

 DAILY LESSON LOG	School		Grade Level	VI
	Teacher		Learning Area	TLE-HE
	Teaching Dates and Time	Week 8	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 in the basics of food preservation				
B. Performance Standards	Preserves food/s using appropriate tools and materials and applying the basics of food preservation				
C. Learning Competencies / Objectives Write the LC code for each	TLE6HE-Oh-12 3.3 preserves food applying principles and skills in food preservation/processing	3.3.1. selects food to be preserved/processed based on availability of raw materials, market demands, and trends in the community		3.3.2 observes safety rules in food preservation/processing	
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	MISOSA-VI Pagimbak at Preserbatiba (not accessible)				
B. Other Learning Resources				Preservation of Fruits and Vegetables (1977) Bureau of Plant Industry	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Recap of previous lesson. Last week, the class prepared for the presentation of processed/preserved products. Today, the class will present by group. As mentioned, the presentation will contain the following: <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 Name and role of each member of the group 	Recap of what happened the previous day. Mention the names of the group who completed their presentation. The presentation of the rest of the groups will continue (Groups 5-8).	Recap of the previous lesson. The teacher again congratulates the class for a job well done. The teacher underscores the importance of food preservation.	Recap of the previous lesson. The teacher mentions that yesterday, they discussed the several factors that need to be considered in the selection of food items to be processed: <ul style="list-style-type: none"> Raw materials Market Demands Trends in the Community. The class also has learned that if the three factors were considered this would be a good source of income for the learners.	Recap of the previous lesson. The teacher mentions that yesterday the class discussed the practices to ensure sanitation and safety of processed/preserved foods. The class was asked to bring photos or drawing illustrating measures to ensure safety and sanitation in food processing/preservation.

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	The teacher suggested the inclusion of a workplan, cost estimates, photo documentation. This is optional.				
B. Establishing a purpose for the lesson	Tell the class that on one hand through the activity, each learner will gain insights from each group. On the other hand, the members of the group continue to learn from each other through collaborating and working with one another.		<p>Can you identify the processed/preserved food items that were presented during the last two days?</p> <p>The possible answers are fish, meat, fruits, vegetables etc.</p> <p>How about the rest of the ingredients that were used?</p>	<p>Today's lesson will be on observing safety rules in food preservation / processing.</p> <p>The teacher asks the class: <i>"What did they do to observe safety rules in food processing while working on their project?"</i></p>	The teacher will emphasize that if the learners fail to practice safety and sanitation in food preparation, all the efforts will be in vain because it often leads to food spoilage or food contamination.
C. Presenting examples/ instances of the new lesson	<p>The teacher requests the class to give each of their group a name.</p> <p>The following are the 8 groups who will present</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>Order of presentation will be agreed by the class.</p>		<p>Ask the class if it is easy for them to come up with the needed food items for their project. If the answer is either yes or no, request the learners to explain why.</p> <p>Is there a demand for the food items? Why or why not?</p> <p>What preserved food items do you think are in demand?</p> <p>In your respective community, what are the food trends?</p>	<p>Based on the response of the learners, provide a segue to the following:</p> <ul style="list-style-type: none"> • Did you use caps or head bands? • Did you wash your hands properly before and after working? • Did you refrain from talking while working? • Did you wash the tools and equipment properly? • Did you properly wash the ingredients before they were used? 	The class will bring out their assignments. The teacher will call some learners to tell something about the pictures or drawings they have brought to class.

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D. Discussing new concepts and practicing new skills #1	<p>The teacher presents the mechanics of the presentation:</p> <p>Each group will present for a maximum of 8 minutes.</p> <p>After every presentation, clarifications may be raised by the rest of the group (3 minutes)</p>		<p>The teacher explains that there are several factors that need, to be considered in the selection of food items to be processed:</p> <ul style="list-style-type: none"> • Raw materials • Market Demands • Trends in the Community. <p>The teacher will provide the definition and give examples as well.</p>	<p>The teacher will call learners to answer the question.</p> <p>If the answer of the learner is yes, ask him/her to explain why?</p>	<p>The teacher will play a video on the safe preparation of processed and/or preserved food.</p>
E. Discussing new concepts and practicing new skills#2	<p>Actual group presentation Groups 1 -4</p>		<p>Mention that food preservation/food processing can be a source of additional income, if the above factors are considered.</p>	<p>Food for human consumption should be produced under conditions of cleanliness and hygienic decency. No consumer would knowingly wish to consume food prepared in unhygienic environment.</p>	<p>The teacher will ask the learners to comment on the video.</p> <p>What part in the video is the most significant to the learner?</p> <p>Does the video manifest safety and sanitation in food preservation/food processing?</p> <p>How?</p>
F. Developing mastery (Leads to Formative Assessment 3)			<p>The teacher explains that in our country, there are provinces which have abundance of food items. The teacher gives examples: General Santos City in Mindanao – tuna</p> <p>Guimaras in the Visayas – mangoes</p> <p>Pangasinan in Luzon – milkfish</p> <p>Cebu in the Visayas - Rabbit fish with white dots (danggit)</p> <p>Ask the learners how the above food items can be preserved/processed.</p>		<p>At your own level, how will you ensure safety and sanitation in food preservation/food processing?</p>

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G. Finding practical applications of concepts and skills in daily living			Engage the learners in the discussion by asking them, " when you go to the province during summer, what foods are abundant in their areas? What are done by their relatives/friends in order to preserve them?	Cleanliness and sanitation not only includes maintenance of clean and well-sanitized surfaces of all equipment, but also proper disposal of wastes.	
H. Making generalizations and abstractions about the lesson			Mention that food preservation/food processing can be a source of additional income, if the above factors are considered.	Think of other ways to ensure that processed foods are prepared observing the principles of sanitation and safety.	Underscore the importance of sanitation and safety in food processing / food preservation.
I. Evaluating learning					True or False <ol style="list-style-type: none"> 1. The tools and equipment stored in the cabinet need not be washed after storage for a long time. 2. The harvested fruits and vegetables in your own backyard are clean; hence, they need not be washed. 3. The wearing of hairnet during cooking of food to be sold is optional because of the climate in the Philippines. 4. Safety and sanitation in food includes proper waste disposal. 5. The use of plastic kitchen gloves is advisable in the preparation of food.
J. Additional activities for application or remediation		Completion of presentation. The teacher thanks the members of the class for the effort they have exerted. The teacher mentions that he/she	Think of food items which the learner wants to preserve and possibly provide a source of income for them.	Bring photos or drawing of measures to ensure safety and sanitation in food processing/preservation.	

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		was impressed with all of the presentation. (if applicable) Remember that if a group was not able to deliver well, it may reflect on the guidance provided by the teacher during the preparation.			
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 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?					

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