| **DAILY LESSON LOG**Logo  Description automatically generated  Department of Education | School |  | Grade Level | **6** |
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| Teacher |  | Learning Area | **SCIENCE** |
| Teaching Dates and Time | **WEEK 8** | Quarter | **QUARTER 1** |

|  | **SESSION 1** | **SESSION 2** | **SESSION 3** | **SESSION 4** |
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| ***I.OBJECTIVES*** |  | | | |
| **A.Content Standards** | The learners demonstrate understanding of different techniques to separate mixtures | | | |
| **B.Performance Standards** | The learners should be able to separate desired materials from common and local products. | | | |
| **C.Learning Competencies/Objectives**  **Write the LC Code for each** | At the end of the lesson, the students will be able to:  1. Identify and describe mixtures that can be separated using magnetic separation;  2. explain why magnetic separation is used and give real-life examples where it is applied; and  3. show appreciation for the importance of proper waste separation and recycling in maintaining a clean and safe environment. | At the end of the lesson, the students will be able to:  1. Explain how and why magnetic separation works by identifying magnetic and non-magnetic materials;  2. perform magnetic separation by separating metal and non-metal objects from a mixed sample using a magnet; and  3. appreciate the importance of separating recyclable materials to help reduce environmental waste. | At the end of the lesson, the students will be able to:  1. Describe how magnetic separation is applied in real-world scenarios such as recycling and industrial processes;  2. construct and perform a hands-on magnetic separation setup to separate components of a mixture; and  3. show cooperation and teamwork while working with group members to solve problems involving mixture separation. |  |
| ***II.CONTENT*** |  | | | |
| Components of Mixtures and Magnetic Separation | Individual Activity | Performance Task | Long Test |
| ***III.LEARNING RESOURCES*** |  | | | |
| **A.References** |  |  |  |  |
| **1.Teacher’s Guides/Pages** |  |  |  |  |
| **2.Learner’s Materials Pages** |  |  |  |  |
| **3.Textbook Pages** |  |  |  |  |
| **4.Additional Materials from Learning Resources (LR) portal** |  |  |  |  |
| **B.Other Learning Resources** |  |  |  |  |
| ***IV.PROCEDURES*** |  | | | |
| **A.Reviewing previous lesson or presenting the new lesson** |  |  |  |  |
| **B.Establishing a purpose for the lesson** | “Suspect, Sasspect!”  Instructions:  1. Form Pairs  Learners will be divided into pairs: Learner A (Cluer) and Learner B (Guesser).  2. Set the Rules  Each pair gets 3 clues and a maximum of 6 guesses to identify the subject (e.g., a person, place, event, or object).  The Cluer can only describe the subject using descriptive sentences. No acronyms, abbreviations, or direct references.  The Guesser has to make the final guess within 6 attempts.  3. Game Flow  A picture or word is shown to Learner A (Cluer) but hidden from Learner B (Guesser).  Learner A starts giving clues one at a time, pausing to let Learner B guess after each clue.  4. Clues and Guesses  If the Guesser gets it correct within 6 guesses, the pair earns a point.  If not, the answer is revealed, and the pair moves on to the next round.  5. Rotation  After each round, switch roles so that every learner gets a chance to be both the Cluer and the Guesser.  6. Scoring  Award 1 point for every correct answer.  At the end of the session, the pair with the most points wins. | “Mystery Magnet Box”  Materials Needed (for each pair or group):  Shoebox or opaque container with a lid  5–7 small mixed items inside (e.g., iron nails, rubber bands, paper clips, erasers, plastic beads, aluminum foil, coins)  A strong magnet  “Guess the Object” recording sheet  How to Do It:  Students will work in pairs.  Without opening the box, Student A uses a magnet along the outside of the box to detect which items are magnetic.  Student A lists down predictions of which items are magnetic and what they might be.  After finishing, the box is opened to check predictions.  Switch roles: Student B does the same with a new box or shuffled set of items. |  |  |

| **C.Presenting examples/instances of the new lesson** |  | Link: [Separating a Mixture Using a Magnet](https://www.youtube.com/watch?v=VSIBzRKIWAQ) |  |  |
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| **D.Discussing new concepts and practicing new skills #1** | Discuss Components of Mixtures and Magnetic Separation | Separate and Sort Challenge | Magnetic Mix Rescue Mission: Save the Recyclables! | Long Test |
| **E.Discussing new concepts and practicing new skills #2** |  |  |  |  |
| **F.Developing mastery**  **(Leads to formative assessment)** |  | “Separate and Sort Challenge”  Instructions:  Look at the mixture and make a prediction: Which items will be attracted to the magnet?  Use the magnet to separate magnetic materials from the non-magnetic ones.  Record each item on the worksheet and indicate whether it was magnetic or not.  After sorting, answer the reflection questions on the back of the worksheet:  Which item surprised you the most?  What real-life situation is similar to this activity?  How can magnetic separation help reduce waste? | “Magnetic Mix Rescue Mission: Save the Recyclables!”  Scenario-Based Task:  Students are assigned as teams of junior recycling engineers. A simulated “contaminated recyclable bin” (a large container of mixed materials) has been delivered to their recycling facility. Their job is to rescue the magnetic recyclables efficiently and propose improvements for sorting.  Instructions:  1. Introduction:  Brief students on their role as junior recycling engineers.  Explain that their mission is to extract magnetic materials from a mixed waste bin using only magnets and tools provided.  2. Group Activity:  Each group receives a bin of mixed materials and sorting containers.  Students use different types of magnets to separate magnetic items from non-magnetic ones.  They must record their process, challenges, and observations in the Mission Log.  3. Group Reflection & Proposal:  After sorting, groups analyze their effectiveness.  They propose at least one improvement to make the sorting process faster, safer, or more accurate.  Record this on the final part of the worksheet.  4. Presentation:  Each team briefly presents their method, findings, and improvement ideas. |  |
| **G.Finding practical/applications of concepts and skills in daily living** | 🔁 Real-Life Examples of Magnetic Separation  At Home:  Separating paper clips from pencil shavings.  Picking up nails or pins that have spilled on the floor.  In Recycling Centers:  Separating iron cans from other waste materials.  In Schools:  Science experiments involving mixtures of iron fillings and sand.  In Industries:  Extracting iron particles from powdered food to ensure safety. | 🔁 Real-Life Example:  In recycling plants, large magnets are used on conveyor belts to pull out iron cans and scrap metal from piles of waste. This helps in sorting materials efficiently, preventing machine damage, and promoting metal reuse instead of letting them go to landfills.  💬 Questions for Class Discussion:  What are some places at home where magnetic separation could be useful?  Why didn’t the aluminum foil or coin stick to the magnet even though they look metallic?  Can magnets help us protect the environment? How? |  |  |
| **H. Making generalizations and abstractions about the lesson** | The learners will summarize what they have learned. | The learners will summarize what they have learned. | The learners will summarize what they have learned. | The learners will summarize what they have learned. |
| **I.Evaluating Learning** | Assessment. The students will answer the short quiz. | Assessment. The students will answer the individual activity worksheet. | Assessment. The students will be rated using the rubrics. | Assessment. The students will answer the long test. |
| **J.Additional activities for application or remediation** |  |  |  |  |
| ***V.REMARKS*** |  | | | |
| ***VI.REFLECTION*** |  | | | |
| **A.No. of learners who earned 80% of the formative assessment** |  |  |  |  |
| **B.No. of learners who require additional activities to 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 material did I use/discover which I wish to share with other teachers?** |  |  |  |  |