

 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	3	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: Explain the different methods in separating components of mixture. Skills: Demonstrate some of the methods in separating components of mixture. Attitudes: Display interest in demonstrating those methods.					
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	Pebbles, sand, petri dishes, tweezers, Ziploc bag, oil, water, funnel, ring stand, beakers, filter paper, glass rod, iron filings, wood, alcohol lamp, and matches					
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.)		The students will be asked: 1. What is a mixture? A mixture is a classification of matter which is made up of more than one substances combined physically. 2. Is it possible to separate the components of a mixture? Why? Yes, it is possible to separate the components of a mixture since the substances are just physically combined.				
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 information; or the performance of the planned/prepared activities)	ACTIVITY	With their teammates, the students will be assigned with a station which has a specific separation technique. The assigned techniques are as follows: Station 1: Hand Separation Mixture of pebbles and sand in a Ziploc bag, tweezers, two petri dishes Station 2: Separating Funnel Mixture of oil and water, separating funnel, ring stand, two beakers Station 3: Filtration Sand and water mixture, filter paper, funnel, ring stand, beaker, glass rod, wash bottle				

from the student's manual with data gathering and Guide questions)		Station 4: Magnetic Separation Mixture of iron filings and wood Station 5: Distillation Water with red food coloring, distillation setup, alcohol lamp, receiver flask, ring stand, matches The group representatives will present to the class their report which includes naming the method of separation, writing individual steps and describing the principle involved in the separation of the given mixture.
E. Discussing the new concepts and practicing new skills #2.		
F. Developing mastery (Leads to formative assessment 3). EXPLAIN (In this section,	ANALYSIS	What are the things to consider in separating mixtures?
G. Making generalization and abstraction about the lesson. ELABORATE (This section	ABSTRACT	How are mixtures separated? Describe each shortly.
H. Finding practical application of concepts and skills in daily living.	APPLICATION	A landscaping business receives a dump truck full of an unsorted mixture of sand and stones from a gravel pit. The business wishes to sort it so that bags of sand can be sold for use in sandboxes and the small stones can be sold for landscaping projects. What type of separation method would you suggest? Why?
I. Evaluating learning. EVALUATION (This section will provide for concept check test items and answer key	ASSESSMENT	What are the different methods in separating the components of a mixture?
J. Additional activities for application or remediation. EXTEND (This sections give	ASSIGNMENT	Study the concepts learned on pure substance and mixture for a summative test next meeting.
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.

