogeneous mixtures?	**Question of the day:** What happens when solids are mixed with water?	Situation Analysis: If you were to drink coffee, will you choose granules or powder? Why? If you were to drink chocolate, what will you choose tablea or powder and why?	**Question of the day:** Why do some solids mixed with water do not dissolve?	
C. Presenting examples/instances of the new lesson		**Teacher's Instruction** *Activity 2.2 Mysterious Water*. The teacher will use the activity as guide.	**Teacher's Instruction** *Activity 2.3 Speed Up My Solutions*. The teacher will use the activity as guide.	**Teacher's Instruction** *Activity 2.4 Are you suspended?*.The teacher will use the activity as guide.	
D. Discussing new concepts and practicing new skills #1		**Teacher's Instruction** *Direct Instruction*. The teacher should identify solute and solvent in his/her discussion.	**Teacher's Instruction** *Group Presentation of Data*. The teacher may use Rubric on Presentation.	**Teacher's Instruction** *Direct Instruction*. The teacher should guide the students to the concept of suspension. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
E. Discussing new concepts and practicing new skills #2					

F. Developing mastery (leads to Formative Assessment 3)	**Teacher's Instruction** *Activity 2.1 Mixture Foldables*. The teacher will use the activity as guide.				
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson	Note: The activity has the summary/generalization of the lesson.	**Teacher's Instruction** *One sentence summary*. The teacher asks the students what they have learned.	**Teacher's Instruction** *Cause and Effect*. The teacher should show a graphic organizer of cause and effect like fishbone.	**Teacher's Instruction** *Suspension Glass*. The teacher should show a graphic organizer of suspension glass. Example, The bottom part should contain things you have learned about suspension. The top part should contain things you want to know more about suspension. 	
I. Evaluating learning	Please see Rubrics on Making Foldables.	Note: The teacher may use the evaluation in the activity.	The evaluation score is based on the rubrics used.	Short Quiz. Possible question: What is suspension? What are the characteristics of suspension? What are the uses of suspension?	
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?					