

 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	3-4	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: Familiarize the elements in the periodic table and its symbols. Skills: Recite the symbols of the common elements correctly. Attitudes: Recognize the presence of elements on Earth.					
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. 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	Electrolysis apparatus, Periodic table of elements					
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)	AWARENES	How are elements different from compounds? How are they similar?				
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: It's Element-ary! Materials: Activity sheets, Periodic Table of Elements				
C. Presenting examples/instances of the new lesson.		What are the elements that are listed in the <i>Nutrition Facts</i> of a food label?				
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 with data gathering and	ACTIVITY	Group Activity: Perform Activity 3 from Learning Module pp. 8-13.				

Guide questions)		
E. Discussing the new concepts and practicing new skills #2.		Show video clip on Elements and Compounds S152LS20 - YouTube (360p) , Website: https://www.youtube.com/watch?v=HQTrLZmV3sI , or URL: https://youtu.be/HQTrLZmV3sI
F. Developing mastery (Leads to formative assessment 3). EXPLAIN (In this section,	ANALYSIS	1. Name elements that are listed in the <i>Nutrition Facts</i> of a food label. 2. recognize that the elements listed in the <i>Nutrition Facts</i> are not added as the elements themselves. 3. infer the food ingredient that could be the source of those listed elements. 4. recognize that most of these food ingredients are examples of compounds.
G. Making generalization and abstraction about the lesson. ELABORATE (This section	ABSTRACT	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	ASSESSMENT	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	ASSESSMENT	Make a chart, poster, or multimedia presentation of common elements showing their names, symbols and uses.
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.

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 CuCl_2 and water are mixed a clear liquid results. What is the CuCl_2 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?

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