



**Grades 1 to 12  
DAILY LESSON LOG**

**School**  
**Teacher**  
**Teaching Dates and Time**

Week 10

**Grade Level** 6  
**Learning Area** Science  
**Quarter** First

	Monday	Tuesday	Wednesday	Thursday	Friday
<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/ Objectives Write the LC code for each	<b>Tell benefits of separating mixtures from products in the community. S6MT-I-g-j-3</b>				
	Describe the ways where separating mixtures like in waste segregation benefit the community	Presentation of Outputs and Critiquing		First Quarter Examinations	
<b>II. CONTENT</b>	Ways on how separating mixtures like in waste segregation benefit the community				
<b>III. LEARNING RESOURCES</b>					
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					
<b>IV. PROCEDURES</b>					
A. Reviewing previous lesson or presenting the new lesson	Leaners will recall the benefits to the community of herbal medicine preparation in relation to the separation of	Learners will review the previous activities done by the group about the problem given.			

	mixtures.				
B. Establishing a purpose for the lesson	Show a picture of children/people conducting coastal clean up. Ask questions about the things done.	Elicit responses on experiences of learners about their interview done by themselves about the assignment given			
C. Presenting examples/instances of the new lesson	Present some ways depicting separation of mixtures in relation with separating their components.				
D. Discussing new concepts and practicing new skills #1	Present the scenario or problem to be solved by the learners (Problem-Based Learning). <b>See Activity Sheet 10.1</b>	Learners meet the team again to further analyze the problem given to them by infusing ideas gained from the interview.	Presentation of the two outputs		
E. Discussing new concepts and practicing new skills #2		Debrief and discuss 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.			
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning			Critiquing of outputs. <b>See Rubric</b>		
J. Additional activities for application or remediation	Learners will have time to validate their answers through interview of the garbage collector or people working in junk				

	shops on how they separate the garbage.				
<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?					
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?					

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