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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | School:                  | DepEdClub.com                        | Grade Level:   | VI                      |
|   | Teacher:                 | File created by Sir LOUIE L. ALVAREZ | Learning Area: | SCIENCE                 |
|   | Teaching Dates and Time: | OCTOBER 9 – 13, 2023 (WEEK 7)        | Quarter:       | 1 <sup>ST</sup> QUARTER |

|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| <b>I. OBJECTIVES</b>  |   |   |   |   |   |
| 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/<br>Objectives<br>Write the LC code for each | <b><i>Tell benefits of separating mixtures from products in the community. S6MT-I-g-j-3</i></b> |   |   |   |   |
|   | 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 |
| <b>II. CONTENT</b>  | 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   |
| <b>III. LEARNING RESOURCES</b>  |   |   |   |   |   |
| 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            |   |   |   |   |   |

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| B. Other Learning Resources                               |   |   |   |  |  |
| <b>IV. PROCEDURES</b>                                     |   |   |   |  |  |
| 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 <a href="http://depedclub.com">depedclub.com</a> 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. <b>See Activity Sheet 7.1</b>                                  | Learners work independently by listing different situations or activities in the community in which decantation can be applied. <b>See Activity Sheet 7.3</b>   | 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. <b>See Activity Sheet 7.5</b> | 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. <b>See Activity Sheet 7.6</b> | 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. <b>See Activity Sheet 7.7</b> |
| 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. <b>See Activity Sheet 7.2</b> | 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. <b>See Activity Sheet 7.4</b> |   |  |  |
| 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.  |

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| 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. <ul style="list-style-type: none"> <li>Poem</li> <li>Song/Jingle</li> <li>Poster/Slogan</li> </ul> <b>See Rubric</b> | 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. <ul style="list-style-type: none"> <li>Poem</li> <li>Song/Jingle</li> <li>Poster/Slogan</li> </ul> <b>See Rubric</b> |
| <b>V. REMARKS</b>  |   |   |  |  |   |
| <b>VI. REFLECTION</b>  |   |   |  |  |   |
| 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?                  |   |   |  |  |   |

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| 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? |  |  |  |  |  |