



**Grades 1 to 12  
DAILY LESSON LOG**

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

Week 3 (June 19-23, 2017)

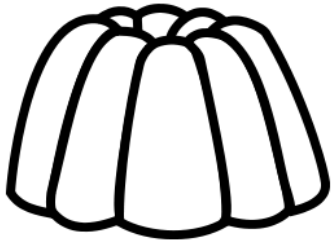
**Grade Level**  
**Learning Area**  
**Quarter**

Grade VI  
Science  
First Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
	June 19	June 20	June 21	June 22	June 23
<b>I. OBJECTIVES</b>					
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. <b>S6MT-Ia-c-1</b>				
	Describe the characteristics and uses of simple colloids	Prepare useful colloids and give its importance	Prepare beneficial and useful mixtures in food preparation	Communicate the uses of different mixtures (food preparation)	Describe the appearance and uses of uniform and non-uniform mixtures
<b>II. CONTENT</b>	Colloids	Use of Colloids	Food Preparation of Mixtures	Food Presentation of Mixtures	Summative Assessment
<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	<b>Teacher's Instruction</b> <i>Charade.</i> The teacher should prepare terms such mixtures, homogeneous, heterogeneous, salt solution, and other related terms.	<b>Teacher's Instruction</b> <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.	<b>Teacher's Instruction</b> <i>Brainstorming.</i> The teacher ask the students what things they remember when they hear the word "MIXTURE". The students will write it in their notebooks then on the board.	<b>Teacher's Instruction</b> <i>Think-Pair -Share.</i> The teacher asks the students what things they remember on the previous lesson. Find a partner and discuss then share to class.	<b>Teacher's Instruction</b> <i>Pre-test.</i> The teacher give reminders to the students on procedures of testing.
B. Establishing a purpose for the lesson	<b>Question of the day:</b>  Gelatin is said to be a mixture. What kind of mixture is it?	<b>Question of the day:</b> How can we make a colloid?	<b>Question of the day:</b> What are the mixtures found in food preparation?	<b>Question of the day:</b> What are the mixtures found in food preparation?	<b>Teacher's Instruction</b> The teacher will tell that there is a need to know the knowledge earned from the three weeks lesson.
C. Presenting examples/instances of the new lesson	<b>Teacher's Instruction</b> <i>Picture Analysis.</i> The teacher should prepare various pictures of colloids such as milk, cheese,	<b>Teacher's Instruction</b> <i>Activity 3.2 Oh my Jelo!</i> The teacher will use the activity as guide.	<b>Teacher's Instruction</b> <i>Activity 3.3 Catering for the PARTY!</i> The teacher will use the activity as guide.	<b>Teacher's Instruction</b> <i>Activity 3.3 Catering for the PARTY!</i> <i>Presentation. See Presentation Rubric</i>	

	<p>mayonnaise, gelatin and more.</p> <p>Guide Question :</p> <p>What is common among these pictures?</p>				
D. Discussing new concepts and practicing new skills #1	<p><b>Teacher's Instruction</b></p> <p><i>Activity 3.1</i> "Crazy Colloid".</p>	<p><b>Teacher's Instruction</b></p> <p><i>Direct Instruction.</i> The teacher will give information on colloids and practical applications.</p>	<p><b>Teacher's Instruction</b></p> <p>The teacher should monitor the menu of the group.</p>		
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	<p><b>Teacher's Instruction</b></p> <p><i>Four Corners.</i> Using Think-Look-Share, the students will be asked for what they learned in the activity. Next, they need to find similar</p>	<p><b>Teacher's Instruction</b></p> <p><i>Gelomember.</i></p>	Continuation of Activity		

	answers to the question. Then, they need to group themselves in the corners of the room. Finally, the groups will explain/share.	 <p>Let the students write inside the gelatin the important terms or concepts of the lesson.</p>			
I. Evaluating learning	This is based on the activity sheet.	What is the importance of colloids to us and the environment?	Continuation of Activity	Based on the Presentation Rubrics	<i>Activity 3.4 Mixtures Poster Making</i>
J. Additional activities for application or remediation					
<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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