

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	TLE-HE
	Teaching Dates and Time:	SEPTEMBER 26 – 30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standards	Demonstrates an understanding of and skills into basics of food preservation				
B. Performance Standards	Preserves food using appropriate tools and materials and applying the basics of food preservation				
C. Learning Competencies / Objectives Write the LC code for each	TLE6HE-Of-10 3.1 Explains different ways of food preservation (drying, salting, freezing and processing)	3.1.1 conducts an inventory of foods that can be preserved/processed using any of the processes on food preservation 3.1.2 discusses the processes in each of the food preservation /processing methods	3.1.3 explains the benefits derived from food preservation/processing		
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two. Food Preservation				
III. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	Makabuluhang Gawaing Pantahanan at Pangkabuhayan (pages not available)				
4. Additional Materials from Learning Resource (LR) portal	MISOSA-V Iba't-ibang Pamamaraan ng Pagiimbak (not accessible)				
B. Other Learning Resources	Bantigue, R.M. and Pangilinan, J.P. (2014) <i>Growing up with Home Economics and Livelihood Education</i> . FNB Educational, Inc. QC.	Bantigue, R.M. and Pangilinan, J.P. (2014) <i>Growing up with Home Economics and Livelihood</i>	Bantigue, R.M. and Pangilinan, J.P. (2014) <i>Growing up with Home Economics and Livelihood</i>	Bantigue, R.M. and Pangilinan, J.P. (2014) <i>Growing up with Home Economics and Livelihood</i>	Bantigue, R.M. and Pangilinan, J.P. (2014) <i>Growing up with Home Economics and Livelihood Education</i> .

	<i>Preservation of Fruits and Vegetables</i> (1977). Bureau of Plant Industry	Education. FNB Educational, Inc. QC. <i>Preservation of Fruits and Vegetables</i> (1977). Bureau of Plant Industry https://en.m.wikipedia.org/wiki/salting	Education. FNB Educational, Inc. QC. <i>Preservation of Fruits and Vegetables</i> (1977). Bureau of Plant Industry https://en.m.wikipedia.org/wiki/food processing	Education. FNB Educational, Inc. QC.	FNB Educational, Inc. QC.
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	If there is abundance for a certain period or even the whole year round what needs to be done in order to ensure that there is no wastage ? One of the answers may be food preservation	Recap of the previous lesson. Yesterday, food preservation was defined and we learned its importance. For today's lesson, we will be identifying the four (4) ways of preserving food:	Recap of the previous lesson. Yesterday, the discussion was on drying and salting as a means of preserving food. Today we will learn about freezing and processing.	Recap of the previous lesson. Food preservation was discussed and we learned about the definition of • Drying • Salting • Freezing • Processing	Recap of the lesson of the previous day. Yesterday, we discussed the processes in food preservation. We also conducted an inventory of food that can be preserved/processed .
B. Establishing a purpose for the lesson	Ask the learners why food preservation is important – the benefits derived from food preservation/processing So we learned that food preservation is important as one of the ways to ensure that there is no food wastage. We increase the life of certain food items because of preservation.	Ask the learner to bring out the photos or drawings of preserved food. Group the class by row. The class will share how the food they brought was preserved. There will be reporting of the group discussion .	Ask the class if there are cases when their mother, aunt or grandmother comes from the market , <i>"What is the usual scenario?"</i>	Today, we will learn the process for each type. The teacher will play a video clip of the four types of food preservation. Ask the learners to identify the steps or the process followed for each way of food preservation, based on the video. Process the results of the discussion by going through the process for each type of food preservation. Original File Submitted and Formatted by DepEd Club	Ask the learners to bring out samples of preserved food. Prepare to share to the class how it was preserved; and why that method was used.

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C. Presenting examples/ instances of the new lesson	Define food preservation. Food preservation is the process of preparing food for future consumption by preventing its spoilage.	Ask the learners of what they think are the different types of food preservation based on what was discussed There are other types of food preservation but for this lesson, the focus is on the following: • Drying • Salting, • Freezing • Processing	The purpose of freezing storage is to retain to as great as degree as possible the properties of the fresh fruit, vegetable or other food products. However, during freezing and thawing certain irreversible changes occur that render the frozen and thawed product quite different from the freshness in texture and general appearance.	Bring out the photos of food items which you were asked to bring. Group the class per row. Each row will form a collage of the photos based on the type of food preservation. There will be a reporter for each row.	Each learner will present to the class the preserved foods they brought in class. The learner will identify the method of food preservation, as well as the process
D. Discussing new concepts and practicing new skills #1	Ask the learners further why we preserve food: • To prevent spoilage • To prevent wastage • To retain the nutritive value, natural color and texture of the food • To maintain the sanitary quality of food • To contribute to better nutrition for the family • To help increase family income with the excess products that can be preserved and sold • To help in the economic development of the country because the farmers are encouraged to produce more for others	Discuss Drying. Provide examples. Drying – is one of the man’s oldest methods of preserviing food. Drying preserves food by lowering the moisture content below at which microorganisms can grow and reproduce. Drying can be accomplished through: Sun - drying – utilizes the solar energy that circulates around food materials laid out on trays and racks. There is also drying during smoking. Smoking with warm fumes at 69 °C from	Tips for freezing: Meat, poultry and fish should be placed in moisture-vapor proof packages so that moisture is maintained and discoloration is prevented because of oxygen in the air. Most fruits have to be packed with syrup or sugar. Vegetables need blanching (brief heating in boiling water or in a steam) to kill the bacteria and stop enzyme action which can cause spoilage.	From the presentation, the teacher will ask the learners if they agree or if they want to remove or add a food item to the presentation of their group members.	

	To make food available throughout the year which may be used for events, like town fiestas and other occasions.	burning wood results in drying besides imparting the desired color and flavor effect on cured meat and fish.			
E. Discussing new concepts and practicing new skills#2	Provide example for each of the above items.	Discuss Salting. Provide examples. Salting is the preservation of food with dry edible salt. It is related to pickling in general and more specifically in brining (preparing food with brine, that is salty water) and is one form of curing. Pickling is the preservation of food in brine or vinegar with or without bacterial fermentation. The three important constituents are: salt, vinegar and lactic acid.	Discuss processing. Provide examples. Processing – transformation of raw ingredients, by physical or chemical means into food, or of food into other forms. Food processing combines raw food ingredients to produce marketable food products that can be easily prepared and served by the consumer. Food processing is any method used to turn fresh foods into food products. This can involve one or a combination of the following: washing, chopping, pasteurising, freezing, fermenting, packaging and many more.	Ask them to comment on the appropriateness of the method to the food.	The other members of the class will comment on the presentation.
F. Developing mastery (Leads to Formative Assessment 3)		Is it possible to use two ways of preservation in certain food items? Provide examples.	Give examples of processed foods.		
G. Finding practical applications of concepts and skills in daily living					

H.Making generalizations and abstractions about the lesson	Mention the concept of food preservation and its benefits.		Mention that what they have discussed are the four ways of food preservation.		Mention that what was discussed this week was food preservation, its importance, the ways of preserving food and inventory of foods that can be preserved.
I. Evaluating learning				.	
J. Additional activities for application or remediation	Bring photos of the preserved foods. Provide a caption for each of the photo.	Read on the process of Drying and Salting.	Bring at least ten (10) photos of foods which can be preserved. Also, bring cartolina, scissors and paste.	Bring actual samples of preserved food. Prepare to share to the class how it was preserved, and why that method was used.	
V. REMARKS					
VI. REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.				
A.No.oflearnerswho earned80%onthe formative assessment					
B.No.oflearnerswho requireadditionalactivities forremediation.					
C.Didtheremediallessons work? No.oflearnerswho havecaughtupwiththe lesson.					
D.No.oflearnerswho continuetorequire remediation					
E. Whichofmyteaching strategiesworkedwell?Why didthesework?					
F. WhatdifficultiesdidI encounterwhichmy principalorsupervisorcan helpmesolve?					
G.What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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