

 <b>DAILY LESSON PLAN</b>	School:	Milaor National High School	Year & Section:	TVL – HE FOOD & BEVERAGE SERVICES
	Teacher:	AILEN C. VALENZUELA	Subject:	FOOD AND BEVERAGE SERVICES
	Date/Time:	March 27, 2025 7:30- 9:30	Grading Period	4 <sup>th</sup> Quarter

<b>I. OBJECTIVES`</b>		
<b>A. Content Standards</b>	The learner demonstrates understanding of concepts, and principles in welcoming guests and taking food and beverage orders	
<b>B. Performance Standard</b>	The learner: 1. Demonstrates knowledge and skills in food and beverage service related to Taking food and beverage orders 2. Practice skills in responding to customers’ needs in terms of taking down correct menus, and special food preparations as requested. 3. Respond effectively and efficiently to customers’ that are within the bounds of the service guidelines of the establishment.	
<b>C. Learning Competencies (KSA)</b>	LO3. Take Food and Beverage Orders <b>TVL_HEFBS9-12GO-IIe-f-3</b>  At the end of the lesson, students are expected to: a) Identify and demonstrate the proper procedure in taking food and beverage orders. b) Apply professional communication skills in a simulated restaurant setting. c) Exhibit accuracy, courtesy, and confidence in order-taking.	
<b>II. CONTENT</b>		
<b>A. Subject Matter</b>	<b>Making Mango Marmalade</b>	
	Time Frame:	120 hours
	Teaching Strategy/ Methodology:	Learner centered and interactive direct teaching
	Content Knowledge Within and Across Curriculum:	Participation, Activities, and Visual communication, Presentation and demonstration.
	Teaching Materials:	Laptop, Projector, Printed Materials, Marker, Chart
	Delivery Setting:	Face to face
	Values Integration:	Attentiveness, Participation, Discipline, Appreciation, and Cooperation
	Subject Integration:	Health, Entrepreneurship, Math, ICT
<b>III. LEARNING RESOURCES</b>		
<b>A. References (DepED)</b>	<b>MELC Food and Beverage Services Book</b>	
<b>Other References</b>		
<b>IV. PROCEDURES</b>	<b>Teacher’s Activity</b>	<b>Student’s Activity</b>
Conduct preliminary activities	<b>❖ Prayer</b>  Father in Heaven, Thanks thee for this day that you’ve given us.	

	<p>Thanks, thee for all the resources that we have to make this discussion more efficient. We ask thee for wisdom and guidance as we go through this morning. We may have an interactive and productive discussion this morning. We love you. In Jesus name, Amen.</p> <p>❖ <b>Greeting</b></p> <p>Good morning, Class! How are you, Class? That's great!</p> <p>❖ <b>Classroom management</b></p> <p>Kindly arrange your chairs properly and pick up any pieces of dirt and go back to your proper seat.</p> <p>Allow me to provide some reminders or classroom rules during our discussion:</p> <ul style="list-style-type: none"> <li>• Keep your things and cellphone</li> <li>• Kindly raise your hand to speak.</li> <li>• Be active and participative</li> <li>• Respect and listen to someone who is talking.</li> </ul> <p>❖ <b>Checking of attendance</b></p> <p>Before anything else, let me check your attendance. Say present if your name is called Alba, Mattew...</p>	<p><i>Amen.</i></p> <p><i>Good morning, Ma'am Ailen</i> <i>Were good, ma'am</i></p> <p>(Students arranged the chairs and will pick the pieces of dirt.)</p> <p><i>Present, Ma'am!</i></p>
<b>A. Reviewing the previous lesson or presenting the new lesson (2 minutes)</b>	<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>• What did we discuss last meeting?</li> <li>• Alright! And what are the things that we need to remember</li> <li>• Impressive class! I see that you learn a lot last meeting.</li> </ul>	<p><i>(Students raise their hand and explain their answer)</i></p> <p><i>(Students raise their hand and explain their answer)</i></p>
<b>B. Establishing a purpose of the lesson</b>	<p><b>PRESENTATION OF THE LESSON OBJECTIVES:</b></p> <p>At the end of the lesson, the students should be able to:</p> <ul style="list-style-type: none"> <li>🚦 Identify and demonstrate the proper procedure in taking food and beverage orders.</li> <li>🚦 Apply professional communication skills in a simulated restaurant setting.</li> <li>🚦 Exhibit accuracy, courtesy, and confidence in order-taking.</li> </ul>	

	<p><b>CHAIR RELAY</b></p> <p>Instruction:</p> <ol style="list-style-type: none"> <li>1. I will divide you into two groups</li> <li>2. Each group will pick a team leader and will represent as a waiter and the one also to write the order correctly.</li> <li>3. I will give random orders and the group member the of each group will go front in me and read my order and they also run to tell them group of what's my order.</li> </ol> <p>It's that clear to everyone?</p> <p>Why do you think it's important to take orders properly in a restaurant setting?</p> <p>Imagine you're the server. How would you feel if the customer gets the wrong order?</p>	<p><i>Yes ma'am!</i></p> <p><i>(Students actively participating)</i></p> <p><i>(Students share thoughts and personal experiences from dining out.)</i></p>
<p><b>C. Presenting examples/ instances of the new lesson</b></p>	<p>Let me show you a short video clip or role-play of a waiter taking an order. Points out: Greeting the customer, confirming the order, suggesting specials, and repeating the order for accuracy. <b>(Plays video clip)</b></p> <p>Here's the sample phrases: "Good evening! May I take your order?" "Would you like anything to drink with that?" "Let me repeat your order to make sure I got everything right."</p> <p>What did you observe from that video?</p> <p>Great observations! Today, we will learn how to set up the mood and ambiance of the dining area</p>	<p><i>(Students watch and observe examples.)</i></p> <p><i>(Take notes on key expressions and steps.)</i></p> <p><i>(Students will answer based on their insights)</i></p>
<p><b>D. Discussing new concepts and practicing new skills #1</b></p>	<p>Demonstrates proper order-taking using a sample menu and notepad.</p> <p>Guides students in identifying what information must be written: table number, guest name, order details, special requests. <b>Let's have a role- play</b></p> <p>Organizes a role-play activity: students take turns as server and customer.</p> <p>Instruction:</p>	<p><i>Students participate in a guided practice with partners.</i></p> <p><i>Students role-play with the teacher acting as customer.</i></p>

	<ol style="list-style-type: none"> <li>1. Arrange the classroom to look like a mini restaurant (tables and chairs in pairs or small groups).</li> <li>2. One student plays the server, and the other plays the customer. They will switch roles after the first round so everyone gets to try both roles.</li> <li>3. Create a pretend menu with a few food and drink items. Include a “Special of the Day” item for the server to mention.</li> <li>4. Provide the Checklist to Each Student (or display it on the board): <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Greets customer</li> <li><input checked="" type="checkbox"/> Offers specials</li> <li><input checked="" type="checkbox"/> Confirms order</li> <li><input checked="" type="checkbox"/> Uses polite language</li> </ul> </li> </ol>	<p><i>Students conduct the role-play activity.</i></p> <p><i>Peer evaluation based on checklist.</i></p> <p><i>(Students will actively participate in the activity)</i></p>
<b>E. Discussing new concepts and practicing new skills #2</b>	<p>Let us discuss first the different terminologies that you might encounter in our lesson.</p> <p><b>Vocabulary list:</b></p> <ul style="list-style-type: none"> <li>• <b>A la carte</b></li> <li>• <b>Table D’ hote</b></li> </ul> <p>Can guests also be considered visitors, customers, or attendees?</p> <p><b>Very Good!</b></p> <p>(Teacher give example)</p>	<p><i>When you order à la carte, you choose and pay for each item separately, instead of getting a set meal with multiple items included.</i></p> <p><i>A table d’hôte menu is a set menu with a few fixed courses (like starter, main course, and dessert) offered at one fixed price. You don’t choose each item separately like in à la carte</i></p> <p><i>(Students will answer based on their insights)</i></p>
<b>F. Developing mastery (Leads to Formative, Authentic Assessment)</b>	<p>Let us dig deeper into the heart of our discussion:</p> <p>So now let’s discuss first the <b>WHAT IS MENU?</b></p> <p>Who wants to read?</p> <p>Yes, Ms. Allysa.</p>	<p><b>Allysa:</b></p>

	<p>(Teachers will explain the MENU)</p> <p>Thank you!</p> <p>We will have two types of menus.</p> <p>Who wants to read? Yes, Ms. Jazen (Teachers will explain the <b>two types of menu</b>)</p> <p>What's the difference between a table d'hôte menu and an à la carte menu?</p> <p>Thank you!</p> <p><b>We will have other types of menus</b></p> <p>Who wants to read? Yes, Mr. Rayven. (Teachers will explain the <b>dinner menu</b>)</p> <p>Do you have a separate dinner menu, or is it the same as the lunch menu?</p> <p>Amazing!</p> <p>Who wants to read? Yes, Mr. Noel. (Teachers will explain the <b>California Menu</b>)</p> <p>Who wants to read? Yes, Mr. Matthew (Teachers will explain the California Menu)</p> <p>Thank you!</p> <p>Who wants to read? Yes, Mr. Matthew. (Teachers will explain the <b>Children Menu</b>)</p> <p>What types of food are usually included in a children's menu, and why are these items chosen?</p> <p>Thank you!</p> <p>Who wants to read? Yes, Ms. Allysa</p>	<p><i>Is a list of food and drinks that is offered in a food establishment.</i></p> <p><i>In French, menu means 'in minute detail' and in English, it is also termed as "bill of fare". the term menu first used in 1541.</i></p> <p><b>Jazen:</b> <b>Table d' hote:</b> Literal meaning is "Table of the host". This is a fixed menu served at a fixed price. <b>A' la Carte:</b> Literal meaning is "From the card". Dishes as prices separately and the Guests can make his/her own choice.</p> <p><i>(Students raised their hand and give insight)</i></p> <p><b>Rayven:</b> <b>Dinner menu-</b> is more elaborate as guests have more times and leisure for eating.</p> <p><i>(Students will answer based on their insights)</i></p> <p><b>Noel:</b> <b>CALIFORNIA MENU-</b> features item that are traditionally available for breakfast, lunch and dinner offered throughout the day.</p> <p><b>Matthew:</b> <b>CHILDREN'S MENU-</b> typically has burgers, fried chicken, hotdogs, sandwiches, French fries, noodles, ice cream, and soft drinks.</p> <p><i>(Students will answer based on their insights)</i></p> <p><b>Allysa:</b> <b>DESSERT MENU-</b> offers pastries. <b>TOURIST MENU-</b> is posted on the board outside a restaurant, usually with an</p>
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	<p>(Teachers will explain the <b>Dessert Menu &amp; Tourist Menu</b>)</p> <p>How does a dessert menu differ from a tourist menu, and what is the purpose of each in a restaurant? Impressive!</p> <p>Impressive!</p> <p>Who wants to read? Yes, Ms. Angel (Teachers will explain the <b>Static Menu &amp; du jour menu</b>)</p> <p>What is the main difference between a static menu and a du jour menu, and how might each benefit a restaurant?  Very good!</p> <p>Who wants to read? Yes, Ms. Nicole (Teachers will explain the <b>Cycle menu, breakfast menu &amp; lunch menu</b>)</p> <p>What is the difference between a cycle menu, a breakfast menu, and a lunch menu?  Impressive!</p> <p><b>TAKING FOOD ORDERS!</b></p> <p><b>Now, let's practice:</b> Step 1: Approach the table and stand at the right side of the host. Step 2: Present the menu. Step 3: Take the food orders and write down the order. Step 4: Take effort to sell a complete meal. (Suggestive Selling) Step 5: Repeat the order to the guest: Step 6: Inform the timeline. Step 7: Thank the guest politely and collect all the menu. Step 8: Place the order to the kitchen.</p> <p><b>Importance things to remember when taking orders:</b></p> <p>Everybody read 1, 2, 3, Go!</p>	<p><i>attractive headline price, primarily designed to attract tourist.</i></p> <p><i>(Students will answer based on their insights)</i></p> <p><b>Angel:</b> <b>STATIC MENU</b>- Pre - determined menu that does not change every day. <b>DU JOUR MENU (Dy zhoor) or Daily menu</b>- this menu changes daily and focused on seasonal ingredients.</p> <p><i>(Students will answer based on their insights)</i></p> <p><b>Nicole:</b> <b>CYCLE MENU</b>- is a set of dishes or menu items that is different for each day during a cycle and repeats. <b>BREAKFAST MENU</b>- is a fairly standardized. Offers a choice of juices, cereals, eggs and breakfast meats. <b>LUNCH MENU</b>- is composed mostly of light meals and often informal meals.</p> <p><i>(Students will answer based on their insights)</i></p>
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	<p>Thank you, class!</p> <p>Question?</p> <p>Clarification?</p>	<ul style="list-style-type: none"> <li>✚ Always have a sharp pencil or pen and order slip ready.</li> <li>✚ Approach the guest after you have given them the time to look at the menu.</li> <li>✚ Stand erect to the left of the guest with order slip supported in the palm of your hand and ball pen ready.</li> <li>✚ always jot down orders with other instructions.</li> <li>✚ in corporate suggestive selling techniques throughout the order-taking process.</li> <li>✚ Give attention to orders with special requests.</li> <li>✚ Record proper sequence of serving starting with the appetizer, soup, salad, main course, dessert and coffee.</li> <li>✚ If the guests are hurry and seeks your assistance, suggest to him some “ready to serve” food items rather than “cooked to order” items.</li> <li>✚ Identify your guest or customer before you apply suggestive selling.</li> <li>✚ Use appropriate and uniform abbreviations in your restaurant as directed by house policy.</li> </ul> <p>None Ma’am Ai</p> <p>None Ma’am Ai</p>
<b>G. Finding practical applications of concepts</b>	<p>1. Ask students how they can apply these concepts in their daily lives.</p> <p>2. How can you use this skill outside the classroom? What other jobs use order-taking skills?</p>	<p>(Student answer based on their own insight.)</p> <p>Students share ideas: fast food, hotels, cafes, even call centers.</p>
<b>H. Generalization and abstractions about the lesson (2 minutes)</b>	For the summary of the lesson, what have you learned throughout the discussion we had?	(Student answer based on their own insight.)
<b>I. Evaluating the learning (12 minutes)</b>	<p><b>Written Quiz:</b></p> <p><b>TRUE OR FALSE</b></p> <p><b>Instructions:</b> Write TRUE if the statement is correct and FALSE if it is incorrect.</p>	

	<div>1. ____ A server should always greet the customer with a smile and polite language.</div> <div>2. ____ It's okay to guess a customer’s order if you didn’t hear it clearly.</div> <div>3. ____ Repeating the customer’s order helps avoid mistakes.</div> <div>4. ____ Writing down the order is not necessary if you have a good memory.</div> <div>5. ____ Offering suggestions like today’s special is part of good customer service.</div> <div>6. ____ Taking orders quickly without listening to the customer is the best way to save time.</div> <div>7. ____ It is important to confirm the order before leaving the table.</div> <div>8. ____ A food server should know the menu and be ready to answer customer questions.</div> <div>9. ____ Using slang or overly casual language is acceptable when taking orders.</div> <div>10. ____ A polite and professional tone helps create a good dining experience.</div> <div>Answer key:<div>1. TRUE</div><div>2. FALSE</div><div>3. TRUE</div><div>4. FALSE</div><div>5. TRUE</div><div>6. FALSE</div><div>7. TRUE</div><div>8. TRUE</div><div>9. FALSE</div><div>10. TRUE</div></div>
J. Additional activities for application or remediation	Adavance reading in LIAISE BETWEEN KITCHEN AND DINING AREA.
I. REMARKS	
II. REFLECTION	
A. Number of learners who earned 80% in the evaluation	
B. Number of learners who require additional activities for remediation who scored below 80%	
C. Did the remedial lesson work? Number of learners who have caught up with the lesson	
D. Number of learners who continue to require remediation	
E. Which of my teaching strategies is more effective?	
F. What difficulties did I encounter that my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover that I wish to share with others?	



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