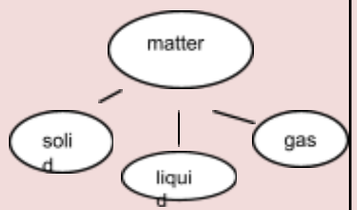
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	VI
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	AUGUST 29 – SEPTEMBER 1, 2023 (WEEK 1)	Quarter:	1ST QUARTER

	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 the states of matter	Describe the appearance of mixtures formed	Describe the appearance of mixtures formed	Describe the appearance of mixtures formed
II. CONTENT		Matter and Three Physical States of Matter	Mixtures : Introduction	Mixtures: Experimentation	Mixtures: Presentation of Data of the Experiment
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				BEAM 4. 5 Explain what happens after Mixing Materials. Learning Guides. Mix it Up. July 2009. pp. 5-7.	
B. Other Learning Resources					

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		**Teacher's Instruction** *Picture Analysis*. The teacher should show three pictures referring to solid, liquid and gas. Pictures may be: a. wood (solid) b. water in a container (liquid) c. smoke (gas) Guide Questions: 1. What can you observe/see in the pictures given? 2. What could be the relationship of the three pictures?	**Teacher's Instruction** *Activity 1.1 Pinoy Henyo*. The teacher will use the activity as guide. Use the terms used from the previous lesson such solid, liquid , gas, matter and more.	**Teacher's Instruction** *Classroom Discussion.* The students will share their reflection and insights about the previous lesson.	**Teacher's Instruction** *Recitation.* The students will recall the activity from the previous lesson.
B. Establishing a purpose for the lesson		**Question of the day:** What are the three physical states of matter and what do you know about the three?	**Question of the day:** What will happen if you combine solid matter to another solid matter, solid matter to a liquid matter and so on?	**Teacher's Instruction** The teacher will tell that they will further investigate mixtures through experimentation.	**Question of the day:** What are the results of your experiment yesterday?
C. Presenting examples/instances of the new lesson		**Teacher's Instruction** Solicit ideas of the student's previous lesson by using the KWL chart on the three physical states of matter. Provide Answer Sheets or let the students copy the format in their notebooks. Let the students answer the first two columns : What you KNOW? and What you WANT to know more?	**Teacher's Instruction** Activity 1.2 Mystery Combinations. The teacher may provide the answer sheets or let them write in their notebooks. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	**Teacher's Instruction** Activity 1.3: Mix It Up! Use BEAM Mix it up 3.1 only or activity sheet. The teacher will ask the students to prepare the materials.	**Teacher's Instruction** *Groupwork Presentation.* The students will present their outputs. The Presentation Rubrics will be used. Please see Rubrics 1.1.

		Student's Answer Sheet Topic: Three Physical States of Matter <table><tr><td>What you KNOW?</td><td>What you WANT to know more?</td><td>What You have LEARNED?</td></tr><tr><td>1.Matter 2.State of matter</td><td></td><td></td></tr></table>			
D. Discussing new concepts and practicing new skills #1		**Teacher's Instruction** Direct Instruction. Teacher's Concept: Matter is anything that occupies space and has mass. The three physical states of matter are solid, liquid and gas. Solids have definite volume and shape. Liquids have definite volume but no definite shape and takes the shape of the container. Gases have no definite shape and volume.	**Teacher's Instruction** Interactive Lecture in Classroom Discussion. The teacher will discuss the previous activity and input lesson through recitation.	**Teacher's Instruction** Development of Data. The students will prepare the following information regarding the Activity 1.3.	**Teacher's Instruction** Direct Instruction. The teacher points out important information from the experiment done. Teacher's Concept: A mixture forms when two or more substances are combined such that each substance retains its own chemical identity. A homogeneous mixture has a single phase and a heterogeneous mixture has two or more phases.

E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (leads to Formative Assessment 3)					
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson		**Teacher's Instruction** *Concept Webbing.* The teacher will ask the students to give their summary of what they learned from the lesson. Ask the students to attach it on the following diagram.  	**Teacher's Instruction** *Story Wheel.* The teacher will ask the students to give their summary of what they learned from the lesson. Spin the story wheel. Note: The story should be prepared before the lesson.  The story wheel should contain important terms.	Continuation of the Experiment/Activity 1.3	**Teacher's Instruction** *Concept Hat.* The teacher will ask the students to write their final concept and ideas on the cards/sheet of papers and place it on a paper hat. Students share their concept/learning and wears the hat.

I. Evaluating learning		**Teacher's Instruction** *KWL chart.* Let the students answer the last column of the chart or what you have learned?	**Teacher's Instruction** *Reflection Log.* The students will write their reflection on the lesson.	Continuation of the Experiment/Activity 1.3	**Teacher's Instruction** *Laboratory Sheet.* The students should submit their laboratory sheet. The Laboratory rubric will be used to grade their output. Rubric 1.2
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?					