

 DAILY LESSON LOG	School		Grade Level	VI
	Teacher		Learning Area	TLE-HE
	Teaching Dates and Time	Week 7	Quarter	No specific quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES	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.				
A. Content Standards	Demonstrates an understanding of and skills into the basics of food preservation				
B. Performance Standards	Preserves food/s using appropriate tools and materials and applying the basics of food				
C. Learning Competencies / Objectives Write the LC code for each	TLE6HE-Og-11 3.2 Uses the tools/utensils and equipment and their substitutes in food preservation / processing.	3.2.1 Identifies the tools/utensils and equipment 3.2.1 Prepares plan on preserving/processing food			
II. CONTENT	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				
III. LEARNING RESOURCES	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.				
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Bantigue, R.M. and Pangilinan, J.P. (2014) Growing up with Home Economics and Livelihood Education. FNB Educational, Inc. QC.		https://food-hacks.wonderhowto.com/how-to/10-brilliant-substitutions-for-specialized-kitchen-tools-0150526/ https://www.youtube.com/watch?v=N0Y2QIMO4Uw https://www.youtube.com/watch?v=KjG28t1iGQI		
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Recap of previous lesson Last week, the discussion was on food preservation, the benefits derived from it as well as its different types. We also conducted an inventory of food that can be preserved and processed.	Recap of previous lesson Yesterday, the class was able to identify different tools/instruments and equipment used in food preservation.	Recap of previous lesson. There were exercises or activities on the use of the different tools/instruments and equipment in food preservation / food processing..	Recap of previous lesson. There were presentation of possible substitutes for kitchen tools/instruments. There was a video presentation of these substitutes and how they can be	Mention that yesterday, the class started with the planning for the presentation of preserved/processed food. Today, they will continue to prepare for the assignment

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	This week's lesson is on the tools/instruments/utensils and equipment that we use for food preservation.	The class was able to distinguish the difference between tool/instruments and equipment.	The class was asked if they could think of possible substitute/s for tools//instruments.	used. The class was also informed that they will present by group processed/preserved food next week. The class started with their planning for the project and the first step was to identify a food item.	next week.
B. Establishing a purpose for the lesson	Ask the learners on the importance of familiarizing the learners with the tools/utensils and equipment in food preservation.	Our lesson for today is a continuation of the discussion yesterday because the class will be asked to present the recipes of preserved foods/processed foods and identify the tools/instruments and equipment used to complete the process.	Ask the learners why there is a need to think of substitutes for instruments/tools in the kitchen. Emphasize the need to be resourceful for the learners	The eight (8) groups will present their plans. There is emphasis on non-duplication of food items with the same mode of food preservation.	Continue with group discussion on project. The class discussed with their individual group their chosen recipe, tools and equipment, tasks for each member of the group, workplan, and the budget for the project.
C. Presenting examples/ instances of the new lesson	Ask the difference between tools/instruments and equipment. Before the difference is determined, ask the learners to give examples of tools / instruments and equipment.	Individual class presentation. The other members of the class will provide feedback on the presentation.	With reference to the assigned task to the learners, the teacher will call on learners to provide examples of substitutes. Show photos to the class. Knife sharpener - sharpen your knife with a ceramic bowl or mug Egg separator – water bottle Jar opener – duct tape Burger press – measuring cup, jar lids Double boiler – two saucepans or one pan and a mixing bowl	After presentation, the teacher will ask the class to group themselves again then discuss the following: <ul style="list-style-type: none">• Choosing a recipe.• Identifying tools and equipment that will be used in completing the process• Listing the steps in preserving/processing of food• Assigning tasks for each group member• Designing a work plan• Preparing a budget• Documenting photos	The group representative will check with the HE room if the tools and equipment needed are available. If the tools are not available, the learners will bring them to class. Bring the needed ingredients for the project..

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D. Discussing new concepts and practicing new skills #1	<p>Ask the learners examples of these tools/instruments:</p> <p>Response may include knives, fork, spoon, whisk, spatulas, graters, wooden mallets, containers, plastic bins with airtight lids, ceramic dishes with plastic lids and foil containers, jars, bag, food brushes, measuring cups, colander, strainer, timer, weighing scale, measuring spoons, handheld can opener, cooking thermometer, etc.</p> <p>Ask the learners examples of equipment used in food preservation: juicer, mixer, electric can opener, blender, refrigerator, stove, oven.</p> <p>What then is the difference between tools and equipment?</p> <p>One major difference is the use of electricity.</p>	<p>Play a video clip on food preservation / food processing. The video contains the specific steps undertaken for the completion of the process. The use of the tools / utensils/ instruments and equipment are very evident in the video.</p>	<p>Show a video on substitute for kitchen tools/instruments.</p> <p>https://www.youtube.com/watch?v=N0Y2QIMO4Uw</p> <p>https://www.youtube.com/watch?v=KjG28t1iGQI</p> <p>Think of other substitute for tools/instrument.</p>	<p>The teacher will explain each of the items that will be included in the presentation:</p> <ul style="list-style-type: none"> • Recipe of the preserved/processed food • Tools / instruments used in the activity • Equipment used in the activity • Steps in preserving/processing of food • Role of each member of the group 	<p>The eight (8) groups will provide updates on the status of preparation for their assignment.</p>
E. Discussing new concepts and practicing new skills#2	<p>The teacher will show photos or drawings of examples of tools/instruments and equipment.</p> <p>The teacher will ask the learners the use of each tool/instrument and equipment.</p> <p>The teacher will then present a photo where the specific tool or equipment is used or being used.</p>	<p>The contents of the video will be processed by the class.</p>	<p>The teacher will inform the class that by next week, they will be bringing preserved/processed foods which they themselves will prepare.</p> <p>The class will be divided into eight (8). With reference to the lessons last week on the methods of food preservation, assign two groups per method.</p> <p>Group 1 - Drying Group 2 - Salting Group 3 - Freezing Group 4 - Processing Group 5 - Drying Group 6 - Salting Group 7 - Freezing Group 8 - Processing</p>	<p><i>Tell the class that it might be the first time that they have heard of the following:</i></p> <ul style="list-style-type: none"> • Work plan • Budget • Photo Documentation <p><i>(not included in the CG)</i></p>	
F. Developing mastery (Leads to Formative Assessment 3)	<p>The class will prepare Pickled Papaya. What tools/utensils/instruments will be used?</p> <ul style="list-style-type: none"> • Grater 	<p>Presentation of another video clip on processing/preservation of food.</p>	<p>Each group will identify what food item they will work on. There should be no duplication of food</p>	<p><i>Define, explain and provide examples.</i></p>	

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	<ul style="list-style-type: none"> • Bowl • Jar • Teaspoon • Cup • Muslin bag • Squeezer • Collander • Tray or bilao • Sauce pan • Knife • Slicer 	<p>Midway in the presentation, the teacher will pause the video then ask the class what the next steps will be.</p> <p>The video presentation will be played again.</p>	<p>items for groups who will be working on the same method.</p> <p>The individual group will plan on the preserved/processed food which they will prepare.</p>	<p><i>Workplan – is the list of tasks that need to be done for a specific activity. It indicates the day and time and the task that will be done.</i></p> <p><i>Budget – is the list of the expenses or costs of items used in the activity.</i></p> <p><i>Photo Documentation – are pictures taken before, during and after the activity. These are action shots e.g. discussing, marketing, food preparation, of cooking until the final product is ready for presentation.</i></p>	
G. Finding practical applications of concepts and skills in daily living	<p>Describe how the above tools/instruments will be used?</p> <p>Ask the class what equipment will be used in the preparation of Pickled Papaya?</p> <p>Answer: Gas stove or gas range</p> <p>Ask the class when it will be used.</p>	<p>The teacher will ask the learners what process in the video is very important in food preservation / food processing. Ask them why.</p>			
H. Making generalizations and abstractions about the lesson	<p>Remember the difference between tools/instruments and equipment.</p> <p>Familiarize yourselves with the tools/instruments used in the preservation of food.</p>			<p>The class continue with their planning for next week's presentation</p>	
I. Evaluating learning		<p>Present a situation wherein the tools/instruments needed for a specific recipe are not available.</p> <p>Ask the learners to think of a substitute.</p>	<p>The teacher will go around the eight (8) groups to ensure that they are on the right track.</p> <p>Clarifications by the learners will be addressed by the teacher.</p>	<p>The teacher will go around the eight (8) groups to ensure that they are on the right track.</p> <p>Clarifications by the learners will be addressed by the teacher.</p>	<p>The teacher will advise the group on how to better prepare for their presentation next week.</p> <p>Clarifications by the learners will be addressed by the teacher.</p>
J. Additional activities for application or remediation	<p>Bring recipes on preserved foods. Identify the equipment and tools/instruments that will be used to complete the process.</p>	<p>Submit photos of possible substitutes for kitchen tools/instruments.</p>			
V. REMARKS					
VI. REFLECTION	<p>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.</p>				
A. No. of learners who earned 80% on the formative					

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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?					

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