Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplars for Bakery Operations

TECH-PRO ELECTIVE



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LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	1

I. OBJECTIVES	
A. Content Standard	The learners will discover how different civilizations influenced the growth and evolution of the baking industry.
B. Performance Standard	*The learner will organize and present the evolution of the baking industry by categorizing its major periods and contributions.*
C. Learning Competencies	*Discuss the overview of the baking industry.*
II. REFERENCES and MATERIALS	*References:* ● *ADVANCE BAKING MODULE - History of baking. (n.d.). https://sites.google.com/carsu.edu.ph/advance-baking-online-learning/lesson-1/history-of-baking* ● *Ling, W. (2026, February 25). The history of bread. Baking Heritage. https://bakingheritage.com/history/history-of-bread* ● *The History of Baking_ From ancient times to modern day – The Palos Publishing Company. (2025, July 21). https://palospublishing.com/the-history-of-baking_-from-ancient-times-to-modern-day/* ● Making 2,000-year-old Roman bread | British Museum ● How Millions Of Bread are Made In A Huge Factory ● *Images sourced from free stock photo websites such as Pexels, Unsplash, and Pixabay.* *Materials:* ● PowerPoint Presentation ● Manila Paper/Cellular Phones/Laptop/Canva Application ● Felt pen/Coloring materials ● Printed Learning Activities ● Printed Pictures of ancient oven, bread, etc.

III. CONTENT	*Content:* • History	
IV. OBJECTIVES	*The learners are expected to:* 1. *Explain the importance of the history of the baking industry in shaping modern baking practices.* 2. *Narrate with self-confidence the evolution of the baking industry through oral presentation of outputs.* 3. *Demonstrate cooperation by actively sharing ideas, insights, and contributions during group activities about the history of baking.*	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** *Activity 1: "**Name Me"*** ***Strategies:** Concept recall, stimulant to learners' curiosity and connects to the lesson* ***Process:*** 1. *Show pictures or actual baking tools/ingredients (e.g., yeast, sesame, hot stones, oven, wire whisk, etc.)* 2. *Provide clues for each item (e.g., I am a microorganism used in baking, you can find me on top of burger buns, etc.)* 3. *The learners will guess the item based on what they see and on the clues you provide.* ***Purpose:** This activity helps learners recall existing knowledge, get familiarized with the tools and ingredients that will often be used in the course, and connect to the lesson.* *Activity 2: "**4-Pics-1-Word"*** ***Strategies:** Game-based, visual, and inquiry-driven strategy that encourages learners to think, analyze, and discover concepts in a fun and engaging way*	*The teacher will facilitate varied activities that will cater to diverse learners; this includes preparing the materials needed for the activity.*

Process:

1. *Show 4 images per set*
   e.g.



_ _ _ _ _ _ _ _ _ _

wheat being powdered by stones - Search Images

2. *Let the learners examine each set and guess the word.*

Purpose: *This activity bridges prior knowledge to the lesson, enhances vocabulary, and increases engagement through visual clues and identifying connections.*

Activity 3: ***"Have You Ever?"***

Strategies: *Experiential and Interactive*

Process:

1. *Ask learners to raise their hand if they have:*
   - *Baked or helped bake at home*
   - *Visited a bakery*
   - *Bought bread early in the morning*
   - *Seen how bread is made*

Follow-up Question: "What do you think baking was like before machines and electricity?"

	Purpose: *Connects personal experience to the lesson, engages learners, and creates a bridge between what they know and the history of baking they are about to learn.* **2. Establishing the Purpose of the Lesson** *Activity 1:* "**Then vs Now"** ***Purpose:*** *To help students realize why understanding the history of baking matters through connecting past practices to what they see as trends and consume today.* ***Process:*** 1. *Visual comparison – Show images of an ancient bread, a leavened bread, a croissant, and a crookie (not in order)* Follow-up question: ● *Which one would you post on Instagram?* ● *Which one do you think took more skill or technology?* 2. *Chronological order – let the learners arrange the images based on the timeline those baked goods are developed* Follow-up question: ● *How did you come up with the arrangements?* ● *Which development still affects what you eat today?* ● *Would viral baking trends exist without these past innovations?* 3. *Purpose Reveal – Teachers' wrap-up* *"The way we bake, eat, and even post desserts today are shaped by history."* *Activity 2:* **"Finish My Thought"** ***Purpose:*** *To encourage learners, realize the value of the lesson and reflects personal connection* ***Process:*** 1. *Incomplete statements – write it on the board* ● *"Learning about baking history is important because …"*	

	● *"If I understand how baking started, I can …"* ● *"This lesson will help me in real life by …"* 2. *Student participation – let them reread the statements, process answers, and solicit different ideas by calling 3 to 4 students to complete one statement* 3. *Establish purpose – teacher will synthesize the solicited answers* *"Good job everyone! Today's lesson will help you understand how baking developed over time and why it is important in our daily life, culture, and future careers."* *Activity 3:* **"Move to Agree"** ***Purpose:*** *To let learners physically engage while encouraging learners' decision-making and reasoning* ***Process:*** 1. *Designate two sides (Agree and Disagree) and middle (undecided)* 2. *Read statements and ask learners to move to the side that matches their answers.* ***Statements:*** o *"Learning about baking history is important."* o *"Baking today is the same as before."* o *"Knowing the past can help us become better bakers."* 3. *Ask a Quick follow-up every after statements by interviewing students on each side* *"Why did you choose that side?"* 4. *"Purpose Reveal" by teachers' synthesis* *"Your answers showed owning up your decision and understanding that the past helped us improve skills and knowledge. Today, we will learn the history of the baking industry to see how it developed and why it is important in real life."*	

B. Instituting New Knowledge	**1. Presenting Examples** *Activity 1:* **"Short Video Clips"** ***Process:*** 1. *Show the first video clip and ask the students to share their observations.* 2. *Show the second video clip and ask the students to share their observations.* Video 1: Chef Giorgio Locatelli recreated a Roman loaf Reference: Making 2,000-year-old Roman bread | British Museum Video 2: How Millions of breads are made in a huge factory Reference: How Millions Of Bread are Made In A Huge Factory Follow-up Questions: ○ "What differences did you observe?" *Activity 2:* **"Human Timeline"** ***Process:*** 1. *Prepare event cards. Write key events on pieces of paper. For example:* ○ *Early humans baking on hot stones* ○ *Ancient Egyptians discovering yeast* ○ *Romans building bakeries* ○ *Use of wood-fired ovens* ○ *Modern electric baking* 2. *Distribute the event cards to selected learners* 3. *Movement Task – instruct learners to arrange themselves from the oldest event to the most recent* 4. *Check and Discuss* 5. *Processing Questions* ● *"What did you notice about the changes in baking?"*	

	• *Which period do you think is the easiest? Why?"* *Activity 3:* **"Gallery Walk"** ***Process:*** 1. *Prepare visual stations – post around the room 3-4 stations of ancient baking (Egypt), Greek/Roman baking, Traditional/Medieval baking, and Modern baking. Each station has pictures or short descriptions.* 2. *Group rotation, learners will be divided into small groups and will rotate from one station to another every 2 minutes.* 3. *At every station, learners will answer a question: "What is one thing you learned from this station?"* 4. *Sharing, after rotation groups will share their ideas, and they connect all answers into a timeline.* **2. Discussing New Concept** ***A. Definition of Baking*** *Activity:* ***"Speak your Mind"*** ***Process:*** 1. *Write or flash the word "Baking" on the board or on the screen.* 2. *Let the learners speak up with their observation, opinion, or experience about the word.* *Key Concept:* *Baking is the method of cooking with dry heat, usually in an enclosed device called an oven. It is the oldest way to cook. Bakery goods, such as bread, rolls, cookies, pies, pastries, and muffins, are usually made with flour or meal extracted from*	

	grains. Bread, which was already a common staple in prehistoric times, is a rich source of nutrients for humans. ***B. History of Baking Industry*** *Key concept:* ***Early Flatbreads before Agriculture*** *Evidence from a 14,000-year-old Natufian site in present-day Jordan, shows that hunter-gatherers were grinding wild cereals such as einkorn and barley into flour. These grains were mixed with water and baked on hot stones or in primitive hearths that produced flat bread. This method of baking was introduced by the Swiss lake dwellers 8,000 years ago and was practiced by ancient civilizations like Babylonia, Assyria, and Egypt.* *These early breads were unleavened and likely dense, but they demonstrate a critical development: humans were intentionally processing grain into a more digestible and transportable food.* *Bread predates farming. In fact, the desire for reliable grain supplies may have encouraged the shift toward agriculture and settled communities.* ***Ancient Egypt and the Discovery of Leavening*** *By around 3000 B.C.E., bread-making had become highly developed in Ancient Egypt. The Egyptians are widely credited with discovering fermentation. Wild yeast present in the environment caused dough to rise, producing lighter, more aerated loaves. Whether this discovery was an accident or deliberate remains debated, but its impact was transformative.*	

	Egyptians built specialized clay ovens, cultivated wheat suited to baking, and developed numerous bread shapes and varieties. Bread functioned not only as food but also as wages for laborers and offerings for the afterlife. *As bread evolved from flat cakes to risen loaves, natural fermentation became central to its development. Long before commercial yeast existed, bakers relied on wild leaven, what we now call sourdough, to give bread structure and flavor. Additionally, honey and fruits were often added to create sweet baked goods, foreshadowing the concept of desserts. The Egyptians' knowledge of baking spread through trade, influencing neighboring cultures.* ***Bread in Greece and Rome*** *The Greeks refined baking techniques and diversified bread styles.* *Baking flourished in the Roman Empire as it became a specialized profession. Around 300 B.C.E., professional bakers known as pistores emerged, leading to more systematized production. As the empire expanded, public bakeries operated across urban centers.* *Bakers formed guilds, and bread quality often reflected social hierarchy. Finer white wheat loaves were associated with wealth, while darker breads were consumed by the poor.* *The Romans also introduced the use of animal fats, butter, and milk in baking, which enhanced flavors and textures which developed sophistication in baking techniques, including early versions of pies, cakes, and pastries.* *In Pompeii, carbonized loaves preserved by the eruption of Mount Vesuvius reveal scoring lines dividing portions and marking ownership. Bread was increasingly standardized yet remained tied to identity and class.*	

	Medieval Bread and Communal Ovens *In medieval Europe, bread was the staple food for most of the population.* *During the Middle Ages (5th-15th century), baking techniques continued to develop, though largely within monasteries and noble households. Monks played a crucial role in preserving baking traditions, crafting sweet and savory bread for religious ceremonies and feasts.* *Many households lacked private ovens. Instead, families brought shaped dough to communal wood-fired ovens owned by a local lord or municipality. Multiple loaves baked together, making identification essential. Families marked their dough before baking – a practical solution that later evolved into more deliberate scoring patterns.* *Grain type also reflected social structure. Wheat bread was associated with wealth, while rye, barley, or mixed-grain loaves were common among rural communities. Bread functioned not only as nourishment, but as an indicator of status, resources, and community life.* *Sweet pastries, often filled with nuts, honey, and dried fruit, gained popularity, setting the stage for modern confections.* ***The Renaissance and the Birth of Modern Baking*** *The Renaissance (14th-17th century) marked a turning point in baking, with new ingredients such as refined sugar and exotic spices becoming more accessible due to global trade.* *France and Italy became the epicenters of baking innovation, introducing delicate pastries, tarts, and cakes. The French perfected puff pastry, while Italy gave rise to panettone, a sweet and airy bread still enjoyed today.*	

	The 17th century saw the development of new baking tools, such as temperature-controlled ovens and more precise measuring techniques. These advancements improved consistency and quality in baked goods. ***Industrialization and the Rise of Factory Bread*** *The 19th century brought dramatic change. Roller milling technology produces refined white flour at a scale. Commercial yeast allowed consistent fermentation. Mechanized bakeries dramatically increased output.* *In 1928, sliced bread was introduced in the United States by Otto Frederich Rohwedder, reinforcing the shift towards convenience and uniformity. Bread became softer, whiter, and more standardized. Production moved away from households and into industrial systems. Efficiency improved, availability widened, and bread became an everyday supermarket staple.* ***The Modern Return to Traditional Baking*** *In recent decades, traditional bread-making has experienced renewed interest. Sourdough fermentation, long proofing methods, ancient grains, and wood-fired baking have re-entered both professional and home kitchens. Many rediscovered bread-making during global lockdowns, finding comfort in the process of mixing, shaping, and waiting.* *Today, bread exists in two parallel forms: Industrial mass production and small-scale craft revival.* ***Conclusion*** *Baking has come a long way from ancient flatbreads to modern gourmet pastries and mass-produced goods. It remains a fundamental part of cultures worldwide, adapting to societal changes while preserving its rich history. Whether baked in a traditional wood-fired oven or created using cutting-edge*	

	technology, baking continues to be a beloved culinary craft that connects people across generations. **3. Developing Mastery** *Topic: History of Baking Industry* *Focus: Reinforcing understanding of the chronological development of baking and its significance* *Materials: Printed timeline strips and key events, Pictures of key events, Manila Paper, Marker/pen, and adhesive.* ***Procedure:*** 1. *Group formation – divide the class into small groups* 2. *Activity proper: Arrange the Timeline* • *Distribute the jumbled strips of events and pictures, marker, adhesive and manila paper to each group* • *Each group will read and analyze the materials, arrange them in correct chronological order, paste them on the manila paper, and post it on the board.* 3. *Presentation* • *Each group will briefly explain their arranged timeline in a creative way, for example through storytelling, or an explorative vlog.* 4. *Feedbacking* • *Teacher confirms the correct sequence*	
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** *Activity 1:* **"From Past to Present: Baking Industry Infographics"** **Task:** *Learners will create an infographic, either digitally using applications like Canva or through traditional hand-drawn methods. The infographic should present key events in the*	

	history of baking, highlighting the evolution of baking from past to present ("then vs. now"), then explain the importance of baking today. ***Process:*** 1. *Group the learners* 2. *Assign the task* 3. *Require inclusion of timeline, key discoveries and real-life connection* 4. *Presentation of Outputs* **2. Making Generalization** *Reflective Questions:* • *How can this infographic be used in real life?* • *Where could you share or display this infographic? Who are your target readers?* • *What skills did you learn from creating this infographic that you can apply in real life?* **3. Evaluating Learning** *Written Activity: Let the learners answer the following questions briefly.* 1. *How early did humans make bread?* 2. *Why is the discovery of leavened bread important?*	
VI. ASSESSMENT	***Written Assessment*** ***Instruction:*** *Read each question carefully and write the letter of the correct answer.* *1. When did the earliest evidence of bread-making appear?* *a. 3000 BCE* *b. 4000 BCE* *c. 14,000 BCE* *d. 1000 BCE* *2. Early humans made bread using which method?*	

	a. baking in electric ovens *b. frying in oil* *c. steaming in pots* *d. baking on hot stones* *3. What grains were commonly used by early humans?* *a. einkorn and barley* *b. rice and corn* *c. soy and beans* *d. wheat and oats* *4. Early bread was described as:* *a. soft and sweet* *b. dense and unleavened* *c. creamy and liquid* *d. light and fluffy* *5. What does "unleavened" mean?* *a. bread with yeast* *b. bread without yeast* *c. bread with sugar* *d. bread without sugar* *6. Bread existed even before _____.* *a. cooking* *b. farming* *c. fire* *d. tools* *7. Why did early humans start cultivating grains?* *a. for animal feeding* *b. for trade* *c. for reliable food supply* *d. for decoration* *8. What was the result of mixing flour with water?* *a. soup* *b. paste* *c. juice* *d. dough* *9. Which civilizations practice early baking methods?* *a. Babylonia, Assyria, and Egypt* *b. Greece and Rome* *c. America and Europe* *d. Japan and China* *10. During which period were stone ovens introduced?* *a. Neolithic Period* *b. Industrial Period* *c. Modern Period* *d. Digital Age* *11. What was the purpose of soaking grains in water?* *a. to clean* *b. to turn it into paste* *c. to remove color* *d. to dry it* *12. What discovery led to leavened bread?* *a. fermentation of dough* *b. freezing of dough* *c. burning of dough* *d. adding sugar* *13. Where was leavened bread first discovered?* *a. Greece* *b. Egypt* *c. Rome* *d. China* *14. What happened to the dough when it was left for a long time?* *a. it hardened* *b. it melted* *c. it expanded and soured* *d. it spoiled*

<table>
<tr><td></td><td>15. A process of cooking using dry heat, usually inside an oven where heat surrounds the food and cooks evenly.
a. steaming b. cooking
c. boiling d. baking</td></tr>
<tr><td>VII. REFLECTION</td><td>Activity: Reflective Journal Activity

Objective: To help learners and teachers reflect on the highlights, challenges, and adjustments made during the unit to improve the teaching-learning process.

Instructions:
1. Recall – Think about the lessons and activities from this unit.
2. Reflect – Write your thoughts guided by the prompts below.
3. Record – Use a notebook or journal sheet to write your answers.
4. Share (optional) – If comfortable, share one insight with the class or in a small group discussion.

Guide Questions:

Highlights:
■ What was the most meaningful or enjoyable learning experience for you?
■ Which activity helped you understand the topic best?

Challenges:
■ What difficulties did you encounter in this unit (lesson content, activities, or participation)?
■ How did you try to overcome these challenges?

Adjustments/Improvements:
■ What strategies or approaches could be improved in the teaching-learning process?
■ What changes will you personally make to improve your learning next time?

Output Format
✔ Minimum of one paragraph per section (Highlights, Challenges, Adjustments)
✔ You may use bullet points, drawings, or a short essay, depending on your preference.

Reflection Rubric (for teacher use)
<table>
<tr><td>Criteria</td><td>Excellent (3)</td><td>Satisfactory (2)</td><td>Needs Improvement (1)</td></tr>
</table>
</td></tr>
</table>

	Depth of Reflection	Shows deep and thoughtful insights	Some insights but not detailed	Very limited or superficial reflection
	Clarity & Organization	Well-structured, clear ideas	Understandable but needs better organization	Disorganized or unclear
	Relevance	Directly connects to unit experiences	Somewhat connected to unit	Little or no connection to unit
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used ChatGPT and QuillBot to assist in organizing ideas, generating activity titles, and reliable resources of references and enhancing the clarity of the lesson content. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.			

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	2

I. OBJECTIVES	
A. *Content Standard*	The learners will comprehend career and business opportunities in the baking industry and its relevance in today's economy.
B. Performance Standard	*The learner will identify and describe different career and business opportunities in baking and present their understanding through a creative output.*
C. Learning Competencies	*Discuss the overview of the baking industry.*
II. REFERENCES and MATERIALS	*References:* ● *. The baking profession. (n.d.). escoffier.edu. https://resources.escoffier.edu/textbooks/gisslen/professional_baking.pdf* ● *Baking Industry Overview: History, Careers & Opportunities - Studocu* ● *Images are sourced from the web page of pexels.com* *Materials:* ● PowerPoint Presentation ● Printed Learning Activity Sheets ● Printed Pictures ● Pen and Paper
III. CONTENT	*Content:* • Career and Business Opportunities o Artisan Baker o Baker o Cake Decorator o Entrepreneur o Food Vlogger o Food Influencer

IV. OBJECTIVES	*The learners are expected to:* 1. *Distinguish different career and business opportunities in the baking industry* 2. *Recognize the skills and roles required in each opportunity* 3. *Display personal discipline in completing assigned tasks* 4. *(Makabansa) Show appreciation for baking as a source of livelihood and contribution to the economy*	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** *Activity 1: "**Guess the Baker"*** ***Strategies:** Visual guessing, Think-Pair-Share* ***Process:*** 1. *Show images of different baking-related roles (example: someone decorating a cake, someone filming a baking vlog, or someone making pastries)* 2. *Ask learners to guess the job or role shown in each image.* 3. *Let them discuss their answers with a partner.* 4. *Call a few students to share their answers and explain their reasoning.* ***Purpose:** This activity helps learners recognize familiar roles in the industry.* *Activity 2: "**Have You Seen This?"*** ***Strategies:** Class discussion, brainstorming, inquiry-based* ***Process:*** 1. *Ask learners questions such as:* o *"Have you ever bought it from a home baker?* o *"Have you seen baking videos online?* o *"Do you know someone who sells baked goods?* 2. *Write their responses on the board and group them into categories (job, business, online content)* 3. *Gude learners to identify the patterns* ***Purpose:** This will connect learners' everyday experiences to real-life baking business opportunities and show that these careers already exist around them.*	*The teacher will facilitate varied activities that will cater to diverse learners. The teacher will also prepare the materials needed in the activities.*

	Activity 3: ***"Match Me Right"*** ***Strategies:*** *Matching Type Activity, Independent Learning* ***Process:*** 1. *Provide learners with a worksheet divided into two columns:* • *Column A: List of baking careers/ business (example: baker, cake decorator, pastry chef, etc.)* • *Column B: Task or job description of each role (scrambled)* 2. *Instruct learners to match each career/ business with the correct task/ job description by writing the letter or drawing a line.* 3. *After answering, ask learners to check their work with a partner or discuss it as a class.* ***Purpose:*** *To help learners identify and visualize distinct roles and responsibilities in baking careers and business* **2. Establishing the Purpose of the Lesson** *Activity 1:* "**Why Does Baking Matter"** ***Purpose:*** *This activity helps learners realize that baking is not just a hobby, but a practical skill that can provide income and opportunities.* ***Process:*** 1. *Read the short situation.* *"Maria learned baking from her grandmother. She started selling bread and cakes from home. Over time, her small business grew, and she was able to support her family."* 2. *Think, reflect and answer the guide questions* *Guide Questions:* ● *What role did baking play in Maria's life?* ● *How did baking help improve her situation?*	

	● *Based on the story, why is it important to learn baking skills?* ● *If you were to become Maria, how would you become like her?* 3. *Share your answers to the class* 4. *Purpose reveal – Teachers' wrap-up* *"Maria is a testament that baking skills can be used to earn income and build a sustainable livelihood, helping us understand why learning baking is valuable beyond the classroom."* *Activity 2:* **"Pop or Flop"** ***Purpose:*** *To develop awareness of baking as a career and business opportunity.* ***Process:*** 1. *Read each statement aloud in class, and the class will react with a thumbs up if the statement is a Pop and thumbs down if the statement is a Flop.* ● *Baking is only a hobby, not a real job.* ● *You need a lot of money to start a baking business.* ● *Baking skills can help you earn a living.* ● *Only professional chefs can succeed in baking* 2. *When answering, encourage learners to cite personal experience or their observations in the community.* *Follow up question:* ● *"What did you realize about baking after answering the statements?* 3. *Establish purpose – teacher will synthesize the solicited answers* *"Great observation everyone! Today's lesson will help you challenge common misconceptions and recognize that baking offers real career and business opportunities for different people."*	

Activity 3: **"Skill to Opportunity"**

Purpose: *To connect baking skills to possible careers and business*

Process:

1. *Study the given example in the table.*
2. *Identify the baking skill listed in each row.*
3. *Think of a job that uses that skill.*
4. *Suggest a simple business idea related to the skill.*

Baking Skills	*Possible Jobs*	*Possible Business Idea*
Example: Cake Decorating	*Cake Decorator*	*Custom Cake Shop*
Baking bread		
Making pastries		
Packaging products		

Follow-up Question:

"What do you notice about the connection between skills and opportunities?"

5. *"Purpose reveal" by teachers' synthesis*
   "What you have done shows that baking is not just about following recipes. Each skill you learn can open doors to different careers or even your own business. This is why understanding these opportunities is important as we continue our lesson"

B. Instituting New Knowledge	**1. Presenting Examples** *Activity 1:* **"Real-Life Baking Success Stories"** ***Process:*** 1. *Read each case carefully.* 2. *Identify what each person does in the baking industry.* 3. *Determine whether it is a job or a business.* 4. *List the skills used in each case.* 5. *Answer the* guide questions. **Short Profiles:** Case*1: Ana started selling cupcakes online from home using social media.* *Case 2: Ben works in a hotel as a pastry chef creating desserts.* *Case 3: Carla opened a small neighborhood bakery specializing in bread.* *Guide Questions:* o *"What baking career or business is shown in each case?"* o *"What skills do they use in their work?"* o *"What made their baking career/business successful?"* *Activity 2:* **"Picture-based Career Exploration"** ***Process:*** 1. *Observe each picture carefully.* 2. *Identify the activity being done in the image.* 3. *Determine the type of baking job or business shown.* 4. *List the tools or skills you see being used.* 5. *Answer the processing questions.*	

Study the images:







Processing Questions:

- *What do the four pictures imply?*
- *"What type of baking job or business does it show?"*
- *"What tools or skills are being used?"*

Extension Task:

- *Choose one picture and describe a typical day in that job/business as you envisioned it.*

Activity 3: **"Simulation: Try the Role"**

General Instruction:
Read and understand the tasks carefully. Choose only one role and complete the required output creatively and realistically. Use clear and organized ideas. After completing the activity, be

	prepared to share your work and explain what you learned from the role you chose. Time Allotment: *3 to 5 minutes* ***Process:*** 1. *Choose one role: Bakery Owner, Pastry Chef, or Food Influencer* 2. *Read the task for your chosen role.* 3. *Complete the required output.* 4. *Review your work and make sure it is clear and realistic.* 5. *Share your output with the class and answer the question.* o *"What did you learn about the role you chose?* ***Roles:*** *Option A: Bakery Owner* ● *Decide what to sell* ● *Set a simple price* ● *Give a reason customers should buy from you* *Option B: Pastry Chef* ● *Create a name for a dessert* ● *List its main ingredients* ● *Describe its appearance or taste* *Option C: Food Influencer* ● *Choose a baked product to feature* ● *Write a brief review or recommendation* ● *Create a catchy caption or tagline to promote it*	

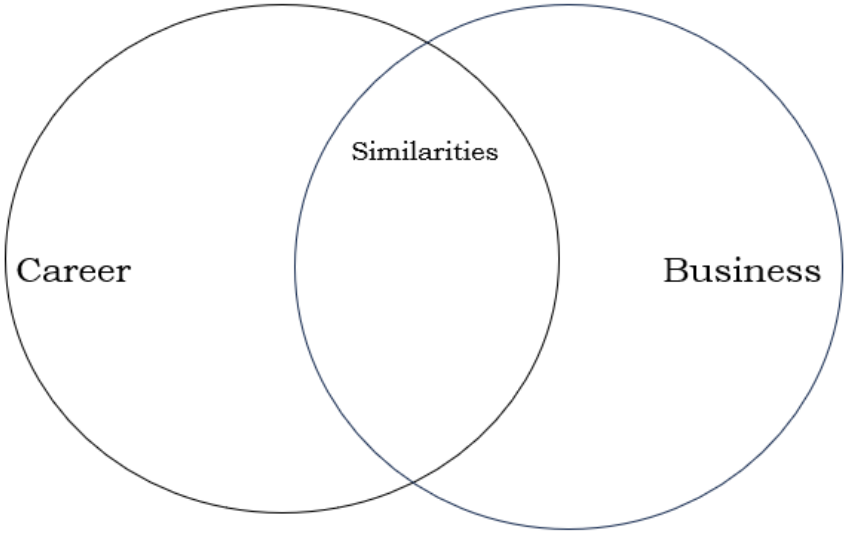
Rubric:

Criteria	*4-Excellent*	*3-Good*	*2-Fair*	*1-Needs Improvement*
Creativity and Originality	*Output showed at least 2 creatives, unique, and engaging.*	*Output showed at least 1 creativity and clear effort*	*Output has limited creativity and detail*	*Output lacks creativity and effort*
Completeness of Task	*All required parts are complete and detailed*	*Most required parts are complete*	*Some required parts are missing*	*Many required parts are incomplete or missing*
Clarity and Organization	*Ideas are very clear, organized, and easy to understand*	*Ideas are clear and mostly organized*	*Ideas are somewhat unclear or disorganized*	*Ideas are difficult to understand and poorly organized*
Realism and Relevance	*Output is highly realistic and appropriate to the chosen role*	*Output is realistic and appropriate*	*Output is somewhat realistic but lacks relevance*	*Output is unrealistic or not related to the role*
Presentation and Participation	*Shared confidently and answered the guide question thoughtfully*	*Shared clearly and answered the guide question*	*Shared with limited confidence or incomplete answer*	*Did not participate actively or failed to answer the question*

2. Discussing New Concept

A. Career and Business Opportunities

Activity 1: **"Venn Diagram"**



Instruction:

1. *Create a Venn diagram comparing a career and a business. Write their similarities in the overlapping section of the diagram.*
2. *You may present your ideas using words, phrases, drawings, or bullet points.*
3. *In comparing, you may consider the following aspects:*
    - *Meaning or definition*
    - *Nature of work or job*
    - *Skills required*
    - *Process or how they operate*
    - *Key concepts or characteristics*
4. *Ensure your output is well-organized and easy to understand.*

	Key Concept: ***Career*** *refers to the progression of an individual's professional life, encompassing education, work experience, skills development, and advancement within a particular field or industry.* ***Business*** *is an organized activity or entity that produces, buys, or sells goods or services to earn a profit.* *The baking industry offers a wide range of career paths and entrepreneurial ventures. Whether working in a bakery, hotel, or owning a business, bakers and pastry enthusiasts can find numerous ways to express creativity and earn a living.* ***Artisan Baker*** *specializes in hand-crafted breads and pastries made from traditional techniques and high-quality ingredients. They focus on creativity, texture, and flavor, often working in small bakeries or boutique shops where quality is prioritized over quantity.* ***The baker*** *prepares and bakes various bread, pastries, and other baked goods. Bakers may work in commercial bakeries, hotels, or restaurants. They must have a strong understanding of ingredients, baking times, and techniques to produce consistent, high-quality results.* ***Cake Decorator*** *specializes in designing and decorating cakes for special occasions such as birthdays, weddings, and celebrations. This role requires artistic skills, attention to detail, and creativity in using icing, fondant, and edible decorations to create visually stunning cakes.* ***Entrepreneurs*** *in the baking industry can establish their own bakeries, cafes, or online baking businesses. They combine their baking skills with business management, marketing, and customer service to build and sustain a profitable venture.*	*Teachers, it is best to look for short video clips or images of these career and business opportunities especially on what they do to fully distinguished one job to another.*

	Food Vlogger *creates online video content focused on baking tutorials, recipe reviews, and baking tips. They use digital platforms such as YouTube or TikTok to share their expertise, build an audience, and potentially earn income through ads and sponsorships.* ***Food Influencers*** *share baking-related content on social media, inspiring followers through recipes, product reviews, and creative baking ideas. They collaborate with brands, promote baking tools or ingredients, and play a key role in shaping food trends and consumer preferences.* ***Conclusion*** *It is evident that both paths, career and business opportunities in the baking industry offer promising and rewarding possibilities for individuals with skills and passion for baking. A career in baking provides stability, continuous learning, and experience under professional supervision, while a business venture offers independence, creativity, and the potential for higher income. Despite their differences, both require dedication, technical skills, proper knowledge, and a strong work ethic. Ultimately, choosing between a career and a business depends on one's interests, resources, and goals, and in some cases, a person may successfully pursue both.* **3. Developing Mastery** *Activity 1:* **Career Path Organizer** *Topic: Career Opportunities in the Baking Industry* *Focus: Reinforcing understanding different career paths and required skills* *Materials: Worksheet (Career Organizer Chart), pen/pencil* ***Procedure:*** 1. *Review the list of baking careers provided* 2. *Choose two (2) careers from the list* 3. *For each career, complete the organizer: (list down as many as possible)*	

Career	*Main Tasks*	*Skills Needed*	*Possible Workplace*

4. *Share your organizer with your partner.*
5. *Revise your work based on feedback.*

Activity 2: **Build Your Mini-Baking Business Plan**

Topic: Business Opportunities in Baking Industry
Focus: Applying knowledge to create a simple business idea
Materials: Learning Activity Sheet, Pen/Pencil
Process:

1. *Think of a baked product you want to sell.*
2. *Complete the mini business plan*
   - *Product Name: _____*
   - *Target Customers: _____*
   - *Estimated Price: _____*
   - *Selling Platform: _____*
   - *Reasons Customers will buy your product: _____*
3. *Check if your plan is realistic and clear.*
4. *Share your ideas with the group.*
5. *Improve your plan based on suggestions.*

Activity 3: **Opportunity Analysis Scenario**

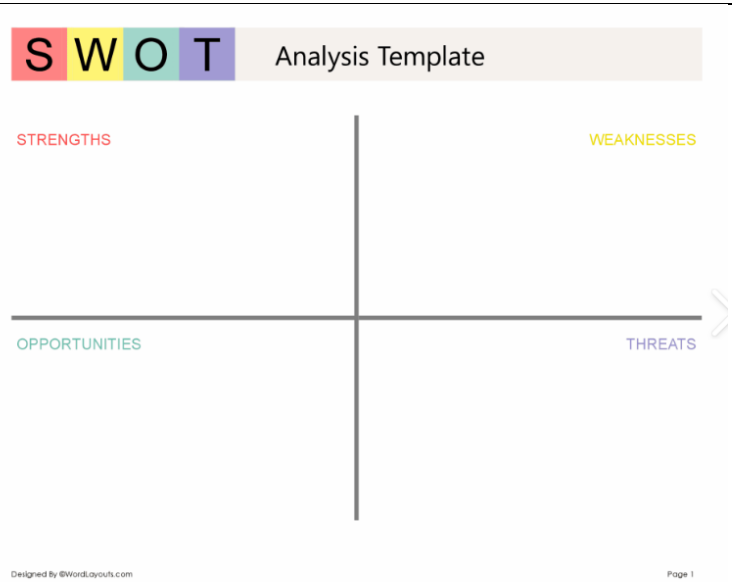
Topic: Evaluating Career and Business Opportunities
Focus: Decision-making and critical thinking
Materials: Scenario cards/Worksheet
Process:

1. *Read the scenario*
   - *You have basic skills and a small budget. You can either:*
     A. Work in a bakery
     B. Start a small home-based baking business

<table>
<tr>
<td></td>
<td>
2. Complete the table:
<table>
<tr><th>Options</th><th>Advantages</th><th>Disadvantages</th></tr>
<tr><td>Work in a Bakery</td><td></td><td></td></tr>
<tr><td>Start a business</td><td></td><td></td></tr>
</table>
3. Decide which option you will choose.
4. Write short or in bullets your explanation
5. Submit your answer.
</td>
<td></td>
</tr>
<tr>
<td>C. Demonstrating Knowledge and Skills</td>
<td>
1. Finding Practical Application
Activity 1: “My Baking Business SWOT”

Task: Create a SWOT Analysis for a simple baking business you can realistically start.

Process:
1. Think of a baking product you want to sell (e.g., cookies, cupcakes, artisan bread)
2. Write your business idea at the top of the worksheet
3. Complete the SWOT matrix:
</td>
<td></td>
</tr>
</table>



4. *Review your answers and identify;*
   - *One strong advantage*
   - *One possible challenge*
5. *Write a short conclusion of around 2-3 sentences on whether your idea is practical.*

Activity 2: **"Do I Have What It Takes?"**

Task: Evaluate your personal entrepreneurial competencies and relate them to baking opportunities.

Process:

1. *Read each statement carefully.*
2. *Rate yourself from 1 (Needs Improvement) to 5 (Very Strong)*
   Sample statements:
   - *I am hardworking and persistent.*
   - *I can plan and organize tasks.*
   - *I am creative in making new ideas.*

	• *I take initiative when needed.* • *I am willing to take risks.* 3. *Compute your total score.* 4. *Identify your top 2 strongest Personal Entrepreneurial Competencies and 1 that needs to improve* 5. *Then, answer the question:* *"How can your strengths help you succeed in a baking career or business?* *Activity 3:* **"Real-life Application Plan"** *Task: Create a simple plan on how you will apply your baking skills in real-life situations.* ***Process:*** 1. *Think of a real situation (e.g., family event, school activity, small selling)* 2. *Complete the plan:* ● *Product to prepare: _____* ● *Target customers: _____* ● *Materials needed: _____* ● *Estimated cost: _____* ● *Selling or sharing method: _____* 3. *Identify at least one PEC you will use.* 4. *Explain briefly (2-3 sentences) how this plan can help you gain experience or income.* 5. *Review your plan for completeness and clarity.* **2. Making Generalization** *Reflective Questions:* 1. *How can baking skills lead to different career and business opportunities?* 2. *What is the importance of identifying your strengths (PECs) when choosing a baking career or starting a business?* 3. *How does conducting a SWOT Analysis help in making better business decisions?*	

4. *Among the baking careers and business ideas discussed, which do you find most practical for you? And why?*
5. *What have you realized about the role of baking in generating income and supporting daily needs?*

3. Evaluating Learning

Activity: **Self-Assessment Checklist**

Instructions: Put a ✔ in the column that best describes your learning.

Statement	Yes	Not Yet
I can identify different baking careers	☐	☐
I can give an example of a baking business	☐	☐
I can create a simple business idea	☐	☐
I can apply SWOT analysis	☐	☐
I understand my entrepreneurial strengths (PECs)	☐	☐

Follow-up Question: "What skill do you still need to improve?"

VI. ASSESSMENT

Written Assessment

Instruction: *Match column A with column B. Write the letter of the correct answer on the space provided before each number.*

	Column A ***Column B*** _____*1. Pastry Chef* *A. External chances for business growth* _____*2. Bakery Owner* *B. Designs and decorates cakes* _____*3. Cake Decorator* *C. A person who starts and manages a business* _____*4. Bread Baker* *D. Produces handmade, high-quality baked goods using traditional methods* _____*5. Food Influencer* *E. Ability to continue despite difficulties* _____*6. Artisan Baker* *F. Setting the value or cost of a product* _____*7. Entrepreneur* *G. Specializes in making pastries and desserts* _____*8. Food Vlogger* *H. Advertising or marketing a product* _____*9. Strengths* *I. Internal areas that need improvement* _____*10. Weaknesses* *J. Focuses on producing different kinds of bread* _____*11. Opportunities* *K. Creates video content featuring food and baking* _____*12. Threats* *L. Positive internal qualities of a business* _____*13. Persistence* *M. Putting effort and dedication into work* _____*14. Creativity* *N. Promotes food products through social media* _____*15. Risk-taking* *O. Organizing tasks before starting a business* _____*16. Planning* *P. External factors that may harm the business* _____*17. Hardworking* *Q. Ability to create new and unique ideas* _____*18. Target Customers* *R. People who are likely to buy the product* *S. Manages and operates a bakery business* _____*19. Pricing* *T. Willingness to try despite possible failure* _____*20. Product Promotion* *U. A written list of ingredients and procedures for baking*
VII. REFLECTION	*Activity:* ***Reflective Journal Activity*** *Objective: To help learners and teachers reflect on the highlights, challenges, and adjustments made during the unit to improve the teaching-learning process.* ***Instructions:*** 1. Recall – *Think about the lessons and activities from this unit.* 2. Reflect – *Write your thoughts guided by the prompts below.* *3.* Record – *Use a notebook or journal sheet to write your answers.* *4.* Share (optional) – *If comfortable, share one insight with the class or in a small group discussion.*

Guide Questions:

Highlights:

- What was the most meaningful or enjoyable learning experience for you?
- Which activity helped you understand the topic best?

Challenges:

- What difficulties did you encounter in this unit (lesson content, activities, or participation)?
- How did you try to overcome these challenges?

Adjustments/Improvements:

- What strategies or approaches could be improved in the teaching-learning process?
- What changes will you personally make to improve your learning next time?

Output Format

- ✔ Minimum of one paragraph per section (Highlights, Challenges, Adjustments)
- ✔ You may use bullet points, drawings, or a short essay, depending on your preference.

Reflection Rubric (for teacher use)

Criteria	Excellent (3)	Satisfactory (2)	Needs Improvement (1)
Depth of Reflection	Shows deep and thoughtful insights	Some insights but not detailed	Very limited or superficial reflection
Clarity & Organization	Well-structured, clear ideas	Understandable but needs better organization	Disorganized or unclear
Relevance	Directly connects to unit experiences	Somewhat connected to unit	Little or no connection to unit

VIII. USE OF GENERATIVE AI

In preparing this Learning Exemplar (LE), the author(s) used ChatGPT and QuillBot in order to assist in organizing ideas, generating activity titles, and reliable resources of references and enhancing the clarity of the lesson content. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	3

I. OBJECTIVES	
A. *Content Standard*	*The learners demonstrate an understanding of essential baking terminologies, as well as current trends and innovations in the baking industry, including their application in modern baking practices.*
B. Performance Standard	*The learner will apply baking terminologies correctly and demonstrate awareness of current trends and innovations by presenting ideas, products, or concepts relevant to modern baking practices.*
C. Learning Competencies	*Discuss the overview of the baking industry.*
II. REFERENCES and MATERIALS	*References:* ● *Caesar, C. (2025, February 8). The Future of Baking: Innovations, Trends, and Sustainability. Philippinesmenu.com. Retrieved April 4, 2026, from https://philippinesmenu.com/the-future-of-baking-innovations-trends-and-sustainability/* ● *Images sourced from free stock photo websites such as Pexels, Unsplash, and Pixabay.* *Materials:* ● PowerPoint Presentation ● Manila Paper/Cellular Phones/Laptop/Canva Application ● Felt pen/Coloring materials ● Printed Learning Activities ● Printed Pictures of ancient ovens, bread, etc.
III. CONTENT	*Content:* • Baking Terminologies Trends and Innovations in Baking
IV. OBJECTIVES	*The learners are expected to:* 1. *Recognize common baking terminologies used in the preparation and production of baked products.* 2. *Describe current trends and innovations in the baking industry and their relevance to modern baking practices.* 3. *Adapt appropriate baking terminologies and modern trends in their activities.*

	4. Display self-confidence in sharing ideas and insights about baking terminologies, trends, and innovations during discussions and activities.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** *Activity 1:* "**Word Chain: Baking Terminologies"** ***Strategies:*** *Collaborative Word Game* ***Process:*** *1. The teacher writes the word "TERMINOLOGIES" vertically or horizontally on the board.* *2. The teacher explains that learners will form a word chain using baking-related terms* *3. First round:* • *Learners think of a word related to baking that starts or ends depending on the position with either the first letter T or the last letter S of the word TERMINOLOGIES.* *Example:* • *T → Tray* • *S →Sourdough* *4. Second round:* • *The next learner will use the last letter of the previous word to start or make it an end of another baking-related word.* *Example:* • *Tray →Y→ Yeast* • *Sourdough →H →Heat* *5. The game continues, forming a chain of connected words.* *6. Learners must ensure that all words are related to bread and baking.* *7. The teacher will guide and correct when necessary* *Processing Questions:* ● *Which words are familiar to you?* ● *Which words are new?*	*The teacher will facilitate varied activities that will cater to diverse learners.*

	• *How are these words used in baking?* ***Purpose:*** *This activates prior knowledge, enhances vocabulary and quick thinking, and encourages collaboration.* *Activity 2:* "**Word Splash"** ***Strategies:*** *Brainstorming* ***Process:*** 1. *Write the word "BAKING" on the board.* 2. *Learners say any words they can associate with it. (e.g., oven, cake, chiffon, bread, sweet, dessert)* 3. *The teacher will list all responses and group similar ideas.* 4. *Let the learners examine each set and facilitate processing what they know.* ***Purpose:*** *This activity reveals learners' existing knowledge and serves as a foundation for introducing correct baking terminologies.* *Activity 3:* **"Baking Wordle Challenge"** ***Strategies:*** *Word Guessing Game* ***Process:*** 1. *The teacher prepares a 5-letter (or more) baking-related word (e.g., ICING, FLOUR, BREAD, GLAZE, etc.)* 2. *Learners will guess the word with 5 to 6 attempts.* 3. *After each guess, the teacher gives clues;* ✔ *Correct letter in correct position* o *Correct letter in wrong position* x *Letter is not in the word* 4. *After guessing, ask:* • *"Have you encountered this word before?"* • *"What do you think it means in baking?"* 5. *Repeat process for another baking-related word*	

Example:

Teachers' word:	***_P_ _A_ _S_ _T_ _R_ _Y_***
Guess 1:	*B A T T E R*
Teachers' clue:	*x* ✔ *x* ✔ *x o*
Guess 2:	*T A R T E S*
Teachers' clue:	*x* ✔ *o* ✔ *x o*
Guess 3:	*P A S T R Y*
Teachers' clue:	✔ ✔ ✔ ✔ ✔ ✔

Purpose: *Activates prior knowledge, builds curiosity in a fun way*

2. Establishing the Purpose of the Lesson

Activity 1: **"What's the Problem?"**
Purpose: *To help students realize the importance of understanding baking terminologies*
Process:

1. *Present a short scenario*
   Scenario: A student is asked to bake a cake but does not understand terms like fold, cream, and preheat. The cake turned out to be unsuccessful.

Processing Questions:

- *"What went wrong?"*
- *"What are other outcomes aside from the unsuccessful cake?"*
- *"What should the student have known?"*

2. *Teachers' wrap-up*
   - *Emphasize that misunderstanding instructions lead to poor results.*
   - *Connects responses by saying, "This shows that learning baking terminologies is essential*

	to correctly follow procedures and achieve successful baked products." *Activity 2:* **"Trending or Not"** ***Purpose:*** *To encourage learners, realize the value of the lesson and reflects personal connection* ***Process:*** 1. *The teacher reads statements such as:* ● *"Customized cakes are popular today."* ● *"Online selling is part of baking."* ● *"Traditional baking is better than modern baking."* 2. *Learners move to sides: Agree / Disagree / Not Sure* 3. *Listen to their explanation* 4. *Establish purpose – teacher will acknowledge different viewpoints and conclude by saying, "Baking is continuously evolving. Knowing the latest trends and innovations helps us stay relevant and competitive in the industry."* *Activity 3:* **"Think-Pair-Share"** **Purpose:** *To establish relevance of the lesson and connects learning to real-life applications and future opportunities* ***Process:*** 1. *Let learners choose their partner.* 2. *Let the pair huddle answering the questions,* ● *"Why is it important to learn baking terminologies?"* ● *"How can trends and innovations help you in the future?"* 3. *Learners will share their responses in class (volunteer)* 4. *"Purpose reveal" by teachers' synthesis* *"Understanding terminologies and being aware of trends will not only improve your skills but also*	

	prepare you for real-life opportunities such as work immersion or starting your own baking business."	
B. Instituting New Knowledge	**1. Presenting Examples** *Activity 1:* **"Show and Tell"** ***Process:*** 1. *Teacher brings actual baking tools and ingredients (e.g. flour, egg white, sugar, lemon, butter, hand mixer, mixing bowl, measuring spoon)* 2. *Demonstrate some of the baking terms like dusting, meringue, creaming method, and zesting.* 3. *Ask learners reflective questions to activate thinking and assess familiarity:* ● "If you were asked to do this on your own, could you?" ● "If I gave you instructions step by step, how confident are you that you could perform this task?" 4. Teachers' wrap-up: ● Emphasize that knowing the names of tools, ingredients, and techniques is essential for successful baking. ● Connect to learning objectives saying, "By understanding and recognizing these terms and methods, you will be able to follow recipes accurately and confidently apply them in real-life baking." *Activity 2:* **"Case Study: Real-life Baking Scenario"** ***Process:*** *1. Present a short story or scenario* *"A local bakery wanted to attract more customers. They introduced colorful pastries, online delivery, and eco-friendly packaging. They also trained staff to use*	

correct baking terms when explaining products to clients."

2. *Ask the learners,*
   - *What strategies did the bakery use?*
   - *Why are terminologies important in this scenario?*
   - *How can trends and innovations impact success?*
   - *If you were in the shoes of the owner, what would you do?*

2. Discussing New Concept

A. Definition of Terms

Activity: **"Fill-in-the-Blanks"**
Instructions: Choose the correct baking term to complete each sentence.

Word bank:

		Yeast
	whisk	
icing		*Doughs*
	knead	
grease		*mixer*
	sifter	
batter		*glaze*

_____*1. Before pouring the cake mixture, you should _____ the pan to prevent sticking.*
_____*2. The baker _____ the dough until it becomes smooth and elastic.*
_____*3. Use a _____ to remove lumps from flour.*
_____*4. The liquid mixture for cakes is called _____.*
_____*5. A _____ is used to quickly beat eggs or cream.*
_____*6. _____ helps the bread rise.*

_____7. *After baking, she added _____ on top of the cake for decoration.*
_____8. *He used a _____ to combine all the ingredients faster.*
_____9. *Sweet coating on pastries is called _____.*
_____10. *Different types of bread come from different _____.*

Key Concept:

Baking requires more than just ingredients and equipment – it also involves understanding the language used in recipes. Each term describes a specific action or process that is essential to achieving the desired result.

Aerate	*To incorporate air or carbon dioxide during production to make the product more digestible and an increase in volume.*
Autolyse	*A baking technique where flour and water are mixed and left to rest, allowing gluten development and enzyme activity to improve dough texture and flavor before adding salt or yeast.*
Babka	*A sweet, braided bread of Eastern European origin, typically made with a rich, yeasted dough and filled with chocolate, cinnamon, or other sweet fillings.*
Baker's Percentage	*A formula system in baking where ingredient quantities are expressed as a percentage of the total. weight of flour, which is always set at 100%*
Baguette	*A long, thin loaf of French bread with a crisp crust and a soft, airy interior, typically made from basic ingredients like flour, water, yeast, and salt.*

Boiled icing	*Italian meringue used as cake icing*
Brioche	*Rich yeast dough containing large amounts of eggs and butter; a product made from this dough*
Butter cream	*An icing made of butter and/or shortening blended with confectioners' sugar or sugar syrup, other ingredients may also be added*
Ciabatta	*An Italian bread known for its rustic, flat shape, chewy texture, and open crumb, made with a high-hydration dough.*
Chiffon cake	*A light cake made following the chiffon method – cake mixing method involving the folding*
Creaming method	*A mixing method that begins with the blending of fat and sugar; used for cakes, cookies and similar items.*
Custard	*A liquid that is thickened or set by coagulation of egg protein.*
Dairy Products	*Foods or beverages made from milk, including items like cheese, yogurt, butter, and cream, are often valued for their rich nutrients like calcium and protein.*
Fermenting	*Process where microorganisms like yeast or bacteria convert sugars into alcohol, gases, or acids, enhancing flavor, preservation, and nutritional value in food and beverages.*
Focaccia	*Soft, flat Italian bread known for its airy texture, crisp crust, and toppings like olive*

	oil, herbs, and sometimes vegetables or cheese.
Fondant	*A type of icing made of boiled sugar syrup that is agitated so that it would crystallize into a mass of extremely small white crystals.*
Ganache	*a rich cream made of chocolate and heavy cream*
Gluten	*An elastic substance formed from proteins present in wheat flours which gives structure and strength to baked goods.*
Hazard	*Any potential source of harm, damage, or adverse effect on people, property, or the environment.*
Kariman	*A soft, slightly sweet, and fluffy Middle Eastern bread, often used to accompany various dishes or served as a snack, typically made with flour, yeast, sugar, and milk.*
Leavening	*The production or incorporation of gases in a baked product increases volume and produces shape and texture.*
Meringues	*A thick, white foam made of whipped egg whites and sugar.*
Pastry cream	*A thick custard sauce containing eggs and starch.*

Punching	*The process of gently deflating dough after its first rise to release excess air, redistribute yeast, and improve texture before shaping.*
Puff pastry	*A very light, flaky pastry made from a rolled-in dough and leavened by steam.*
Risk	*The possibility of experiencing loss, harm, or uncertainty due to exposure to potential dangers or unfavorable outcomes.*
Roti bun	*A soft, sweet bread bun topped with a crispy, buttery layer, often resembling a cross between a traditional roti and a sweet pastry.*
Sifting	*The process of passing dry ingredients like flour, baking powder, or cocoa through a fine mesh to remove clumps and evenly distribute them for better texture and consistency in the final product*
Scones	*Baked goods, typically made with flour, butter, sugar, and milk or cream, and often served with jam and clotted cream.*
Sourdough	*A bread made by fermenting dough with naturally occurring wild yeast and lactic acid bacteria, giving it a tangy flavor and chewy texture.*
Sponge	*A batter or dough of yeast, flour and water that is allowed to ferment and is then mixed with more flour and other ingredients to make bread dough.*
Sponge cake	*A type of cake made by whipping eggs and sugar to a foam, then folding in flour.*

Tart	*A flat, baked item consisting of a pastry and a sweet or savory topping of filling; like a pie but usually thinner.*
Tangzhong Method	*cooking a portion of the flour and water mixture into a thick paste before adding it to the dough, resulting in softer, more moist bread*
Thickeners	*substances used in food, cosmetics, or industrial products to increase their viscosity or consistency without altering other properties*
Yudane Method	*mixing a portion of the flour with hot water to create a gelatinized dough, which helps improve the texture and moisture retention of the final bread.*

B. Trends and Innovations of Baking

Baking is an ever-evolving art that blends tradition with innovation. As consumer preferences shift toward healthier, more sustainable, high-quality products, and exciting flavor innovations, the baking industry is continuously adapting.

Key concept:

1. Health-conscious and Functional Baked Goods

Consumers today are more health-conscious than ever, leading to increased demand for nutritious baked goods. Bakers are incorporating whole grains, fiber-rich flours, and alternative sweeteners to create products that cater to various dietary needs.

	● *Gluten-Free and Vegan Options* ● *Reduced Sugar and the use of Natural Sweeteners* ***2. Innovative Ingredients in Modern Baking*** *The baking industry is embracing new and innovative ingredients to enhance flavors and textures while maintaining nutritional value.* ● *Plant-based Proteins* ● *Fermented Flours and Starters* ● *Functional Ingredients* ***3. Sustainability in the Baking Industry*** *Sustainability has become a core focus in the baking sector, with companies adopting eco-friendly practices to reduce their environmental impact.* ● *Sustainable Sourcing* ● *Eco-friendly Packaging* ● *Energy-Efficient Baking Processes* ***4. Artisanal and Local Baking Movements*** *There is a resurgence of interest in handcrafted and locally sourced baked goods, with consumers favoring small-scale bakeries that emphasize quality and tradition.* ● *Slow Baking Methods* ● *Locally Sourced Ingredients* ***5. Digital Transformation of Bakeries*** *Technology is playing a vital role in modernizing the baking industry, from online sales to automated production.* ● *E-commerce and Direct-to-consumer sales* ● *Smart baking equipment* ● *Virtual Baking classes and workshops*	

	Conclusion *The baking industry is undergoing an exciting transformation, driven by health trends, sustainability efforts, and technological advancements. Whether it's through innovative ingredients, eco-friendly practices, or the rise of artisanal baking, professionals in the field are continuously evolving to meet consumer demands.* **3. Developing Mastery** *Topic: Baking Terminologies* *Focus: Enable learners to recognize and apply baking terminologies within a given recipe, and to understand how these terms guide the correct execution of baking tasks.* *Materials: Recipe of chiffon cake* ***Procedure:*** *1. Provide learners with a recipe.* *2. Ask them to* ● *Identify the baking terminologies used* ● *Explain briefly what each term means* *3. Let the learners share their answers with the class.*	
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** *Activity 1:* **"Bake Shop Simulation: Trends in Action"** Task: *You are part of a bakeshop team assigned to create and present a product based on a current baking trend. Each group member will take on a role. Be creative. However, one member (Assistant) has limited knowledge of baking terminologies, which may affect the team's performance.* *As a group, you must:* *1. Demonstrate proper use of baking terminologies* *2. Apply the baking trend and innovation* *3. Resolve the problem collaboratively* *4. And mindful of the timeliness of presentation*	

2. Making Generalization

Complete the statement: (Oral)

- *"Baking terminologies are important because…"*
- *"Trends and innovations in baking help us …"*
- *"I learned that using correct baking terms can …"*

3. Evaluating Learning

Rubric of the Performance:

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Use of Baking Terminologies	Uses **accurate and appropriate baking terms consistently**; clearly explains them to the assistant	Uses baking terms correctly most of the time with minor errors	Uses limited terms; some are incorrect or unclear	Rarely or incorrectly uses baking terms
Application of Trends & Innovations	Integrates the trend **creatively and effectively**	Applies the trend appropriately	Shows minimal application of the trend	Does not apply the trend correctly
Problem-Solving & Critical Thinking	Clearly identifies the problem and gives **effective, logical solutions**	Identifies the problem and gives acceptable solutions	Shows partial understanding; solutions unclear	Cannot clearly identify or solve the problem
Collaboration & Role Performance	All members actively perform roles and **work cooperatively**	Most members participate and perform roles	Some members participate; roles unclear	Roles not followed; poor teamwork
Communication & Confidence	Speaks clearly, confidently, and engages the audience	Shows confidence with slight hesitation	Limited confidence; sometimes unclear	Lacks confidence; difficult to understand

- *Feedbacking after all the presentations*

VI. ASSESSMENT	***Written Assessment*** ***Instruction:*** *Provide what is asked for in each number.* *1. A liquid that is thickened or set by coagulation of egg protein.* *2. The production or incorporation of gases in a baked product to increase volume and to produce shape and texture.* *3. A thick, white foam made of whipped egg whites and sugar.* *4. A semi-liquid mixture made of flour or other starch used for the production of cakes and breads; also used for coating products to be fried* *5. Italian meringue used as cake icing.* *6. The colored outer portion of the peel of a citrus fruit.* *7. A flat, baked item consisting of a pastry and a sweet or savory topping of filling; like a pie but usually thinner.* *8. The process of passing dry ingredients like flour, baking powder, or cocoa through a fine mesh to remove clumps and evenly distribute them for better texture and consistency in the final product.* *9. An elastic substance formed from proteins present in wheat flours which gives structure and strength to baked goods.* *10. A baking technique where flour and water are mixed and left to rest, allowing gluten development and enzyme activity to improve dough texture and flavor before adding salt or yeast.* *11. An icing made of butter and/or shortening blended with confectioners' sugar or sugar syrup, other ingredients may also be added.* *12. The process of gently deflating dough after its first rise to release excess air, redistribute yeast, and improve texture before shaping.* *13. Mixing a portion of the flour with hot water to create a gelatinized dough, which helps improve the texture and moisture retention of the final bread.* *14. A very light, flaky pastry made from a rolled-in dough and leavened by steam.* *15. A light cake made following the chiffon method – cake mixing method involving the folding.*
VII. REFLECTION	*Activity:* ***Reflective Journal Activity*** *Objective: To help learners and teachers reflect on the highlights, challenges, and adjustments made during the unit to improve the teaching-learning process.* *Instructions:* 5. Recall – *Think about the lessons and activities from this unit.*

6. Reflect – *Write your thoughts guided by the prompts below.*
7. Record – *Use a notebook or journal sheet to write your answers.*
8. Share (optional) – *If comfortable, share one insight with the class or in a small group discussion.*

Guide Questions:

Highlights:

- What was the most meaningful or enjoyable learning experience for you?
- Which activity helped you understand the topic best?

Challenges:

- What difficulties did you encounter in this unit (lesson content, activities, or participation)?
- How did you try to overcome these challenges?

Adjustments/Improvements:

- What strategies or approaches could be improved in the teaching-learning process?
- What changes will you personally make to improve your learning next time?

Output Format

- ✔ Minimum of one paragraph per section (Highlights, Challenges, Adjustments)
- ✔ You may use bullet points, drawings, or a short essay, depending on your preference.

Reflection Rubric (for teacher use)

Criteria	Excellent (3)	Satisfactory (2)	Needs Improvement (1)
Depth of Reflection	Shows deep and thoughtful insights	Some insights but not detailed	Very limited or superficial reflection
Clarity & Organization	Well-structured, clear ideas	Understandable but needs better organization	Disorganized or unclear
Relevance	Directly connects to unit experiences	Somewhat connected to unit	Little or no connection to unit

VIII. USE OF GENERATIVE AI

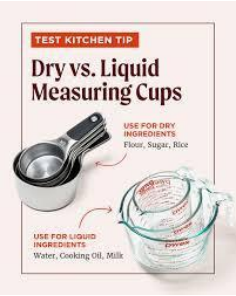
In preparing this Learning Exemplar (LE), the author(s) used ChatGPT and QuillBot in order to assist in organizing ideas, generating activity titles, and reliable resources of references and enhancing the clarity of the lesson content. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	4

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.*
B. Performance Standard	*The learners demonstrate fundamental skills in baking breads .*
C. Learning Competencies	*Discuss the fundamentals in baking*
II. REFERENCES and MATERIALS	*References:* ● Gisslen, Wayne. *Professional Baking*. 7th ed. Wiley, 2017. ● Labensky, Sarah R., et al. *On Baking: A Textbook of Baking and Pastry Fundamentals*. Pearson, 2019. ● Bread and Pastry Production Manual (DepEd, 2016) ● McGee, Harold. *On Food and Cooking: The Science and Lore of the Kitchen*. Scribner, 2004. *Materials:* ● PowerPoint presentation / visual aids ● Printed LAS worksheets (Measuring Tools, Mixing Tools) ● Actual or improvised baking tools (if available) ● Meta cards / flashcards ● Laptop/projector
III. CONTENT	*Content:* ● Measuring tools (measuring cups, spoons, weighing scale) ● Mixing tools (mixing bowl, wooden spoon, electric mixer) ● Cutting tools (knife, dough cutter) ● Specialized tools (thermometer, scraper, rolling pin) ● Proper usage, care, and maintenance

IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 1. *Identify the different baking tools and equipment* 2. *Explain the functions and importance of each tool in baking* 3. *Demonstrate correct usage through structured activities* 4. *Appreciate the role of tools in achieving quality baked products*	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	*Activity 1:* **"Name That Tool"** Learners will analyze the illustrations and identify the name and function of each measuring tool by completing the worksheet.  Illustrations utilized are sourced from https://veenaazmanov.com/essential-baking-tools-*every-baker-needs/* *Guide Questions:* • *What tool is shown?* • *What is its function?* • *Where have you seen this tool before?* *Activity 2:* **"Tool Experience Sharing"** Learners will list at least three baking tools they know and describe how they are used. They will then share their responses in small groups and compare similarities and differences in their answers. Learners will reflect on which tools they are most confident using and which tools they are unfamiliar with, providing reasons for their responses.	*To activate prior knowledge, present clear images of baking tools and allow learners to recall their experiences. According to Gisslen (2017), familiarity with tools enhances procedural understanding in baking, as learners associate function with prior hands-on exposure. This activity activates prior knowledge through recognition and recall. It allows the teacher to assess learners' familiarity with measuring tools before introducing broader classifications.*

B. Instituting New Knowledge	*Activity 3:* **"Identification of Mixing, Blending, and Cutting Tools"** Learners will identify different baking tools based on given descriptions. They will write the correct name of each tool corresponding to its function. Sample Items: • It is used to grate food into a finer form. • A tool used for mixing and stirring flour mixtures. • A tool with a sharp edge used to cut the dough. *Activity 4:* **"Classifying Baking Tools"** Learners will classify a given list of baking tools into categories such as: • Measuring tools • Mixing tools • Cutting tools • Specialized tools They will explain their classification by describing the function of each tool and how it is used during baking preparation.   Illustrations utilized are sourced from https://veenaazmanov.com/essential-baking-tools-every-baker-needs/ *Activity 5:* **"Function Analysis of Tools"** Learners will analyze selected baking tools and describe their specific functions in the baking process. They will explain	*Present the activity and guide learners in analyzing each description by emphasizing key functional terms such as "mix," "cut," and "grate." Facilitate brief discussions after selected items to clarify correct answers and reinforce understanding of tool functions. This approach supports knowledge construction by helping learners accurately associate tools with their specific uses and classifications.*

	how improper use of these tools may affect the quality of baked products. They will also discuss how proper tool selection contributes to efficiency, safety, and accuracy in baking.	
C. Demonstrating Knowledge and Skills	*Activity 6:* **"Tool Usage Demonstration"** Learners will select at least three baking tools and show how each is properly used. They will explain the function of each tool while demonstrating correct handling and usage techniques. Learners may perform the demonstration individually or in groups, focusing on accuracy, safety, and proper technique. *Activity 7:* **"Error Identification Task"** Learners will be presented with sample scenarios showing incorrect use of baking tools (e.g., using a regular cup instead of a measuring cup, improper handling of a knife). They will identify the error and explain the correct way to use the tool.   Illustrations utilized are sourced from *https://kitchenpluse.com/knife-sharpening-and-maintenance/*	Guide learners in checking their answers using the LAS answer key and facilitate a short discussion on common errors. Encourage learners to explain their mistakes and clarify misconceptions. This strategy promotes **self-assessment**, **strengthens accuracy**, and **enhances critical thinking**, allowing learners to build confidence in identifying and using baking tools correctly.
V. ASSESSMENT	**A. Written Assessment** **Part I:** Identification (Tools and Functions) Direction: Identify the correct baking tool being described and write your answer on the space provided.	

1. A tool used for accurately measuring dry ingredients such as flour and sugar.
2. A device used to determine the exact weight of ingredients.
3. A tool used for mixing and blending ingredients efficiently, either manually or electrically.
4. A flat, flexible tool used for scraping mixtures from bowls.
5. A tool used for cutting and portioning dough.
6. A container used for combining ingredients during baking preparation.

Part II: Short Answer
Direction: Answer the following question in 2–3 sentences.
7–10. Why is it important to use the correct tools and equipment in baking?

B. Performance Task
Learners will:

- Demonstrate the proper handling of at least three (3) baking tools (e.g., measuring cups, mixing bowl, spatula)
- Clearly explain the function of each tool while demonstrating its use

Rubric (Simplified)

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Accuracy	All correct	Minor errors	Some errors	Many errors
Explanation	Very clear and complete	Clear	Somewhat clear	Unclear
Handling of Tools	Proper and confident	Minor mistakes	Needs guidance	Incorrect

VI. REFLECTION

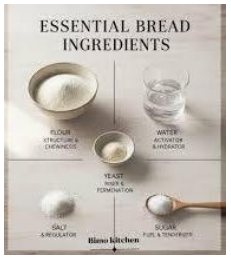
The lesson enabled learners to meaningfully connect theoretical knowledge with practical application. Through structured and LAS-based activities, learners demonstrated an improved understanding of baking tools and their functions, as well as their significance in producing quality baked products. Initial observations revealed that some learners experienced difficulty distinguishing specific tool functions; however, continuous exposure, guided practice, and corrective feedback contributed to noticeable improvement in their performance. The integration of identification and performance-based tasks further strengthened learners' confidence and skill development. Moving forward, incorporating

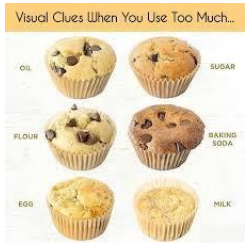
	more hands-on demonstrations and real-life baking scenarios will further enhance mastery and reinforce the importance of proper tool usage in baking.
VII. USE OF	In the preparation of this Learning Exemplar (LE), the author utilized credible and authoritative references to ensure accuracy and alignment with industry standards. Generative AI tools were used solely to assist in refining language, improving clarity, and organizing the structure of the lesson. All content was carefully reviewed, validated, and finalized to ensure its relevance, accuracy, and alignment with curriculum requirements. The author assumes full responsibility for the integrity and quality of this Learning Exemplar.

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson**	5

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.*
B. Performance Standard	*The learners demonstrate fundamental skills in baking breads .*
C. Learning Competencies	*Discuss the fundamentals in baking*
II. REFERENCES and MATERIALS	*References:* ● Bread and Pastry Production Manual (DepEd, 2016) ● Gisslen, Wayne. *Professional Baking*. Wiley, 2017 ● Labensky, Sarah R. et al. *On Baking*. Pearson, 2019 *Materials:* ● Printed LAS worksheets ● Visual aids / ingredient samples ● Meta cards ● Mixing bowl and basic baking tools ● Laptop/projector
III. CONTENT	*Content:* ● Types of ingredients (flour, sugar, eggs, fats, liquids, leavening agents) ● Functions of ingredients ● Ingredient substitution ● Equivalent measurements
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Identify common baking ingredients and their characteristics 2. Explain the functions of ingredients in baking 3. Apply substitution and equivalent measurement concepts 4. Demonstrate understanding through LAS-based activities

IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	*Activity 1:* **"Ingredient Recognition and Recall"** Learners will be presented with a set of commonly used baking ingredients such as flour, sugar, eggs, butter, milk, and yeast. They will identify each ingredient and describe how they have previously encountered or used it in baking or cooking activities. Learners will categorize the ingredients based on familiarity (e.g., frequently used, occasionally used, or unfamiliar) and briefly explain their experiences with each ingredient.   Illustrations utilized are sourced from https://veenaazmanov.com/essential-baking-tools-every-baker-needs/ *Activity 2:* **"Recipe Ingredient Identification"** Learners will be given a list of common baking ingredients and a set of functions. They will identify the correct function of each ingredient by matching it to its corresponding role in baking. After completing the activity, learners will briefly explain selected answers to demonstrate their understanding of how each ingredient contributes to the baking process.	*Present real or visual representations of ingredients and guide learners in recalling their prior experiences. Encourage sharing of responses to build connections between familiar ingredients and new concepts. These activities activate prior knowledge by linking learners' experiences with ingredient identification, preparing them for a deeper understanding of ingredient functions.*
B. Instituting New Knowledge	*Activity 3:* **"Classification of Baking Ingredients"** Learners will classify a given list of baking ingredients into their functional categories such as: • Structure (e.g., flour) • Sweetener (e.g., sugar) • Binder (e.g., eggs)	*Present the activity and guide learners in analyzing substitution and measurement relationships. Emphasize how ingredients can be replaced without compromising product quality when proper equivalents are used. This process helps learners*

	• Fat (e.g., butter) • Leavening agent (e.g., yeast, baking powder) • Liquid (e.g., milk, water) Learners will explain their classification by describing the function of each ingredient and how it contributes to the baking process.   Illustrations utilized are sourced from https://veenaazmanov.com/essential-baking-tools-every-baker-needs/ *Activity 4:* **"Function Matching of Ingredients"** Learners will match each ingredient with its correct function by analyzing how it affects the final baked product. After completing the activity, they will explain their answers and discuss how each ingredient contributes to texture, flavor, and structure.	*understand flexibility in baking while maintaining accuracy, reinforcing both conceptual and practical knowledge.*
C. Demonstrating Knowledge and Skills	*Activity 5:* **"Ingredient Function Explanation Task"** Learners will select at least three baking ingredients and explain their functions, importance, and how they are used in baking preparation. They will provide examples of how each ingredient contributes to the final product. *Activity 6:* **"Error Identification in Ingredient Use"** Learners will examine sample scenarios showing incorrect use of ingredients (e.g., too much flour, missing leavening agent, incorrect substitution). They will identify the error and explain the correct approach, including its impact on the final product.	Guide learners in completing the paragraph by encouraging them to analyze context clues within each sentence. Facilitate brief discussion after completion to clarify correct answers. This activity **strengthens the comprehension** of baking concepts and reinforces the importance of ingredients and techniques in producing quality baked goods.





Illustrations utilized are sourced from *https://www.damaskcakes.com/blogs/inspiration/the-most-common-baking-mistakes-you-should-avoid*

V. ASSESSMENT

A. Written Assessment

Part I: Identification

1. The main structural ingredient in baking.
2. An ingredient that adds sweetness and color.
3. A leavening agent that produces gas to make dough rise.
4. An ingredient that adds moisture and richness.
5. A binding ingredient commonly used in baking.

Part II: Short Answer

6–10. Why are baking ingredients important in producing quality baked products?

B. Performance Task

Learners will:

- Identify at least three baking ingredients
- Explain their functions in a given recipe
- Demonstrate how they are used in preparation

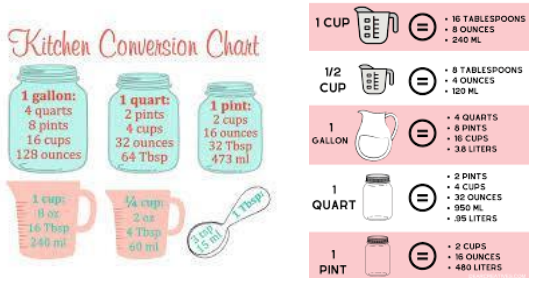
Rubric (Simplified)

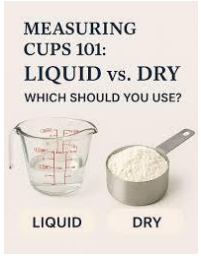
Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Accuracy	All correct	Minor errors	Some errors	Many errors
Explanation	Very clear and complete	Clear	Somewhat clear	Unclear
Application	Accurate and confident	Minor errors	Needs guidance	Incorrect

VI. REFLECTION	The lesson enabled learners to understand the essential role of baking ingredients in producing quality products. Through LAS-based activities, learners were able to identify ingredients, understand their functions, and apply substitution concepts effectively. Some learners initially struggled with distinguishing ingredient roles; however, guided practice and structured activities improved their comprehension. Future instruction will incorporate more hands-on applications to further strengthen understanding and retention.
VII. USE OF	In the preparation of this Learning Exemplar (LE), the author utilized credible and authoritative references to ensure accuracy and alignment with industry standards. Generative AI tools were used only to refine language, improve clarity, and organize the structure of the lesson. All content was carefully reviewed and validated to ensure its accuracy, relevance, and alignment with curriculum requirements. The author assumes full responsibility for the content of this Learning Exemplar.

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	6

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.*
B. Performance Standard	*The learners demonstrate fundamental skills in baking breads .*
C. Learning Competencies	*Discuss the fundamentals in baking*
II. REFERENCES and MATERIALS	*References:* ● Bread and Pastry Production Manual (DepEd, 2016) ● Gisslen, Wayne. *Professional Baking*. Wiley, 2017 ● Labensky, Sarah R. et al. *On Baking*. Pearson, 2019 *Materials:* ● Printed LAS worksheets ● Measuring tools (cups, spoons, weighing scale) ● Visual aids ● Meta cards ● Laptop/projector
III. CONTENT	*Content:* **Measuring Techniques in Baking** ● Importance of accuracy in baking ● Dry vs liquid measurement ● Proper use of measuring tools ● Equivalent measurements and conversions

IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 1. Identify proper measuring techniques 2. Explain the importance of accurate measurement 3. Apply correct measurement procedures 4. Demonstrate understanding through LAS-based activities	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	*Activity 1:* **"Equivalent Measurements and Weights"** Learners will complete the table by writing the equivalent measurements for the given units.  Illustrations utilized are sourced from https://veenaazmanov.com/essential-baking-tools-every-baker-needs/ *Guide Questions*: • What is the equivalent of 1 cup? • Why is it important to know measurement equivalents? • Where are these measurements used in baking? *Activity 2:* **"Measurement Recall and Comparison"** Learners will recall common units of measurement used in baking such as cups, tablespoons, teaspoons, grams, and liters. They will compare these units by identifying which are used for dry ingredients and which are used for liquid ingredients. Learners will also share their prior experiences in measuring ingredients and describe any challenges they encountered, such as estimating measurements or using incorrect tools.	*Present common measuring tools and units, and guide learners in recalling their prior knowledge. Encourage comparison between dry and liquid measurements through discussion. This activity activates prior knowledge by helping learners recognize differences in measurement methods, preparing them for accurate measuring techniques.*

	  Illustrations utilized are sourced from *https://sallysbakingaddiction.com/how-to-measure-baking-ingredients/*	
B. Instituting New Knowledge	*Activity 3:* **"Identifying Correct Measuring Techniques"** Learners will analyze different measuring scenarios and determine whether the technique used is correct or incorrect. Examples may include improper leveling of flour, incorrect reading of liquid measurements, or using inappropriate tools. Learners will explain their answers and describe the correct method of measuring each situation.   Illustrations utilized are sourced from *https://sallysbakingaddiction.com/how-to-measure-baking-ingredients/* *Activity 4:* **"Comparison of Dry and Liquid Measurement"** Learners will compare the proper techniques used in measuring dry and liquid ingredients. They will identify the correct tools for each type and explain the differences in procedures, such as leveling dry ingredients and reading liquid measurements at eye level.	*Present the activity and guide learners in analyzing how ingredients can be substituted while maintaining correct proportions. Emphasize accuracy in measurement when performing substitutions. This activity helps learners understand that measuring techniques are closely linked to ingredient relationships, strengthening their ability to adapt recipes without compromising quality.*

	Learners will present their answers through short explanations or group discussions.	
C. Demonstrating Knowledge and Skills	*Activity 5:* **"Temperature Ranges in Bakery Products"** Learners will provide the correct oven temperature and baking time for different bakery products. Sample Tasks: • Yeast bread → _____ / _____ • Biscuits → _____ / _____ • Muffins → _____ / _____ Expected Output: Completed table *Activity 6:* **"Measuring Technique Demonstration and Explanation"** Learners will demonstrate the correct way of measuring both dry and liquid ingredients using appropriate tools such as measuring cups, spoons, and weighing scales. They will explain each step of the process, including proper leveling, correct positioning when reading measurements, and appropriate handling of tools. Learners will also describe possible errors that may occur during measurement and explain how to avoid them.	Guide learners in completing the table by analyzing baking standards and expected values. Encourage learners to explain their answers after completion. This activity develops learners' ability to apply measurement concepts in real baking situations, highlighting that **precision** in baking includes not only ingredient measurement but also accurate control of **temperature** and **time**.
V. ASSESSMENT	**A. Written Assessment (10 items)** **Part I: Identification** 1. A method of measuring ingredients by weight. 2. A tool used to measure liquid ingredients accurately. 3. A technique used to ensure exact measurement of dry ingredients. 4. The equivalent of 1 cup in ounces. 5. A process of leveling off ingredients for accuracy. **Part II: Essay** 6–10. Why is accurate measurement important in baking? **B. Performance Task** Learners will:	

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<tr><td></td><td>

Demonstrate correct measuring techniques using at least three tools
Explain the proper procedure for measuring dry and liquid ingredients

Rubric (Simplified)
<table>
<tr><td>Criteria</td><td>Excellent (4)</td><td>Good (3)</td><td>Fair (2)</td><td>Needs Improvement (1)</td></tr>
<tr><td>Accuracy</td><td>All correct</td><td>Minor errors</td><td>Some errors</td><td>Many errors</td></tr>
<tr><td>Explanation</td><td>Very clear</td><td>Clear</td><td>Somewhat clear</td><td>Unclear</td></tr>
<tr><td>Technique</td><td>Proper and confident</td><td>Minor mistakes</td><td>Needs guidance</td><td>Incorrect</td></tr>
</table>
</td></tr>
<tr><td>VI. REFLECTION</td><td>The lesson enabled learners to understand the importance of accurate measurement in baking and its direct impact on product quality. Through structured LAS-based activities, learners demonstrated improved ability to apply equivalent measurements and proper measuring techniques. Some learners initially encountered difficulty in distinguishing dry and liquid measurement methods; however, guided practice and repeated exposure enhanced their understanding. Future lessons will incorporate more hands-on measurement activities to further strengthen precision and confidence.</td></tr>
<tr><td>VII. USE OF</td><td>In the preparation of this Learning Exemplar (LE), the author utilized credible and authoritative references to ensure accuracy and alignment with industry standards. Generative AI tools were used solely to refine language, improve clarity, and organize the structure of the lesson. All content was carefully reviewed and validated to ensure its accuracy, relevance, and alignment with curriculum requirements. The author assumes full responsibility for the content of this Learning Exemplar.</td></tr>
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LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	7

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.*
B. Performance Standard	*The learners demonstrate fundamental skills in baking breads .*
C. Learning Competencies	*Prepare bread products following safety*
II. REFERENCES and MATERIALS	*References:* • Bread and Pastry Production Manual (DepEd, 2016) • Gisslen, W. *Professional Baking* (2017) • Labensky et al., *On Baking* (2019) *Materials:* • Visual aids (bread types and processes) • Mixing tools and equipment • Printed LAS • Ingredients for demonstration
III. CONTENT	*Content:* Types of bread: • Quick breads • Yeasted breads Mixing methods: • Straight dough • Modified straight dough • Sponge method • No-knead method • Sourdough • Autolyse Contemporary techniques:

	• Tangzhong • Yudane • Alternative baking (gluten-free, sugar-free)	
IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 1. Identify different types of bread products 2. Explain various mixing methods 3. Demonstrate understanding of bread preparation techniques 4. Analyze the effects of different mixing methods on bread quality	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	*Activity 1:* **"Bread Familiarity Check"** Learners will be presented with a variety of commonly known bread products such as pandesal, sliced loaf bread, muffins, and biscuits. They will observe each example carefully and identify similarities and differences based on texture, preparation, and appearance.They will then classify each bread as either **quick bread** or **yeast bread**, based on their prior knowledge and initial assumptions. After classification, learners will justify their answers by explaining what they think distinguishes one type from the other (e.g., presence of rising, softness, density, preparation time). This activity encourages learners to move beyond simple recognition and begin forming conceptual distinctions between bread types, even before formal definitions are introduced.    Illustrations utilized are sourced from https://panlasangpinoy.com/filipino-food-bread-of-salt-pandesal-recipe/ *Activity 2:* **"Experience Sharing: Bread Preparation"** Learners will recall any experience they have had in preparing or observing bread-making, whether at home, in school, or	*Present visual stimuli and guide learners in comparing observable characteristics of different bread types. Encourage learners to justify their classifications rather than simply naming them. Facilitate structured sharing to surface misconceptions and partial understandings.* *These activities activate prior knowledge while simultaneously* ***diagnosing learners' conceptual gaps****, particularly in distinguishing fermentation-based processes from chemical leavening. This prepares learners for a deeper understanding of mixing methods and bread classification.*

	through the media. They will list the steps they remember (e.g., mixing, kneading, resting, baking) and arrange them in sequence. They will then reflect on questions such as: • Why is kneading important? • Why do some doughs need time to rise? • Why does some bread not require waiting time? Through guided discussion, learners begin to recognize that **different breads require different processes**, which leads to the introduction of mixing methods.	
B. Instituting New Knowledge	*Activity 3:* **"Classification of Bread Products"** Learners will be formally introduced to the classification of bread into **quick breads** and **yeast breads**. They will revisit their earlier answers and refine them using correct concepts. They will analyze how each type differs in terms of: • Leavening agent (chemical vs biological) • Preparation time • Texture and structure • Process (with or without fermentation) Learners will then reconstruct their earlier classification and explain how their understanding has changed. *Activity 4:* **"Deep Analysis of Mixing Methods"** Learners will examine different mixing methods used in bread production, including: • Straight dough method • Modified straight dough method • Sponge method • No-knead method • Autolyse • Sourdough method For each method, learners will analyze: • Sequence of steps	*Present content progressively from basic classification to complex process analysis. Guide learners in comparing traditional and modern techniques while emphasizing cause-and-effect relationships. Encourage learners to explain not only procedures but also underlying principles.* *This sequence develops* ***conceptual depth and analytical thinking****, enabling learners to understand bread production as a system of interacting processes rather than isolated steps.*

	• Purpose of each step • Effect on gluten development • Impact on flavor, texture, and fermentation They will compare methods and answer questions such as: • Why does the sponge method produce better flavor? • How does autolyse improve dough structure? • Why does no-knead still develop gluten? This activity pushes learners into **process-level understanding**, not just memorization. *Activity 5:* **"Contemporary Techniques and Their Scientific Basis"** Learners will explore modern bread-making techniques such as: • **Tangzhong method** (gelatinization of starch) • **Yudane method** (hot water dough technique) They will analyze: • How these techniques affect moisture retention • Why they produce softer bread • Their role in shelf-life extension Learners will connect these techniques to scientific principles such as **starch gelatinization and water absorption**, allowing them to understand not just *what works*, but *why it works*.	
C. Demonstrating Knowledge and Skills	*Activity 6:* **"Measuring Technique Demonstration and Explanation"** Learners will select one mixing method and provide a detailed explanation of: • Step-by-step process • Purpose of each stage • Expected outcome • Advantages and limitations	Guide learners in articulating complete explanations and encourage them to support their answers with reasoning. Facilitate problem-solving discussions to connect theory with real baking outcomes. These activities promote **transfer of learning**, allowing learners to apply

	They will also justify when and why this method should be used compared to others. This shifts learners from **understanding → application → justification**. *Activity 7:* **"Bread Process Analysis and Problem-Solving Task"** Learners will be given a sample bread-making scenario (e.g., dough did not rise properly; bread is too dense; flavor is lacking). They will: • Identify the mixing method used • Analyze what went wrong • Suggest corrective measures This requires learners to apply knowledge of: • Ingredients • Techniques • Process interactions	concepts in realistic scenarios, which is essential in developing competence in bread production.
V. ASSESSMENT	**A. Written Assessment (10 items)** **Part I: Identification** 1. Type of bread that uses yeast 2. Type of bread that does not require fermentation 3. Mixing method where all ingredients are combined at once 4. A method that uses a pre-fermented mixture 5. A modern technique that improves softness **B. Performance Task** Learners will: • Demonstrate a selected mixing method • Explain the process clearly	

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<tr><td>VI. REFLECTION</td><td>The lesson enabled learners to develop a clearer understanding of bread production and the importance of mixing techniques in determining the quality of baked products. Through structured activities, learners were able to distinguish between quick breads and yeast breads and explain how different mixing methods affect texture, flavor, and overall product outcome.
Some learners initially had difficulty understanding the processes behind fermentation and advanced techniques such as Tangzhong and Yudane. However, guided discussions and explanation-based activities helped improve their comprehension and confidence in analyzing these concepts.
Overall, the lesson strengthened learners' ability to connect theoretical knowledge with practical application. Future instruction will include more hands-on activities to further enhance skill development and deepen understanding of bread-making processes.</td></tr>
<tr><td>VII. USE OF</td><td>In the preparation of this Learning Exemplar (LE), the author utilized credible and authoritative references to ensure accuracy and alignment with industry standards. Generative AI tools were used solely to refine language, improve clarity, and organize the structure of the lesson. All content was carefully reviewed and validated to ensure its accuracy, relevance, and alignment with curriculum requirements. The author assumes full responsibility for the content of this Learning Exemplar.</td></tr>
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LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	8

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.*
B. Performance Standard	*The learners demonstrate fundamental skills in baking breads .*
C. Learning Competencies	*Prepare bread products following safety*
II. REFERENCES and MATERIALS	*References:* • Bread and Pastry Production Manual (DepEd, 2016) • Gisslen, W. *Professional Baking* (2017) • Labensky, S. *On Baking* (2019) • World Health Organization (WHO) Food Safety Guidelines *Materials:* • Visual aids (safe vs unsafe kitchen practices) • Cleaning tools and disinfectants • PPE (hairnet, apron, gloves) • Printed LAS • Projector or images
III. CONTENT	*Content:* • Cleaning, sanitizing, and disinfecting • Personal hygiene practices • Types of hazards (biological, chemical, physical) • Risk assessment and control • Waste management and disposal

IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 1. Explain the importance of sanitation and hygiene in baking 2. Identify different types of hazards in the kitchen 3. Analyze unsafe practices and propose solutions 4. Apply proper cleaning and sanitation procedures 5. Demonstrate awareness of risk management in food preparation	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	*Activity 1:* **"Safe or Unsafe Kitchen?"** Learners will be presented with images or scenarios showing different kitchen practices. They will identify whether each scenario is safe or unsafe and justify their answers based on observable conditions such as cleanliness, handling of food, and use of protective equipment. Learners will explain why certain practices may lead to contamination, focusing on visible indicators such as dirty surfaces, improper handling, or lack of hygiene.   Illustrations utilized are sourced from https://www.dreamstime.com/immaculate-bakery-kitchen-boasts-sleek-new-resin-vinyl-floor-creating-clean-professional-atmosphere-perfect-image353839610 *Activity 2:* **"Personal Hygiene Self-Assessment"** Learners will reflect on their own habits related to food preparation. They will identify behaviors that may contribute to contamination, such as not washing hands properly, touching food with unclean hands, or not wearing appropriate protective clothing. They will discuss how these habits can affect food safety and propose improvements to their personal practices.	*Present realistic scenarios and guide learners in identifying unsafe practices. Encourage justification of answers to develop awareness of cause-and-effect relationships. These activities activate prior knowledge and help learners recognize that food safety begins with personal responsibility and observation.*

B. Instituting New Knowledge	*Activity 3:* **"Understanding Cleaning, Sanitizing, and Disinfection"** Learners will analyze the differences between cleaning, sanitizing, and disinfecting. They will examine how each process contributes to food safety and why all three are necessary in maintaining a hygienic kitchen environment. They will explain: • Cleaning removes visible dirt • Sanitizing reduces microorganisms • Disinfecting eliminates harmful pathogens Learners will discuss the consequences of skipping any of these steps. *Activity 4:* **"Hazard Identification and Classification"** Learners will identify different hazards in given kitchen scenarios and classify them as: • Biological (bacteria, viruses) • Chemical (cleaning agents, residues) • Physical (foreign objects like hair, glass) They will explain how each hazard can affect food safety and consumer health. *Activity 5:* **"Risk Analysis and Control Measures"** Learners will analyze risky situations in food preparation and propose appropriate control measures. They will explain: • How contamination occurs • What preventive actions should be taken • Why these actions are important This encourages learners to move from identification to **decision-making and prevention.**	*Present concepts in a structured progression—from basic definitions to applied analysis. Guide learners in connecting theoretical concepts to real-life kitchen situations. This develops critical thinking and helps learners understand food safety as a system of prevention rather than reaction.*

C. Demonstrating Knowledge and Skills	*Activity 6:* **"Sanitation Procedure Explanation Task"** Learners will explain step-by-step procedures in cleaning and sanitizing kitchen tools and surfaces. They will describe the purpose of each step and explain how it contributes to food safety. They will also identify common mistakes and explain how to avoid them. *Activity 7:* **"Error Identification and Correction"** Learners will analyze unsafe kitchen scenarios and identify errors in sanitation or hygiene practices. They will propose corrections and explain how they prevent contamination and hazards. This activity requires learners to apply knowledge in realistic situations and justify their decisions.	Guide learners in applying their knowledge through explanation and analysis. Encourage them to justify their answers and reflect on real-life applications. This strengthens their ability to transfer knowledge into practical situations.
V. ASSESSMENT	**A. Written Assessment (10 items)** **Identification** 1. Refers to the removal of visible dirt and impurities from surfaces. 2. Process of reducing microorganisms to safe levels. 3. Type of hazard caused by bacteria. 4. Type of hazard caused by cleaning chemicals. 5. Type of hazard involving foreign objects. **Short Answer** 6. Why is personal hygiene important in baking? 7. What is the difference between cleaning and sanitizing? 8. How does improper sanitation affect food quality? 9. What are examples of biological hazards? 10. Why is risk control important in the kitchen? **B. Performance Task** Learners will: • Demonstrate proper handwashing and sanitation procedures • Identify hazards in a simulated kitchen setup • Explain corrective actions	

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<tr><td>VI. REFLECTION</td><td>The lesson enabled learners to develop a deeper understanding of food safety and sanitation practices in baking. Through structured and analytical activities, learners were able to identify hazards, explain sanitation procedures, and apply appropriate control measures. Some learners initially had difficulty distinguishing between cleaning, sanitizing, and disinfecting; however, guided instruction improved their understanding. Future lessons will incorporate more hands-on activities to strengthen practical applications.</td></tr>
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