

 <b>DAILY LESSON LOG</b>	<b>School</b>		<b>Grade Level</b>	VI
	<b>Teacher</b>		<b>Learning Area</b>	TLE-HE
	<b>Teaching Dates and Time</b>	Week 10	<b>Quarter</b>	No specific quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and 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 guides.				
<b>A. Content Standards</b>	Demonstrates an understanding of and skills in the basics of food preservation				
<b>B. Performance Standards</b>	Preserves food/s using appropriate tools and materials and applying the basics of food preservation				
<b>C. Learning Competencies / Objectives</b> Write the LC code for each	3.6 Markets preserved/processed food in varied/creative ways with pride. 3.6.1. packages product for sale creatively/artistically, prepares creative package and uses materials sourced locally, packages products artistically, and labels packaged products	3.6.2 computes costs, sales, and gains with pride 3.6.3 uses technology in advertising products 3.6.4 keeps record of production and sales			
<b>II. CONTENT</b>	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two. Food Preservation				
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
<b>A. References</b>					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
<b>B. Other Learning Resources</b>	<a href="https://books.google.com.ph/books?id=1Rro1lZaGxIC&amp;pg=PA1&amp;dq=packaging+for+marketing&amp;hl=en&amp;sa=X&amp;ved=0ahUKewiu7vD0oXUAhUMkpQKHdKMAKYQ6AEILDAC#v=onepage&amp;q=packaging%20for%20marketing&amp;f=false">https://books.google.com.ph/books?id=1Rro1lZaGxIC&amp;pg=PA1&amp;dq=packaging+for+marketing&amp;hl=en&amp;sa=X&amp;ved=0ahUKewiu7vD0oXUAhUMkpQKHdKMAKYQ6AEILDAC#v=onepage&amp;q=packaging%20for%20marketing&amp;f=false</a>  <a href="https://www.google.com.ph/search?q=packaging+meaning&amp;oq=pac&amp;aq=chrome.0.69i5913j69i57j0l2.4226j0i7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com.ph/search?q=packaging+meaning&amp;oq=pac&amp;aq=chrome.0.69i5913j69i57j0l2.4226j0i7&amp;sourceid=chrome&amp;ie=UTF-8</a>  <a href="http://dictionary.cambridge.org/us/dictionary/english/packaging">http://dictionary.cambridge.org/us/dictionary/english/packaging</a>  Stewart, B. (1997). <i>Packaging as an effective marketing tool</i> . Surrey: Pira International.	<a href="http://www.packagingoftheworld.com/2017/02/10-product-packaging-tips-that-will.html">http://www.packagingoftheworld.com/2017/02/10-product-packaging-tips-that-will.html</a>  <a href="http://www.businessdictionary.com/definition/advertising.html">http://www.businessdictionary.com/definition/advertising.html</a>  <a href="http://smallbusiness.chron.com/8-different-ways-advertise-products-services-19274.html">http://smallbusiness.chron.com/8-different-ways-advertise-products-services-19274.html</a>	<a href="https://www.google.com.ph/search?q=online+advertising+definition&amp;oq=Online+adver&amp;aq=chrome.3.0j69i57j0l4.6025j0i7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com.ph/search?q=online+advertising+definition&amp;oq=Online+adver&amp;aq=chrome.3.0j69i57j0l4.6025j0i7&amp;sourceid=chrome&amp;ie=UTF-8</a>  <a href="http://businesstips.ph/how-to-compute-your-business-profit/">http://businesstips.ph/how-to-compute-your-business-profit/</a>		
<b>IV. PROCEDURES</b>					

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>A. Reviewing previous lesson or presenting the new lesson</b></p>	<p>Recap of previous lesson</p> <p>Last week the class learned how to assess quality of preserved/processed foods. The class also learned how to improve the quality of specific preserved/processed food items.</p>	<p>Recap of previous lesson</p> <p>Yesterday, the class learned about the importance of packaging in the marketing of a quality processed/preserved food.</p>	<p>Recap of previous lesson</p> <p>Yesterday, the class learned about the factors that should be considered in packaging a product, advertising as well as its types.</p> <p>It was mentioned that the class will focus on online advertising.</p>	<p>Recap of previous lesson</p> <p>Yesterday, the class learned the concept of online advertising.</p> <p>The teacher also introduced the computation of profit. It is determined by deducting expenses from sales.</p>	<p>Recap of previous lesson.</p> <p>Yesterday, the class heard the presentations of Groups ___ and ___.</p> <p>Today, we will hear and see the presentations of Groups ___ to ___.</p>
<p><b>B. Establishing a purpose for the lesson</b></p>	<p>Now that the class learned about coming up with a quality preserved/processed food, it is important that the items will also be packaged creatively and artistically for it to be attractive to the target market.</p> <p>Quality food plus creative packaging equals to increased sales and profit.</p>	<p>Today, the class will learn on tips in the packaging of products.</p> <p>Ask the learners: What do you think determine whether a buyer will find some item attractive or not?</p> <p>Answer: Design</p> <p>When a quality product comes in a well-designed package, it encourages sales.</p>	<p>Online advertising was demonstrated yesterday by ____.</p> <p>Based on his/her demonstration, what then is the definition of online advertising?</p>	<p>The class was also reminded that the following items will be included in the group presentation:</p> <ul style="list-style-type: none"> <li>• Actual processed/preserved product</li> <li>• Brand name of the product</li> <li>• Packaging design of the product</li> <li>• Online advertisement of the product</li> <li>• Computation of profit</li> </ul>	<p>Group presentation</p>
<p><b>C. Presenting examples/ instances of the new lesson</b></p>	<p>Tell the learners: According to Stewart in his book, <i>"Packaging as an Effective Marketing Tool"</i>, the "pack" is the silent salesman.</p> <p>Ask the learners: "What do you think is the meaning of that statement? Give examples.</p> <p>Generate ideas from the learners.</p> <p>Process the response of the learners.</p> <p>Show photos of packaged products. The photos should include well-packaged products and not so well-packaged products.</p> <p>Ask the learners to comment on the packaging of the products. Is it possible to further improve the packaging of the product?</p>	<p>Ask the learners: What do you think are the important factors to consider in packaging a product?</p> <ol style="list-style-type: none"> <li>1. Packaging should work in tandem with the product to create the best impact. Make it clear what a particular product is for and the brand information.</li> <li>2. Packaging should determine what sort of message the product is sending to the consumers.</li> <li>3. Packaging should be honest by showcasing the item for what it really is.</li> <li>4. Know your market or target consumers.</li> </ol> <p>The teacher will provide examples for each factor that should be considered in packaging a product.</p>	<p>Show examples of online advertisement.</p>	<p>All of the five products will be displayed in a table in front of the class</p> <p>Mechanics of presentation:</p> <ul style="list-style-type: none"> <li>• A representative/s will present for the group.</li> <li>• Each group is allotted a maximum of ten (10) minutes to present their project.</li> <li>• The presenter will be reminded if there is one (1) minute left for him/her to wrap up the presentation.</li> <li>• A sound to signal the end of the presentation will be heard.</li> <li>• Clarifications by the class on the content of the presentation can be raised after the actual presentation (2-3 minutes)</li> <li>• The order of presentation is as follows:                             <ul style="list-style-type: none"> <li>○ Group 1</li> <li>○ Group 2</li> </ul> </li> </ul>	<p>Group presentation</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
				<ul style="list-style-type: none"> <li>○ Group 3</li> <li>○ Group 4</li> <li>○ Group 5</li> </ul>	
<b>D. Discussing new concepts and practicing new skills #1</b>	<p>The teacher will ask the class: Based on the activities earlier, what do you think is the definition of packaging?</p> <p>Packaging is the presentation of a product in a particular way.</p>	<p>Given that the class has completed the preparation of the processed food/preserved food and packaging of product, the class will be introduced to advertising their products.</p> <p>Show a video clip or photos of advertisements in newspapers, magazines, billboards, social media, online, radio etc.</p>	<p>The class learned about food processing/food preservation, product design and packaging and online advertisement.</p> <p>The class will assume that all of the products have been sold. How then will the class know if they have gained profit or gains.</p> <p>Today, the class will learn how to compute expenses, sales, and profit.</p>	Group presentation	Group presentation
<b>E. Discussing new concepts and practicing new skills#2</b>	<p>Packaging plays an important role in marketing products.</p> <p>Packaging is a marketing tool.</p> <p>Packaging can make an important contribution to profits through the simulation of sales and improved profits.</p> <p>Packaging is the materials in which objects are wrapped before being sold.</p> <p>Show a video clip on packaging of products.</p>	<p>Ask the class: What is your idea of advertising? Give examples.</p> <p>Process the response of the learners.</p> <p>Ask the class: What then is the definition of advertising?</p> <p>Process the response of the learners.</p> <p>Advertising is the activity or profession of producing information for promoting the sale or commercial products or services.</p> <p>Advertising may be done in:</p> <ul style="list-style-type: none"> <li>• television</li> <li>• online (technology)</li> <li>• radio</li> <li>• newspaper</li> <li>• word-of-mouth advertising</li> <li>• event sponsorship</li> <li>• door hanger</li> <li>• flyers</li> </ul>	<p>The simplest formula to compute for profit or gains:</p> <p>Total Income – Total Expenses = Net Profit</p> <p>Total income – sales of goods</p> <p>Total expenses - includes all costs related to the sale transactions such as production costs, marketing and all other incidental expenses (transportation, utilities such as water, electricity, LPG etc.)</p> <p>The teacher will provide examples.</p>	Group presentation	Group presentation

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>F. Developing mastery</b> (Leads to Formative Assessment 3)	<p>Group activity: Group the class into five (5). Mechanics:</p> <ol style="list-style-type: none"> <li>1. Choose a food product that will be preserved/processed by the group.</li> <li>2. Give your product a brand name.</li> <li>3. Package the product using local materials.</li> <li>4. Present to the class on Thursday.</li> </ol>	<p>Ask volunteers from the class to demonstrate the eight (8) ways of advertising. Give the volunteers five (5) minutes to prepare.</p>	<p>The teacher will give a situation to the learners wherein the class will determine the net profit.</p>	<p>The class will raised clarifications on the content of the presentation</p>	<p>The class will raised clarifications on the content of the presentation</p>
<b>G. Finding practical applications of concepts and skills in daily living</b>		<p>Demonstration of eight (8) class volunteers.</p>	<p>Remind the class the following items will be included in the presentation tomorrow:</p> <ul style="list-style-type: none"> <li>• Actual processed/preserved product</li> <li>• Brand name of the product</li> <li>• Packaging design of the product</li> <li>• Online advertisement of the product</li> <li>• Computation of profit</li> </ul>	<p>The class will raised clarifications on the content of the presentation</p>	<p>The class will raised clarifications on the content of the presentation</p>
<b>H. Making generalizations and abstractions about the lesson</b>	<p>Remember, aside from a quality product, creative packaging is also important to make it attractive to the target market.</p>	<p>Remind the class the importance of creativity, honesty and clarity in the preparation of the design of the package of the product.</p> <p>Mention that there are different types of advertising.</p> <p>The class will focus on online advertising.</p>			
<b>I. Evaluating learning</b>	<p>Ask the learners to comment: <i>"If the business or an individual has a tight budget, there is no need to package the processed/preserved product."</i></p> <p>The consumers buy products that are visually appealing, and if some product suffers from poor packaging, unimpressive and shabby, chances are the consumer will move on to a better-looking item</p>	<p>Group collaboration with clarifications to be provided by the teacher.</p> <p>By this time, the group should decide on the following:</p> <ul style="list-style-type: none"> <li>• processed/preserved food</li> <li>• design of the product package</li> <li>• identified the task/s for each group member</li> <li>• online advertising</li> </ul>	<p>Group collaboration with clarifications to be provided by the teacher.</p>	<p>Ask the class what insights they learned from the presentation.</p>	<p>Ask the class what insights they learned from the presentation.</p>
<b>J. Additional activities for application or remediation</b>	<p>Continue collaborating with groupmates for class presentation on Thursday.</p>	<p>Continue collaborating with groupmates for class presentation on Thursday.</p>	<p>Continue collaborating with groupmates for class presentation tomorrow.</p>	<p>The remaining groups will present their project tomorrow.</p>	<p>Each learner will think of a specific product which he/she wants to make. How</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
					will you design the package of the product? How will you advertise the product online?
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>	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 questions.				
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 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 materials did I use/discover which I wish to share with other teachers?					

For improvement, enhancement and/or clarification of any DepEd material used, kindly submit feedback to [bld.tld@deped.gov.ph](mailto:bld.tld@deped.gov.ph)

Government Property  
NOT FOR SALE