



GRADE 6
DAILY LESSON LOG

School	IMMALOG ELEMENTARY SCHOOL	School Head/Principal	LEILANI B. APOLINAR
Teacher	RAYMOND G. MARZAN	Grading Period	FIRST QUARTER
Date	JUNE 17-21, 2019	Week	3

SCIENCE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Topic	Performing Experiments to Show Factors Affecting Solubility - Amount of Solute - Temperature of Solvent	Infer That Not All Solute Dissolve in Solvent	Suspensions	Characteristics and Uses of Colloids	Classifying Different Types of Colloids such as: Aerosols, Foams, Gels, Sols and Emulsions
Learning Competencies	S6MT-1a-c-1 Perform experiments affecting Solubility	LC: Infer that not all solute dissolve in solvent	S6MT-1a-c-1 Describe characteristics and uses of suspensions	LC: Describe the characteristics and uses of simple colloids	LC: Classify The Different Types of Colloids such as: Aerosols, Foams, Gels, Sols and Emulsions
References (printed, nonprinted and online sources and from LRMSD portal)	Curriculum Guide in Science 6	Curriculum Guide in Science 6	Curriculum Guide in Science 6	Curriculum Guide in Science 6	Curriculum Guide in Science 6
Strategies/Procedure	<p>A. Teacher's Instruction <i>Flashcards.</i> 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.</p> <p>B. 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?</p> <p>C. Teacher's Instruction <i>Activity 2.3 Speed Up My Solutions.</i> The teacher will use the activity as guide.</p> <p>D. Teacher's Instruction</p>	<p>A. Teacher's Instruction <i>Yes or No.</i> 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.</p> <p>B. Question of the day: What happens when solids are mixed with water?</p> <p>C. Teacher's Instruction <i>Activity 2.2 Mysterious Water.</i> The teacher will use the activity as guide.</p> <p>D. Teacher's Instruction <i>Direct Instruction.</i> The teacher should identify solute and solvent in his/her discussion.</p> <p>E. Teacher's Instruction <i>One sentence summary.</i> The teacher asks the students what they have learned.</p>	<p>A. Teacher's Instruction <i>Pass the ball.</i> 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.</p> <p>B. Question of the day: Why do some solids mixed with water do not dissolve?</p> <p>C. Teacher's Instruction <i>Activity 2.4 Are you suspended?</i> The teacher will use the activity as guide.</p> <p>D. Teacher's Instruction <i>Direct Instruction.</i> The teacher should guide the students to the concept of suspension.</p> <p>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p> <p>E. Teacher's Instruction</p>	<p>A. Teacher's Instruction <i>Charade.</i> The teacher should prepare terms such mixtures, homogeneous, heterogeneous, salt solution, and other related terms.</p> <p>B. Question of the day: Gelatin is said to be a mixture. What kind of mixture is it?</p> <p>C. Teacher's Instruction <i>Picture Analysis.</i> The teacher should prepare various pictures of colloids such as milk, cheese, mayonnaise, gelatin and more.</p> <p>Guide Question : What is common among these pictures?</p> <p>D. Teacher's Instruction <i>Activity 3.1 "Crazy Colloid".</i></p>	<p>A. Teacher's Instruction <i>Unscramble Letters.</i> The teacher should prepare terms such mixtures, heterogeneous, gelatin and other related terms. The students will unscramble the letters and give their ideas based from the previous lessons.</p> <p>B. Question of the day: How can we make a colloid?</p> <p>C. Teacher's Instruction <i>Activity 3.2 Oh my Jelo!</i> The teacher will use the activity as guide.</p> <p>D. Teacher's Instruction <i>Direct Instruction.</i> The teacher will give information on colloids and practical applications.</p>



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	<p><i>Group Presentation of Data.</i> The teacher may use Rubric on Presentation.</p> <p>E. Teacher's Instruction <i>Cause and Effect.</i> The teacher should show a graphic organizer of cause and effect like fishbone.</p>		<p><i>Suspension Glass.</i> 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.</p> 		<p>E. Teacher's Instruction <i>Gelomember.</i></p>  <p>Let the students write inside the gelatin the important terms or concepts of the lesson</p>
	Assessment	A. The evaluation score is based on the rubrics used.	A. Note: The teacher may use the evaluation in the activity.	A. Short Quiz. Possible question: What is suspension? What are the characteristics of suspension? What are the uses of suspension?	A. What is the importance of colloids to us and the environment? B. What are the different types of colloids?
RE M AR KS	No. of Cases				
	Mean				
	% of Mastery				
	No. of Learners within Mastery Level				
	No. of Learners Needing Remediation/Reinforcement				
Other Activities (RRE)					
Noted					