

W1	Learning Area	TLE – Cookery	Grade Level	10
	Quarter	4	Date	

I. LESSON TITLE	Prepare and cook meats.
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Identify market forms and meat cuts. (TLE_HECK9-12PCM-IVb-g-31)
III. CONTENT/CORE CONTENT.	1.1 Discuss the composition, structure and nutrient content of meat. 1.2 Identify the market forms and cuts of meat.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1, 60 mins)

Meat is a term for the flesh of cattle (beef and veal), sheep (lamb) and pigs (pork). Meat comprises water, protein, fat, and various amounts of minerals and vitamins.

Beef is divided into large sections called primal cuts. These beef primal cuts or "primal" are then broken down further into individual steak and other retail cuts. A "side" of beef is literally one side of the beef carcass that is split through the backbone. Each side is then halved between the 12th and 13th ribs into sections called the forequarter and hindquarter.

Pork is divided into large sections called *primal cuts*. These primal cuts are then broken down further into individual retail cuts. Pork is another choice, as far as meat types are concerned. Pork is derived from pig and is classified as red meat. However, this meat is less fatty than beef.

Beef is very popular and is used across the globe. This meat is obtained from cow and is one of the much sought-after types of red meat.

Sheep meat is also a staple food in some parts of the world and is consumed in many regions. Sheep meat is otherwise known as mutton (meat of mature sheep) or lamb (immature sheep) also classified as red meat.

Learning Task 1:

Try to imagine that you are in a supermarket. Write on your notebook as many as you can all the kinds, types or market forms of meat that you see in the meat section.

Link: <https://bit.ly/3eKWdUP>

D. Development (Time Frame: 60 mins)

Composition of Meat

1. Water – 70% of muscle tissue.

Water Content of Meat and Poultry

Product Name	Percentage Water	
	Raw	Cooked
Chicken fryer, whole	66%	60%
White meat chicken, with skin	69%	61%
Dark meat chicken, with skin	66%	59%
Ground beef, 85% lean	64%	60%
Ground beef, 73% lean	56%	55%
Beef, eye of round	73%	65%
Beef, whole brisket	71%	56%

2. Protein – 20% of muscle tissue. Protein coagulates when it is heated. It becomes firmer and loses moisture. When protein has coagulated to the desired degree, the meat is said to be done.

3. Fat – 5% of the muscle tissue. The fat in meat contributes to: A. Juiciness_ Marbling is fat that is deposited within the muscle tissue. Surface fats protect the meat from drying out during cooking. Adding surface fat is called barding. B Tenderness Marbling separates muscle fibers, making meat easier to chew.

C. Flavor- Fat is the main source of flavor in meat.

4. Carbohydrates – it plays a necessary part in the complex reaction, called the maillard reaction, which takes place when meats are browned by roasting, broiling or sautéing. Without carbohydrates, desirable flavor-appearance of browned meats would not be achieved.

Structure of Meat

1. Muscle Fibers _ Lean meat is composed of long, thin muscle fibers bound together in bundles. These determine the texture or grain of a piece of meat.

Fine – grained meat is composed of small fibers bound in small fibers.

Course – textured meat has large fibers. These are network of proteins that bind the muscle fibers together.

2. Connective tissue is tough. Meats are high in connective tissue if the muscles are more exercised like meat from legs and the meat comes from older animals.

Two Kinds of Connective Tissue

Collagen – white connective tissue that dissolves or breaks down by long, slow cooking with liquid. Moist-heat cooking methods at low temperature are not effective for turning a meat high in connective tissue into a tender, juicy finished product. Acid helps dissolve collagen.

Elastin – yellow connective tissue and is not broken down in cooking. Tenderizing can be accomplished only by removing the elastin, by pounding and by slicing and grinding.

Different kinds of meat and its source

Pork – meat from domesticated pigs, typically high in fat, commonly slaughtered one year or less of age to ensure tender cuts

Beef -meat from cattle over one year old

Lamb – meats of domesticated sheep. Its texture is a direct result of what it consumes and the age at which it is slaughtered.

Carabeef – meat from carabao.

Chevon – meat from deer/goat.

Veal – flesh of a young calf, 4-5 months old. Because of its age, it is considered by some to be the finest meat.

Nutrient Content of Meat

Meat consists of water protein and fat, with a few minerals and some B vitamins.

1. Protein – High-quality protein is the major constituent of meat after water, accounting for about 20 percent of its weight. Meat contains 7 grams of protein per ounce.

2. Fat –content can vary widely, according to the grade of meat and its cut.

3. Carbohydrates – Meat contains very little carbohydrates, glycogen, found in liver and muscle tissue is present when the animal is alive, but the glucose that makes up the glycogen is broken down to lactic acid during and after slaughter.

4. Vitamins – Meat is an excellent source of certain B vitamins – thiamin (B₁), riboflavin (B₂), pyridoxine (B₆), vitamin (B₁₂) niacin and some folate. Niacin is obtained from tryptophan, an amino acid plentiful in meats and milk.

5. Minerals – Meat is an excellent source of iron, zinc, copper, phosphorous, and a few other trace minerals.

Market Forms of Meat.

Fresh Meat- meat that is recently slaughtered has not been preserved or frozen.

Chilled meat – meat that is placed in chiller or slightly cold.

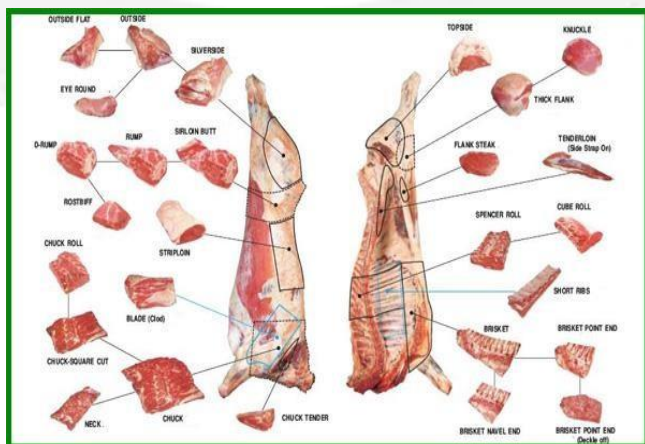
Cured meat – meat preserved by salting, smoking or aging.

Processed meat – meat preserved by chemical process.

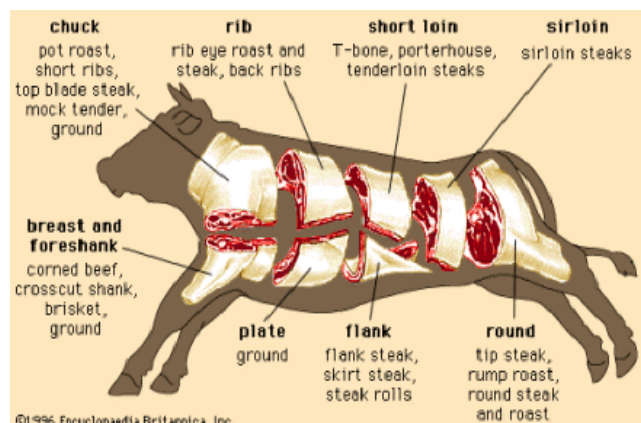
Meat cuts

Primary Cuts of Meat

Beef

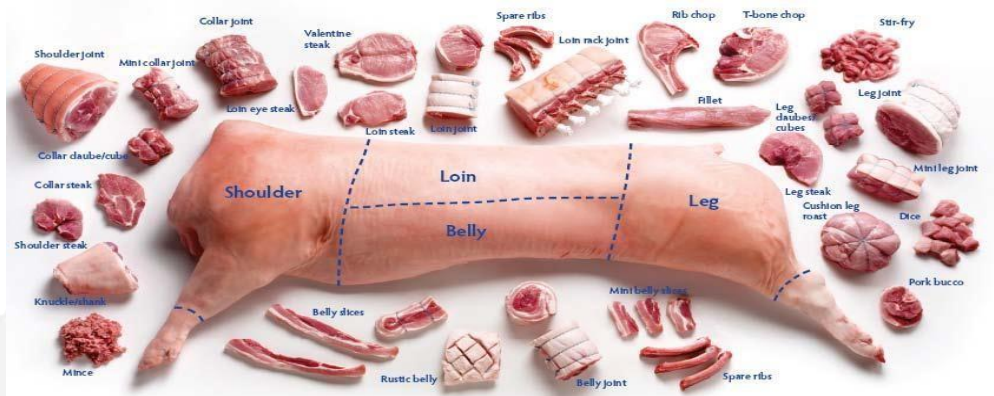


Veal



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Pork



E. Engagement (Time Frame: Day 3, 60 mins)

Learning Task 2: List down 5 examples of meat cuts.

BEEF	VEAL	PORK

Learning Task 3:

Your parent sent you to the market and buy meat for her to cook the following recipe. What market forms of meat or cuts are you going to buy?

1. Beef steak

Market form: _____

Meat cut: _____

2. Adobo

Market form: _____

Meat cut: _____

3. Crispy pata:

Market form: _____

Meat cut: _____

4. Spaghetti

Meat 1 - Market form: _____

Meat cut: _____

Meat 2 - Market form: _____

Meat cut: _____

Link: <https://bit.ly/2RRRCAS>

A. Assimilation (Time Frame: Day 4, 30 mins)

Learning Task 4: A. Direction: Match Column A with Column B. Write the letter of your answer on the space provided before the number.

Column A

- ___ 1. water
- ___ 2. fat
- ___ 3. pork
- ___ 4. beef
- ___ 5. chevon

Column B

- A. meat from domesticated pig
- B. composed of the highest percent of the meat muscle tissue.
- C. meat from cattle over 1 year old
- D. meat from deer or goat
- E. tough with 2 kinds, the collagen and elastin

B. Multiple Choice

Direction: Read the following statements carefully and choose the answer that best describes the statement. Write the letter of your answer on the space provided before the number.

___ 1. It is the major constituent of meat after water, accounting for about 20 percent of its weight. Meat contains 7 grams of this per ounce.

- A. Protein B. Carbohydrates C. Vitamins D. Minerals

___ 2. Meat is an excellent source of iron, zinc, copper, phosphorous, and a few other trace of _____.

- A. Protein B. Carbohydrates C. Vitamins D. Minerals

___ 3. Meat that is recently slaughtered has not been preserved or frozen.

- A. Fresh Meat B. Chilled Meat C. Cured Meat D. Processed Meat
- ___ 4. Meat preserved by salting, smoking or aging.
- A. Fresh Meat B. Chilled Meat C. Cured Meat D. Processed Meat
- ___ 5. Meat preserved by chemical process.
- A. Fresh Meat B. Chilled Meat C. Cured Meat D. Processed Meat

Link: <https://bit.ly/3tLXX4r>

V. ASSESSMENT (Time Frame: Day 5, 30 mins)

Learning Task 7: Writing what is Learned

Direction: Write a simple paragraph based on what you learned on the different market forms and meat cuts. Write your answer on your activity notebook.

Percentages	CRITERIA
25%	Organization (well organized and unified ideas)
30%	Content (insightfulness of the content directly relevant to the topic)
15%	Cleanliness (minimal erasures and tidiness of paper)
30%	Clarity and Style (clear and on point ideas, and variety of sentence structure)
100%	Total

Link: <https://bit.ly/33KB7zL>

VI. REFLECTION (Time Frame: Day 5, 30mins)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

DepEd Learners' Material in Technical – Vocational – Livelihood, Home Economics (Cookery) Manual 1 for Grade 10 Junior High School pp 332- 343

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W2	Learning Area	TLE	Grade Level	10
	Quarter	Fourth	Date	
I. LESSON TITLE		Prepare and Cook Meat		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		Prepare meat cuts according to the given recipe. TLE_HECK9-12PCM-IVb-g-31		
III. CONTENT/CORE CONTENT		1. Prepare meat cuts according to the given recipe 2. Identify different meat cuts according to the given recipe.		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Time Frame: <u>Day 1, 20 mins</u>) (Modular) Learning Activity 1. Supply the missing letters to reveal the hidden word by identifying the statements. 1. V_N_S_N It refers to the meat of the various species of deer. 2. _O_K A meat from domesticated pigs. 3. _A_B Meats from domesticated sheep. 4. B_E_ Meat from cattle over one year old. (Blended/Online). Access the link below for Learning Activity 1. https://drive.google.com/file/d/1ieUu5McofR8MnPMhb1_nCapHF3vJCz_e/view?usp=sharing Meat is a term for the flesh of cattle, sheep, and pigs. Meat comprises of water, protein, fat, and various amounts of minerals and vitamins. Meat cuts are pieces of meat that has been cut from animal carcasses. Knowing different meat cuts enable us to understand which animal a certain meat comes from. (Modular) Learning Activity 2. On a one whole sheet of paper, arrange the scrambled letters to form the name of the different cuts of meat. 1. RLNIOSI 2. LEYBL 3. EBRTAS 4. IBR 5. TEKSRI B (Blended/Online). Access the link below for Learning Activity 2. https://drive.google.com/file/d/1ieUu5McofR8MnPMhb1_nCapHF3vJCz_e/view?usp=sharing				
D. Development (Time Frame: <u>Day 1, 40 mins</u>) Primary Cuts of Meat Beef 1. Chuck – is the section taken from the neck and shoulder. The meat is quite lean and muscular and as such can be quite tough. <i>(Sample dish: Chuck Steak)</i> 2. Brisket – is the cut of meat taken from the breast of cattle. It can be quite tough, as it contains a significant amount of connective tissue. <i>(Sample dish: Braised Beef Brisket)</i> 3. Rib – consist of the short ribs, prime rib, and rib eye steaks. The meat obtained from this cut is highly flavorful and tender. <i>(Sample dish: Barbecue Beef Ribs)</i> 4. Plate – obtained from the below the rib, or at the front belly of the cattle. The meat from this part is often tough. <i>(Sample dish: Roasted Short Plate)</i> 5. Short Loin – comes from the back of the cattle, along the sides of the backbone. This muscular cut is quite tender but not very flavorful. <i>(Sample dish: Grilled Strip Steaks)</i> 6. Flank – below the short loin. It is a tough cut that is usually used for grinding. <i>(Sample dish: Grilled Marinated Flank Steak)</i> 7. Sirloin – a relatively tender beef cut that is taken from the rear back portion of the cattle. <i>(Sample dish: Sirloin Steak with Garlic Butter)</i> 8. Tenderloin – most tender cuts of beef. <i>(Sample dish: Beef Tenderloin with Mushroom Sauce)</i> 9. Round – a lean cut of meat that is slightly tough because of its low-fat content. <i>(Sample dish: Sesame Beef)</i> 10. Shank – is the muscular part of the leg. It has a low-fat content and is tough. <i>(Sample dish: Garlic-Braised Beef Shank)</i> Pork 1. Head – often used in making stocks, and soups. <i>(Sample dish: Oven Roasted Pig's Head)</i> 2. Butt – obtained from the upper part of the pig's front shoulder. The meat is quite tough requiring to be cooked slowly for a long time. <i>(Sample dish: Smoked Pulled Pork)</i> 3. Picnic shoulder – this cut extends below the butt towards the hock of the pig. Meat is tough and needs to be cooked for a long time. <i>(Sample dish: Honey-Soy Braised Pork Shoulder)</i>				

IV. LEARNING PHASES AND LEARNING ACTIVITIES

4. Loin – is taken from the portion at the top of the pig's rib cage. *(Sample dish: Roasted Pork Loin)*
5. Spareribs – obtained from the flat lower portion of the pig, along the belly and breastbone. Meat is tough and chewy and has a higher ratio of bone to meat. *(Sample dish: Sweet and Spick Spareribs)*
6. Belly – a long boneless cut of pork that has a high percentage of fat. It is taken from the underside of the pig and around the stomach. *(Sample dish: Crispy Pork Belly)*
7. Ham – taken from the top of the hind leg. *(Sample dish: Filipino Style Pineapple-Glazed Ham)*
8. Feet – pig's feet are high in collagen and are commonly used in making soups and stews. *(Sample dish: Paksiw na Pata)*

Lamb

1. Neck – one of the cheapest cuts of lamb and mutton. *(Sample dish: Red Wine-Braised Lamb Neck)*
2. Shoulder – lam ang mutton shoulder is fairly tender and juicy cut of meat, but it is still a little chewy. *(Sample dish: Braised lamb Shoulder Chops)*
3. Rib – taken from between the shoulder and the loin. The meat is tender and can be cooked using either dry and moist heat method. *(Sample dish: Lemon Roasted lamb Ribs)*
4. Breast – containing a lot of cartilage and connective tissues, the meat obtained from the breast of lamb is tough. *(Sample dish: Roasted Lamb Breast)*
5. Shank – foreshanks and hind shanks are cut from the bottom section of the leg just below the knee. The meat is tough and need to be cooked long and slow to break down the connective tissue and make the meat tender. *(Sample dish: Rosemary Braised Lamb Shank)*
6. Leg – taken from the hindquarters and include the top end of the leg and the thighs. The meat from these cuts is quite tender and moist. *(Sample dish: Roasted Leg of Lamb)*
7. Flank – it is cut from the side of the sheep's body between the ribs and the hip. This lean and juicy but tough cut of lamb is best for moist-heat cooking method. *(Sample dish: Adobo Marinated Flank Steak)*
8. Loin – obtained from the part of the sheep's body between the forequarter and hindquarter. *(Sample dish: Lamb Loin Chops with Garlic)*
9. Sirloin – sometimes considered to be part of the leg. The meat from this part is tender and flavorful. *(Sample dish: Cumin Grilled Lamb Sirloin Chops)*

Venison

1. Shoulder – this part yields tough cuts of meat that must be cooked using moist-heat methods. *(Sample dish: Grilled Marinated Venison Steak)*
2. Shin – cut from the lower part of the deer's leg. *(Sample dish: Braised Venison Shank)*
3. Saddle – obtained from the back of deer. The meat is quite tender and best for roasting, broiling, and grilling. *(Sample dish: Saddle of Venison with Pistachio Crust)*
4. Flank – taken from the side of the deer's body. The meat is lean yet tough. *(Sample dish: Stuffed Venison Flank Steak)*
5. Haunch – obtained from the rump area of the deer. The meat is lean and flavorful. *(Sample dish: Roast Haunch of Venison with Roast Vegetables)*

(Modular) Learning Activity 3. On a one whole sheet of paper, match column A with column B. Write only the letter of your answer.

A

- _____ 1. A beef cut taken from the neck and shoulder.
- _____ 2. A tender beef cut taken from the rear back portion of the cattle.
- _____ 3. It is taken from the portion at the top of the pig's rib cage.
- _____ 4. One of the cheapest cuts of lamb and mutton.
- _____ 5. A cut from the lower part of the deer's leg.

B

- A. shin
- B. chuck
- C. neck
- D. loin
- E. sirloin

(Blended/Online). Access the link below for Learning Activity 3.

https://drive.google.com/file/d/1ieUu5McofR8MnPMhb1_nCapHF3vJCz_e/view?usp=sharing

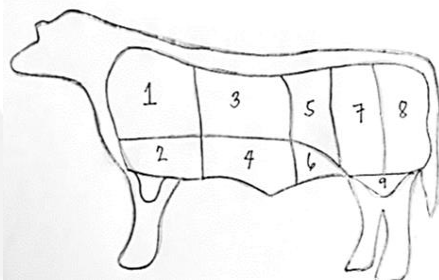
IV. LEARNING PHASES AND LEARNING ACTIVITIES

E. Engagement (Time Frame: Day 2, 30 mins)

(Modular) Learning Activity 4. On a short bond paper draw the following below and name the different cuts of beef and pork according to its labeled number.

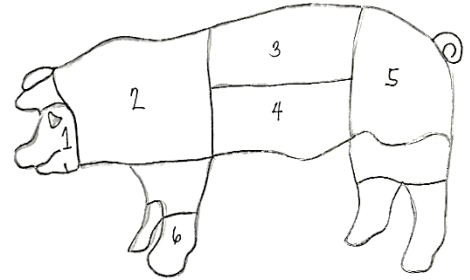
Beef

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Pork

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



(Blended/Online). Access the link below for Learning Activity 4.

https://drive.google.com/file/d/1ieUu5McofR8MnPMhb1_nCapHF3vJCz_e/view?usp=sharing

A. Assimilation (Time Frame: Day 3, 30 mins)

(Modular) Learning Activity 5. On a short bond paper, make a compilation and description of the different primary cuts of beef, pork and lamb. Your output will be graded using the rubric.

Element	Excellent (3)	Good (2)	Satisfactory (1)
Following project's directions	All directions were followed	Followed most of the directions	Followed some of the directions
Content	Reflects essential information	Reflects most of the essential information	Contains irrelevant information
Creativity	Enthusiastically uses materials and ideas for enhancement	Use of materials and ideas for enhancement	Shows some use of materials and ideas
Text	Easy to read/ appropriately sized	Most text is easy to read;	Font too small to read easily;
Overall product presentation	Presentation is attractively displayed. Shows creativity.	Presentation is acceptable and some creativity is displayed	Presentation needs improvement and lacks creativity

(Blended/Online). Access the link below for Learning Activity 5.

https://drive.google.com/file/d/1ieUu5McofR8MnPMhb1_nCapHF3vJCz_e/view?usp=sharing

IV. LEARNING PHASES AND LEARNING ACTIVITIES

V. ASSESSMENT (Time Frame: Day 4, 15 mins)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

(Modular) Learning Activity 6. On a one whole sheet of paper, identify the following statements.

1. It is a term for the flesh of cattle, sheep, and pigs. Meat comprises of water, protein, fat, and various amounts of minerals and vitamins.
2. A cut of meat taken from the breast of cattle.
3. It is obtained from the part of the sheep's body between the forequarter and hindquarter.
4. A cut obtained from the back of deer.
5. Taken from the side of the deer's body.
6. A cut of pork that is obtained from the upper part of the pig's front shoulders.
7. It is the meat of the domestic pig that is used for food.
8. This beef cut is obtained from below the rib or at the front belly of the cattle.
9. A tough cut of beef that is below the short loin.
10. It is taken from the underside of the pig and around the stomach.
11. It refers to the cut of pork that is taken from the top of the hind leg.
12. It refers to the meat of young sheep.
13. This cut extends below the butt towards the hock or shin of the pig.
14. It is the most tender cuts of beef.
15. Obtained from the flat lower portion of the pig, along the belly and breastbone.

(Blended/Online). Access the link below for Learning Activity 6.

https://drive.google.com/file/d/1ieUu5McofR8MnPMhb1_nCapHF3vJCz_e/view?usp=sharing

VI. REFLECTION (Time Frame: Day 4, 10 mins)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

- Technical-Vocational Livelihood Education-Cookery Module 2 Manual by: Aniceta S. Kong, Anecita P. Domo, Merlyn Lee, Maila A. Dogelio, Henry Allen M. Arcos, Ricardo Jose V. Santillan III, pages 342-343
- Modules in Home Economics Cookery by: Joana C. Peralta, pages 226-233
- <https://www.thefreedictionary.com/cut+of+meat>

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W3	Learning Area	TLE - COOKERY	Grade Level	10
	Quarter	4	Date	

I. LESSON TITLE	LO 2. Cook meat cuts
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Prepare and use suitable marinades for a variety of meat cuts. TLE_HECK9-12PCM-IVb-g-31
III. CONTENT/CORE CONTENT	Types of Marinades

IV. LEARNING PHASES AND LEARNING ACTIVITIES

A. Introduction (Time Frame: 30 mins.)

In this lesson, you will learn the ingredients in preparing suitable marinades and the uses of the different types of marinades for a variety of meat and meat cuts. Good marinade will add flavor to your favorite meat and make it more tender and juicier. Making a marinade is very simple. All you need are three basic components. The first is an acid, such as lemon juice, vinegar, yogurt, or wine. The second is oil. This protects and preserves the food while marinated and when being cooked. The third is any herb and/or spice.

Learning Task 1.

Link: https://docs.google.com/document/d/1L-h1jQr8wF7FCnsB8Asd_MpYli_oB4ROGBgC-2bGsX/edit?usp=sharing

Word hunt

A. Directions: Search and encircle for the following words and write a short definition or description.

- Marinade
- Flavor
- Juicy
- Oil
- Teriyaki
- Coagulate
- Tender
- Acid
- Herb
- Jamaican

J	C	O	A	G	U	L	A	T	E
A	A	I	M	T	E	N	D	E	R
E	E	M	U	L	S	I	F	R	O
T	J	O	A	L	B	A	R	I	V
A	J	U	I	I	C	Y	O	Y	A
N	U	E	D	O	C	U	Z	A	L
I	I	I	Y	O	N	A	E	K	F
R	C	U	B	R	E	H	N	I	R
A	Y	R	T	N	E	C	H	O	E
M	O	I	S	T	U	R	I	Z	E

All About Me

B. Write YES or NO on the following statements. Write your answer on your activity notebook.

- Have you experienced marinating a barbeque?
- Do you use or need lemon or calamansi juice as marinated sauce?
- Will marinated barbeque become tasty without marinating sauce?
- Can you make your own marinated sauce for barbeque?
- If you encounter problems while preparing marinated sauce like over taste of acid, can you reconstitute it?
- Have you tried eating marinated meat?
- It is easy to prepare marinated sauce.
- Chicken Inasal undergo first in marinated sauce before cooking.
- Did you already used lemon grass as herb for meat preparation?
- I already create/ made my own version recipe of marinades sauce.

B. Development (Time Frame: 60 mins.)

Different suitable marinades for a variety of meat cuts

Marinade

A seasoned liquid, usually containing an acid, herbs and/ spices, in which meat is soaked to absorb flavors and become tender before cooking.

Good marinade will add flavor to your favorite meat and make it more tender and juicier. Making a marinade is very simple. You only need three basic components: First, is an acid, such as lemon juice, vinegar, yogurt, or wine. The acid is important as it breaks down the meat and tenderizes it. Second, is oil. This protects and preserves the food while marinated and also when it's being cooked. Third, is any herb and/or spice. This gives a marinade its unique flavor and zest. Feel free to experiment by grouping one or more ingredients from each component.

Here are some general guidelines for marinating:

- Meat and poultry are generally marinated for 2 hours up to 2 days.
- Seafood and fish should be marinated no longer than one hour.
- Use a non-reactive container - steer clear of aluminum, copper, or cast iron.
- Wait for your marinade to cool down before pouring over the meat of your choice.
- Always refrigerate your meat when marinating.
- Never reuse marinades!

Types of Marinades

Pineapple Marinade

This sweet, fruity marinade works great on any cut of pork or chicken. What you get with this marinade is a great Hawaiian Teriyaki flavor. Try this marinade when you are simply placing cut strips of pork or chicken over rice. You can make extra marinade to use as a sauce as long as you keep it separate from the meat.

Pork Chop Marinade

This is a great Asian style marinade that works well on all cuts of pork, particularly pork chops, reminiscent of a Teriyaki marinade with a hint of heat from the chili sauce. You can, if you like, heat this up with some extra chili sauce or perhaps a pinch of cayenne.

Jamaican Jerk Marinade

You have heard of Jerk seasonings and Jerk rubs; well, this is a jerk marinade that gets that jerk flavor deep into the meat. You can use this marinade on all kinds of meat and poultry.

Pork Rib Marinade

It uses a pork rub for the seasoning with vinegar and water to turn it into a marinade.

Teriyaki Marinade

This marinade will surely add flavor to whatever you are grilling. This marinade works particularly well with pork and poultry.

Pork Chop and Tenderloin Marinade

Doug Freeman sent in this marinade recipe for grilled pork. You may leave out the liquid smoke if you are so inclined.

Bourbon Marinade

This is a great, sweet bourbon marinade that works perfectly on any food. This is a mild marinade so you will want several hours marinating time with it before you grill.

Mustard-Vinegar Marinade

This is a simple mustard marinade that tenderizes and adds flavor. It works well on pork or poultry.

Learning Task 2 Group Me

Link: <https://docs.google.com/document/d/1LxZSmEL1GadhVfGjTAAmP9ZliYvvmNJE6tiJr9TuoYo/edit?usp=sharing>

Directions: Given are the different kinds of marinades that is used for different meat. Using the table below classify each marinade sauce if it is suitable for pork, beef, or poultry meat.

Mustard-Vinegar Marinade	Bourbon Marinade
Teriyaki Marinade	Pork Rib Marinade
Jamaican Jerk Marinade	Pork Chop Marinade
Pineapple Marinade	

Pork Meat	Beef Meat	Poultry Meat

Learning Task 3: Complete Me

Link: https://docs.google.com/document/d/1KkfErTCMC_phwVSavKvYpPiGyLUisY9f8ksxt4yXYk/edit?usp=sharing

Directions: Supply the missing letter to identify the ingredients needed in preparing marinades.

A I D

1. This ingredient helps breaks down the meat and tenderizes it.

I L

2. This protects and preserves the food while marinated and when its being cooked.

H R

3. This gives a marinade its unique flavor and zest.

O E Y

4. This adds flavor and boost browning.

G R L C

5. It has an antioxidant effect on marinating pork and used to extend the shelf life of a meat product.

C. Engagement (Time Frame: 60 mins.)

Learning Task 4: Prepare a marinade for meat product.

Link : <https://docs.google.com/document/d/1SGokzhMZOMymAvacpso-HWMwkX59BXEQ3leebM1Rmk4/edit?usp=sharing>

Directions: There are two options below, choose one based on your preference.

Option No. 1

Prepare any of the suggested recipes for marinade, or simply make your own recipe. Your performance will be rated using the scoring rubrics below. You can use a cellphone to video or picture your performance.

Level Achieved	Performance Level
100%	Demonstrated skill in preparing marinade satisfactorily without supervision and with initiative and adaptability to problem situations.
75%	Demonstrated skill in preparing marinade satisfactorily without assistance or supervision.
50%	Demonstrated skill in preparing marinade less satisfactorily with some assistance or supervision.
25%	Demonstrated skill in preparing marinade unsatisfactorily.

SUGGESTED RECIPES:

SWEET MARINADE

TOOLS AND EQUIPMENT	INGREDIENTS	
	QUANTITY	DESCRIPTION
knife chopping board measuring cup measuring spoon wooden spoon mixing bowl	1 cup 1/3 cup 1/3 cup 1/4 cup 2 cloves 1 teaspoon 1/4 teaspoon	crushed pineapple soy sauce honey cider, vinegar garlic, minced ginger powder powered cloves

PROCEDURE:

1. Mix all ingredients together and use immediately.
2. The marinade can be stored in airtight container for up to 7 days.

TASTY BEEF MARINADE

TOOLS AND EQUIPMENT	INGREDIENTS	
	QUANTITY	DESCRIPTION
knife chopping board measuring cup measuring spoon wooden spoon	1/2 cup 4 tbsp. 2 stalk 2 tbsp. 2 tbsp. 1/2 tsp. 1/4 cup 2 tsp. 5 large	soy sauce sugar green onions, minced grated fresh ginger sesame oil ground pepper vinegar sesame seeds, toasted and garlic cloves, minced fine crushed to a paste

PROCEDURE:

1. Combine all ingredients with sugar in a jar with tight fitting lid.
2. Shake well before using.
3. Best for marinating or for grilled Korean (bulgogi).

Option No. 2

Write and compile at least 5 recipes all about marinades and suggest tips on how to enhance the flavor of your marinade.

Write your answer on your activity notebook.

SCORE	CRITERIA
100	Properly compiled complete (5) recipes with 5 suggested tips on how to improve the flavor of marinades.
80	Properly compiled complete (4-5) recipes with 4 suggested tips on how to improve the flavor of marinades.
60	Properly compiled complete (3-4) recipes with 3 suggested tips on how to improve the flavor of marinades.
40	Properly compiled complete (2-3) recipes with 2 suggested tips on how to improve the flavor of marinades.
20	Compiled less than 2 recipes but no suggested tips on how to enhance the flavor of marinades.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

D. Assimilation (Time Frame: 30 mins.)

Learning Task 5: Matching Type

Link : https://docs.google.com/document/d/1AMlpbDR9eY5TGqiYxtnXSx0_Nr6fxLPSek445CHPvBI/edit?usp=sharing

Directions: Match Column A with Column B. Write your answer on the space provided before the number.

A	B
___ 1. This marinade works particularly well with pork and poultry.	a. Marinade
___ 2. This is a great Hawaiian Teriyaki flavor.	b. Bourbon marinade
___ 3. It uses a pork rub for the seasoning with vinegar and water to turn it into a marinade.	c. Pork rib marinade
___ 4. This is a mild marinade so you will want several hours marinating time with it before you grill.	d. Pineapple marinade
___ 5. A seasoned liquid, usually containing an acid, herbs and/ spices.	e. Teriyaki marinade

Learning Task 6: True or False

Link: https://docs.google.com/document/d/1ftKRDZQzcV5HOQHxOnidQfyLFruUnk3z_FRimUmzC0A/edit?usp=sharing

Directions: Write True if the statement is correct, and False if it is wrong.

- ___ 1. Meat and poultry are generally marinated for 2 hours up to 5 days.
- ___ 2. Wait for your marinade to cool down before pouring over the meat of your choice.
- ___ 3. Marinade will add flavor to your favorite meat and make it more tender and juicier.
- ___ 4. Seafood and fish should be marinated for no longer than one hour.
- ___ 5. Making a marinade is very simple. You only need three basic components.

V. ASSESSMENT (Time Frame: 60 mins.)

Learning Task 7: Writing what is Learned

Link: https://docs.google.com/document/d/1wgwbWv9MMFiMxWxh_OfrR9eprzQML-K0RkRHHB5NAqw/edit?usp=sharing

Direction: Write a simple paragraph based on what you learned in types of marinades. Write your answer on your activity notebook.

Percentages	CRITERIA
25%	Organization (well organized and unified ideas)
30%	Content (insightfulness of the content directly relevant to the topic)
15%	Cleanliness (minimal erasures and tidiness of paper)
30%	Clarity and Style (clear and on point ideas, and variety of sentence structure)
100%	Total

VI. REFLECTION (Time Frame: 60 mins.)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.
- ✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
- ⊗ - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 2 First Edition 2016 for Grade 10 (pp. 279- 280)

Prepared by:	Alvin C. Cipriano and Josephine H. Mangahas	Checked by:	Rachael D. Lusterio Melinda C. Sili Jennifer U. Cruz Michelle B. Lopez
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W4	Learning Area	TLE – Cookery	Grade Level	10
	Quarter	Fourth	Date	

I. LESSON TITLE	Prepare and cook meats.
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Identify appropriate cooking methods for meat cuts TLE_HECK9-12PCM-IVb-g-31
III. CONTENT/CORE CONTENT.	<ol style="list-style-type: none"> 1. Identify different kinds and cuts of meat. 2. Differentiate dry heat and moist heat cooking methods 3. Discuss the appropriate cooking methods for meat cuts.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction: Day 1 (30 minutes)

Using the appropriate cooking method for the type of food being prepared is a major part of the culinary arts. Tough cuts of meat like beef brisket or lamb shank need to be cooked slowly, at low heat, for a long time, and with plenty of moisture. Prepared properly, these cuts can be incredibly tender and delicious. On the other hand, dry-heat methods typically involve very high temperatures and short cooking times. A piece of brisket cooked in this way — on a grill, let's say would be tough, chewy and largely inedible. Interestingly enough, a beef tenderloin steak cooked using a slow, moist-heat method such as braising would also turn out tough, chewy and inedible.

Learning Task 1: A. Read and understand the questions below. Choose the letter of the correct answer and write it in your answer sheets.

1. It refers to any cooking technique where the heat is transferred to the food without using any moisture?
 - A. moist heat cooking
 - B. dry heat cooking
 - C. cooking technique
 - D. moisture cooking
2. It is a cooking method that include any technique of cooking with moisture -whether it's steam, water, stock, wine and some other liquid.
 - A. moist heat cooking
 - B. dry heat cooking
 - C. cooking technique
 - D. moisture cooking
3. It involves submerging food in hot, liquid fat.
 - A. frying
 - B. boiling
 - C. deep-frying
 - D. simmering
4. It is a form of moist-heat cooking in which the item to be cooked is partially covered with liquid and then simmered slowly at a low temperature.
 - A. boiling
 - B. simmering
 - C. stewing
 - D. roasting
5. It is a form of dry-heat cooking that uses a very hot pan and a small amount of fat to cook.
 - A. deep-frying
 - B. frying
 - C. grilling
 - D. roasting

Blended Learning:

<https://docs.google.com/forms/d/13Ju4zkiSEdQVZwh39loySCaEM1Q7IyuBnnX8WvW2BZs/edit?usp=sharing>

Learning Task 2: Identify the different kinds of meat by supplying the missing letters. Write your answer on the space provided or the complete word on a separate sheet of paper.

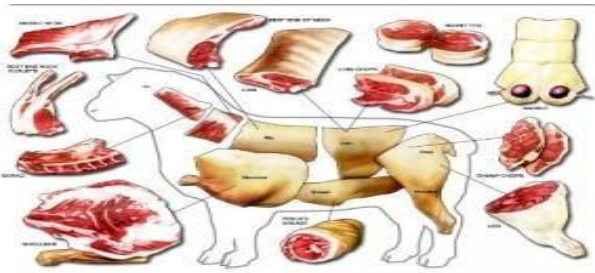
1. _ O _ K - meat from domesticated pigs, typically, high in fat, commonly slaughtered one year or less.
2. _ E E _ - meat from cattle over one year old.
3. _ A _ A _ E E _ - meet from carabao.
4. C _ E _ O _ - meat from deer/goat be finest meet.
5. _ A _ B - meat domesticated sheep.
6. _ E A _ - flesh of young calf, 4-5 months.

Blended Learning:

https://docs.google.com/document/d/1tjUNMhESwhMqAQxc75aXpgcoxHULkPpYq_2V1251K44/edit?usp=sharing

D. Development: Day 2 (40 minutes)

CUTS OF LAMB



Methods of cooking meat

1. **Dry heat cooking**- refers to any cooking technique where the heat is transferred to the food item without using any moisture such as roasting, broiling, or sautéing.
2. **Moist heat cooking** – cooking method that includes any technique of cooking with moisture- whether it's steam, water, stocks, wine or some liquid, like braising, steaming, or poaching

DRY HEAT COOKING



Roasting and Baking – use hot, dry air to cook food. It browns the surface of the food, which in turn develops complex flavors and aroma. This is perfect for roast tender cuts, beef rib, rib eye, pork leg and loin roasts, etc.



Grilling and Broiling – cooking methods that rely on heat being conducted through the air from an open flame. It is applying an intense heat on meat with thin cuts. (beef chunks, pork and beef loins and spareribs are best for grilling)



Pan frying – is a cooking method that uses a very hot pan and a small amount of fat to cook the food very quickly. Frying is best for smaller, tender pieces of meat such as steaks, strips, and diced meat.



Deep-Frying – involves submerging food in hot, liquid fat. It might take some time to get used to the idea that it's actually from dry-heat cooking.

MOIST HEAT COOKING



Simmering – the cooking liquid is a bit hotter than poaching from 180°F to 205°F. It is a way to cook meat gently and slowly. It is a gentler way to soften meat than boiling.



Boiling – the hottest of these three stages is boiling, where the water reaches its highest possible temperatures of 212°F. This makes the meat tender by cooking in liquid. Some meats like the chunks, flank, and shank are some of the meats you can boil.



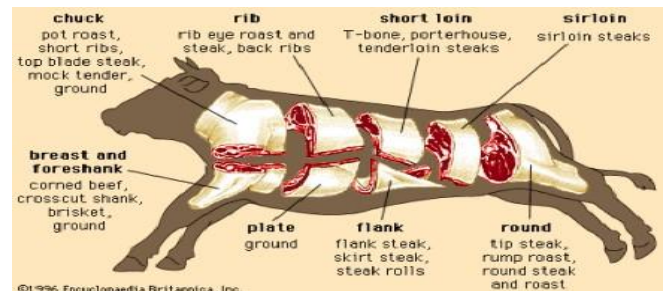
Steaming - is a moist-heat cooking technique that employs hot steam to conduct the heat to the food item. It is a method that cooks the meat through a hot steam with the help of steamer.



Stewing and Braising – Is a form of moist-heat cooking in which the item to be cooked is partially covered with liquid and then simmered slowly at a low temperature. In braising, it allows tougher and less expensive meat become tender and juicy.

DIFFERENT KINDS AND CUT OF MEAT

CUTS OF VEAL



Factors Affecting Choice of Cooking Methods in Meat

1. Cuts of meat

- Tender cuts like ribs and loin cuts are used for roasting, broiling and grilling
- Less tender cuts from leg or round are used for braising
- Tougher cuts from chuck or shoulder are usually braised or stewed.
- Least tender cuts from shanks, breast, brisket, and flank are cooked by moist heat.
- Ground meat and cubed usually made from trimmings can be cooked by dry heat or moist heat.

2. Fat contents

- Meats high in fat are cooked without added fat, such as roasting or broiling
- Meats low in fat are often cooked with added fat to prevent dryness, like sautéing, pan frying or braising.

3. Desired quality

- Tenderness is not the only goal of cooking. To develop flavor and appearance is also one of the objectives to get the desired quality.

E. Engagement: Day 3 (60 minutes)

Learning task 3:

Matching Type: Match column A with column B. Read the statement carefully. Write the letter of your answer on a separate sheet of paper.

Column A

- ___ 1. It is a moist heat-cooking technique that employs hot steam to conduct the heat to the food item.
- ___ 2. It uses dry air to cook food and browns the surface of the food.
- ___ 3. It is a form of dry-heat cooking methods that rely on heat being conducted through the air from an open flame.
- ___ 4. The hottest of three stages, where the water reaches its highest possible temperature of 212°F
- ___ 5. the cooking liquid is a bit hotter than poaching from 180°F to 205°F.

Column B

- A. roasting and baking.
- B. steaming
- C. boiling
- D. Grilling and Broiling
- E. simmering.

Blended Learning:

https://docs.google.com/document/d/1hN6vWYezbRE8iwesB7Mneey67LQ_ayoc89ophfPt0hl/edit?usp=sharing

Learning Task 4.

Make your own meat recipe (1 example of dry-heat cooking method and 1 example of moist-heat cooking method) Write your answer on a separate sheet of paper

ELEMENT	3	2	1
CONTENT	Recipe includes the title of the recipe, list of ingredients, and a written direction	2 out of 3 criteria required for the recipe are present	None of the criteria required for the recipe are present
INGREDIENTS	All measurements and ingredients are given	Ingredients are all listed but measurements not all given	Ingredients are listed but measurements are not given
STEP BY STEP DIRECTIONS	Specifies all directions and process.	Specifies most directions and process	Specifies few directions and process
TEXT	Easy to read	Most text is easy to read	Font too small to read easily
PRESENTATION	Shows creativity	Some creativity is displayed	Lacks creativity
Highest Possible Score	15 points per recipe		

Blended Learning: <https://drive.google.com/file/d/15BzMkmacmR8y7-Ud2dwX2clq1ckW-1Zs/view?usp=sharing>

A. Assimilation: Day 3 (50 minutes)

Learning Task 5: Prepare a Journal

Directions;

Help your parents in preparing your lunch or dinner using meats available in your kitchen. Then make a journal using the following guide questions.

1. What is the name of your dish?
2. What are the ingredients did you use in preparing the dish?
3. What is the method of cooking did you use to cook it?
4. What are the reactions of your family in your cooked dish?

You will be graded based on the following rubrics.

LEVEL	CRITERIA
10	Perform the skill very satisfactorily and creatively without supervision/assistance
8	Perform the skill satisfactorily and creatively but with a minimum supervision/assistance
6	Perform some of the skill and with full supervision/assistance

Blended Learning: <https://drive.google.com/file/d/1ukzp1NVIL0YWxZUXbMBNjifVGdVt58Me/view?usp=sharing>

V. ASSESSMENT: Day 4 (40 minutes)

Learning Task 6. True or False. Write **True** if the statement is Correct and **False** if the statement is wrong. Write your answer on your answer sheet.

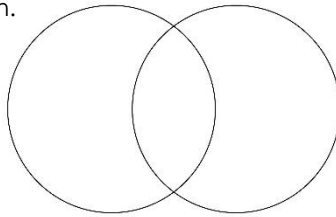
- ____ 1. Tender cuts like ribs and loins cuts are used for roasting, broiling and grilling.
- ____ 2. Least tender cuts from shanks, breast, brisket, and flanks are cooked dry heat
- ____ 3. Tenderness is the only goal of cooking.
- ____ 4. Meats high in fat are cooked without added fat, such as roasting or broiling
- ____ 5. Less tender cuts from leg or round are used for braising.

Blended Learning:

https://docs.google.com/forms/d/12jxiaprAYTJbkZuT_u7cEvbo4wZ7R5x87honyBPY_2w/edit?usp=sharing

Learning Task 7:

Direction: From the methods of cooking meat, Using the Venn diagram write and compare the cooking method. In checking your answer, refer to the rubric given.



SCORE CRITERIA

- 5 Explains very clearly the complete differences between the two cooking methods of meat.
- 4 Explains clearly the complete differences between the two cooking methods of meat.
- 3 Explains partially the differences between the two cooking methods of meat.
- 2 Was not able to explain any differences between the two cooking methods of meat.

Blended Learning:

<https://docs.google.com/document/d/1PzghsBZBKhsGBY9z64Kmd8GSeo7rAicZEwtqLzguMk8/edit?usp=sharing>

VI. REFLECTION: (5 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.
- ✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

DepEd Learners' Material in Technical – Vocational – Livelihood, Home Economics (Cookery) Manual 1 for Grade 10 Junior High School pp 277-285

Prepared by:

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Checked by:

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Michelle B. Lopez**

W5	Learning Area	TLE- Cookery	Grade Level	10
	Quarter	Fourth	Date	
I. LESSON TITLE		Cook Meat Cuts		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		LO 2. Cook Meat Cuts TLE_HECK9-12PCM-IVb-g-31		
III. CONTENT/CORE CONTENT		2.5 Apply the different Techniques in Meat Preparation. 2.6 Cook meat-cut dishes according to the given recipe.		

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction: Day 1 (15 minutes)

In this lesson, you will learn the different techniques in cooking meat and you are expected to apply these techniques as you perform your laboratory work or performance activity.

Imagine a meat that is under cooked, do you think you can bite it easily? I guess not, that is because of the structural component of the meat. When meat is heated the components that make it up change. These changes result in structural transformations that affect the texture, juiciness, and mouth-feel of the meat. The higher the temperature of the heat applied to the meat, the faster these changes happen.



Learning Task 1:

Read the statements carefully and choose the letter with the correct answer. Write your answer in your test notebook.

- What do you call the cooking method when meat is cooked in steaming liquid in which bubbles are breaking on the surface?
a. boiling b. broiling c. roasting d. stewing
- Which of the cooking methods does not belong to dry heat method?
a. baking b. broiling c. roasting d. stewing
- What cooking technique involves cooking with moisture?
a. dry heat method b. moist heat method c. pan frying d. roasting
- What cooking method involves submerging the food in a hot, liquid fat?
a. baking b. deep-frying c. pan frying d. sauteing
- Which method cooking is used when food is partially covered with liquid and then simmered slowly at a low temperature?
a. baking b. boiling c. braising d. broiling

For Blended learners, you may access this link <https://forms.gle/jjC1Mwasi1K2m6yDA>

IV. LEARNING PHASES AND LEARNING ACTIVITIES

D. Development: Day 2 (45 minutes)

Read and understand the concept below.

Effects of Heat to Meat

1. It tenderizes connective tissue if moisture is present and cooking is slow.
2. It coagulates protein. Even meats low in connective tissue can be tough and dry if cooked at excessively high heats for too long.
3. High heat toughens and shrinks protein and results in excessive moisture lost.
4. Roasts cooked at low temperature shrink less and loss less moisture.
5. Moist heat penetrates meat quickly. To avoid over cooking, meat should be simmered, never boiled.

Choosing the right cooking technique for the type of food being prepared is a major part of the culinary arts. One of the major considerations in choosing the technique applied in cooking meat is the tenderness of its cut. Generally, tender cuts of meat, cooked by dry-heat methods, result in tender and juicy products. Less-tender cuts must be cooked for longer periods of time by moist-heat methods, to soften the connective tissue, prevent surface drying and to develop flavor. Some less tender cuts such as beef top round and chuck arm can be cooked by a dry heat method if marinated before cooking.

Methods of Cooking

1. Dry heat cooking refers to any cooking technique where the heat is transferred to the food item without using any moisture. It typically involves high heat with temperatures of 300°F or hotter.
 - a. Roasting and Baking - A form of cooking that use hot, dry air to cook food. Roasting and baking brown the surface of the food, which in turn develops complex flavors and aromas. A method of cooking an item by enveloping it in hot, dry air, generally inside an oven and at temperatures of at least 300°F and often much hotter. A convection oven, which circulates hot air throughout the oven, can enhance the browning reaction.
 - b. Grilling and Broiling - A method of cooking that rely on heat being conducted through the air from an open flame are grilling and broiling. This type of cooking produces browning reactions on the surface of the food, thus encouraging the development of complex flavors and aromas. Grilling cooks hot and fast, because air is a poor conductor of heat. Broiling and grilling require the food to be quite close to the heat source, which in this case, is likely to be an open flame.
 - c. Sautéing and Pan-Frying - A form of dry-heat cooking that uses a very hot pan and a small amount of fat to cook the food very quickly. Like other dry heat cooking methods, sautéing brown the food's surface as it cooks and develops complex flavors and aromas.
 - d. Deep Frying - This involves submerging food in hot, liquid fat, it might take some time to get used to the idea that it's actually a form of dry-heat cooking. But if you've ever seen the violent reaction of hot oil to even a tiny drop of water, you know that oil and water are a couple of opposites that has nothing to do with each other.
2. Moist Heat Method – This method includes any technique that involves cooking with moisture – whether it's steam. Water, stock, wine or some other kind of liquid. Cooking temperatures are much lower, anywhere from 140°F to a maximum of 212°F, because water doesn't get any hotter than that.
 - a. Simmering - With simmering, the cooking liquid is a bit hotter than poaching from 180°F to 205°F. Here we will see bubbles forming and gently rising to the surface of the water, but the water still isn't at a full rolling boil. Because it surrounds the food in water that maintains a more or less constant temperature, simmering cooks food evenly. It's an excellent choice for culinary preparations including stocks or soups, starchy items such as potatoes or pastas, and many others.
 - b. Boiling - The hottest of these three stages is boiling, where the water reaches its highest possible temperature of 212°F. It's actually the least likely of the three to be used for cooking. That's because the violent agitation caused by the rolling boil can be too rough on food and will often damage it.
 - c. Steaming - Steaming is a moist-heat cooking technique that employs hot steam to conduct the heat to the food item.
 - d. Braising and Stewing - Braising is a form of moist-heat cooking in which the item to be cooked is partially covered with liquid and then simmered slowly at a low temperature. It is a good choice of cooking method for cuts of meat that are tougher or from older animals.

Factors Affecting Choice of Cooking Methods in Meat

1. Cuts of meat - Tender cuts like ribs and loin cuts are used for roasting, broiling and grilling; Less tender cuts from leg or round are used for braising; Tougher cuts from chuck or shoulder are usually braced; Least tender cuts from shanks, breast, brisket, and flank are cooked by moist heat; Ground meat and cubed usually made from trimmings can be cooked by dry heat or moist heat.
2. Fat content - Meats high in fat are cooked without added fat, such as roasting or broiling. Meats low in fat are often cooked with added fat to prevent dryness, like sautéing, pan frying or braising.
3. Desired quality - Tenderness is not the only goal of cooking. To develop flavor and appearance is also one of the objectives to get the desired quality.

Learning Task 2:

Supply the missing vowels to come up with a word that is being described in the statement. Write your answer in your test notebook.

- | | |
|-------------------|--|
| B _ K _ N G | 1. A method of cooking by enclosing the heat inside an oven. |
| S _ M M _ R _ N G | 2. You will see bubbles forming and gently rising from the surface of the water. |
| S _ _ T _ _ N G | 3. It uses a very hot pan and a small amount of fat. |
| B _ _ L _ N G | 4. The water reaches its highest possible temperature of 212°F. |
| B R _ _ L _ N G | 5. Heat is being conducted through the air from an open flame. |

For Blended Learners, you may access this link

https://docs.google.com/document/d/19XDOFjvdJQIG8zFJNFzG-OADNtYco5N-O82_hm1gZQE/edit?usp=sharing

E. Engagement: Day 3 (40 minutes)

Activity 1: Prepare and cook this meat dish. Let someone document your performance through a video. Show the proper mise-en-place, hygienic preparation and your plated finished product.

Braised Pork Ribs

INGREDIENTS		PROCEDURE
QUANTITY	DESCRIPTION	
1 slab/rack	pork ribs	1. Cut the spare ribs between the bone. Wash. Drain. Set aside. 2. In a pan, heat oil. Brown the pork ribs, both sides. 3. Add in garlic and ginger. 4. Put all the ingredients. Lower the heat. Cover. 5. Let it simmer for 45minutes to 1 hour or until the meat is tender. 6. Add some water if needed. 7. Garnish with spring onions, leaks, sesame seeds.
½ cup	soy sauce	
½ cup	vinegar	
¼ cup	brown sugar	
1 cup	pineapple juice	
¼ tsp	ground peppercorn	
2 pcs	bay leaves	
3 pcs	star anise	
6 cloves	garlic, minced	
½ tsp	grated ginger	
2 cups	water	
2 tbsp	oil	
	sesame seeds or leeks, for garnishing (optional)	

Your output will be rated based on this rubrics

Criteria	4	3	2	1
Texture of meat				
Attractive and appealing to appetite				
Has a good color combination				
Ingredients are cooked just right				
Taste is delicious				

IV. LEARNING PHASES AND LEARNING ACTIVITIES

A. Assimilation: Day 4 (30 minutes)

Learning Task 3: Read the recipe for these Filipino meat dishes listed below. Discover the cooking method applied in the preparation of the dish. Write your answer in your test notebook.

1. Pork Hamonado
2. Bistek
3. Lechon Kawali
4. Nilagang Baka
5. Kaldereta

For Blended Learners, you may access this link

<https://docs.google.com/document/d/1EjErS3pNq5SApfNbtbtloFuO9eit7QhO6xjiVJIMgQ/edit?usp=sharing>

Learning Task 4: Complete the analogy. Write the letter of your answer in your test notebook.

1. Steamer: Steaming :: Oven: _____
a. sautéing b. baking c. pan frying d. stewing
2. Dry heat method: Grilling :: Moist heat method: _____.
a. broiling d. deep frying c. grilling d. braising
3. Water: Boiling :: Oil: _____
a. sautéing b. scalding c. simmering d. steaming
4. Moist heat method: Steaming :: Dry heat method: _____.
a. braising b. roasting c. simmering d. steaming
5. Freezing point: 0°C :: Boiling point: _____.
a. 20°C b. 50°C c. 80°C d. 100°

For Blended Learners, you may access this link

<https://forms.gle/Gs8i8PwTy9LjYtdBA>

V. ASSESSMENT: Day 4 (10 minutes)

Learning Task No. 5: Supply the missing word to complete the statement. Choose your answer from the words in the box. Write your answer in your test notebook.

COAGULATES FAT TOUGHENS SLOW TENDERNESS

1. Meat high in _____ are cooked without adding oil.
2. High heat _____ and shrinks protein which results to loss of moisture.
3. Heat tenderizes connective tissue if moisture is present and cooking is _____.
4. Heat _____ protein in meat which makes it easier to chew.
5. _____, flavor and appearance are the goal in cooking meat to get the desired quality.

For Blended Learners, you may access this link

<https://docs.google.com/document/d/1EWMI5yls6hID7SXgZ-Om43rNs833UUpGK2iYT3v-u3l/edit?usp=sharing>

VI. REFLECTION: Day 4 (10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES




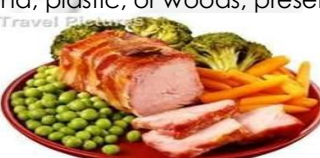

Technical-Vocational-Livelihood - Cookery Module 2 Manual, First Edition, 2016 pages 346-364.
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W6	Learning Area	TLE- Cookery	Grade Level	Grade 10
	Quarter	Fourth	Date	
I. LESSON TITLE		Present Meat Dishes		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		1. Present meat dishes aesthetically, based on classical and cultural standards 2. Select suitable plate according to standard in serving meat dishes TLE HECK9-12PCM-IVh-32		
III. CONTENT/CORE CONTENT		1. Present meat dishes aesthetically, based on classical and cultural standards 2. Select suitable plate according to standard in serving meat dishes		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Time Frame: Day 1, 30 minutes) In this lesson, you will present meat dishes aesthetically, based on classical and cultural standards and select suitable plate according to standard in serving meat dishes. Basic Principles of Platter Presentation 1. Presentation must have three elements. <ul style="list-style-type: none">Centerpiece may be an uncut portion of the main food item.Slices or serving portions of the main food item, arrange artistically.Garnish, arranged artistically in proportion to the cut slices.  2.The food should be easy to handle and serve, so one portion can be removed without ruining the arrangement.  3.Simple arrangements are easier to serve, and more likely still attractive when they are half demolished by the guests  4.Attractive platter is made of metals, mirrors, china, plastic, or woods, presentable and suitable for use with food.  5. It must look attractive and appropriate not only by itself, but among other presentations on the table. 				
Learning Task 1 Directions: Answer the following questions: Write your answer on a separate sheet of paper (5points each) 1.Does food plating and presentation really matters? Explain 2.How do you present meat dishes on a plate? https://docs.google.com/document/d/11oV11piAaxEVFh6Oj-1kibkMnV11K9LU737jleDs0bc/edit?usp=sharing				
D. Development (Time Frame: Day 2, 60 minutes) How to Present Food on a Plate When you are plating food, the goal is to create a dining experience that tempts all the senses, not just the palate. When food looks appetizing the body produces more fluids that aid in nutrient absorption - so you might even say that beautiful food is more wholesome than food that does not look appealing. To achieve restaurant-quality presentation, start with brightly colored, well-cooked food. Layer the food and play with contrasting colors and textures to increase its visual appeal. Finally, garnish the plate with flavorful herbs or spices to take it to the next level. See Step 1 and beyond to learn how to make the next meal you will cook look irresistible.				

Starting with Beautiful Food



Avoid a monochromatic color scheme. A plate of food looks most appealing when there is a high level of contrast in colors.

- When you are planning meals, think ahead about the colors you want to feature on the plate. You might not be able to represent all the colors of the rainbow at every meal but challenge yourself to have as much color as possible.
- If you are about to serve several like-colored foods, like grilled chicken and mashed potatoes, adding a serving or two of fruits and vegetables is a fantastic and easy way to add pops of color. The richest greens, oranges, reds, purples, blues, pinks, and yellows on your plate probably take the form of fruits and vegetables.
- If you are not sure how to add color, utilize garnishes. Nearly any savory dish is well-served by a sprinkling of fresh chives, parsley, dill, or mint. Lemon and lime wedges are welcome alongside poultry and seafood dishes.

Bring out vegetables' brightest colors. The way you cook your vegetables has a lot of bearing on the overall visual effect of a meal.

- Lightly steam instead of boiling. Steaming vegetables makes them look appetizing and flavorful, while boiling creates the opposite effect.
- Roast or sauté them with a little oil or butter. Roasted or sautéed vegetables look quite appetizing when they can caramelize a little in oil or butter.

Sear your meat and let it rest. Many meat dishes look most appetizing when the meat has been seared. The sight of a steak or piece of grilled salmon with a brown, crispy sear will make your dinner guests' mouths start to water. In addition to searing your meat, you should let it rest for several minutes before cutting it. This allows the juices to absorb back into the meat, so that they do not end up running all over the plate.

- There are exceptions to the rule of searing your meat. For example, if you are serving braised beef, you will have to think of creative ways to make the meat look appetizing even though it does not have a crispy crust. Serving it with a sauce is a good way to add visual interest.

Cook or fry foods carefully. Underdone or overcooked fried foods are difficult to present in an appealing way. Fried foods can look beautiful on a plate, but it is important to fry them well and have a plan for dealing with the oil, so it does not muck up the rest of the dish. Fry foods until they are golden brown, then let them drain on a plate lined with paper towels to absorb the extra oil. Otherwise, the food will leave streaks of grease on the plates.

- Fried foods often continue browning a bit after they have been removed from the hot oil.

Take texture into account. Texture and color go hand in hand when it comes to how appetizing food looks on the plate. If your food looks too oily, too dry, mushy, tough, or otherwise difficult to chew and swallow, it will not matter how perfectly colorful it looks. Take pains to cook food well so that it comes out to the right texture.

- The way you handle the food just after it has been cooked, and before it is plated, can really affect the texture. Pasta, for example, should be kept in water or tossed in a bit of oil just after cooking so that it does not start to clump. Fried foods should not be covered with airtight lids, because the heat from the food will end up steaming the breading and causing the food to get soggy.

- Once the food is on the plate, a spritz of oil or water can improve its visual appeal if it looks too dry.



Experiment with interesting shapes.

- Cutting vegetables in interesting shapes can make the simple become special. You can cook and serve vegetables, desserts, pot pies and other foods inside unique-shaped dishes to create attractive shapes.

Plating it with Care

- When in doubt, choose white plates. White plates do not compete visually with the food you are serving. They provide contrast, making colors appear brighter and textures more interesting. If you have a set of special plates with a pattern or a certain color scheme, it is fine to use them. Just make sure they complement the food you are serving instead of vying for attention.

- Don't forget to take the rest of the table into consideration, too. Cutlery, glasses, and linens will enhance the overall appearance of the dish upon the table.

Visualize the finished plate.

- Consider how to present the main portion in relation to the side dishes. Consider where it will look best on the plate with the other elements of the dish. Consider also how to get best impact—the appearance and symmetry are all affected by whether the food is sliced thinly, thickly, or left whole.

Limit portion sizes.

- Only fill about two thirds of each plate with food. The rest of the plate should be left empty. The negative or empty space will provide contrast with the food, making it look more appetizing. If the plate is loaded with food, the food itself will not look as visually pleasing. Keep standard serving sizes in mind and aim to serve just the right amount of each part of the dish.
- As a rule, half of the food on the plate should comprise of vegetables, one fourth meat or another protein, and one fourth starch.
- Start plating food in the center of the dish and work outward from there, so that the food is centered in the middle of the plate.

Follow the rule of odds.

- Having an odd number of elements on a dish is more visually appealing than having an even number. It creates the impression that the piece of food is being framed by the others. Keep this in mind whether you are serving different types of food or more than one piece of the same food. For example, if you are serving scallops, serve either 3 or 5 instead of 4.

Play with different textures.

- Creating a texture contrast is a good way to draw the eye. Too many soft or crunchy foods on a plate are unappealing, but a combination of both is delicious. Different textures harmonize to create a pleasing dining experience. Leaving one of the elements out would result in a less appealing dish.
- To quickly add some crunch to a dish, try topping it with some crushed, roasted walnuts and almonds

Layer foods to add height.

- It is common to see food layering in restaurants, but home cooks do not usually try it. Adding height to a dish can take it from ordinary to stunning. Do not be afraid to show off your culinary skills by using stacking and layering methods to make your presentation more professional.
- An easy way to start layering food is to serve the protein on a bed of starch. For example, serve a kabob/kebab on a heap of rice, or serve grilled swordfish on a pile of mashed potatoes.
- Aim to make foods look bigger, not smaller. Fluff up your salads. For example, instead of smooching them down. Create a little crosshatched stack of cooked asparagus instead of presenting it in one flat layer.

Use sauce wisely.

- If you are serving a curry, stew, or soupy casserole, you might want to drain the food of its sauce before serving, then pour on just the right amount when you plate the dish. That way you can control the amount of sauce and use it to make the dish look decorative.

Keep up with food styling trends.

- Remember that styles change even within the space of a few years or even months, so keep up to date by checking out cooking magazines, cooking or foodie websites and cooking shows for current ideas.

Adding Appetizing Touches

Use garnishes that enhance the flavor of the meal. No matter what you are serving, make sure the garnish makes the dish better instead of just cluttering up the plate.

Employ drizzles and swirls.

- Another way to finish food is with a drizzle or swirl of a concentrated sauce or liquid. For savory dishes, this might be a small squeeze of remoulade, pesto, or flavored oil. For sweet dishes, adding chocolate sauce, fruit jam, or crème anglaise might be the most delicious way to add that finishing touch.
- Rather than just pouring a sauce over your food, consider putting it in a squeeze bottle so you can create a pretty swirl or pattern. If you do not have a squeeze bottle, put the sauce in a plastic food storage bag, cut a small piece off one of the corners, and squeeze the sauce through the bag.
- Don't overdo it. The key is to add a touch of color, flavor, and texture without overpowering the main part of the dish.

Make sure the plate is clean.

- Examine the edges of the plate for fingerprints and smudges. A great way to clean up the edges of a plate is to dip a paper towel in a cup of water with a dash of white vinegar. Wipe the rim of the plate so that no food residue or prints are visible. This gives your presentation a professional touch.

E. Engagement (Time Frame: Day 3, 30 MINUTES)

Learning Task 2 Direction: Read the following statements. Write the letter of the correct answer on a separate sheet of paper.

- In platter presentation, uncut portion of the main food item is _____.
A. garnish B. serving portions C. centerpiece D. plating
- It is arranged artistically in proportion to the cut slices.
A. slices B. serving portions C. garnish D. balance
- The food should be easy to handle and _____.
A. garnish B. serve C. arrangement D. color
- Use attractive platter presentation made of metals, mirrors, plastic, or wood, and _____.
A. china B. pan C. platter D. fiber
- It is the act of serving or arranging portions of the main food item artistically. _____.
A. slicing B. garnishing C. setting D. presentation

Learning Task 3 Fill in the missing word/s to complete the sentence that summarizes out the topic for today. Write your answer on a separate sheet of paper.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

The way you _____ your food is what tempts the customers to try a dish. We eat with our senses: what we see, _____, and _____. In this age of food bloggers and Instagrammers, food _____ matters more than ever. The food _____ can make a dish taste better.

Feel Presentation Present Smell Plating

<https://docs.google.com/document/d/11oVl1piAaxEVFh6Oj-lkibkMnV11K9LU737jleDs0bc/edit?usp=sharing>

A. Assimilation (Time Frame: Day 4, 60 minutes)

Learning Task 4: Choose a Filipino meat dish and illustrate the presentation or plating the meat dish based on classical and cultural standards considering the rubrics below.

Element	GOOD (3)	FAIR (2)	POOR (1)
Balance	Plating is balanced with even eye appealing flow	Balance attempted but needs improvement	Evidence of balance is limited or not present
Color	Color is complimentary and eye appealing	Some color variety but needs improvement	Lack of color variety
Shape (proportion)	Incorporates variety of eye appealing shapes	Some repetition of shapes but variety is different	Variety in shape very limited or not present
Use of Garnish	Appropriate for food items	Adequate but not outstanding	Inappropriate selection of garnish or lack of or too much
Contrast	Presentation has 2+ contrasting textures, shapes, colors, flavors, or temperatures	Presentation shows one contrasting textures, shapes, colors, flavors, or temperatures	Presentation shows no contrasting textures, shapes, colors, flavors, or temperatures
Overall Product Presentation	Presentation is attractively displayed shows creativity	Presentation is acceptable and some creativity is displayed	Presentation needs improvement and lacks creativity
Highest Possible Score	18 points		

<https://docs.google.com/document/d/11oVl1piAaxEVFh6Oj-lkibkMnV11K9LU737jleDs0bc/edit?usp=sharing>

V. ASSESSMENT (Time Frame: Day 5, 30 minutes)

Learning Task 5. True or False. Write TRUE if the statement is correct and false if it is incorrect on a separate sheet of paper.

1. A plate of food looks most appealing when there is a low level of contrast in colors.
2. Having an even number of elements on a dish is more visually appealing than having an odd number.
3. Too many soft or crunchy foods on a plate are unappealing, but a combination of both is delicious.
4. As a rule, half of the food on the plate should comprise of vegetables, one fourth meat or another protein, and one fourth starch.
5. Keep standard serving sizes in mind and aim to serve just the right amount of each part of the dish.
6. Start plating food in the center of the dish and work outward from there, so that the food is centered in the middle of the plate.
7. Cutting vegetables in interesting shapes can make the simple become special.
8. Colored plates do not compete visually with the food you are serving.
9. Once the food is on the plate, a spritz of oil or water can improve its visual appeal if it looks too dry.
10. A great way to clean up the edges of a plate is to dip a paper towel in a cup of water with a dash of white vinegar.

<https://docs.google.com/document/d/11oVl1piAaxEVFh6Oj-lkibkMnV11K9LU737jleDs0bc/edit?usp=sharing>

VI. REFLECTION (Time Frame: Day 5, 30 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

Reference: DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 2 for Grade 10 pages 378-386



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W8	Learning Area	TLE - COOKERY	Grade Level	10
	Quarter	Fourth	Date	
I. LESSON TITLE		Cook Meat Cuts		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		1. Store meat 2. Evaluate the finished product		
III. CONTENT/CORE CONTENT		1. Store fresh and cryovac-packed meat according to health regulations 2. Use required containers and store meat in proper temperature to maintain quality and freshness.		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
1. Introduction (Day 1: 30 minutes) In this lesson you will learn different methods of preserving meat. All food needs to be stored and prepared safely. Storing, preservation and packaging of meat have led to a greater variety and range of fresh meat and meat products. Knowledge in different preparation and cooking techniques of meat also improves the quality and flavor of products.				
Learning Task 1: Arrange the jumbled letters to form the correct words related to the methods or procedures in preserving meat. The first letter of the correct answer is given. Write your answers on a separate sheet of paper. 1. S I N G M K O S _ _ _ _ _ 2. NNACNGI C _ _ _ _ _ 3. INGYRD D _ _ _ _ _ 4. FEERGNIZ F _ _ _ _ _ 5. CUGIRN C _ _ _ _ _				
Guide Question: 1. Did you get the correct answers? 2. How do you define each word? 3. Can you consider the words mentioned above is important in preserving meat or storing meat?				
D. Development (Day 1: 30 minutes)				
Methods of Preserving Meat There are different methods of preserving meat. These include drying or dehydration, smoking, salting, curing, refrigerating, freezing, canning and freeze drying A. Drying – This is the most common method of preserving meat. Drying involves the reduction of the original 70% of water content of the meat to about 15%. Ways of Drying Meat 1. Natural sun drying – Natural sunlight is used to reduce the amount of moisture content of meat. Portable solar dryers can provide sanitary means of drying meat. 2. Dehydration or artificial drying – Oven is used for drying the meat. Although this is more expensive than sun drying, dehydration is a more efficient method of removing moisture from meat. B. Smoking – Meat is smoked to create distinctive color and flavor, thus helping its preservation. The flavor, color, and attractive glaze on the surface of the meat is desired like in ham, bacon, and tinapa.				
				
<ul style="list-style-type: none">• Cold Smoking – The temperature is held between 26 to 43°C and the products are smoked over a period of days or weeks. The products thus pick up a strong smoked flavor and are dehydrated as well.• Hot Smoking – The temperature is higher, from 71 to 79°C. The high temperature speed up the drying process, giving the product a mild smoked flavor.				
C. Curing – In this method, salt, sugar, potassium or sodium nitrate, and other curing elements such as ascorbic acid, phosphate blend, and spices are used to prolong the keeping quality of meat.				
				

- D.Refrigerating** – Meat is stored at a temperature range of 2 to 10°C to retard mold and bacterial growth for a limited period.
- E.Freezing** – Meat is preserved at a temperature of 10°C and below. Freezing deactivates enzymes and bacteria. Meat can be preserved for two months to one year using this method.
- F.Canning** – Meat preserved by canning is packed in sealed cans or jars which are subjected to a temperature of 100°C and above 5-7 kilo pressured for a specific period of time. This process destroys the organism that causes spoilage. It maintains the high quality of meat product and extends its life for about a year.
- G.Freeze Drying** – The process involves the removal of moisture from the meat tissues by transforming the moisture content into ice and gas.

Hygiene Practices in Storing Meat products

To achieve high standards of sanitation, the following measures should be strictly observed:

1. See to it that physical equipment and layout are conducive to sanitary practices.
2. Handle, store, and refrigerate food properly to prevent spoilage and contamination.
3. Safeguard the food during distribution and service.
4. Wash and sanitize dishes, glasses, utensils, and equipment.
5. Clean floors walls, ceilings, counters, tables, and chairs regularly.
6. Eliminate vermin and rodents from food areas.
7. Maintain adequate employer supervision and a constant program of education in sanitation for food service workers.
8. Make sure that food service employees are in good health, and are not carriers of communicable diseases. The three principal groups of communicable diseases that must be guarded against in public feeding operations are respiratory, intestinal, and skin diseases. Require medical examinations for food service employees.
9. Provide a regular employee education on food service sanitation.

Techniques in storing meat

Storage Procedures for Meat Products

Safe Storage - Meat is among the most perishable foods. This perishable ability makes it a potentially hazardous food. At ambient temperatures, meat spoils so fast. It is therefore necessary to keep it in chilled storage.



Storing - take time to store the food items. Store new purchases behind old ones and always use the old stock first. It is easy to put new purchases at the front.

1. **Refrigerator storage.** A refrigerator provides cold temperature for storing perishable foods such as dairy products, meat, fish, poultry, eggs, fruits, and vegetables.
2. **Freezer storage.** For proper freezing and storage, the temperature inside the freezer should be 18°C or lower. Store frozen foods in their original packages. Foods to be frozen should be put in moisture-vapor proof wrapping.



FOOD STORAGE CHART

Food	Suggested Maximum Temp.	Recommended Maximum Storage
Canned Products	21	12 months
Frozen Products beef poultry	18 to -29	6-12 months, in original package
Fresh Pork (not ground)	18 to 29	3-6 months, in original package
Sausage, ground meat	18 to 29	1-3 months, in original package
Cold cuts, Sliced	3 to 4	3-5 days, in semi-moisture proof paper
Cured bacon	3 to 4	1-4 weeks, tightly wrapped
Ham (tender cured)	3 to 4	1-6 weeks, tightly wrapped
Ham (Canned)	3 to 4	6 weeks, in original container (unopened)
Dried Beef	3 to 4	6 weeks, tightly wrapped

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Evaluating the Quality of Preserved Meat Products

Good quality pork has less than 1 ¼ cm of golden brown fat that covers the surface of the meat and a thoroughly cooked interior where meat has even pinkish color. It has also a juicy and tender texture, a pleasing aroma and a tender seasoned and pleasing taste with a slight hint of smoky flavor.






Sausages of good quality are uniform in size and length. Each sausage in a whole piece has no rupture of casing even when pricked. The interior has a pinkish color when thoroughly cooked. A combination of juicy meat with spicy seasoning marks their flavor.

E. Engagement (Day 2: 40 minutes)

Learning Task 2: Write the word TRUE if the statement is correct and FALSE if it is incorrect. Write your answer on a sheet of paper.

1. Handle, store, and do not refrigerate food properly to prevent spoilage and contamination.
2. Wash and sanitize dishes, glasses, utensils, and equipment.
3. Eliminate vermin and rodents from food areas.
4. Maintain adequate employer supervision and a constant program of education in sanitation for food service workers.
5. Do not require medical examinations for food service employees.

Learning Task 3: Look at the picture. Complete the table by supplying Suggested maximum temp or Recommended storage temperature. Write your answer on a sheet of paper

		Suggested Maximum Temp.	Recommended storage Temperature
1.			
2.			
3.			
4.			
5.			

IV. LEARNING PHASES AND LEARNING ACTIVITIES

A. Assimilation (Day 3: 30 minutes)

Learning Activity 4: Each sentence below has a blank space; each blank indicates that something has been omitted. Inside the box are words that fits the meaning of the sentence as a whole. Write your answers on a sheet of paper.

Wrapping	pork	Drying	perishable	2 to 10 °C
Smoking	10°C and below	pinkish	Freezing	vermin

- _____ involves the reduction of the original 70% of water content of the meat to about 15%.
- Foods to be frozen should be put in moisture-vapor proof _____.
- Meat is among the most _____ foods.
- Good quality _____ has less than 1 ¼ cm of golden-brown fat
- _____ deactivates enzymes and bacteria
- Meat is stored at a room temperature range of _____.
- Meat is preserved at a temperature of _____.
- Methods of preserving meat includes drying, _____, salting, curing, refrigerating, freezing, canning and freeze drying.
- The interior of sausage has a _____ color when they thoroughly cooked.
- Eliminate _____ and rodents from food areas.

V. ASSESSMENT (Day 4: 50 minutes)

Learning Task 5: Create a booklet entitled "Storage materials and containers, equipment and paraphernalia used in Storing Meat". Draw at least 10 items, name, give its uses and importance. Use your available materials at home to express your creativity in your artwork booklet. Consider the rubrics to achieve high score:

Criteria	Score
Content (10 Items with correct uses and importance)	10
Creativity	5
Neatness	5
Highest Possible Score	20 points

VI. REFLECTION (Day 4: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

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Number 1		Number 3		Number 5		Number 7	
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VII. REFERENCES

Reference : DepEd Learners' Material in Technical-Vocational-Livelihood, Home pages 345-350

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