

 DAILY LESSON LOG	School		Grade Level	VI
	Teacher		Learning Area	TLE-HE
	Teaching Dates and Time	Week 9	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-Oi-13 3.4 Conduct simple research to determine market trends and demands in preserved / processed foods	TLE6HE-Oi-14 3.5. Assesses preserved/processed food as to the quality using the rubrics.			
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					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Recap of previous lesson Last week, the class learned about safety and sanitation in food processing/food preservation. The class also talked about three factors that need to be considered in the selection of food items to be processed/preserved. <ul style="list-style-type: none">Raw materialsMarket DemandsTrends in the Community.	Recap of previous lesson The class talked about the three factors that needs to be considered in the selection of food items that will be processed/preserved. These are raw materials, market demands and trends in the community.	Recap of the previous lesson The class continue with the development of their survey instruments yesterday and with the videos presented, the class was able to gain new insights and perspectives in its development and administration. The survey was administered by the class yesterday.	Recap of the previous lesson The class presented the results of the survey and after processing of the results of the survey, they were able to determine what is the market demand for processed/preserved food.	Recap of the previous lesson The class assessed the food that was brought to class – banana chips and potato chips.
B. Establishing a purpose for the lesson	This week the class will look into: Market demands and trends in preserved/processed foods. How do we	The class will focus on determining the market demands and trends through the conduct of a survey which is one of the major research	The class will now worked on the results of the survey. Work as a group and report on the results.		Yesterday, the class was asked to bring an example of processed/preserved food for assessment.

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	determine the market demands and trends?	strategy and is a popular form of data collection.			
C. Presenting examples/ instances of the new lesson	<p>Ask the learners. Before the conduct of election, what is being done by some groups to know the choice of the people at a specific period?</p> <p>Answer: Survey</p> <p>Ask the learners why the survey is being conducted?</p> <p>A survey is being done to know who or what the choice of the people is.</p> <p>It is the same way for determining market trends or demands. A survey is conducted to know what the people feel, what they want etc.</p> <p>Based on the results of the survey, the learner will know the preference of their market. The product that they will produce is based on the choice of that market..</p> <p>Survey is a data collection tool for research.</p>	<p>Show a video on how a survey is being conducted.</p> <p>Ask the class what part in the video will help them in conducting the survey.</p> <p>Show another video on how a simple survey results will be processed.</p> <p>Ask the class what part in the video will help them in conducting the survey.</p>	The class presents the results of the survey by group.	<p>The lesson for today is how to assess/evaluate processed/preserved food.</p> <p>Ask the learners what their idea of assessment is?</p> <p>Assessment is the evaluation of the quality of something..</p> <p>The teacher will bring out banana chips. It will be distributed to the class.</p>	<p>Divide the class into four (4) groups. Assess the food items by group. Refer to the rubrics prepared by the teacher.</p> <p>Example: The group who brought pineapple juice will compare the two different brands – Dole and Del Monte.</p>
D. Discussing new concepts and practicing new skills #1	<p>Survey is</p> <ul style="list-style-type: none"> -a major research strategy -a way of collecting data through asking people <ul style="list-style-type: none"> • interviews • questionnaires • focus group discussions • forums <p>Tell the class that they will be conducting a survey on the current market demands and trends.</p>	<p>Build on the insights and observations presented by the learners.</p> <p>The learners will continue working on their survey preparation based on the information that they have learned.</p>	Continuation of presentation	<p>Ask the class:</p> <p>How will we assess the quality of the banana chips?</p> <p>Generate answers from the learners.</p> <p>Categorize them. Proposed categories are as follows:</p> <ul style="list-style-type: none"> • Packaging • Crispiness • Taste • Value for money • Other comments 	
E. Discussing new concepts and practicing new skills#2	Research will entail an extensive discussion. It is a very broad topic. The class will focus only	The class refines their survey instruments and plans in conducting	The class were able to determine the specific market demands for	Based on the categories, assess the banana chips.	Provide suggestions on how to further improve the

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	<p>on conducting a survey which as mentioned is a major research strategy and a popular way to collect information or data.</p> <p>Before starting, tell the learners to ask themselves:</p> <ul style="list-style-type: none"> • Why am I conducting the survey? • What do I want to know? • What question needs to be answered? <p>In this case, the question that needs to be answered is <i>"What are the market demands/trends in food preservation/food processing?"</i></p> <p>Emphasize that the research question is very important in the conduct of a research.</p> <p>The following need to be identified when conducting a survey:</p> <ul style="list-style-type: none"> • Participants/respondents • Number • Characteristics <p>The survey will be on market trends and demands.</p> <p>The survey contains questions that a learner wants to know from the respondent/participant.</p> <p>For example: Survey on Market Demands and Trends:</p> <ol style="list-style-type: none"> 1. If you were to choose a fruit to be preserved, what will it be? <ol style="list-style-type: none"> a. Mango b. Banana c. Pineapple d. Others Please specify _____ 	<p>the activity,</p>	<p>preserved/processed food.</p>	<p>Generate comments on :</p> <ul style="list-style-type: none"> • Packaging • Crispiness • Taste • Value for money • Other comments 	<p>product/s</p>
<p>F. Developing mastery (Leads to Formative Assessment 3)</p>	<p>Divide the class into four (4) groups. Each group will conduct a survey.</p> <ul style="list-style-type: none"> • Identify the number of respondents; characteristic of each respondent (age, gender) • List the questions that will be included in the survey (refer to example) • Date of the survey – Tuesday afternoon 	<p>The teacher asked the learners to simulate the activity. Two groups will be assigned to do the simulation.</p>	<p>Ask the class: Based on the results of the survey, how will you address the market demands?</p>	<p>Bring out another example of processed food – potato chips</p> <p>Assess the quality of the potato chips.</p> <p>Generate comments from the learners.</p>	<p>Show a video of processed foods/preserved foods. The video will describe the quality of each item.</p> <p>The learners will be asked if there are other categories which they can use to assess</p>

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	<ul style="list-style-type: none"> Indicate at the start of the survey the purpose why it is being conducted. Tabulate the results of the survey <p>It is suggested that the survey be administered in the school or at the home of the learner. What is important is the learners will be able to apply what they have learned in conducting a survey.</p>			<p>Can we use the same category in assessing the quality of the banana chips?</p> <p>Are there other categories which can be included?</p>	processed food quality.
G. Finding practical applications of concepts and skills in daily living	<p>The group will discuss how the activity will be conducted.</p> <p>The questions for the survey are developed.</p>	<p>Based on the simulation, ask the learners what their observations are.</p> <p>Building on the learnings shared by the class, provide reminders on how the survey will be conducted.</p>	<p>Ask the class based on their experience on working on the activity, what are their insights and perspectives on:</p> <ul style="list-style-type: none"> preparing the survey instruments conducting the survey processing of the results of the survey 	<p>Based on the generated comments, the teacher will prepare a rubrics for assessment. If there is an available rubrics, use the said rubrics.</p>	<p>Ask the learners about their favorite food that can be preserved/processed.</p> <p>Ask the different brands. Compare them based on the categories. Ask if there is something in the processed/preserved food that can be further improved or enhanced.</p>
H. Making generalizations and abstractions about the lesson	<p>Survey is one of the major research strategies and a popular way of data collection.</p>	<p>Remember that in developing the survey instruments, the class should ensure that the information that is needed will be generated through the questions included in the survey.</p>		<p>There is a need for standards in order to evaluate a specific product in this case the banana chips and the potato chips.</p>	<p>It is important to assess the quality of preserved/processed foods among others. That is why the learners need to know what a "quality" product is.</p>
I. Evaluating learning	<p>Provide examples of questions which may be included in the survey.</p>	<p>The class was able to finalize their survey instruments with the guidance of the teacher.</p> <p>The plans on the conduct of the survey was polished by the class.</p>	<p>The completion of the activity and applying the results of the activity in determining the direction for processed/preserved food.</p>		<p>Ask the learners what the categories for food assessment are.</p>
J. Additional activities for application or remediation	<p>The group will continue working on their activity.</p>	<p>The survey is administered by the learners.</p>		<p>Divide the class into four (4) groups. Bring examples of preserved/processed food for assessment.</p> <p>For a specific food item, bring different food brands for comparison.</p> <p>Example: Group x <i>Pineapple juice – Dole, Del Monte</i> Group xx</p>	

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				<i>Raisins – Ram, Del Monte Group xxx Candied Sampaloc – sampaloc with at least two brands</i>	
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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