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.	6	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 classifying substances as elements or compounds.
B. Performance Standards	The Learners shall be able to make a chart, poster, or multimedia presentation of common elements showing their names, symbols and uses.
C. Learning Competency/ies Write the LC Code for each.	1. Recognize that substances are classified into elements and compounds. **S7MT-Ig-h-5**
D. Learning Objectives	**Knowledge**: Describe the properties of compounds. **Skills**: Demonstrate how a compound is formed. **Attitudes**: Name common compounds essential to the body.
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.* Elements and Compounds
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. 29-38
2. Learner's Materials pages	pp. 1-15
3. Textbook pages	1. Chemistry III Textbook. Mapa, Amelia P., Ph. D., et. al. 2001. pp. 45-49. 2. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 52-56. 3. Science and Technology III. NISMED. 1997. pp. 42-52.
4. Additional Materials from Learning Resource (LR) Portal	1. EASE Science III. Module 3. Lesson 3. 2. EASE I. Module 5. Lesson 3. 3. BEAM III. Unit 2. 6 Demonstrate Understanding of Elements. Elements and Compounds. August 2009.
B. Other Learning Resources	
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.)		Title: Concept Mapping Materials: Activity sheets
C. Presenting examples/instances of the new lesson.		What are the group numbers the elements they belong to?
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 from the student's manual	ACTIVITY	Group Activity: Perform Activity 2 from Learning Module pp. 5-7.

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	Identify the group number an element it belongs to.
G. Making generalization and abstraction about the lesson. ELABORATE (This section	ABSTRACTI	Let the group's rapporteur give the generalization based from their output.
H. Finding practical application of concepts and skills in daily living.	APPLICATION	
I. Evaluating learning. EVALUATION (This section will provide for concept check test items and answer key	ASSESSMEN	Rubrics: Teacher Resource Sheet 1 and 2 from BEAM VI- Unit 6 Layers of the Earth. July 2008 pp. 23 & 25.
J. Additional activities for application or remediation. EXTEND (This sections give	ASSIGNMENT	
V. REMARKS		
VI. REFLECTION	*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.*	
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.

A Test on Solutions

Name: _____ Section: _____ Date: _____ Score: ___

I. Directions: Read each sentence with comprehension and circle the letter of the correct answer.

1. 1. When solid CuCl2 and water are mixed a clear liquid results. What is the CuCl2 called?
a. A precipitate b. A solute c. A solution d. A solvent

2. In which of the following phases can a solution be made?
a. Solid and liquid phases only c. Liquid and gas phases only
c. Gas and solid phases only d. Solid, liquid and gas phases
3. Carbon tetrachloride, a liquid, settles to the bottom of a test tube after being shaken with water. The 2 liquids are said to be
a. Miscible b. Immiscible c. Alloys d. Soluble
4. Which of the following is not a solution?
a. C2H5OH(l) b. An alloy of copper, zinc and tin c. Air d. Salt water
5. Solubility is
a. the amount of solvent that will dissolve a given amount of a solute at any temperature
b. the amount of solute that will dissolve in a given amount of solvent at any temperature
c. the process of dissolving a solute in a solvent
d. the amount of solute that will dissolve in a given amount of solvent at a certain temperature
6. A solute that has been dissolved in a solvent
a. can be recovered by a process involving its physical properties
b. cannot be recovered by a process involving its physical properties
c. is chemically changed
d. can be recovered by a process involving its chemical properties
7. Solid potassium chloride is added to water until no more can be dissolved at that temperature. Some solid remains at the bottom of the beaker. How would you describe the solution?
a. It is a concentrated solution.
b. It is an unsaturated solution.
c. It is a saturated solution.
d. It is a heterogeneous solution.
8. Stirring a solute/solvent mixture
a. increases the solubility of the solute in the solvent
b. does not affect the rate of dissolution
c. makes the solute dissolve faster
d. increases the capacity of the solvent to dissolve the solute
9. If a solute dissolves in a solvent, what is likely to be true?
a. The solute-solute attractions are greater than the solvent-solvent attractions.
b. The solute-solute attractions are less than the solvent-solvent attractions.
c. The solute-solvent attraction is greater than the sum of the solute-solute and solvent-solvent attraction.
d. There is a strong attraction between solute and solvent molecules.
10. Which of the following is an example of a solution? (Choose more than one.)
a. Vinegar b. Mud in water c. Food coloring in water d. Sugar dissolved in water e. Ice cream
Give the reason why you think these are solutions.

II. Directions: Answer the questions below in not less than two sentences.

1. Give one reason why people stir coffee or juice in water after they have added sugar.

2. Why do you think that it is easier to dissolve powdered brown sugar than a big whole piece or chunk of brown sugar (the size of a small ice cream cup) in water?

III. Directions: Analyze each problem below and solve for the unknown. Show your solutions.

1. Which is more concentrated, a solution containing 5 grams of salt in 10 grams of water or a solution containing 18 grams of salt in 90 grams of water?

2. The label of the 200-mL rubbing alcohol that Mrs. Herrera bought shows that it contains 40% ethyl alcohol. What is the volume of ethyl alcohol does the rubbing alcohol contain?