

W1	Learning Area	TLE-Cookery	Grade Level	10
	Quarter	Third	Date	

I. LESSON TITLE	Prepare Stocks, Sauces, and Soups
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Prepare stocks for menu items. TLE_HECK10SSS-IIIa-20
III. CONTENT/CORE CONTENT	<p>1.1 Use ingredients and flavoring according to enterprise standards.</p> <p>1.2 produce variety of stocks according to enterprise standards</p> <p>Reference: DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 2 First Edition 2016 for Grade 10 pp. 198-207)</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities																																																																																																																								
A. Introduction Panimula	Day 1	<p>In this lesson, you will learn use ingredients and flavoring, produce variety of stocks according to enterprise standards.</p> <p>Learning Task 1. Word Puzzle. Guess and encircle the classification of stocks in the box.</p> <table border="1"><tr><td>C</td><td>H</td><td>I</td><td>C</td><td>K</td><td>E</td><td>N</td><td>S</td><td>T</td><td>O</td><td>C</td><td>K</td></tr><tr><td>O</td><td>C</td><td>K</td><td>G</td><td>B</td><td>P</td><td>I</td><td>L</td><td>I</td><td>N</td><td>C</td><td>T</td></tr><tr><td>C</td><td>S</td><td>T</td><td>G</td><td>B</td><td>P</td><td>I</td><td>L</td><td>I</td><td>O</td><td>U</td><td>T</td></tr><tr><td>O</td><td>C</td><td>K</td><td>C</td><td>P</td><td>A</td><td>L</td><td>M</td><td>T</td><td>R</td><td>E</td><td>E</td></tr><tr><td>N</td><td>W</td><td>H</td><td>I</td><td>T</td><td>E</td><td>S</td><td>T</td><td>O</td><td>C</td><td>K</td><td>L</td></tr><tr><td>U</td><td>H</td><td>W</td><td>M</td><td>P</td><td>A</td><td>N</td><td>A</td><td>Y</td><td>A</td><td>O</td><td>V</td></tr><tr><td>T</td><td>H</td><td>I</td><td>B</td><td>C</td><td>W</td><td>G</td><td>I</td><td>N</td><td>L</td><td>E</td><td>Y</td></tr><tr><td>A</td><td>K</td><td>C</td><td>K</td><td>O</td><td>O</td><td>T</td><td>S</td><td>H</td><td>S</td><td>I</td><td>F</td></tr><tr><td>B</td><td>O</td><td>W</td><td>R</td><td>C</td><td>K</td><td>E</td><td>N</td><td>F</td><td>H</td><td>S</td><td>T</td></tr><tr><td>S</td><td>T</td><td>B</td><td>O</td><td>K</td><td>S</td><td>B</td><td>O</td><td>R</td><td>N</td><td>W</td><td>B</td></tr></table> <p>Link:https://drive.google.com/drive/folders/11zoiwgTXycK0wm_xvuZigLMrhGMV4KY0?usp=sharing</p>	C	H	I	C	K	E	N	S	T	O	C	K	O	C	K	G	B	P	I	L	I	N	C	T	C	S	T	G	B	P	I	L	I	O	U	T	O	C	K	C	P	A	L	M	T	R	E	E	N	W	H	I	T	E	S	T	O	C	K	L	U	H	W	M	P	A	N	A	Y	A	O	V	T	H	I	B	C	W	G	I	N	L	E	Y	A	K	C	K	O	O	T	S	H	S	I	F	B	O	W	R	C	K	E	N	F	H	S	T	S	T	B	O	K	S	B	O	R	N	W	B
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B. Development Pagpapaunlad	Day 2	<p>Principles of Preparing Stocks</p> <p>Stocks- are among the most basic preparations found in professional kitchen. They are referred to in French as fonds de cuisine, or –the foundation of cooking." It is a flavorful liquid prepared by simmering meaty bones from meat or poultry, seafood and/or vegetables in water with aromatics until their flavor, aroma, color and body, and nutritive value are extracted.</p> <p>- a clear, thin liquid flavored by soluble substances extracted from meat, poultry, and fish; and their bones, and from vegetables and seasonings.</p> <p>Read these concepts.</p> <p>Ingredients in Preparing Stocks</p> <p>1. Bones</p> <p>Most of the flavor and body of stocks are derived from the bones of beef, veal, chicken, fish, and pork. The kinds of bones used determine the kind of stock, except vegetable stock.</p> <p>2. Mirepoix</p> <p>- is the French term for the combination of coarsely chopped onions, carrots and celery used to flavor stocks.</p> <p>Basic formula for Mirepoix – used to flavor white stocks and soups, tomato paste or puree is often included for brown stock, gravy, stew or soup.</p> <p>2 parts onion 1 part celery 1 part carrot</p>																																																																																																																								

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		<p>3. Acid products - Acid helps dissolve connective tissues, and extract flavor and body from bones.</p> <p>4. Scraps and left-over -Scraps may be used in stocks if they are clear, wholesome, and appropriate to the stock being made.</p> <p>5. Seasoning and spices</p> <p>6. Bouquet garni – assortment of fresh herbs and aromatic ingredients tied in a bundle with string so it can be removed easily from the stock.</p> <p>Guidelines for preparing stock</p> <p>1. Follow the correct procedures for cooling and storing stock and make sure that any stock you use is flavorful and wholesome.</p> <p>2. Follow the cooking time for stock.</p> <p>The following are approximate cooking time for different stocks; the time will vary according to numerous factors such as ingredients quality, volume and cooking temperature.</p> <p>White beef stock - 8 to 10 hours</p> <p>White and brown Veal Game stock – 6 to 8 hours</p> <p>White poultry and Game Bird Stocks – 3 to 4 hours</p> <p>Fish Stock – 45 minutes to 1 hour</p> <p>Vegetables Stock – 45 minutes to 1 hour, depending on the specific ingredients and the size of vegetables cut.</p> <p>3. The stock ingredients are boiled starting with cold water. This promotes the extraction of protein which may be sealed in by hot water.</p> <p>4. Stocks are simmered gently, with small bubbles at the bottom but not breaking at the surface. If a stock is boiled, it will be cloudy.</p> <p>5. Salt is not usually added to a stock, as this causes it to become too salty, since most stocks are preserved to make soup and sauces.</p> <p>6. Meat is added to the stock before the vegetables and the —scum that rises to the surface is skimmed off before further ingredients are added.</p> <p>Learning Task 2:</p> <p>Jumbled Letters. Arrange the jumbled letters to identify the ingredients in preparing stocks.</p> <ol style="list-style-type: none"> 1. SNOBE Used to determine the kind of stock, except vegetable stock. 2. DIAC Helps dissolve connective tissues, and extract flavor and body from bones. 3. POIREMIX Is the French term for the combination of coarsely chopped onions, carrots and celery used to flavor stocks. 4. QUEBOUT GRAIN Assortment of fresh herbs and aromatic ingredients tied in a bundle with string so it can be removed easily from the stock. 5. RASPCS May be used in stocks if they are clear, wholesome, and appropriate to the stock being made. <p>Link: https://drive.google.com/drive/folders/11zojwgTXycK0wm_xyuZigLMrhGMV4KY0?usp=sharing </p>
<p>C. Engagement Pakikipagpalihan</p>	<p>Day 3</p>	<p>Learning Task 3. PREPARE STOCK (Individual Activity)</p> <p>Directions: Prepare a white stock by following the given Recipe. Make a narrative report and attach some pictures. Your performance and output will be rated using the given rubric.</p> <p>White stock Ingredients:</p>

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		<p>2 kg bones; chicken, veal or beef 1/2 L water, cold</p> <p>Mirepoix</p> <p>225 g onion, chopped 8 tbsp. carrot, chopped 8 tbsp. celery, chopped</p> <p>Bouquet Garni</p> <p>1/2 pc dried bay leaf 1/8 tsp Dried thyme 1/8 tsp peppercorns 3-4 stems parsley 1 whole cloves</p> <p>Procedure:</p> <p>1. Cut the bones into pieces, 3 to 4 inches long for easy extraction. 2. Rinse in cold water to remove impurities that cloud the stock. 3. Place the bones in the stockpot and cover with cold water to speed extraction. 4. Bring water to a boil and then, reduce to simmer. Skim the scum that comes from the surface for a clear stock. Do not let the stock boil because it makes the stock cloudy. 5. Keep the water level above the bones because bones cooked while exposed to air will turn dark and darken the stock. Also, bones will not release flavor into the water. 6. Add the mirepoix. 7. Simmer for recommended length of time: 8. Strain through several layers of cheesecloth. 9. Cool the stock as quickly as possible by: -Setting the pot in a sink and allow cold water to flow under the pot and around it. -Stirring the pot occasionally so all the stock cools evenly. 10. When cooled, refrigerate the stock properly in covered containers for 2-3 days. If properly frozen, it will last for several months.</p>																														
		<table><tr><th colspan="6">RUBRICS</th></tr><tr><th>Grade/Standard</th><th>10</th><th>8</th><th>6</th><th>4</th><th>2</th></tr><tr><td>Workman-ship</td><td>Can perform the skill very satisfactorily without supervision and with initiative and adaptability to problem situations.</td><td>Can perform the skill satisfactorily without assistance or supervision.</td><td>Can perform the skill less satisfactorily but requires some assistance and/or supervision</td><td>Can perform parts of the skill satisfactorily, and requires considerable assistance and/or supervision.</td><td>No Attempt at all.</td></tr><tr><td>Safety work habits</td><td>Observe safety precautions at all times while performing the task.</td><td>Observe safety precautions most of the times while performing the task.</td><td>Observe safety precautions sometimes while performing the task.</td><td>Safety precautions not observed while performing the task.</td><td>No Attempt at all.</td></tr><tr><td>Perfect Score</td><td colspan="5">20 points</td></tr></table>	RUBRICS						Grade/Standard	10	8	6	4	2	Workman-ship	Can perform the skill very satisfactorily without supervision and with initiative and adaptability to problem situations.	Can perform the skill satisfactorily without assistance or supervision.	Can perform the skill less satisfactorily but requires some assistance and/or supervision	Can perform parts of the skill satisfactorily, and requires considerable assistance and/or supervision.	No Attempt at all.	Safety work habits	Observe safety precautions at all times while performing the task.	Observe safety precautions most of the times while performing the task.	Observe safety precautions sometimes while performing the task.	Safety precautions not observed while performing the task.	No Attempt at all.	Perfect Score	20 points				
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D. Assimilation Paglalapat	Day 4	<p>Learning Task 4:</p> <p>A. Directions: Read the following questions carefully and choose the letter of the correct answer. Write the answer in your test notebook.</p> <p>1. What do you call the liquid in which meat, fish, and sometimes vegetables have been cooked?</p> <p>A. Glaze B. Sauce C. Stock D. Water</p> <p>2. Which of the following stocks uses veal bone as its main ingredient?</p> <p>A. Brown Stock B. Ham Stock C. Prawn Stock D. White Stock</p> <p>3. What kind of stock uses fish as its main ingredient?</p> <p>A. Brown Stock B. Fish Stock C. Glace Viands D. Ham Stock</p> <p>4. What stock uses chicken bone as its main ingredient?</p> <p>A. Fish Stock B. Ham Stock C. Prawn Stock D. Chicken Stocks</p> <p>5. Which one is the easiest to prepare?</p> <p>A. Brown stock B. Fish stock C. White Stock D. Vegetable Stock</p> <p>B. Write the word True if the statement is correct and False if not. Write your answer in your test notebook.</p> <p>1. <i>Fonds de cuisine</i> is the French term for the combination of coarsely chopped onions, carrots and celery used to flavor stocks.</p> <p>2. Salt is not usually added to a stock, as this causes it to become too salty.</p> <p>3. The stock ingredients are boiled starting with hot water. This promotes the extraction of protein which may be sealed in by hot water.</p> <p>4. Most of the flavor and body of stocks are derived from the bones of beef, veal, chicken, fish, and pork.</p> <p>5. Stocks are simmered gently, with small bubbles at the bottom but not breaking at the surface.</p> <p>Link: https://drive.google.com/drive/folders/11zojwgTXycK0wm_xyuZigLMrhGMV4KY0?usp=sharing</p>												
V. ASSESSMENT	Day 5	<p>Scrap Book Making</p> <p>Create a scrap book of different classifications of stocks.</p> <p>RUBRICS FOR SCRAPBOOK MAKING</p> <table><tr><th>PERCENTAGE</th><th>CRITERIA</th></tr><tr><td>35%</td><td>Content and concise information</td></tr><tr><td>30%</td><td>Creativity</td></tr><tr><td>20%</td><td>Organization</td></tr><tr><td>15%</td><td>Neatness</td></tr><tr><td>100 %</td><td></td></tr></table> <p>Link: https://drive.google.com/drive/folders/11zojwgTXycK0wm_xyuZigLMrhGMV4KY0?usp=sharing</p>	PERCENTAGE	CRITERIA	35%	Content and concise information	30%	Creativity	20%	Organization	15%	Neatness	100 %	
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VI. REFLECTION		<ul style="list-style-type: none">The learner communicates the explanation of their personal assessment as indicated in the Learner's Assessment Card.Write your personal insights about the lesson using the prompts below. I understand that _____. I realize that _____. I need to learn more about _____.												

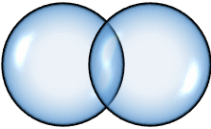
Prepared by:	Eric R. de Guzman	Checked by:	Rachael D. Lusterio May D. Salvador TLE-HE-CO10-w1
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W2	Learning Area	TLE-Cookery	Grade Level	10
	Quarter	Third	Date	

I. LESSON TITLE	Prepare stocks, sauces, and soups
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Prepare soups required for menu items. TLE_HECK9-12SSS-IIIb-21
III. CONTENT/CORE CONTENT	2.1 Select and assemble correct ingredients in preparing soups, including stocks and garnishes 2.2 Prepare variety of soup recipes according to enterprise standards 2.3 Present and evaluate soup recipes in accordance with the criteria (Reference: Technical-Vocational Livelihood Education-Cookery Module 2 Manual p. 207-219 by: Aniceta S. Kong, Anecita P. Domo, Merlyn Lee, Maila A. Dogelio, Henry Allen M. Arcos, Ricardo Jose V. Santillan III,

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A. Introduction Panimula		<p>In this lesson, you will learn the different ingredients of soup, prepare and present variety of soup recipes.</p> <div></div> <p>What can you say about the pictures above? Describe them.</p> <p>Read these new concepts.</p> <p>Soups are based on stocks added with other ingredients for variety of flavor, consistency, appearance, and aroma. A well-prepared soup always makes a memorable impression. Soups offer a full array of flavoring ingredients and garnishing opportunities. Soups allow the use of trimmings and leftover creatively.</p> <p>(Modular) Learning Activity 1. Encircle the ingredients of soup found inside the box. Do these on a one whole sheet of paper.</p> <table><tr><td>G</td><td>S</td><td>W</td><td>L</td><td>O</td><td>F</td><td>P</td></tr><tr><td>G</td><td>A</td><td>E</td><td>K</td><td>A</td><td>L</td><td>E</td></tr><tr><td>E</td><td>H</td><td>R</td><td>G</td><td>E</td><td>Y</td><td>P</td></tr><tr><td>F</td><td>P</td><td>T</td><td>L</td><td>A</td><td>S</td><td>P</td></tr><tr><td>G</td><td>R</td><td>E</td><td>F</td><td>I</td><td>X</td><td>E</td></tr><tr><td>N</td><td>F</td><td>L</td><td>D</td><td>J</td><td>C</td><td>R</td></tr><tr><td>B</td><td>U</td><td>T</td><td>T</td><td>E</td><td>R</td><td>M</td></tr></table> <p>(Blended/Online) Access the link below for Learning Activity 1. https://drive.google.com/file/d/1Rto2whBgZ_lxWv4cl6Ya27rYyJKx0QGo/view?usp=sharing</p>	G	S	W	L	O	F	P	G	A	E	K	A	L	E	E	H	R	G	E	Y	P	F	P	T	L	A	S	P	G	R	E	F	I	X	E	N	F	L	D	J	C	R	B	U	T	T	E	R	M
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B. Development Pagpapaunlad		<p>Soup is classified as clear and thick soup. Clear soups are based on a clear, unthicken broth or stock. They may be served plain or garnished with a variety of vegetables and meats.</p> <p>Thick Soups are soups that are thickened to provide a heavier consistency. Thick soup is a cream soup based on béchamel sauce and is finished with a heavy cream.</p> <p>(Modular) Activity 2: On a one whole sheet of paper classify the following as to clear or thick soup. Write <u>A</u>-for clear soup and <u>B</u>-for thick soup.</p> <div><div>1. tinolang manok</div><div>4. molo soup</div><div>2. drop egg soup</div><div>5. seafood chowder</div><div>3. mushroom cream soup</div></div> <p>(Blended/Online) Access the link below for Activity 2. https://drive.google.com/file/d/1aq529mZN4zh6w_wUMdKVWp4GhAJZYMh/view?usp=sharing</p>																																																	

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C. Engagement Pakikipagpalihan		<p>(Modular) Activity 1. Below are the ingredients and procedures used in preparing cream of potato soup and consommé a la madrilene. Using the Venn Diagram, write the differences and similarities of the two on a one whole sheet of paper.</p> <p style="text-align: center;"><u>Cream of Potato Soup</u></p> <p>Ingredients: - ½ cup bacon, 3/4 kg potatoes, 3 cups water, 2 bulbs onions, chopped, 1 whole chicken bouillon cube, 2 cups hot water, ¼ cups butter, ¼ tsp. pepper, 2 tbsp. gold medal all-purpose flour, ½ tsp salt, 1 ½ c all-purpose cream</p> <p>Procedure: 1. Cook bacon until crispy. Cool. Set aside, peel potatoes and cut into cubes, place in a saucepot and add water and chopped onions. Bring to a boil and cook until potatoes are tender. Remove potatoes and sear the broth. 2. Add chicken bouillon cube to the reserved potato broth to make potato chicken broth and stir until dissolved. Add the hot water. Place cooked potatoes in blender in 2 batches, adding ¾ cup of the potato- chicken broth with each batch. Cover and blend for 1 minute or until smooth. Set aside. 3. Melt butter in a saucepan. Add flour, salt, and pepper. Add all-purpose cream at once. Stir while cooking until slightly thickened and bubbly. Cook for 1 minute more. Stir until heated through. If necessary, stir in additional milk to make desired consistency. Serve with sprinkled bacon bits.</p> <p style="text-align: center;"><u>Consommé A la Madrilene</u></p> <p>Ingredients: -1 kg lean beef, cut into 3 portion, ½ kg bone marrow, 3 ½ liter cold water, 3 large carrots, cut up, 2 cloves onions, 2 stalks celery w/leaves, 3 leeks sliced, 1 ½ tbsp. wash salt, 6 peppercorns, 2 spring parsley, 1 pinch basil, 1 clove garlic, 1 pc bay leaf, 3 large egg whites, 3 crushed egg shells, 2 cup tomato puree, 2 tbsp. finely chopped onions, ½ tsp dried basil</p> <p>PROCEDURE: 1. Combine the beef, bone and water in a stockpot and bring to a boil. Simmer for 5 minutes and skim. Cover and simmer for 1 hour. 2. Add to the onion stock with cloves, the carrots, celery, leeks, salt peppercorns, parsley, thyme, garlic and bay leaf. Cover and cook slowly for 4 – 5 hours. 3. Strain through a double thickness of cheesecloth and skim off fat. Use absorbent paper towels. Remove the remaining particles and reserve the meat for another purpose. 4. To clarify the consommé, return it to the heat and add beaten egg whites and eggshells. 5. Bring to a rolling boil and strain once more through 3 thickness cheesecloth. 6. Pour 6 cups of consommé into a saucepan and reserve the remainder for another use. 7. Add the tomato puree, onion, and dried basil. Simmer for 20 minutes, remove from the heat and strain through cheesecloth. 8. Serve hot.</p> <p style="text-align: center;">Venn Diagram</p>  <p>(Blended/Online) Access the link below for Activity 1. https://drive.google.com/file/d/1Kobw45ruXK7MqRP93ey8GS53x8xsEXL/view?usp=sharing At this point you are directed to read the discussions on pages of your activity sheets for you to understand the following topics. 1. Classifications of soups 2. Ingredients and thickening agent of soup 3. Basic principles of preparing soup After reading the discussions of the topics, you will do the following learning tasks:</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities																																																
		<p>(Modular) Learning Task 1: Identify the following statements.</p> <p>_____ 1. Soups that are thickened using flour, cornstarch, cream, vegetables, and other ingredients.</p> <p>_____ 2. A liquid dish, typically made by boiling meat, fish or vegetables in stock or water.</p> <p>_____ 3. It is a rich, flavorful stock or broth that has been clarified to make it perfectly clear and transparent.</p> <p>_____ 4. A rich typically containing fish, clams, or corn with potatoes and onions.</p> <p>_____ 5. Soups with no thickening agent in them.</p> <p>(Blended/Online) Access the link below for Learning Task 1.</p> <p>https://drive.google.com/file/d/1Kobw45ruXK7MqRP93ey8GS53x8sEXL/view?usp=sharing</p>																																																
D. Assimilation Paglalapat		<p>(Modular) Activity 1. On a short bond paper, create your own soup recipe. One (1) recipe for thick soup and one(1) for clear soup. Your output will be graded using the rubric.</p> <table><tr><th>Element</th><th>3</th><th>2</th><th>1</th></tr><tr><td>Content</td><td>Recipe includes the title of the recipe, list of ingredients, and a written direction</td><td>2 out of 3 criteria required for the recipe are present</td><td>None of the criteria required for the recipe are present</td></tr><tr><td>Ingredients</td><td>All measurements and ingredients are given</td><td>Ingredients are all listed but measurements not all given</td><td>Ingredients are listed but measurements are not given</td></tr><tr><td>Step-by-step directions</td><td>Specifies all directions and process.</td><td>Specifies most directions and process</td><td>Specifies few directions and process</td></tr><tr><td>Text</td><td>Easy to read</td><td>Most text is easy to read</td><td>Font too small to read easily</td></tr><tr><td>Presentation</td><td>Shows creativity</td><td>Some creativity is displayed</td><td>Lacks creativity</td></tr></table> <p>(Blended/Online) Access the link below for Activity 1.</p> <p>https://drive.google.com/file/d/1IVRuloTWU4F4YHduvnBf2s7pBBNTXRS/view?usp=sharing</p> <p>(Modular) Activity 2. On a short bond paper, draw your own plating for a soup dish. Label each food included on your plating. Your output will be graded using the rubric below.</p> <table><tr><th>Element</th><th>Excellent (3)</th><th>Good (2)</th><th>Satisfactory (1)</th></tr><tr><td>Following instructions</td><td>All instructions were followed</td><td>Followed most of the instructions</td><td>Followed some of the instructions</td></tr><tr><td>Color</td><td>Color is complimentary and eye appealing</td><td>Some color variety but needs improvement</td><td>Lack of color variety</td></tr><tr><td>Creativity</td><td>Use own concepts and imagination</td><td>Use some creativity</td><td>Did not use own concepts and imaginations</td></tr><tr><td>Effort</td><td>Took time and worked hard on the project</td><td>Put a small work into the project</td><td>Rushed through and did not work hard</td></tr><tr><td>Presentation</td><td>Presentation is attractively displayed</td><td>Presentation is acceptable</td><td>Presentation needs improvement</td></tr></table> <p>(Blended/Online) Access the link below for Activity 2.</p> <p>https://drive.google.com/file/d/1IVRuloTWU4F4YHduvnBf2s7pBBNTXRS/view?usp=sharing</p>	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	Element	Excellent (3)	Good (2)	Satisfactory (1)	Following instructions	All instructions were followed	Followed most of the instructions	Followed some of the instructions	Color	Color is complimentary and eye appealing	Some color variety but needs improvement	Lack of color variety	Creativity	Use own concepts and imagination	Use some creativity	Did not use own concepts and imaginations	Effort	Took time and worked hard on the project	Put a small work into the project	Rushed through and did not work hard	Presentation	Presentation is attractively displayed	Presentation is acceptable	Presentation needs improvement
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IV. LEARNING PHASES	Suggested Timeframe	Learning Activities			
		(Modular) Activity 3. Make a video or a step-by-step documentation of yourself while cooking one of the soup recipes you have created in Activity 1 . Apply the plating you have created in Activity 2 for the presentation. Your output will be graded using the rubric below.			
		Element	Excellent (3)	Good (2)	Satisfactory (1)
		Plating	Use own concepts and imagination. Color is complimentary and eye appealing	Use some creativity. Uses color variety but needs improvement	Did not use own concepts and imaginations. Lack color variety
		Following instructions	All instructions were followed	Followed most of the instructions	Followed some of the instructions
		Preparation	Ingredients and equipment are all set-up before starting	Some of the ingredients and equipment are ready before starting	Few ingredients and equipment are set up before starting
		Process	Measures ingredients accurately and shows 3 or 4 cooking techniques	Measures ingredients accurately and shows 2 or 3 cooking techniques	Measures ingredients accurately and shows 1 or 2 cooking techniques
		Over-all presentation	Clear audio and video	Clear video but audio is too loud/too soft	Blurry video and audio is too loud/too soft
(Blended/Online) Access the link below for Activity 3. https://drive.google.com/file/d/1IVRuloTWU4F4YHduvBf2s7pBBNTXRS/view?usp=sharing					
V. ASSESSMENT		(Modular) Learning Task 1: Arrange the scrambled word/s to identify the statement. 1. RTBHO=_____. A savory liquid made of water in which bones, meat, or vegetables have been simmered. 2. URSPEE=_____. Vegetable soup thickened with starch. 3. EHSUKIRO=_____. A Japanese azuki bean soup. 4. ISQUESB=_____. Thickened soups made from shellfish. 5. POSU LEBVEGAT=_____. A clear seasoned stock or broth with the addition of one or more vegetable, meat or poultry. (Blended/Online) Access the link below for Learning Task 1. https://drive.google.com/file/d/1G63fOCeVygYMfZauAP8LGTgycxO9ViXu/view?usp=sharing (Modular) Learning Task 2: Pick at least three (3) principles in preparing soup and explain each principle. (Blended/Online) Access the link below for Learning Task 2. https://drive.google.com/file/d/1G63fOCeVygYMfZauAP8LGTgycxO9ViXu/view?usp=sharing			
VI. REFLECTION		(Modular) Write your personal insights about the lesson using the prompts below. I understand that _____. I realize that _____. I need to learn more about _____. (Blended/Online) Access the link below for the reflection. https://drive.google.com/file/d/12KXkj2lBkasCaokPELAMNETMnqkXFd8a/view?usp=sharing			
Prepared by:	Mary Joy P. Peñaloza		Checked by:	Zoilo V. Handayan Jennifer G. Coronel TLE-HE-CO10-w2	

W3	Learning Area	TLE -COOKERY	Grade Level	10
	Quarter	3	Date	

I. LESSON TITLE	LO3 Prepare Stocks, Sauces and Soups
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Prepare sauces required for menu items TLE_HECK9-12SSS-IIIc-22
III. CONTENT/CORE CONTENT	<p>1.3.1 Classify various types of sauces and their corresponding.</p> <p>1.3.2 Prepare a variety of hot and cold sauces based on the required menu items.</p> <p>1.3.3 Identify the types of thickening agents and convenience products used in preparing sauces.</p> <p>1.3.4 Use thickening agents and convenience products appropriately</p> <p>1.3.5 Evaluate sauces for flavor, color, and consistency.</p> <p>1.3.6 Identify and deal with problems in the preparation of sauces.</p> <p>(Reference: DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 2 First Edition 2016 for Grade 10 pp. 221-230)</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction	Day 1	<p>Presentation</p> <p>In this lesson, you will learn the classifications, variety, types of thickening agents, prepare sauces hygienically and how to deal with problems in the preparation of sauces required for menu items.</p> <p>Learning Task 1:</p> <p>A. Read and understand the questions below. Choose the letter of the correct answer and write it in your activity notebook. Link:https://docs.google.com/document/d/1IF0ftPcwZ05fgvJmrzxzHRhrGV_QEov8uvt9oY-1F2w/edit?usp=sharing</p> <ol style="list-style-type: none"> Which of the following is not a thickening agent? <ol style="list-style-type: none"> Flour Grain Rice Salt Which of the four basic sauces whose basic ingredients is milk is thickened with flour enriched with butter? <ol style="list-style-type: none"> Hollandaise sauce Savory butter Veloute sauce White sauce Which among the four basic sauces has a chief ingredient of chicken broth thickened with flour and enriched with butter seasoning? <ol style="list-style-type: none"> Hollandaise sauce Savory butter Veloute sauce White sauce Which of the four basic sauces has a basic ingredient like butter that is creamed and blended with other ingredients to give individual flavor? <ol style="list-style-type: none"> Hollandaise sauce Savory butter Veloute sauce White sauce Which of the following is a thickening agent? <ol style="list-style-type: none"> Flour Spices Sugar Salt <p>B. Write YES or NO on the following statements. Write your answer on your activity notebook. Link:https://docs.google.com/document/d/1IF0ftPcwZ05fgvJmrzxzHRhrGV_QEov8uvt9oY-1F2w/edit?usp=sharing</p> <ol style="list-style-type: none"> Have you experienced eating foods that require sauces? Do you use/need sauce for fried fish fillets? Is a chicken joy tasty without a sauce or gravy? Can you make your own sauce? If you encounter problems while preparing sauce like oil streaking, can you reconstitute it?

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities																																																																																																																									
B. Development	Day 2	<p>Read these new concepts.</p> <p>One of the important components of a dish is the sauce. Sauces serve a particular function in the composition of a dish. These enhance the taste of the food to be served as well as add moisture or succulence to food that are cooked dry. Sauce is a fluid dressing for poultry, meat, fish, dessert, and other culinary products.</p> <p>Sauce is a flavorful liquid, usually thickened that is used to season, flavor, and enhance other foods. It adds:</p> <div><div>1. moistness</div><div>2. flavor</div><div>3. richness</div><div>4. appearance (color and shine)</div><div>5. appeal</div></div> <p>The two types of sauces are hot sauces (made just before they are to be used), and cold sauces (cooked ahead of time, the cooled, covered, and placed in the refrigerator to chill). Each variety of menu item required different type of basic sauces. White sauce/Bechamel (basic ingredients is milk which is thickened with flour enriched with butter), Velouté sauce (its chief ingredients are veal, chicken, and fish broth, thickened with blonde roux), Hollandaise (it is a rich emulsified sauce made from butter , egg yolks , lemon juice and cayenne), Emulsion (consist of liquid dispersed with or without an emulsifier in another liquid that usually would not mix together)Brown Sauce/ Espagnole (it is brown roux-based sauce made with margarine or butter, flavor and brown stock),Tomato (it is made from stock-ham/pork, and tomato products seasoned with spices and herbs).</p> <p>A thickening agent thickens sauce to the right consistency. The sauce must be thick enough to cling lightly to the food.</p> <p>Starches are the most commonly used thickeners for sauces making. Flour is the principal starch used. Starch granules are separated in two ways. Mixing the starch with fat (roux) and mixing the starch with a cold liquid (slurry).</p> <p>Common problem in preparing sauces that may encountered during cooking are discharging, oiling-off, poor texture, syneresis(weeping), and oil streaking.</p> <p>Learning Task 2A.</p> <p>Word Search. Search and Encircle the following word below:</p> <p>Link:</p> <p>https://docs.google.com/document/d/12r8luHMsKcxuO74Sck5VzKwUiZ32Hf3UfHitvLw-Ypk/edit?usp=sharing</p> <div><div>1. ESPAGNOLE</div><div>2. VELOUTE</div><div>3. BECHAMEL</div><div>4. EMULSION</div><div>5. TOMATO</div></div> <table><tr><td>B</td><td>E</td><td>C</td><td>H</td><td>A</td><td>M</td><td>E</td><td>L</td><td>D</td><td>O</td><td>E</td></tr><tr><td>A</td><td>F</td><td>O</td><td>I</td><td>E</td><td>A</td><td>J</td><td>T</td><td>B</td><td>S</td><td>S</td></tr><tr><td>I</td><td>V</td><td>E</td><td>L</td><td>O</td><td>U</td><td>T</td><td>E</td><td>I</td><td>V</td><td>P</td></tr><tr><td>T</td><td>E</td><td>G</td><td>S</td><td>A</td><td>N</td><td>T</td><td>A</td><td>L</td><td>D</td><td>A</td></tr><tr><td>O</td><td>O</td><td>B</td><td>P</td><td>I</td><td>L</td><td>D</td><td>N</td><td>U</td><td>T</td><td>G</td></tr><tr><td>C</td><td>G</td><td>M</td><td>P</td><td>I</td><td>N</td><td>I</td><td>N</td><td>U</td><td>T</td><td>N</td></tr><tr><td>O</td><td>C</td><td>P</td><td>A</td><td>A</td><td>M</td><td>T</td><td>R</td><td>E</td><td>E</td><td>O</td></tr><tr><td>N</td><td>D</td><td>N</td><td>L</td><td>T</td><td>O</td><td>N</td><td>G</td><td>I</td><td>L</td><td>L</td></tr><tr><td>U</td><td>M</td><td>L</td><td>A</td><td>P</td><td>O</td><td>Y</td><td>A</td><td>O</td><td>V</td><td>E</td></tr><tr><td>T</td><td>O</td><td>C</td><td>U</td><td>G</td><td>I</td><td>N</td><td>L</td><td>E</td><td>Y</td><td>A</td></tr><tr><td>H</td><td>A</td><td>E</td><td>M</td><td>U</td><td>L</td><td>S</td><td>I</td><td>O</td><td>N</td><td>C</td></tr></table> <p>Read the names of basic sauces that you have gathered out of the game.</p>	B	E	C	H	A	M	E	L	D	O	E	A	F	O	I	E	A	J	T	B	S	S	I	V	E	L	O	U	T	E	I	V	P	T	E	G	S	A	N	T	A	L	D	A	O	O	B	P	I	L	D	N	U	T	G	C	G	M	P	I	N	I	N	U	T	N	O	C	P	A	A	M	T	R	E	E	O	N	D	N	L	T	O	N	G	I	L	L	U	M	L	A	P	O	Y	A	O	V	E	T	O	C	U	G	I	N	L	E	Y	A	H	A	E	M	U	L	S	I	O	N	C
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PIVOT 4A

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<p>4. Sauce made with tomatoes and seasoned with spices and herbs.</p> <p>a. Brown sauce </p>

Prepared by:

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May D. Salvador
TLE-HE-CO10-w3

W4	Learning Area	TLE – Cookery	Grade Level	10
	Quarter	Third	Date	

I. LESSON TITLE	Store and Reconstitute Stocks, Sauces and Soups
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	LO4: Store and Reconstitute stocks, sauces and soups <i>TLE_HECK9-12SSS-IIIId-23</i> LO5: Evaluate the finished product rate the finished products using rubric <i>TLE_HECK9-12SSS-IIIId-24</i>
III. CONTENT/CORE CONTENT	4.1 Maintain optimum quality and freshness of stocks, sauces and soups. 4.2 Reconstitute stocks, sauces, and soups 5.1 rate the finished products using rubrics Reference: Technical Vocational-Livelihood Home Economics, Cookery Manual pp.231-232

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction <i>Panimula</i>		<p>At the end of the lesson, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify the storing equipment for storing stocks, soups and sauces; 2. Analyze the proper way on how to reconstitute food properly as needed; 3. Value the importance of proper storing and reconstituting stocks, sauces and soups. <p>PRE-TEST Let us determine how much you know on how to store and reconstitute sauce, stocks, and soups. Multiple Choices: Directions: Choose the best answer that corresponds to the statements. Write the correct answer on the space provided before the number .</p> <ol style="list-style-type: none"> 1. Stocks when properly refrigerated will last for how many days? A. 2-3 days B. 4-5 days C. 6-7 days D. 8-9 days 2. What is the fastest way of cooling the stock before storing? A. The pot is submerged in warm water. B. Place the container of stock into an ice water bath. C. Stir the stock occasionally to release the heat faster. D. Transfer the stock in a container and put it inside the freezer. 3. What refers to adding appropriate amount of liquid to sauce or soup? A. reconstitute B. reheat C. reconstruct D. de glaze 4. Which is an appropriate container for storing stock, sauces and soups? A. aluminum pan C. plastic container B. mixing bowls D. zip lock container 5. What is NOT recommended when storing the stocks, sauces or soups? A. Covering the container. B. Refrigerate while still hot. C. Keep in an airtight container. D. Soups are placed in a large container. <p>https://docs.google.com/forms/d/14AbQ3g-vxRcKRuil-xtu6t15m39Cmk511l9x2uYtNI4/edit?usp=sharing</p>
B. Development <i>Pagpapaunlad</i>		<p>Store and Reconstitute Stocks, Sauces and Soups</p> <p>Storage of Stocks/Sauces and Soups</p> <p>Stock is a clear, flavored liquid that freezes well. Chilled stock can be frozen in 1-gallon amounts to be used for sauces. However, once a stock has been used to make a sauce, the</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<p>sauce itself should not be frozen. Sauces do not freeze well and should be made in amounts needed on the day of production.</p> <p>The stock should never be put in the refrigerator while it is hot. The large volume of hot liquid can raise the internal temperature of the refrigerator to the point that the stock will cool sufficiently within two hours and may warm everything else in the refrigerator. A good way to cool the stock is to place the hot stock pot in a sink full of cold water and ice cubes until it is lukewarm but it should not exceed one hour. After leaving it uncovered for the first half hour and stirring occasionally to cool, it should be covered with an upside-down plate to prevent evaporation which would cause the stock to become too concentrated. Refrigerated stock cools better in shallow pans. If covered, stock lasts up to five days but it is best if used in two days.</p> <p><i>This method will help you in storing the stock:</i></p> <ol style="list-style-type: none"> 1. Strain the stock through cheesecloth or through a fine mesh into a cooling container; nonaluminum metal container transfer heat more quickly without discoloring the stock. 2. Cool immediately. The stock will cool faster if pot is submerged in iced water bath or you may set the pot in a sink with bricks or blocks so that cold water will allow water to flow or circulate under the pot or around it. This process is called venting. 3. Stir the liquid occasionally to release the heat. 4. Placed covered container tightly in the refrigerator, label and date stocks. Remove the fat when the stock is to be used or reheated. 5. The stock can be stored within two to three days or 1 month inside the freezer. <p>Storage of Starch and Sauces</p> <p>Sauces and starches should be kept in airtight container and stored in a cool dry place away from the moisture, oxygen, lights, and pests. Food made with starches contains egg, milk, cream of other dairy products all of which make them prone to bacterial contamination and to food-borne illnesses. Sauces made with these ingredients should be kept out of the temperature danger zone. Thickened sauce should also be prepared, served, and stored with caution. These products should be stored in the refrigerator and never left to stay for long at room temperature.</p> <p><i>Storing Equipment</i></p> <ol style="list-style-type: none"> 1. Glass/Plastic Container 2. Stock pot 3. Refrigerator <p>Ways to Reconstitute Stocks</p> <ol style="list-style-type: none"> 1. Skim the surface and strain off the stock through a china cup lined with several layers of cheesecloth. 2. Cool the stock as quickly as possible as follows: <ul style="list-style-type: none"> • Set the pot in a sink with blocks, rack or some other object under it. This is called venting. This allows cold water to flow under the pot or around it. • Run cold water into the sink, but not higher than the level of the stock. • Stir the pot occasionally so the stocks cool evenly <p>Cooling stock quickly and properly is important. Improperly cooled stock may spoil in 6 to 8 hrs.</p> 3. When cool, refrigerate the stock in covered containers. Stock will keep 2

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities					
		<p>to 3 days if properly refrigerated. Stock can also be frozen and will last for several months.</p> <p>Ways to Reconstitute Stocks, Sauce and Soup</p> <ol style="list-style-type: none">1. by adding water2. By using other liquid like evaporating milk, coconut milk, and fruit juices <p>Learning Task 1</p> <p>Directions: Write T if the statement is TRUE and F if the statement is FALSE.</p> <p>_____ 1. The stock should never be put in the refrigerator while it is hot.</p> <p>_____ 2. Sauces and starches should be kept in airtight container and stored in a dry place</p> <p>_____ 3. Chilled stock can be frozen in 2-gallon amounts to be used for sauces</p> <p>_____ 4. Refrigerated stock cools better in shallow pans</p> <p>_____ 5. Thickened sauce should also be prepared, served, and stored with caution.</p> <p>https://docs.google.com/forms/d/1tGI5NnqqSxRKjGtKP1FdjyVdxhAY-sHbi-BezZnXLyo/edit?usp=sharing</p>					
C. Engagement Pakikipagpalihan		<p>Learning Task 2</p> <p>Directions: Following methods in storing stocks, sauces and soups, arrange the step by step procedure by writing <u>A-E</u> before the number.</p> <p>_____ 1. Store the stock inside the refrigerator.</p> <p>_____ 2. Strain the stock through a fine mesh.</p> <p>_____ 3. Place the stock in a covered container.</p> <p>_____ 4. Cool the stock immediately.</p> <p>_____ 5. Stir occasionally to release the heat.</p> <p>https://docs.google.com/forms/d/1P-Dw-fcSjYw8rPyXdkEPrQBax5R52tiEOZueGumqJ6o/edit?usp=sharing</p> <p>Learning Task 3</p> <p>Directions: Complete the following sentences with the correct word or a group of words.</p> <p>1. The two ways to reconstitute stocks, sauces and soups is _____ by _____ and _____.</p> <p>2. Cool the stock as quickly as _____.</p> <p>3. Skim the surface and strain off the stock through a china cup lined with several layers of _____.</p> <p>4. When cool, refrigerate the stock in covered _____.</p> <p>5. Ways to _____ stocks, sauces and soups by adding liquid.</p> <p>https://docs.google.com/forms/d/1HEpWzr-njma6Xs6SaM-aR2W2u2TAQbbcCqVxElpRbck/edit?usp=sharing</p>					
D. Assimilation Paglalapad		<p>Photo Grid</p> <p>Make an Album (collage or scrapbook) of different stocks, sauces, and soups. Include description, ingredients, and procedure, storing procedure and how it is reconstituted. Your output will be evaluated using rubrics.</p> <table><tr><td>5 Compiled properly (10) different stocks, sauces, and soups dishes in a very attractive manner</td></tr><tr><td>4 Compiled properly (8-9) different stocks, sauces, and soups dishes in an attractive manner</td></tr><tr><td>3 Compiled properly (6-7) different stocks, sauces, and soups dishes in simple manner</td></tr><tr><td>2 Compiled properly (5) different stocks, sauces, and soups dishes in simple manner</td></tr><tr><td>1 Compiled less than 5 different stocks, sauces, and soups</td></tr></table>	5 Compiled properly (10) different stocks, sauces, and soups dishes in a very attractive manner	4 Compiled properly (8-9) different stocks, sauces, and soups dishes in an attractive manner	3 Compiled properly (6-7) different stocks, sauces, and soups dishes in simple manner	2 Compiled properly (5) different stocks, sauces, and soups dishes in simple manner	1 Compiled less than 5 different stocks, sauces, and soups
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IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<div>dishes in disorganized manner</div> <div> https://docs.google.com/document/d/1lrcG4lhrxavZ3Ngm8bp3eGolupOrKRfVdZ24tgSPWoU/edit?usp=sharing </div>
VI. REFLECTION		<ul style="list-style-type: none"> The learner communicates the explanation of their personal assessment as indicated in the Learner's Assessment Card. The learner, in their notebook, will write their personal insights about the lesson using the prompts below. I understand that _____. I realize that _____. I need to learn more about _____.
Prepared by:	Belinda C. Geotina (CBNHS _ Georgetown)	Checked by: Melinda S. Abraham Zoilo V. Handayan Jr. Jennifer G. Coronel TLE-HE-CO10-w4

Answers key:

Learning Task 3

- adding water
- by using other liquid
- possible
- cheesecloth.
- container
- reconstitute

Learning Task 2

- E
- A
- D
- C
- C

Learning Task 1

- T
- F
- F
- T
- T






















Pre-Test











- A
- B
- A
- C
- B

W5	Learning Area	Technology and Livelihood Education (Cookery)	Grade Level	Grade 10
	Quarter	Third Quarter	Date	

I. LESSON TITLE	Prepare Poultry and Game Dishes
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	LO 1 Prepare poultry and game Dishes TLE_HECK9-12PGD-IIIe-25
III. CONTENT/CORE CONTENT	1.1 Identify the market forms of poultry 1.2 Determine the poultry cuts in accordance with prescribed dish References: Technical-Vocational-Livelihood - Cookery Module 2 Manual, First Edition, 2016 pages 233-237. Department of Education –Bureau of Learning Resources (DepEd-BLR)

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction Panimula	Day 1	<p>Poultry consumption in the Philippines has increased remarkably in the last decade. This is evident in the popularity of chicken dishes in restaurants all over the country. Let us explore more by answering the following tasks.</p> <p>Learning Task 1</p> <p>Read the questions carefully. Choose the best answer from the options. Write the letter of your answer in the blank provided before each number.</p> <p>____ 1. What do you call birds that are domesticated and raised mainly for its meat and egg? A. Bird B. Fowl C. Game D. Poultry</p> <p>____ 2. What do you call birds that are hunted for food? A. Bird B. Fowl C. Game D. Poultry</p> <p>____ 3. Which of the following characteristics is not a good quality of live poultry? A. Has clear eyes. C. Free from fin feathers B. Heavy and the skin D. Well-developed thighs.</p> <p>____ 4. What do you call young chickens that are usually 9 to 12 weeks of age? A. Fryer B. Hen C. Roaster D. Stag</p> <p>____ 5. How many days should a whole chicken be stored in the refrigerator? A. 1 day B. 2 to 4 days C. 1 to 2 days D. 3 to 4 days</p> <p>____ 6. How do you classify the chicken breast? A. Dark meat B. Entrails C. Viscera D. White meat</p> <p>____ 7. Which of the following poultry is tender, flavorful, and originated in China? A. Chicken B. Goose C. Itik D. Peking duck</p> <p>____ 8. Which of the bird is slaughtered, that have been bled and de-feathered? A. Dressed B. Live C. Ready-to-cook D. Whole</p> <p>____ 9. What do you call a bird that is split from front to back through the backbone? A. Drumettes B. halves C. Mid-section D. Thigh</p> <p>____ 10. What is a male chicken under 10 months old? A. Fryer B. Hen C. Rooster D. Stag</p> <p>https://docs.google.com/forms/d/1N44HMC0vwNlsm05mG8bjMBpdv4jfv5XNxi_m4TGBnmBs/edit</p>
B. Development Pagpapaunlad	Day 2	<p>Poultry refers to the kinds of fowl that are used as food and the term includes chicken, turkey, duck, pigeon, and quail. These are usually domesticated raised mainly for meat and egg</p> <p>In the Philippines, chicken is mostly used in dishes prepared at home or commercially. Chicken and other poultry may be divided into classes which are essentially of the same physical characteristics associated with age, sex, live weight and/or breed.</p> <p>1. Broiler – young chicken usually 9 to 12 weeks old of either sex, tender-meat with soft, pliable, smooth-textured skin.</p> <p>2. Roster – usually 5 to 6 months of age</p> <p>3. Capon – surgically de-sexed male chicken usually under 8 months</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities																								
		<p>of age.</p> <p>4. Stag- a male chicken, usually under 10 months of age, with coarse skin, with somewhat toughened and darkened flesh.</p> <p>5. Hen or Stewing Chicken- a mature female chicken which is usually more than 10 months of age.</p> <p>6. Cock or Rooster- a mature male chicken with coarse skin toughened and darkened meat and hardened breastbone tip.</p> <p>7. Jumbo- a large chicken about 4kg, dressed weight which are on sale especially during Christmas holiday.</p> <p>Other Poultry</p> <p>1. Peking Duck – breed of duck originated from China and is noted for its tender and flavorful meat.</p> <p>2. Duck or Itik – available and popular in many towns in Rizal as fried itik.</p> <p>3. Squab – a young mature pigeon of either sex abs has extra tender meat</p> <p>Market forms of poultry</p> <p>1. Live poultry – It should be healthy, alert, and well-feathered. Avoid poultry which have bruises, blisters, and broken bones.</p> <p>2. Whole poultry - Though not alive, the criteria for selecting live poultry also apply to whole poultry.</p> <p>3. Dressed poultry - This is the most available poultry form in the market. Dressed poultry are actually slaughtered poultry with the head, feet, blood, feathers and internal organs removed. Good quality dressed poultry should be free from slime, off-odors and discoloration.</p> <p>4. Drawn poultry - These are dressed poultry that have been chilled or frozen. They are usually available in groceries.</p> <p>5. Ready-to cook - These are poultry parts such as wings, breast, thighs, or drumsticks which have been separately packed in a single container and frozen or chilled.</p> <p>Different Cuts of Poultry</p> <table border="1"> <thead> <tr> <th colspan="2">POULTRY CUTS</th><th>DESCRIPTION</th></tr> </thead> <tbody> <tr> <td></td><td>Whole</td><td>Marketed either fresh or frozen.</td></tr> <tr> <td></td><td>Halves</td><td>Split from front to back through the backbone and keel to produce 2 halves of approximately equal weight.</td></tr> <tr> <td></td><td>Breast Quarter</td><td>Halves may be further cut into which include the wings and a portion of the back.</td></tr> <tr> <td></td><td>Split Breast</td><td>Breast quarter with the wing removed.</td></tr> <tr> <td></td><td>Split breast without Back</td><td>Breast quarter with wing and back portion removed.</td></tr> <tr> <td></td><td>Boneless Skinless Breast</td><td>Split breast that has been skinned and deboned.</td></tr> <tr> <td></td><td>8-piece Cut</td><td>Whole bird is cut into 2 breast halves with ribs and back portion, 2 wings, 2 thighs with back portion and 2 drumsticks.</td></tr> </tbody> </table>	POULTRY CUTS		DESCRIPTION		Whole	Marketed either fresh or frozen.		Halves	Split from front to back through the backbone and keel to produce 2 halves of approximately equal weight.		Breast Quarter	Halves may be further cut into which include the wings and a portion of the back.		Split Breast	Breast quarter with the wing removed.		Split breast without Back	Breast quarter with wing and back portion removed.		Boneless Skinless Breast	Split breast that has been skinned and deboned.		8-piece Cut	Whole bird is cut into 2 breast halves with ribs and back portion, 2 wings, 2 thighs with back portion and 2 drumsticks.
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IV. LEARNING PHASES	Suggested Timeframe	Learning Activities		
			Whole Chicken Wing	An all-white meat portion composed of three sections; the drumette, midsection, and tip
			Wing Drumettes	The first section between the shoulder and the elbow.
			Wing Mid-Section with Tip	The flat center section and the flipper (wing tip).
			Wing Mid-Section	The section between the elbow and the tip, sometimes called the wing flat or mid-joint.
			Whole Chicken Leg	The drumstick-thigh combination. The whole leg differs from the leg quarter and does not contain a portion of the back.
			Boneless Skinless Leg	Whole chicken leg with skin and bone removed
			Thigh	The portion of the leg above the knee joint.
			Boneless Skinless Thigh	Thigh with skin and bone removed.
			Drumsticks	It includes the lower portion of the leg quarter (the portion between the knee joint and the hock).
			Giblets	It includes heart, liver, and neck

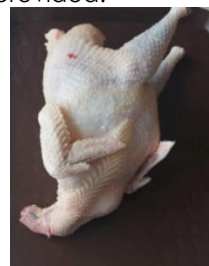
After reading through the topic, identify the market forms and the cuts of poultry shown in the picture by doing the learning tasks below.

Learning Task No. 2

- A. **Directions:** Look at the images below then write the market form of poultry in the blank provided.



1. _____



2. _____



3. _____

https://docs.google.com/forms/d/1dzK-oynN9_Sm8NJEPFaS1K_aV01eTjrMZ-nXvpz3NI/edit

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities												
		<p>B. Directions: Here is a list of poultry dishes popular among Filipinos. You will identify the prescribe poultry cuts needed in the dish. Write your answer in the second column.</p> <table><tr><th>Dish</th><th>Poultry Cuts</th></tr><tr><td>1. Chicken Inasal</td><td></td></tr><tr><td>2. Pininyahang Manok</td><td></td></tr><tr><td>3. Chicken Adobo</td><td></td></tr><tr><td>4. Chicken Teriyaki</td><td></td></tr><tr><td>5. Buffalo Wings</td><td></td></tr></table> <p>https://docs.google.com/forms/d/1rXMN-4koxlO0ImWTHJBtbwkGyYcf1xVfMOPyR_bGdw/edit</p>	Dish	Poultry Cuts	1. Chicken Inasal		2. Pininyahang Manok		3. Chicken Adobo		4. Chicken Teriyaki		5. Buffalo Wings	
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C. Engagement Pakikipagpalihan	Day 3	<p>Learning Task No. 3</p> <p>Directions: Recall your most favorite poultry dish. Then identify the poultry part used in the dish and briefly explain the method of cooking. You may ask the assistance of your mother or anybody who cooks the meal at home. _____</p> <p>https://docs.google.com/forms/d/1MlwrgzhRLiRRzYM7zvnPwAA9VH-sYMRfc13TrxE1h_0/edit</p>												
D. Assimilation Paglalapat	Day 4	<p>Learning Task 4</p> <p>Directions: Match the market forms of poultry with its description in column B. Write your answer in the blank provided before the number.</p> <table><tr><td>A</td><td>B</td></tr><tr><td>____ 1. Drawn Poultry</td><td>a. Slaughtered with head, feet, blood, feathers, and internal organs removed.</td></tr><tr><td>____ 2. Dressed Poultry</td><td>b. Poultry parts that have been separately packed in single container and frozen or chilled.</td></tr><tr><td>____ 3. Live Poultry</td><td>c. Poultry that is alive, healthy, alert and well- feathered.</td></tr><tr><td>____ 4. Whole Poultry</td><td>d. Dressed poultry that have been chilled. or frozen.</td></tr><tr><td>____ 5. Ready-to-cook</td><td>e. Poultry that is not alive and the criteria in selecting is similar to live poultry.</td></tr></table> <p>https://docs.google.com/forms/d/1FZUI2AbNRhXReSAmwg0ByacQsWEQ_H0eMH53f-Lwr20/edit</p>	A	B	____ 1. Drawn Poultry	a. Slaughtered with head, feet, blood, feathers, and internal organs removed.	____ 2. Dressed Poultry	b. Poultry parts that have been separately packed in single container and frozen or chilled.	____ 3. Live Poultry	c. Poultry that is alive, healthy, alert and well- feathered.	____ 4. Whole Poultry	d. Dressed poultry that have been chilled. or frozen.	____ 5. Ready-to-cook	e. Poultry that is not alive and the criteria in selecting is similar to live poultry.
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V. ASSESSMENT	Day 5	<p>Make a research of the following. Write your answer in a short bond paper.</p> <ol style="list-style-type: none">Characteristics of a good quality of poultry.Preparation of poultry for cooking.												
VI. REFLECTION		<p>In a whole sheet of intermediate paper, write your personal insights about the lesson using the prompts below.</p> <p>I realize that _____.</p> <p>I need to learn more about _____.</p>												
Prepared by:	Ma. Elda V Mortega													
Checked by:	Melinda S. Abraham May D. Salvador TLE-HE-CO10-w-5													

W6	Learning Area	Cookery	Grade Level	Grade 10
	Quarter	Third	Date	

I. LESSON TITLE	Cook Poultry and Game Dishes
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Cook poultry and game bird dishes TLE_HECK10PGD-III-f-h- 26
III. CONTENT/CORE CONTENT	<p>1. Prepare poultry and game birds hygienically to minimize risk of food spoilage and cross- contamination.</p> <p>2. Cook various poultry and game bird dishes appropriately.</p> <p>Reference: DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 2 First Edition 2016 for Grade 10 pages 297-312</p> <p>https://www.youtube.com/watch?v=pMxmrFNd-zg</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction	Day 1 10 minutes	<p>Presentation:</p> <p>In this lesson, you will prepare poultry and game birds hygienically to minimize risk of food spoilage and cross- contamination and cook various poultry and game bird dishes appropriately.</p> <p>Learning Task 1:</p> <p>Direction: Write YES or NO on the following statements and provide brief answer on the follow up questions. Write your answer in a separate sheet of paper.</p> <p>___ 1. Have you experienced chopping/cutting chicken into parts? Or have you watched a person doing those tasks in supermarket specifically in the meat section?</p> <p>___ 2. Can you chop/cut chicken into customers' desired parts skillfully?</p> <p>___ 3. Do you need to prepare poultry and game birds hygienically? Cite 2 risks/problems you might encounter if poultry are not hygienically prepared.</p> <p>(Blended/Online) Access the link below for Learning Task 1</p> <p>https://docs.google.com/document/d/1KI6taMK0ayidCVI733qjEtoTr1X2tCOE32461XmXd74/edit</p>
B. Development	Day 1 50 minutes	<p>Read these new concepts.</p> <p>Principles of Poultry Cookery</p> <ol style="list-style-type: none"> 1. The fat distribution and maturity of the fowl affect the quality of the product. Mature birds are best cooked using moist heat. Dry heat is suitable for young birds. 2. The best cooking temperature for poultry is at low to moderate heat. This temperature range produces a more flavorful and tender product. This also minimizes nutrient loss and shrinkage of meat. 3. To prevent the risk of microbial contamination, stuffing of turkey and chickens should be done immediately before roasting. It is best not to fill the cavity completely as this will prevent the poultry from being thoroughly cooked. 4. Because of its susceptibility to microbial growth, cooked poultry should be eaten immediately or refrigerated if not consumed. Leftover stuffing should be stored separately to prevent contamination. 5. Because poultry meat is pale-colored, it is best to employ dry heat cooking with fat for a brown color. 6. When roasting chicken, cuts should be placed with the breast-side down to produce a juicier and tenderer product. 7. To improve the palatability of lean poultry meat, basting can be done. <p>Causes of Food Spoilage and Contamination</p> <p>All food should be safe and free from contamination and spoilage at all points in its journey from its source until it reaches the consumers. However, food contamination is a serious public health problem resulting in foodborne diseases that affect many people every year. Hence, awareness of potential sources of food contamination are important component of good nutrition and good health. Food may be contaminated by different microorganisms or by chemicals that can cause health problems for anyone who eats it.</p> <p>The common causes of food contamination and food spoilage are:</p> <ol style="list-style-type: none"> 1. Failure to properly refrigerate food. 2. Failure to thoroughly heat or cook food. 3. Infected employees/workers because of poor personal hygiene practices 4. Foods prepared a day or more before they are served. 5. Raw, contaminated ingredients incorporated into foods that receive no further cooking.

6. Cross-contamination of cooked foods through improperly cleaned equipment
7. Failure to reheat foods to temperature that kills bacteria.
8. Prolonged exposure to temperatures favorable to bacterial growth

Steps in Fabricating Chicken

1. Cut along center of breastbone.
2. Using the knife, scimitar may be preferred but a fil- let knife would work well too. Cut along one side of the breastbone to the base of the chicken.
3. Separate skin that is attached to breast from leg quarter.
4. With your thumb under the wing joint press upward and out to separate joint.
5. With knife, cut between joint to remove and cut any skin not separated from carcass yet.
6. Cut around wing joint to remove wing.
7. A small thin piece of meat located on underside of breast that can be removed by pulling the tenderloin, good for chicken tenders. Repeat steps 2-7 for the other side of breast.
8. Cut around leg quarter going up high towards backbone then circling down towards other side. Halfway through you will hit the joint.
9. Using your thumb push up and out to snap apart joint.
10. Finish cut through joint to remove leg quarter. Repeat steps 8-10 for other leg quarter.

Deboning Chicken

STEP 1: Place the chicken, breast side up, on a clean cutting surface. Stretch out each wing flat against the board by pulling the tip. With a boning knife, cut off the wing tip and next joint, leaving the largest wing bone still attached.

STEP 2: At the neck, cut out the wishbone by pulling the skin up and out of the way and sliding the knife along the underside of the wishbone. Continue cutting around and under the wishbone until it is free and can be pulled out with your fingers.

STEP 3: Turn the bird over, and with breast side down, cut along the backbone from the neck to the tail.

STEP 4: With short sharp strokes of your knife, keeping the knife close to the bones cut the flesh and skin, carefully using your fingers to pull the flesh away from the carcass. Cut through the ball-and-socket joints connecting the wing and thigh bones to the carcass, so that they are separated from the carcass but still attached to the skin. When step is completed on both sides, meat will be attached only along the ridge of the breastbone. Gently (the skin tears easily) pull to separate the breastbone and carcass from the flesh.

STEP 5: Cut the flesh from the curved (saber) bone near the wing and remove the bone.

STEP 6: The partially boned bird with leg and wing bones left in, is now ready for stuffing.

STEP 7: While holding the wing bone from inside the bird, cut through the tendons and scrape the meat from the bone with the knife. Pull out the bone, using the knife to free it.

STEP 8: Cut off end of the leg bone using a cleaver or thick-bladed cook's knife. Note: The use of a cook's knife for chopping through chicken bone is acceptable for this application but not recommended for cutting through other bone.

STEP 9: Repeat step #7 to remove the leg bone. Reposition wing and leg meat so skin side is out.

STEP 10: The whole chicken is now completely deboned, with the skin intact and ready to be stuffed, rolled, and roasted.

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

<https://www.youtube.com/watch?v=pMxmrfNd-zg>

Learning Task 2 Direction: Sequencing. Arrange the following steps using numbers 1-10 to show the correct sequence of fabricating chicken in a separate sheet of paper.



- _____ 1. Separate skin that is attached to breast from leg quarter.
- _____ 2. With knife, cut between joint to remove and cut any skin not separated from carcass yet.
- _____ 3. Cut along center of breastbone.
- _____ 4. Cut around wing joint to remove wing.
- _____ 5. Cut around leg quarter going up high towards backbone then circling down toward other side.
- _____ 6. Using your thumb push up and out to snap apart joint.
- _____ 7. Using the knife, scimitar may be preferred but a fillet knife would work well too. Cut along one side of the breastbone to the base of the chicken.








		<p>_____ 8. Finish cut through joint to remove leg quarter. Repeat steps 10-13 for other leg quarter.</p> <p>_____ 9. With your thumb under the wing joint press upward and out to separate joint.</p> <p>_____ 10. A small thin piece of meat located on underside of the breast can be removed by pulling the tenderloin, good for chicken tenders.</p> <p>(Blended/Online) Access the link below for Learning Task 2</p> <p>https://docs.google.com/document/d/1KI6tqMK0qyiDCVtZ33qjEtoTr1X2tCOE32461XmXd74/edit</p>																																																																																								
C. Engagement	Day 2 50 minutes	<p>Learning Task 3:</p> <p>A. Direction: Prepare and cook any chicken recipe (Filipino dishes) for your family. (Ask the assistance of your guardian in doing this). Ask for your guardian to rate the finished products using the score sheet below. Submit the score sheet to your teacher.</p> <table><tr><td>I. Product:</td><td>Good (3)</td><td>Fair (2)</td><td>Poor (1)</td></tr><tr><td>1. General Appearance</td><td></td><td></td><td></td></tr><tr><td>a. Color combination is attractive and appealing</td><td></td><td></td><td></td></tr><tr><td>b. pleasing and good color combination</td><td></td><td></td><td></td></tr><tr><td>c. ingredients cooked just right</td><td></td><td></td><td></td></tr><tr><td>d. correct consistency not mushy/ very thick/thin</td><td></td><td></td><td></td></tr><tr><td>2. Palatability A. delicious</td><td></td><td></td><td></td></tr><tr><td>B. tastes just right</td><td></td><td></td><td></td></tr><tr><td>3. Nutritive Value A. highly nutritious</td><td></td><td></td><td></td></tr><tr><td>II. Procedure:</td><td></td><td></td><td></td></tr><tr><td>2. Use of Resources:</td><td></td><td></td><td></td></tr><tr><td>a. kept working table orderly while preparing the ingredients</td><td></td><td></td><td></td></tr><tr><td>b. used only the proper and needed utensils and dishes</td><td></td><td></td><td></td></tr><tr><td>c. used time-saving techniques and devices</td><td></td><td></td><td></td></tr><tr><td>2. Cleanliness and Sanitation</td><td></td><td></td><td></td></tr><tr><td>a. observed well-groomed and properly dressed for cooking, use clean apron, hair nets, hand towel and potholders</td><td></td><td></td><td></td></tr><tr><td>b. observed sanitary handling of food</td><td></td><td></td><td></td></tr><tr><td>3. Conservation of Nutrients</td><td></td><td></td><td></td></tr><tr><td>A. followed proper preparation and cooking procedures</td><td></td><td></td><td></td></tr><tr><td>b. following recipe correctly</td><td></td><td></td><td></td></tr><tr><td>SCORE: (maximum of 42 pts.)</td><td></td><td></td><td></td></tr><tr><td>COMMENTS:</td><td></td><td></td><td></td></tr></table> <p>B. Direction: Answer the following questions briefly in a separate sheet of paper.</p> <p>1. What are the steps in fabricating and deboning chicken?</p> <p>2. State at least three common causes of food contamination and food spoilage and explain.</p> <p>3. What is the best cooking temperature for poultry?</p> <p>(Blended/Online) Access the link below for Learning Task 3</p> <p>https://docs.google.com/document/d/1KI6tqMK0qyiDCVtZ33qjEtoTr1X2tCOE32461XmXd74/edit</p>	I. Product:	Good (3)	Fair (2)	Poor (1)	1. General Appearance				a. Color combination is attractive and appealing				b. pleasing and good color combination				c. ingredients cooked just right				d. correct consistency not mushy/ very thick/thin				2. Palatability A. delicious				B. tastes just right				3. Nutritive Value A. highly nutritious				II. Procedure:				2. Use of Resources:				a. kept working table orderly while preparing the ingredients				b. used only the proper and needed utensils and dishes				c. used time-saving techniques and devices				2. Cleanliness and Sanitation				a. observed well-groomed and properly dressed for cooking, use clean apron, hair nets, hand towel and potholders				b. observed sanitary handling of food				3. Conservation of Nutrients				A. followed proper preparation and cooking procedures				b. following recipe correctly				SCORE: (maximum of 42 pts.)				COMMENTS:			
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a. observed well-groomed and properly dressed for cooking, use clean apron, hair nets, hand towel and potholders																																																																																										
b. observed sanitary handling of food																																																																																										
3. Conservation of Nutrients																																																																																										
A. followed proper preparation and cooking procedures																																																																																										
b. following recipe correctly																																																																																										
SCORE: (maximum of 42 pts.)																																																																																										
COMMENTS:																																																																																										
D. Assimilation	Day 3 20 minutes	<p>Learning Task 4.</p> <p>Direction: MULTIPLE CHOICE. Read the questions carefully and choose the letter of the correct answer. Write the letter of the correct answer in a separate sheet of paper.</p> <p>1. What method of cooking is usually reserved for young tender poultry?</p> <p>a. dry heat method b. moist heat method c. wet method d. drying method</p> <p>2. Why cooked poultry should be eaten immediately or refrigerated if not consumed?</p> <p>a. poultry meat is pale – colored. c. it is best to employ dry heat cooking.</p> <p>b. susceptibility to microbial growth d. it affects the quality of the product.</p> <p>3. Which cooking method is best for mature birds?</p>																																																																																								


		<p>a. dry heat b. moist heat c. drying method d. freezing method</p> <p>4. Which of the following is the first step in deboning chicken?</p> <p>a. The partially boned bird with leg and wing bones left in, is ready for stuffing.</p> <p>b. Reposition wing and leg meat, so skin side is out.</p> <p>c. Cut off end of the leg bone using a cleaver or thick-bladed cook 's knife</p> <p>d Place the chicken, breast side up, on a clean cutting surface.</p> <p>5. Why low to moderate heat is the best cooking temperature for poultry?</p> <p>a. produces a more flavorful and tender product. c. both A and B</p> <p>b. it minimizes nutrient loss and shrinkage of meat. D. A only</p> <p>6. It is the process where food is unsuitable to be eaten or consume.</p> <p>a. Food spoilage B. food infection c. food cost d. frozen food</p> <p>7. Which of the following are the common causes of food contamination and food spoilage?</p> <p>a. failure to properly refrigerate food c. improperly cleaned equipment.</p> <p>b. poor personal hygiene practices d. all of the above</p> <p>8. It is a serious public health problem resulting in foodborne diseases that affect many people every year.</p> <p>a. food diseases b. food preparation c. food contamination d. food plating</p> <p>9. It is used to cut off the end of the leg bone.</p> <p>a. French knife b. paring knife c. boning knife d. cook's knife</p> <p>10. Which of the following is the final step in deboning chicken?</p> <p>a. Turn the bird over, and with breast side down.</p> <p>b. The whole chicken is now completely deboned, with the skin intact and ready to be stuffed, rolled, and roasted.</p> <p>c. Cut off the end of the leg bone using a cleaver cook's knife.</p> <p>d. Cut the flesh from the curved bone near the wing and remove the bone.</p> <p>(Blended/Online) Access the link below for Learning Task 4 https://docs.google.com/document/d/1KI6tqMK0qyiDCVtZ33qjEtoTr1X2tCOE32461XmXd74/edit</p>
V. ASSESSMENT	Day 4 20 minutes	<p>Learning Task 5</p> <p>Direction: Write TRUE if the statement is correct, and FALSE if it is wrong.</p> <p>_____ 1. To prevent the risk of microbial contamination, stuffing of turkey and chickens should be done immediately after roasting.</p> <p>_____ 2. The fat distribution and maturity of the fowl affect the quality of the product.</p> <p>_____ 3. The best cooking temperature for poultry is at high heat.</p> <p>_____ 4. To improve the palatability of lean poultry meat, cooking can be done.</p> <p>_____ 5. Mature birds are best cooked using dry heat. Moist heat is suitable for young birds.</p> <p>_____ 6. Leftover stuffing should be stored separately to prevent contamination.</p> <p>_____ 7. Because poultry meat is pale-colored, it is best to employ dry heat cooking with fat for a brown color.</p> <p>_____ 8. All food should be safe and free from contamination and spoilage at all points in its journey from its source until it reaches the consumers.</p> <p>_____ 9. Because of its susceptibility to microbial growth, cooked poultry should be eaten immediately or refrigerated if not consumed.</p> <p>_____ 10. Food may be contaminated by different microorganisms or by chemicals that can cause health problems for anyone who eats it.</p> <p>(Blended/Online) Access the link below for Learning Task 5 https://docs.google.com/document/d/1KI6tqMK0qyiDCVtZ33qjEtoTr1X2tCOE32461XmXd74/edit</p>
VI. REFLECTION	Fifth Day 10 minutes	<ul style="list-style-type: none"> In your notebook, write your personal insights about the lesson using the prompts below. <p>I understand that _____.</p> <p>I realize that _____.</p> <p>I need to learn more about _____.</p>
Prepared by:	Mary Ann Loryne C. Estrada	
Checked by:	Michelle B. Lopez Zoilo V. Handayan Jr. Czarina M. Digo TLE-HE-CO10-W6	

W7	Learning Area	TLE - COOKERY	Grade Level	10
	Quarter	Third	Date	

I. LESSON TITLE	The importance of Plating / Presenting poultry and game – bird dishes
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	LO 3: Plate and Present Poultry and game dishes (TLE_HECK9-12PGD-IIIi-27)
III. CONTENT/CORE CONTENT	<p>3.1 Identify the type of service ware to be utilized in serving poultry and game dishes.</p> <p>3.2 Present plated poultry and game – bird dishes with appropriate sauces, garnishes, and accompaniments.</p> <p>Reference: Kong, A., & Domo, A. (2016). Cookery manual module (1st ed., Vol. 2). Seoul, Korea: Prinpia, Ltd.</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction <i>Panimula</i>		<p>Presentation</p> <p>In this lesson you will learn the proper way of presenting poultry dishes.</p> <p>Proper plating and presentation of poultry dishes adds excitement in your dining experience. Food presentation stimulates appetite. It helps in marketing and attracts customers.</p> <p>Learning Task 1A: Look at the picture below. Describe how this poultry dish is presented? Limit your answer in 3 sentences only.</p>  <p>https://forms.gle/dykjv4bWcbfDpDgi9</p>
B. Development <i>Pagpapaunlad</i>		<p>Plating / Presenting poultry dishes requires creativity. It is an act of arranging meal on the individual plate immediately before it is served.</p> <p>Consider the following factors in presenting dish.</p> <p>a. Types of service wears –Selecting the right plate is the first step. Select plates large enough to hold all the food items. Your plate is your canvas, use light color to stand out your dish. Use dark color plates for light color dish</p>  <p>b. Plating – Arranging your food adds market value. Avoid overcrowding on the plate, keep your arrangement simple and focus on one ingredient usually protein. Use odd number of food items, it enhances visual appeal. Plate your dish immediately, hot food should be hot and cold food should be cold. Check to see that the plate is clean.</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<div data-bbox="691 253 970 448">  </div> <div data-bbox="1029 253 1327 448">  </div> <div data-bbox="826 477 1125 656">  </div> <p data-bbox="643 689 1511 775">c. Garnishing – All food items on plate must be edible. Do not overdo it. Do not add garnishes with strong flavor like raw herbs or large cut of citrus. Avoid using garnishes that take a long to prepare.</p> <div data-bbox="691 801 997 1025">  </div> <div data-bbox="1054 801 1353 1025">  </div> <p data-bbox="643 1055 1511 1140">d. Sauces – adds sauce attractively. Use a squeeze bottle to make dots of different sizes, use tablespoon or simply smash the sauce on the plate.</p> <div data-bbox="826 1169 1279 1391">  </div> <p data-bbox="643 1420 1511 1482">e. Accompaniments – All food items must compliment to the tastes of main dish. It should add flavor to the main dish.</p> <div data-bbox="842 1507 1279 1709">  </div> <p data-bbox="643 1738 1511 1854">f. Balance in colors, shapes, and textures – colorful dishes bring expectations of flavorful meal. Use 2 to 3 colors. Use variety of shapes and textures. It surprises the guest to taste and engage more on the dishes.</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		 <p>Learning Task 1B: Multiple choice Direction: Write the letter that corresponds to the best answer on the space provided. Answer must be in a CAPITAL letter.</p> <p>___ 1. This factor means using of 2 or 3 colors, variety of shapes and textures. A. Accompaniments B. Balance in color, shape and texture C. Plating D. Sauces</p> <p>___ 2. Use squeeze bottle to add sauce attractively. A. Accompaniments B. Balance in color, shapes, and texture C. Plating D. Sauces</p> <p>___ 3. Use odd number of food items, it enhances visual appeal and add market value. A. Accompaniments B. Balance in color, shapes, and texture C. Plating D. Sauces</p> <p>___ 4. Select plates that hold enough food items. A. Types of service ware B. Balance in color, shapes, and texture C. Plating D. Sauces</p> <p>___ 5. All food items on the plate must add flavor and textures to the main dish. A. Accompaniments B. Balance in color, shapes, and texture C. Plating D. Sauces</p> <p>https://forms.gle/A3oRo1qLZVhczxm8</p>
C. Engagement Pakikipagpalihan		<p>Learning Task 2A: Direction: Arrange the jumbled letters. Explain how it is used in plating.</p> <ol style="list-style-type: none"> 1. GRANISHES - All food items on plate must be edible 2. SROLOC – Use 2 or more, it surprises the guest. 3. CAPACMNIENTMO - All food items must compliment to the tastes of main dish. It should add flavor to the main dish. 4. GNATPLI - Arranging your food adds market value. 5. SCAUES - Use a squeeze bottle to make dots of different sizes, use tablespoon or simply smash the sauce on the plate. <p>https://forms.gle/jbKF4t5RZQ2ALEvW6</p> <p>Learning Task 2B:</p> <ol style="list-style-type: none"> 1. Prepare any poultry dish. Apply the basic in plating. 2. Take a picture and send a photo of your finished output through online, messenger or place inside your portfolio

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities										
		<p>Rubrics for Scoring</p> <table><tr><th>SCORE</th><th>DESCRIPTION</th></tr><tr><td>16-20</td><td>Manifest very clear understanding of the basic in plating/presenting poultry dishes.</td></tr><tr><td>11-15</td><td>Manifest clear understanding of the basic in plating/presenting poultry dishes.</td></tr><tr><td>6-10</td><td>Manifest very clear understanding of the basic in plating/presenting poultry dishes.</td></tr><tr><td>0-5</td><td>Manifest very clear understanding of the basic in plating/presenting poultry dishes.</td></tr></table> <p>https://forms.gle/LVwQ7AVDXDi75zeN8</p>	SCORE	DESCRIPTION	16-20	Manifest very clear understanding of the basic in plating/presenting poultry dishes.	11-15	Manifest clear understanding of the basic in plating/presenting poultry dishes.	6-10	Manifest very clear understanding of the basic in plating/presenting poultry dishes.	0-5	Manifest very clear understanding of the basic in plating/presenting poultry dishes.
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0-5	Manifest very clear understanding of the basic in plating/presenting poultry dishes.											
D. Assimilation Paglalapat		<p>Learning Task 3: Prepare a journal. Help your parent in preparing your lunch or dinner. Apply basic plating. Guide Questions; 1.What ingredients did you use in preparing your lunch or dinner? 2.What factors did you apply in presenting your dish? 3.What was the reactions of your family in your presented dish? https://forms.gle/Kc9hYCNFShcSFo3y5</p> <p>You will be graded based on the following rubrics.</p> <table><tr><th>Level</th><th>Criteria</th></tr><tr><td>6</td><td>Perform the skill very satisfactorily and creatively without supervision/assistance.</td></tr><tr><td>4</td><td>Perform the skill satisfactorily and creatively but with a minimum supervision/assistance</td></tr><tr><td>2</td><td>Perform some of the skill and with full supervision/assistance</td></tr></table>	Level	Criteria	6	Perform the skill very satisfactorily and creatively without supervision/assistance.	4	Perform the skill satisfactorily and creatively but with a minimum supervision/assistance	2	Perform some of the skill and with full supervision/assistance		
Level	Criteria											
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2	Perform some of the skill and with full supervision/assistance											
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		<p>Learning Task 4A: Answer the following. 1. Explain “serve hot food hot; cold food cold” 2. How plating/ presentation affects one’s perception on food? https://forms.gle/MjMgFpKBBVmQUcfZ7</p> <p>Learning Task 4B: True or False: Write TRUE if the statement is correct and write FALSE if the statement is wrong. 1. The key to selecting a garnish is picking a garnish that will improve the dish. 2.Attractive food presentation is just as important at home as it is in a restaurant. 3.Use even number in presenting food. 4.Food is a masterpiece, your plate is your canvass, use decorative plate in plating. 5. Food presentation or plating means application of balance in color, texture and shapes. https://forms.gle/hR2xBKqatmnac5e8</p>										
VI. REFLECTION		<ul style="list-style-type: none">Write your personal insights about the lesson using the prompts below. I understand that _____. I realize that _____. I need to learn more about _____. https://forms.gle/Rb7Y9ekQGMNBhMEM6										
Prepared by:	Maricel R. Herrera	Checked by: Zoilo V. Handayan Adolina E. Galang TLE-HE-CO10-w7										



W8

Learning Area	TLE -Cookery	Grade Level	10
Quarter	Third	Date	

I. LESSON TITLE	Store Poultry and Game Bird Evaluate the finished product
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Store and maintain poultry and game bird according to standards Rate the finished products using rubrics
III. CONTENT/CORE CONTENT	Techniques in storing poultry and game bird TLE_HECK10-12PGD-IIIj-28 Evaluation of the finished product using rubrics TLE_HECK10-12PGD-IIIJ-29

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
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A. Introduction

In this lesson you will learn the techniques in storing poultry. Poultry may be frozen whole, in halves, cut into pieces, or parts after they are dressed.

Techniques in Storing Poultry

- Handling and Storage of Poultry
- Freezing and Thawing Poultry

Storage Time for Poultry and Game

Product	Refrigerator (35-40oF)	Freezer (0°F)
Chicken and turkey (Whole)	1 – 2 days	12 months
Chicken (pieces)	1 – 2 days	9 months
Turkey (pieces)	1 – 2 days	6 months
Duck and Goose (whole)	1 – 2 days	6 months
Giblets	1 – 2 days	3 – 4 months
Wild duck, pheasant.	1 – 2 days	6 months
Goose (whole)	2 – 4 days	4 – 6 months
Cooked poultry dishes	1 day	NR
Canned poultry, opened		

It is not recommended to refreeze poultry after it has been thawed. When thawing, it is advisable to thaw slowly inside the refrigerator to give tissues a better chance to rehydrate. Immediately cook the thawed meat.

Safety Practices in Handling and Storing Poultry and Game Products

- **How to Handle Chicken Safely**

Raw chicken and poultry can carry the salmonella bacteria, which is responsible for more cases of food poisoning than any other pathogen.



- **Safe Shopping for Chicken and Poultry**


During distribution to retail stores, fresh chicken is kept cold in order to extend its shelf life as well as to prevent bacteria growth. Packages of chicken should feel cold to the touch, should be wrapped in plastic bags to prevent leakage.





Once you're home, you should immediately place your chicken in a refrigerator that maintains a temperature of 40°F or colder and use it within 2 days. Otherwise, it should be frozen at 0°F.

- **Safe Handling of Chicken and Poultry**

To avoid illness, we need to limit bacteria's ability to multiply, or kill them altogether. Limiting their ability to multiply requires making sure that food products are not left at room

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<p>temperatures — or specifically, temperatures between 40°F and 140°F — for more than an hour.</p> <p>And remember, freezing doesn't kill bacteria, either — it just makes them cold. The only way to kill food-borne pathogens is by thoroughly cooking the food.</p> <p>Cross-contamination can happen when raw poultry — or even just its juices — somehow come into contact with any other food products but especially ones that are already cooked or ones that will be eaten raw, such as salad vegetables or greens.</p> <ul style="list-style-type: none"> • Fresh vs. Frozen Chicken and Poultry <p>If the label on a raw poultry product bears the term "fresh," that indicates that it has never been colder than 26°F. Poultry that has at any time been kept at 0°F or colder must have a label indicating that it is "frozen" or "previously frozen," whatever the case may be.</p> <p>Interestingly, poultry that has been kept at temperatures colder than 26°F but warmer than 0°F can be labeled neither fresh nor frozen.</p> <ul style="list-style-type: none"> • Chicken and Poultry Product Dating <p>Federal regulations don't require poultry products to be dated. However, most retailers will date the chicken products that they sell.</p> <p>Shopping</p> <ul style="list-style-type: none"> • Purchase refrigerated or frozen items after selecting your nonperishables. • Never choose meat or poultry in packaging that is torn or leaking. •Do not buy food without expiration dates <p>Storage</p> <ul style="list-style-type: none"> • Always refrigerate perishable food within 2 hours (1 hour when the temperature is above 90 °F). • Check the temperature of your refrigerator and freezer with an appliance thermometer. The refrigerator should be at 40 °F or below and the freezer at 0 °F or below. • Cook or freeze fresh poultry, fish, ground meats, and variety meats within 2 days; other beef, veal, lamb, or pork, within 3 to 5 days. • Perishable food such as meat and poultry should be wrapped securely to maintain quality and to prevent meat juices from getting onto other food. • To maintain quality when freezing meat and poultry in its original package, wrap the package again with foil or plastic wrap that is recommended for the freezer. • In general, high-acid canned food such as tomatoes, grapefruit, and pineapple can be stored on the shelf for 12 to 18 months. Discard cans that are dented, leaking, bulging, or rusted. <p>Preparation</p> <ul style="list-style-type: none"> • Always wash hands with warm water and soap for 20 seconds before and after handling food. • Don't cross-contaminate. Keep raw meat, poultry, fish, and their juices away from other food. After cutting raw meats, wash cutting board, utensils, and countertops with hot, soapy water. • Cutting boards, utensils, and countertops can be sanitized by using a solution of 1 tablespoon of unscented, liquid chlorine bleach in 1 gallon of water. • Marinate meat and poultry in a covered dish in the refrigerator. <p>Thawing</p> <ul style="list-style-type: none"> • Refrigerator: The refrigerator allows slow, safe thawing. Make sure thawing meat and poultry juices do not drip onto other food. <div data-bbox="485 1637 770 1843">  </div> <div data-bbox="831 1648 1398 1809" style="border: 1px solid black; padding: 5px;"> <p>Cold Water: For faster thawing, place food in a leak-proof plastic bag. Submerge in cold tap water. Change the water every 30 minutes. Cook immediately after thawing.</p> </div> <ul style="list-style-type: none"> • Microwave: Cook meat and poultry immediately after microwave thawing <p>Cooking</p> <p>Cook all raw poultry, beef, pork, lamb and veal steaks, chops, and roasts to a minimum internal temperature of 145 °F as measured with a food thermometer before removing meat from the heat source.</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<p>Poultry: Cook all poultry to an internal temperature of 165 °F as measured with a food thermometer.</p> <p>Serving</p> <div data-bbox="552 365 1035 450"> <ul style="list-style-type: none"> Hot food should be held at 140 °F or warmer. </div>  <ul style="list-style-type: none"> Cold food should be held at 40 °F or colder. When serving food at a buffet, keep food hot with chafing dishes, slow cookers, and warming trays. Keep food cold by nesting dishes in bowls of ice or use small serving trays and replace them often. Perishable food should not be left out more than 2 hours at room temperature (1 hour when the temperature is above 90 °F). <p>Leftovers</p> <ul style="list-style-type: none"> Discard any food left out at room temperature for more than 2 hours (1 hour if the temperature was above 90 °F). Place food into shallow containers and immediately put in the refrigerator or freezer for rapid cooling. <div data-bbox="552 873 1046 992"> <ul style="list-style-type: none"> Use cooked leftovers within 4 days. Reheat leftovers to 165°F. </div>  <p>Refreezing</p> <p>Meat and poultry defrosted in the refrigerator may be refrozen before or after cooking. If thawed by other methods, cook before refreezing.</p> <p>(Modular) Learning Task 1: Directions: Arrange the steps in food preparation. Write number 1 for the first step, 2 for the second step and so on. Write your answer in a sheet of paper.</p> <p>___ Cook ___ Chill ___ Clean ___ Separate</p> <p>(Blended/Online) Access the link below https://drive.google.com/file/d/1wDs3Azi_fmIvpBq3HHIXnpfzXGs50kR/view?usp=sharing</p>
B. Development		<p>(Modular) Learning Task 2: Directions: Analyze the sentence below. Choose the correct answer on the box below. Write your answers on a sheet of paper.</p> <div data-bbox="485 1447 1449 1480"> Thawing Serving Shopping Storage Leftovers </div> <ol style="list-style-type: none"> Do not buy food without expiration dates. Discard any food left out at room temperature for more than 2 hours. Hot food should be held at 140 °F or warmer. Place food in a leak-proof plastic bag. Submerge in cold tap water. Perishable food such as meat and poultry should be wrapped securely to maintain quality and to prevent meat juices from getting onto other food. <p>(Blended/Online) Access the link below. https://drive.google.com/file/d/1ZypSpr91n9ka166DHqwpR8XpwwJMnu_i/view?usp=sharing</p>
C. Engagement		<p>(Modular) Learning Task 3: Evaluate the finished product. Directions: Perform actual storing of Poultry and game bird. Write your answers on a sheet of paper.</p> <ol style="list-style-type: none"> Poultry and game bird (raw) Cook poultry dishes <p>Ingredients/Materials/ Equipment (Write all ingredients, material and equipment needed) Procedure:(Write the steps-by-steps procedure in Preparing/actual storing of Poultry and game bird Your performance will be rated using the rubric below</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities														
		SCORING RUBRICS														
			Excellent (5pts.)	Very Satisfactory (3 pts.)	Satisfactory (2pts.)	Needs Improvement (1pt.)										
		1.Use of tools and equipment	Uses of tools and equipment correctly and confidently at all times	Uses of tools and equipment correctly and confidently most of the times	Uses of tools and equipment correctly and but less confidently sometimes	Uses of tools and equipment incorrectly and less confidently at all times										
		2. Application of procedures	Manifest very clear understanding of the step-by-step procedure	Manifest clear understanding of the step-by-step procedure	Manifest understanding of the step-by-step procedure but sometimes seeks clarification	Manifest less understanding of the step-by-step procedure seeking clarification most of the time										
		Total points														
		(Blended/Online) Access the link below https://drive.google.com/file/d/14hUp9eChqYXOUVNlja0a6SXbAmB_5Kz4/view?usp=sharing														
D. Assimilation		(Modular) Learning Task 4: Fill in the blanks with the correct answer. Write your answer on a sheet of paper. 1. Meat and poultry defrosted in the refrigerator may be _____ before or after cooking. 2. _____ any food left out at room temperature for more than 2 hours. 3. For faster _____, place food in a leak-proof plastic bag. 4. Always _____ perishable food within 2 hours 5. _____ cans that are dented, leaking, bulging, or rusted. (Blended/Online) Access the link below https://drive.google.com/file/d/17_aPjYZdKI2xYID1aQQzO1gyPm2gGsQc/view?usp=sharing														
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		(Modular) Conduct an interview to your mother or any member of the family regarding how they store poultry and game bird Your performance will be rated using the rubric below <table><tr><th colspan="2">SCORING RUBRICS</th></tr><tr><td>4</td><td>The explanation posed and steps used are advanced</td></tr><tr><td>3</td><td>The explanation posed and steps used are appropriate</td></tr><tr><td>2</td><td>The explanation posed and steps are somewhat simple</td></tr><tr><td>1</td><td>The explanation posed and steps used are inadequate</td></tr></table> (Blended/Online) Access the link below https://drive.google.com/file/d/1Dzpt0h2VxXGqoco1eO8Po-sl4y4-Fyv0/view?usp=sharing					SCORING RUBRICS		4	The explanation posed and steps used are advanced	3	The explanation posed and steps used are appropriate	2	The explanation posed and steps are somewhat simple	1	The explanation posed and steps used are inadequate
SCORING RUBRICS																
4	The explanation posed and steps used are advanced															
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VI. REFLECTION		<ul style="list-style-type: none">Write your personal insights about storing poultry and game bird. I understand that _____. I realize that _____. I need to learn more about _____.														
Prepared by:	Loidaleen A. Ruiz			Checked by:	Melinda S. Abraham Zoilo V. Handayan Jr. Jennifer G. Coronel TLE-HE-CO10-w8											