

 DAILY LESSON PLAN	School	Candaping National High School			Grade & Section	7 - Almeda
	Teacher	Ronie B. Mabayambang			Learning Area	SCIENCE
	Teaching Dates & Time				Quarter	1
	Week No.	3	Day	2	Duration	

I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedure must be followed and if needed, additional lessons, exercises, remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guide.					
A. Content Standards	The Learners demonstrate an understanding of the properties of substances that distinguish them from mixtures.					
B. Performance Standards	The Learners shall be able to investigate the properties of mixtures of varying concentrations using available materials in the community for specific purpose.					
C. Learning Competency/ies Write the LC Code for each.	1. Distinguish mixtures from substances based on a set of properties. S7MT-Ie-f-4					
D. Learning Objectives	Knowledge: Discuss the different properties of pure substance and mixture. Skills: Classify materials as pure substance and mixture. Attitudes: Relate the properties of pure substance and mixture to their uses.					
II. CONTENT/TOPIC	Content is what the lesson all about. It pertains to the subject matter the teacher aims to teach in the CG, the content can be tackled in a week or two.					
III. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.					
A. References						
1. Teacher's Guide pages	pp. 17-25					
2. Learner's Materials pages	pp. 6-12					
3. Textbook pages	1. Chemistry III Textbook. Mapa, Amelia P., Ph. D., et. al. 2001. pp. 38-42. 2. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 34-38. 3. Science and Technology III. NISMED. 1997. pp. 30-34.					
4. Additional Materials from Learning Resource (LR) Portal	1. EASE Science III. Module 3. Lesson 2. 2. EASE I. Module 5. Lesson 3. 3. BEAM III. Unit 2. 5 Demonstrate Skill in Studying Chemical System. Pure Substance and Mixture. August 2009.					
B. Other Learning Resources	Laptop, speaker, glass with water, powdered juice, teaspoon, vinegar, sand with gravel, soft drinks, halo-halo, salad, aluminum foil, stainless steels					
IV. PROCEDURES	These steps should be across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusion about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.					
A. Reviewing previous lesson or presenting the new lesson. ELICIT (The activities in this section will evoke or draw out prior concepts of or experiences from the students)	AWARENESS					
B. Establishing a purpose for the lesson. ENGAGE (The activities in this section will stimulate their thinking and help them access and connect prior knowledge as a jumpstart to the present lesson.)		Lines from the song "We are the World" will be played. These questions will be asked after: 1. In what way should we act as humans? What does it mean by being one? Human behavior is largely constrained by the rules that govern particular situations and environment. We are constantly obliged to behave in a particular way, or to avoid certain behaviors. Being one teaches us that we are composed of not just one but variety of members. 2. How would you relate this to the two general classes of matter? Like humans, matter behaves differently. There are times that they will combine with each other as a result of their interaction.				
C. Presenting examples/instances of the new lesson.						
D. Discussing the new concepts and practicing new skills #1. EXPLORE (In this section, students will be given time to think, plan, investigate, and organize collected	ACTIVITY	Show to the class a glass with water. Let a student describe it and what it is made up of. Then, add ½ teaspoon of powdered orange juice. Call another volunteers to describe the combination of water and powdered juice. Then, show pictures of the following: vinegar, sand with gravel, soft drinks, halo-halo, salad, aluminum foil, and stainless steels. Classify these pictures as pure substance or mixture.				

information; or the performance of the planned/prepared activities from the student's manual with data gathering and Guide questions)		
E. Discussing the new concepts and practicing new skills #2.		
F. Developing mastery (Leads to formative assessment 3). EXPLAIN (In this section,	ANALYSIS	Which of the samples of matter are pure substances? Which are mixtures? What indicates a sample of matter as pure substance? Mixture?
G. Making generalization and abstraction about the lesson. ELABORATE (This section	ABSTRACT	Differentiate a pure substance from a mixture.
H. Finding practical application of concepts and skills in daily living.	APPLICATION	Materials are used depending on their properties. How are the uses of gold depending on its properties?
I. Evaluating learning. EVALUATION (This section will provide for concept check test items and answer key	ASSESSMENT	Tell whether the sample of matter below is a pure substance or a mixture. 1. Paint 6. Air 2. Silver 7. Salt 3. Smoke 8. Salad
J. Additional activities for application or remediation. EXTEND (This sections give	ASSIGNMENT	On a long sized bond paper with 1" margin on the four sides, make a collage of the different examples of pure substances and mixtures.
V. REMARKS		
VI. REFLECTION		<i>Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant question.</i>
A. No. of learners who earned 80% on the formative assessment		
B. No. of learners who require additional activities for remediation		
C. Did the remedial lesson work? No. of learner who caught up with the lesson		
D. No. of learner 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?		

NOTE: Procedure is adapted/adopted from DLP 2017 of DepEd-Division of Lapu-Lapu City as reference.

