

Lesson Exemplars for Bakery Operations

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Lesson Exemplar for Bakery Operations

Grade 12

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LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	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	<i>The learner will organize and present the evolution of the baking industry by categorizing its major periods and contributions.</i>
C. Learning Competencies	<i>Discuss the overview of the baking industry.</i>
II. REFERENCES and MATERIALS	<p><i>References:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Materials:</i></p> <ul style="list-style-type: none"> • 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	<i>Content:</i> <ul style="list-style-type: none"> History 	
IV. OBJECTIVES	<i>The learners are expected to:</i> <ol style="list-style-type: none"> 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	<p>1. Activating Prior Knowledge</p> <p><i>Activity 1: “Name Me”</i></p> <p>Strategies: Concept recall, stimulant to learners’ curiosity and connects to the lesson</p> <p>Process:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p><i>Activity 2: “4-Pics-1-Word”</i></p> <p>Strategies: Game-based, visual, and inquiry-driven strategy that encourages learners to think, analyze, and discover concepts in a fun and engaging way</p>	<p><i>The teacher will facilitate varied activities that will cater to diverse learners; this includes preparing the materials needed for the activity.</i></p>

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 ...”

	<p>2. <i>Student participation – let them reread the statements, process answers, and solicit different ideas by calling 3 to 4 students to complete one statement</i></p> <p>3. <i>Establish purpose – teacher will synthesize the solicited answers</i> <i>“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.”</i></p> <p>Activity 3: “Move to Agree” Purpose: <i>To let learners physically engage while encouraging learners’ decision-making and reasoning</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. <i>Designate two sides (Agree and Disagree) and middle (undecided)</i> 2. <i>Read statements and ask learners to move to the side that matches their answers.</i> <p>Statements:</p> <ul style="list-style-type: none"> ○ <i>“Learning about baking history is important.”</i> ○ <i>“Baking today is the same as before.”</i> ○ <i>“Knowing the past can help us become better bakers.”</i> <ol style="list-style-type: none"> 3. <i>Ask a Quick follow-up every after statements by interviewing students on each side</i> <i>“Why did you choose that side?”</i> 4. <i>“Purpose Reveal” by teachers’ synthesis</i> <i>“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.”</i> 	
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<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p><i>Activity 1: “Short Video Clips”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 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. <p>Video 1: Chef Giorgio Locatelli recreated a Roman loaf</p> <p>Reference: Making 2,000-year-old Roman bread British Museum</p> <p>Video 2: How Millions of breads are made in a huge factory</p> <p>Reference: How Millions Of Bread are Made In A Huge Factory 🏠🏭</p> <p>Follow-up Questions:</p> <ul style="list-style-type: none"> ○ “What differences did you observe?” <p><i>Activity 2: “Human Timeline”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. Prepare event cards. Write key events on pieces of paper. For example: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ● “What did you notice about the changes in baking?” ● Which period do you think is the easiest? Why?” 	
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	<p><i>Activity 3: “Gallery Walk”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 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. <p>2. Discussing New Concept</p> <p>A. Definition of Baking</p> <p><i>Activity: “Speak your Mind”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 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. <p><i>Key Concept:</i></p> <p><i>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.</i></p>	
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	<p>B. History of Baking Industry</p> <p><i>Key concept:</i></p> <p>Early Flatbreads before Agriculture</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Bread predates farming. In fact, the desire for reliable grain supplies may have encouraged the shift toward agriculture and settled communities.</i></p> <p>Ancient Egypt and the Discovery of Leavening</p> <p><i>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.</i></p> <p><i>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.</i></p>	
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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 pistorum 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.

	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Sweet pastries, often filled with nuts, honey, and dried fruit, gained popularity, setting the stage for modern confections.</i></p> <p><i>The Renaissance and the Birth of Modern Baking</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	
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	<p><i>Industrialization and the Rise of Factory Bread</i></p> <p><i>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.</i></p> <p><i>In 1928, sliced bread was introduced in the United States by Otto Frederick 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.</i></p> <p><i>The Modern Return to Traditional Baking</i></p> <p><i>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.</i></p> <p><i>Today, bread exists in two parallel forms: Industrial mass production and small-scale craft revival.</i></p> <p><i>Conclusion</i></p> <p><i>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.</i></p>	
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	<p>3. Developing Mastery</p> <p><i>Topic: History of Baking Industry</i> <i>Focus: Reinforcing understanding of the chronological development of baking and its significance</i> <i>Materials: Printed timeline strips and key events, Pictures of key events, Manila Paper, Marker/pen, and adhesive.</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Group formation – divide the class into small groups 2. Activity proper: Arrange the Timeline <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Each group will briefly explain their arranged timeline in a creative way, for example through storytelling, or an explorative vlog. 4. Feedbacking <ul style="list-style-type: none"> • Teacher confirms the correct sequence 	
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p><i>Activity 1: “From Past to Present: Baking Industry Infographics”</i></p> <p>Task: <i>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.</i></p>	

	<p>Process:</p> <ol style="list-style-type: none">1. Group the learners2. Assign the task3. Require inclusion of timeline, key discoveries and real-life connection4. Presentation of Outputs <p>2. Making Generalization</p> <p>Reflective Questions:</p> <ul style="list-style-type: none">• 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? <p>3. Evaluating Learning</p> <p>Written Activity: Let the learners answer the following questions briefly.</p> <ol style="list-style-type: none">1. How early did humans make bread?2. Why is the discovery of leavened bread important?	
VI. ASSESSMENT	<p>Written Assessment</p> <p>Instruction: Read each question carefully and write the letter of the correct answer.</p> <ol style="list-style-type: none">1. When did the earliest evidence of bread-making appear?<ol style="list-style-type: none">a. 3000 BCEb. 4000 BCEc. 14,000 BCEd. 1000 BCE2. Early humans made bread using which method?<ol style="list-style-type: none">a. baking in electric ovensb. frying in oilc. steaming in potsd. baking on hot stones3. What grains were commonly used by early humans?<ol style="list-style-type: none">a. einkorn and barleyb. rice and cornc. soy and beansd. wheat and oats4. Early bread was described as:<ol style="list-style-type: none">a. soft and sweetb. dense and unleavened	

	<p><i>c. creamy and liquid</i></p> <p>5. What does “unleavened” mean?</p> <p><i>a. bread with yeast</i></p> <p><i>c. bread with sugar</i></p> <p>6. Bread existed even before _____.</p> <p><i>a. cooking</i></p> <p><i>c. fire</i></p> <p>7. Why did early humans start cultivating grains?</p> <p><i>a. for animal feeding</i></p> <p><i>c. for reliable food supply</i></p> <p>8. What was the result of mixing flour with water?</p> <p><i>a. soup</i></p> <p><i>c. juice</i></p> <p>9. Which civilizations practice early baking methods?</p> <p><i>a. Babylonia, Assyria, and Egypt</i></p> <p><i>c. America and Europe</i></p> <p>10. During which period were stone ovens introduced?</p> <p><i>a. Neolithic Period</i></p> <p><i>c. Modern Period</i></p> <p>11. What was the purpose of soaking grains in water?</p> <p><i>a. to clean</i></p> <p><i>c. to remove color</i></p> <p>12. What discovery led to leavened bread?</p> <p><i>a. fermentation of dough</i></p> <p><i>c. burning of dough</i></p> <p>13. Where was leavened bread first discovered?</p> <p><i>a. Greece</i></p> <p><i>c. Rome</i></p> <p>14. What happened to the dough when it was left for a long time?</p> <p><i>a. it hardened</i></p> <p><i>c. it expanded and soured</i></p> <p>15. A process of cooking using dry heat, usually inside an oven where heat surrounds the food and cooks evenly.</p> <p><i>a. steaming</i></p> <p><i>c. boiling</i></p>	<p><i>d. light and fluffy</i></p> <p><i>b. bread without yeast</i></p> <p><i>d. bread without sugar</i></p> <p><i>b. farming</i></p> <p><i>d. tools</i></p> <p><i>b. for trade</i></p> <p><i>d. for decoration</i></p> <p><i>b. paste</i></p> <p><i>d. dough</i></p> <p><i>b. Greece and Rome</i></p> <p><i>d. Japan and China</i></p> <p><i>b. Industrial Period</i></p> <p><i>d. Digital Age</i></p> <p><i>b. to turn it into paste</i></p> <p><i>d. to dry it</i></p> <p><i>b. freezing of dough</i></p> <p><i>d. adding sugar</i></p> <p><i>b. Egypt</i></p> <p><i>d. China</i></p> <p><i>b. it melted</i></p> <p><i>d. it spoiled</i></p> <p><i>b. cooking</i></p> <p><i>d. baking</i></p>
VII. REFLECTION	Activity: Reflective Journal Activity	

	<p><i>Objective: To help learners and teachers reflect on the highlights, challenges, and adjustments made during the unit to improve the teaching-learning process.</i></p> <p>Instructions:</p> <ol style="list-style-type: none">1. Recall – <i>Think about the lessons and activities from this unit.</i>2. Reflect – <i>Write your thoughts guided by the prompts below.</i>3. Record – <i>Use a notebook or journal sheet to write your answers.</i>4. Share (optional) – <i>If comfortable, share one insight with the class or in a small group discussion.</i> <p>Guide Questions:</p> <p>Highlights:</p> <ul style="list-style-type: none">■ What was the most meaningful or enjoyable learning experience for you?■ Which activity helped you understand the topic best? <p>Challenges:</p> <ul style="list-style-type: none">■ What difficulties did you encounter in this unit (lesson content, activities, or participation)?■ How did you try to overcome these challenges? <p>Adjustments/Improvements:</p> <ul style="list-style-type: none">■ What strategies or approaches could be improved in the teaching-learning process?■ What changes will you personally make to improve your learning next time? <p>Output Format</p> <ul style="list-style-type: none">✓ Minimum of one paragraph per section (Highlights, Challenges, Adjustments)✓ You may use bullet points, drawings, or a short essay, depending on your preference. <p>Reflection Rubric (for teacher use)</p> <table><tr><th>Criteria</th><th>Excellent (3)</th><th>Satisfactory (2)</th><th>Needs Improvement (1)</th></tr><tr><td>Depth of Reflection</td><td>Shows deep and thoughtful insights</td><td>Some insights but not detailed</td><td>Very limited or superficial reflection</td></tr><tr><td>Clarity & Organization</td><td>Well-structured, clear ideas</td><td>Understandable but needs better organization</td><td>Disorganized or unclear</td></tr><tr><td>Relevance</td><td>Directly connects to unit experiences</td><td>Somewhat connected to unit</td><td>Little or no connection to unit</td></tr></table>	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
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Relevance	Directly connects to unit experiences	Somewhat connected to unit	Little or no connection to unit														
VIII. USE OF GENERATIVE AI	<p>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.</p>																

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	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	<i>The learner will identify and describe different career and business opportunities in baking and present their understanding through a creative output.</i>
C. Learning Competencies	<i>Discuss the overview of the baking industry.</i>
II. REFERENCES and MATERIALS	<p>References:</p> <ul style="list-style-type: none"> • . 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 <p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint Presentation • Printed Learning Activity Sheets • Printed Pictures • Pen and Paper
III. CONTENT	<p>Content:</p> <ul style="list-style-type: none"> • Career and Business Opportunities <ul style="list-style-type: none"> ○ Artisan Baker ○ Baker ○ Cake Decorator ○ Entrepreneur ○ Food Vlogger ○ Food Influencer

IV. OBJECTIVES	<p>The learners are expected to:</p> <ol style="list-style-type: none"> 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	<p>1. Activating Prior Knowledge</p> <p>Activity 1: “Guess the Baker”</p> <p>Strategies: Visual guessing, Think-Pair-Share</p> <p>Process:</p> <ol style="list-style-type: none"> 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. <p>Purpose: This activity helps learners recognize familiar roles in the industry.</p> <p>Activity 2: “Have You Seen This?”</p> <p>Strategies: Class discussion, brainstorming, inquiry-based</p> <p>Process:</p> <ol style="list-style-type: none"> 1. Ask learners questions such as: <ul style="list-style-type: none"> ○ “Have you ever bought it from a home baker?” ○ “Have you seen baking videos online?” ○ “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. Guide learners to identify the patterns <p>Purpose: This will connect learners’ everyday experiences to real-life baking business opportunities and show that these careers already exist around them.</p>

	<p><i>Activity 3: “Match Me Right”</i></p> <p>Strategies: <i>Matching Type Activity, Independent Learning</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. <i>Provide learners with a worksheet divided into two columns:</i> <ul style="list-style-type: none"> • <i>Column A: List of baking careers/business (example: baker, cake decorator, pastry chef, etc.)</i> • <i>Column B: Task or job description of each role (scrambled)</i> 2. <i>Instruct learners to match each career/business with the correct task/job description by writing the letter or drawing a line.</i> 3. <i>After answering, ask learners to check their work with a partner or discuss it as a class.</i> <p>Purpose: <i>To help learners identify and visualize distinct roles and responsibilities in baking careers and business</i></p> <p>2. Establishing the Purpose of the Lesson</p> <p><i>Activity 1: “Why Does Baking Matter”</i></p> <p>Purpose: <i>This activity helps learners realize that baking is not just a hobby, but a practical skill that can provide income and opportunities.</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. <i>Read the short situation.</i> <i>“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.”</i> 2. <i>Think, reflect and answer the guide questions</i> <p><i>Guide Questions:</i></p> <ul style="list-style-type: none"> • <i>What role did baking play in Maria’s life?</i> • <i>How did baking help improve her situation?</i> 	
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	<ul style="list-style-type: none"> • <i>Based on the story, why is it important to learn baking skills?</i> • <i>If you were to become Maria, how would you become like her?</i> <ol style="list-style-type: none"> 3. <i>Share your answers to the class</i> 4. <i>Purpose reveal – Teachers’ wrap-up</i> <i>“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.”</i> <p>Activity 2: “Pop or Flop” Purpose: <i>To develop awareness of baking as a career and business opportunity.</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. <i>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.</i> <ul style="list-style-type: none"> • <i>Baking is only a hobby, not a real job.</i> • <i>You need a lot of money to start a baking business.</i> • <i>Baking skills can help you earn a living.</i> • <i>Only professional chefs can succeed in baking</i> 2. <i>When answering, encourage learners to cite personal experience or their observations in the community.</i> <i>Follow up question:</i> <ul style="list-style-type: none"> • <i>“What did you realize about baking after answering the statements?”</i> 3. <i>Establish purpose – teacher will synthesize the solicited answers</i> <i>“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.”</i> 	
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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”

<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p><i>Activity 1: “Real-Life Baking Success Stories”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 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. <p>Short Profiles:</p> <p>Case 1: Ana started selling cupcakes online from home using social media.</p> <p>Case 2: Ben works in a hotel as a pastry chef creating desserts.</p> <p>Case 3: Carla opened a small neighborhood bakery specializing in bread.</p> <p><i>Guide Questions:</i></p> <ul style="list-style-type: none"> ○ “What baking career or business is shown in each case?” ○ “What skills do they use in their work?” ○ “What made their baking career/business successful?” <p><i>Activity 2: “Picture-based Career Exploration”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 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. 	
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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

	<p>prepared to share your work and explain what you learned from the role you chose. Time Allotment: 3 to 5 minutes</p> <p>Process:</p> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ○ “What did you learn about the role you chose?” <p>Roles:</p> <p>Option A: Bakery Owner</p> <ul style="list-style-type: none"> ● Decide what to sell ● Set a simple price ● Give a reason customers should buy from you <p>Option B: Pastry Chef</p> <ul style="list-style-type: none"> ● Create a name for a dessert ● List its main ingredients ● Describe its appearance or taste <p>Option C: Food Influencer</p> <ul style="list-style-type: none"> ● Choose a baked product to feature ● Write a brief review or recommendation ● Create a catchy caption or tagline to promote it 	
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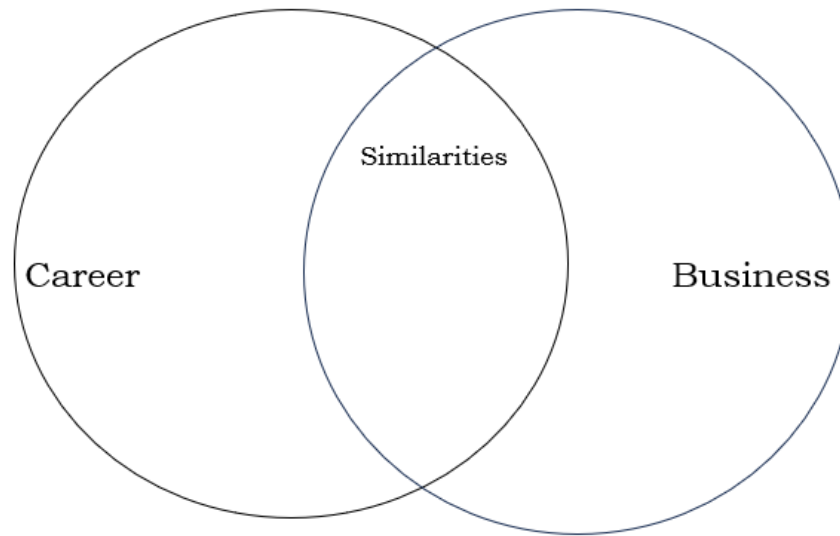
Rubric:

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

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.

	<p><i>Key Concept:</i></p> <p>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.</p> <p>Business is an organized activity or entity that produces, buys, or sells goods or services to earn a profit.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p>
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	<p>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.</p> <p>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.</p> <p>Conclusion</p> <p><i>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.</i></p> <p>3. Developing Mastery</p> <p>Activity 1: Career Path Organizer <i>Topic: Career Opportunities in the Baking Industry</i> <i>Focus: Reinforcing understanding different career paths and required skills</i> <i>Materials: Worksheet (Career Organizer Chart), pen/pencil</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> <i>1. Review the list of baking careers provided</i> <i>2. Choose two (2) careers from the list</i> <i>3. For each career, complete the organizer: (list down as many as possible)</i> 	
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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

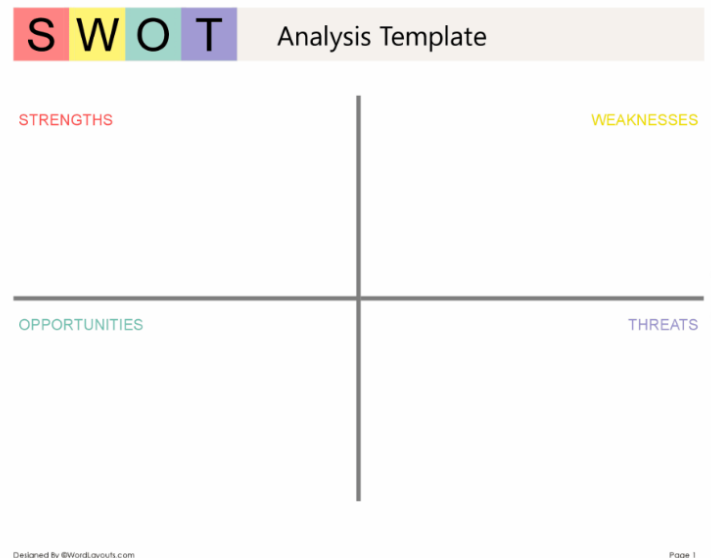
Focus: Decision-making and critical thinking

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*

	<p>2. Complete the table:</p> <table border="1"> <thead> <tr> <th>Options</th><th>Advantages</th><th>Disadvantages</th></tr> </thead> <tbody> <tr> <td>Work in a Bakery</td><td></td><td></td></tr> <tr> <td>Start a business</td><td></td><td></td></tr> </tbody> </table> <p>3. Decide which option you will choose. 4. Write short or in bullets your explanation 5. Submit your answer.</p>	Options	Advantages	Disadvantages	Work in a Bakery			Start a business			
Options	Advantages	Disadvantages									
Work in a Bakery											
Start a business											
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application Activity 1: “My Baking Business SWOT”</p> <p>Task: Create a SWOT Analysis for a simple baking business you can realistically start.</p> <p>Process:</p> <ol style="list-style-type: none"> 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: 										



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?

	<p>5. What have you realized about the role of baking in generating income and supporting daily needs?</p> <p>3. Evaluating Learning</p> <p>Activity: Self-Assessment Checklist</p> <p>Instructions: Put a ✓ in the column that best describes your learning.</p> <table border="0"> <thead> <tr> <th>Statement</th> <th>Yes</th> <th>Not Yet</th> </tr> </thead> <tbody> <tr> <td>I can identify different baking careers</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>I can give an example of a baking business</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>I can create a simple business idea</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>I can apply SWOT analysis</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>I understand my entrepreneurial strengths (PECs)</td> <td>☐</td> <td>☐</td> </tr> </tbody> </table> <p>Follow-up Question: "What skill do you still need to improve?"</p>	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)	☐	☐	
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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)	☐	☐																		
<p>VI. ASSESSMENT</p>	<p>Written Assessment</p> <p>Instruction: Match column A with column B. Write the letter of the correct answer on the space provided before each number.</p> <table border="0"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>_____ 1. Pastry Chef</td> <td>A. External chances for business growth</td> </tr> </tbody> </table>		Column A	Column B	_____ 1. Pastry Chef	A. External chances for business growth														
Column A	Column B																			
_____ 1. Pastry Chef	A. External chances for business growth																			

	<p> _____ 2. Bakery Owner _____ 3. Cake Decorator _____ 4. Bread Baker _____ 5. Food Influencer _____ 6. Artisan Baker _____ 7. Entrepreneur _____ 8. Food Vlogger _____ 9. Strengths _____ 10. Weaknesses _____ 11. Opportunities _____ 12. Threats _____ 13. Persistence _____ 14. Creativity _____ 15. Risk-taking _____ 16. Planning _____ 17. Hardworking _____ 18. Target Customers _____ 19. Pricing _____ 20. Product Promotion </p> <p> B. Designs and decorates cakes C. A person who starts and manages a business D. Produces handmade, high-quality baked goods using traditional methods E. Ability to continue despite difficulties F. Setting the value or cost of a product G. Specializes in making pastries and desserts H. Advertising or marketing a product I. Internal areas that need improvement J. Focuses on producing different kinds of bread K. Creates video content featuring food and baking L. Positive internal qualities of a business M. Putting effort and dedication into work N. Promotes food products through social media O. Organizing tasks before starting a business P. External factors that may harm the business Q. Ability to create new and unique ideas R. People who are likely to buy the product S. Manages and operates a bakery business T. Willingness to try despite possible failure U. A written list of ingredients and procedures for baking </p>
VII. REFLECTION	<p>Activity: <i>Reflective Journal Activity</i></p> <p>Objective: To help learners and teachers reflect on the highlights, challenges, and adjustments made during the unit to improve the teaching-learning process.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 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. <p>Guide Questions:</p> <p>Highlights:</p> <ul style="list-style-type: none"> ■ What was the most meaningful or enjoyable learning experience for you?

	<ul style="list-style-type: none">Which activity helped you understand the topic best? <p>Challenges:</p> <ul style="list-style-type: none">What difficulties did you encounter in this unit (lesson content, activities, or participation)?How did you try to overcome these challenges? <p>Adjustments/Improvements:</p> <ul style="list-style-type: none">What strategies or approaches could be improved in the teaching-learning process?What changes will you personally make to improve your learning next time? <p>Output Format</p> <ul style="list-style-type: none">✓ Minimum of one paragraph per section (Highlights, Challenges, Adjustments)✓ You may use bullet points, drawings, or a short essay, depending on your preference. <p>Reflection Rubric (for teacher use)</p> <table><tr><th>Criteria</th><th>Excellent (3)</th><th>Satisfactory (2)</th><th>Needs Improvement (1)</th></tr><tr><td>Depth of Reflection</td><td>Shows deep and thoughtful insights</td><td>Some insights but not detailed</td><td>Very limited or superficial reflection</td></tr><tr><td>Clarity & Organization</td><td>Well-structured, clear ideas</td><td>Understandable but needs better organization</td><td>Disorganized or unclear</td></tr><tr><td>Relevance</td><td>Directly connects to unit experiences</td><td>Somewhat connected to unit</td><td>Little or no connection to unit</td></tr></table>	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
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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	Lesson Exemplar	3

I. OBJECTIVES	
A. Content Standard	<i>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.</i>
B. Performance Standard	<i>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.</i>
C. Learning Competencies	<i>Discuss the overview of the baking industry.</i>
II. REFERENCES and MATERIALS	<p><i>References:</i></p> <ul style="list-style-type: none"> • Caesar, C. (2025, February 8). <i>The Future of Baking: Innovations, Trends, and Sustainability</i>. 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. <p><i>Materials:</i></p> <ul style="list-style-type: none"> • 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	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Baking Terminologies <p>Trends and Innovations in Baking</p>
IV. OBJECTIVES	<p><i>The learners are expected to:</i></p> <ol style="list-style-type: none"> 1. <i>Recognize common baking terminologies used in the preparation and production of baked products.</i> 2. <i>Describe current trends and innovations in the baking industry and their relevance to modern baking practices.</i> 3. <i>Adapt appropriate baking terminologies and modern trends in their activities.</i>

	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	<p>1. Activating Prior Knowledge</p> <p><i>Activity 1: “Word Chain: Baking Terminologies”</i></p> <p>Strategies: Collaborative Word Game</p> <p>Process:</p> <ol style="list-style-type: none"> The teacher writes the word “TERMINOLOGIES” vertically or horizontally on the board. The teacher explains that learners will form a word chain using baking-related terms First round: <ul style="list-style-type: none"> 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. <p>Example:</p> <ul style="list-style-type: none"> T → Tray S → Sourdough Second round: <ul style="list-style-type: none"> The next learner will use the last letter of the previous word to start or make it an end of another baking-related word. <p>Example:</p> <ul style="list-style-type: none"> Tray → Y → Yeast Sourdough → H → Heat The game continues, forming a chain of connected words. Learners must ensure that all words are related to bread and baking. The teacher will guide and correct when necessary <p><i>Processing Questions:</i></p> <ul style="list-style-type: none"> Which words are familiar to you? Which words are new? 	The teacher will facilitate varied activities that will cater to diverse learners.

	<ul style="list-style-type: none"> • <i>How are these words used in baking?</i> <p>Purpose: This activates prior knowledge, enhances vocabulary and quick thinking, and encourages collaboration.</p> <p>Activity 2: “Word Splash”</p> <p>Strategies: Brainstorming</p> <p>Process:</p> <ol style="list-style-type: none"> 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. <p>Purpose: This activity reveals learners’ existing knowledge and serves as a foundation for introducing correct baking terminologies.</p> <p>Activity 3: “Baking Wordle Challenge”</p> <p>Strategies: Word Guessing Game</p> <p>Process:</p> <ol style="list-style-type: none"> 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; <ul style="list-style-type: none"> ✓ Correct letter in correct position ○ Correct letter in wrong position × Letter is not in the word 4. After guessing, ask: <ul style="list-style-type: none"> • “Have you encountered this word before?” • “What do you think it means in baking?” 5. Repeat process for another baking-related word 	
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Example:

Teachers' word:	<u>P</u>	<u>A</u>	<u>S</u>	<u>T</u>	<u>R</u>	<u>Y</u>
Guess 1:	<u>B</u>	<u>A</u>	<u>I</u>	<u>I</u>	<u>E</u>	<u>R</u>
Teachers' clue:	x	✓	x	✓	x	o
Guess 2:	<u>I</u>	<u>A</u>	<u>R</u>	<u>T</u>	<u>E</u>	<u>S</u>
Teachers' clue:	x	✓	o	✓	x	o
Guess 3:	<u>P</u>	<u>A</u>	<u>S</u>	<u>T</u>	<u>R</u>	<u>Y</u>
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"

	<p><i>to correctly follow procedures and achieve successful baked products.”</i></p> <p>Activity 2: “Trending or Not”</p> <p>Purpose: <i>To encourage learners, realize the value of the lesson and reflects personal connection</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. <i>The teacher reads statements such as:</i> <ul style="list-style-type: none"> • <i>“Customized cakes are popular today.”</i> • <i>“Online selling is part of baking.”</i> • <i>“Traditional baking is better than modern baking.”</i> 2. <i>Learners move to sides: Agree / Disagree / Not Sure</i> 3. <i>Listen to their explanation</i> 4. <i>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.”</i> <p>Activity 3: “Think-Pair-Share”</p> <p>Purpose: <i>To establish relevance of the lesson and connects learning to real-life applications and future opportunities</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. <i>Let learners choose their partner.</i> 2. <i>Let the pair huddle answering the questions,</i> <ul style="list-style-type: none"> • <i>“Why is it important to learn baking terminologies?”</i> • <i>“How can trends and innovations help you in the future?”</i> 3. <i>Learners will share their responses in class (volunteer)</i> 4. <i>“Purpose reveal” by teachers’ synthesis</i> <i>“Understanding terminologies and being aware of trends will not only improve your skills but also</i> 	
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	<i>prepare you for real-life opportunities such as work immersion or starting your own baking business.”</i>	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p><i>Activity 1: “Show and Tell”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • “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: <ul style="list-style-type: none"> • 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.” <p><i>Activity 2: “Case Study: Real-life Baking Scenario”</i></p> <p>Process:</p> <ol style="list-style-type: none"> 1. Present a short story or scenario <i>“A local bakery wanted to attract more customers. They introduced colorful pastries, online delivery, and eco-friendly packaging. They also trained staff to use</i> 	

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

	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.	

	<p>Punching <i>The process of gently deflating dough after its first rise to release excess air, redistribute yeast, and improve texture before shaping.</i></p>	
	<p>Puff pastry <i>A very light, flaky pastry made from a rolled-in dough and leavened by steam.</i></p>	
	<p>Risk <i>The possibility of experiencing loss, harm, or uncertainty due to exposure to potential dangers or unfavorable outcomes.</i></p>	
	<p>Roti bun <i>A soft, sweet bread bun topped with a crispy, buttery layer, often resembling a cross between a traditional roti and a sweet pastry.</i></p>	
	<p>Sifting <i>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</i></p>	
	<p>Scones <i>Baked goods, typically made with flour, butter, sugar, and milk or cream, and often served with jam and clotted cream.</i></p>	
	<p>Sourdough <i>A bread made by fermenting dough with naturally occurring wild yeast and lactic acid bacteria, giving it a tangy flavor and chewy texture.</i></p>	
	<p>Sponge <i>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.</i></p>	
	<p>Sponge cake <i>A type of cake made by whipping eggs and sugar to a foam, then folding in flour.</i></p>	

	<table><tr><td>Tart</td><td><i>A flat, baked item consisting of a pastry and a sweet or savory topping of filling; like a pie but usually thinner.</i></td></tr><tr><td>Tangzhong Method</td><td><i>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</i></td></tr><tr><td>Thickeners</td><td><i>substances used in food, cosmetics, or industrial products to increase their viscosity or consistency without altering other properties</i></td></tr><tr><td>Yudane Method</td><td><i>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.</i></td></tr></table>	Tart	<i>A flat, baked item consisting of a pastry and a sweet or savory topping of filling; like a pie but usually thinner.</i>	Tangzhong Method	<i>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</i>	Thickeners	<i>substances used in food, cosmetics, or industrial products to increase their viscosity or consistency without altering other properties</i>	Yudane Method	<i>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.</i>	
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	<p>B. Trends and Innovations of Baking</p> <p><i>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.</i></p> <p>Key concept:</p> <p>1. Health-conscious and Functional Baked Goods</p> <p><i>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.</i></p>									

	<ul style="list-style-type: none"> • <i>Gluten-Free and Vegan Options</i> • <i>Reduced Sugar and the use of Natural Sweeteners</i> <p>2. Innovative Ingredients in Modern Baking</p> <p><i>The baking industry is embracing new and innovative ingredients to enhance flavors and textures while maintaining nutritional value.</i></p> <ul style="list-style-type: none"> • <i>Plant-based Proteins</i> • <i>Fermented Flours and Starters</i> • <i>Functional Ingredients</i> <p>3. Sustainability in the Baking Industry</p> <p><i>Sustainability has become a core focus in the baking sector, with companies adopting eco-friendly practices to reduce their environmental impact.</i></p> <ul style="list-style-type: none"> • <i>Sustainable Sourcing</i> • <i>Eco-friendly Packaging</i> • <i>Energy-Efficient Baking Processes</i> <p>4. Artisanal and Local Baking Movements</p> <p><i>There is a resurgence of interest in handcrafted and locally sourced baked goods, with consumers favoring small-scale bakeries that emphasize quality and tradition.</i></p> <ul style="list-style-type: none"> • <i>Slow Baking Methods</i> • <i>Locally Sourced Ingredients</i> <p>5. Digital Transformation of Bakeries</p> <p><i>Technology is playing a vital role in modernizing the baking industry, from online sales to automated production.</i></p> <ul style="list-style-type: none"> • <i>E-commerce and Direct-to-consumer sales</i> • <i>Smart baking equipment</i> • <i>Virtual Baking classes and workshops</i> 	
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	<p>Conclusion</p> <p><i>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.</i></p> <p>3. Developing Mastery</p> <p><i>Topic: Baking Terminologies</i> <i>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.</i> <i>Materials: Recipe of chiffon cake</i></p> <p>Procedure:</p> <ol style="list-style-type: none"> <i>1. Provide learners with a recipe.</i> <i>2. Ask them to</i> <ul style="list-style-type: none"> <i>• Identify the baking terminologies used</i> <i>• Explain briefly what each term means</i> <i>3. Let the learners share their answers with the class.</i> 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p><i>Activity 1: “Bake Shop Simulation: Trends in Action”</i></p> <p><i>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.</i></p> <p><i>As a group, you must:</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate proper use of baking terminologies</i> <i>2. Apply the baking trend and innovation</i> <i>3. Resolve the problem collaboratively</i> <i>4. And mindful of the timeliness of presentation</i> 	

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*

<p>VI. ASSESSMENT</p>	<p>Written Assessment</p> <p>Instruction: Provide what is asked for in each number.</p> <ol style="list-style-type: none"> 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.
<p>VII. REFLECTION</p>	<p>Activity: Reflective Journal Activity</p> <p>Objective: To help learners and teachers reflect on the highlights, challenges, and adjustments made during the unit to improve the teaching-learning process.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 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.

	<p>Guide Questions:</p> <p>Highlights:</p> <ul style="list-style-type: none">■ What was the most meaningful or enjoyable learning experience for you?■ Which activity helped you understand the topic best? <p>Challenges:</p> <ul style="list-style-type: none">■ What difficulties did you encounter in this unit (lesson content, activities, or participation)?■ How did you try to overcome these challenges? <p>Adjustments/Improvements:</p> <ul style="list-style-type: none">■ What strategies or approaches could be improved in the teaching-learning process?■ What changes will you personally make to improve your learning next time? <p>Output Format</p> <ul style="list-style-type: none">✓ Minimum of one paragraph per section (Highlights, Challenges, Adjustments)✓ You may use bullet points, drawings, or a short essay, depending on your preference. <p>Reflection Rubric (for teacher use)</p> <table><tr><th>Criteria</th><th>Excellent (3)</th><th>Satisfactory (2)</th><th>Needs Improvement (1)</th></tr><tr><td>Depth of Reflection</td><td>Shows deep and thoughtful insights</td><td>Some insights but not detailed</td><td>Very limited or superficial reflection</td></tr><tr><td>Clarity & Organization</td><td>Well-structured, clear ideas</td><td>Understandable but needs better organization</td><td>Disorganized or unclear</td></tr><tr><td>Relevance</td><td>Directly connects to unit experiences</td><td>Somewhat connected to unit</td><td>Little or no connection to unit</td></tr></table>	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
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VIII. USE OF GENERATIVE AI	<p>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.</p>																

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	4

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.</i>
B. Performance Standard	<i>The learners demonstrate fundamental skills in baking breads .</i>
C. Learning Competencies	<i>Discuss the fundamentals in baking</i>
II. REFERENCES and MATERIALS	<p><i>References:</i></p> <ul style="list-style-type: none"> • Gisslen, Wayne. <i>Professional Baking</i>. 7th ed. Wiley, 2017. • Labensky, Sarah R., et al. <i>On Baking: A Textbook of Baking and Pastry Fundamentals</i>. Pearson, 2019. • Bread and Pastry Production Manual (DepEd, 2016) • McGee, Harold. <i>On Food and Cooking: The Science and Lore of the Kitchen</i>. Scribner, 2004. <p><i>Materials:</i></p> <ul style="list-style-type: none"> • 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	<p><i>Content:</i></p> <ul style="list-style-type: none"> • 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	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 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	<p>Activity 1: “Name That Tool”</p> <p>Learners will analyze the illustrations and identify the name and function of each measuring tool by completing the worksheet.</p> <div data-bbox="703 572 1301 815">  </div> <p>Illustrations utilized are sourced from https://veenaazmanov.com/essential-baking-tools-every-baker-needs/</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> • What tool is shown? • What is its function? • Where have you seen this tool before? <p>Activity 2: “Tool Experience Sharing”</p> <p>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.</p> <p>Learners will reflect on which tools they are most confident using and which tools they are unfamiliar with, providing reasons for their responses.</p>	

Activity 3: “Identification of Mixing, Blending, and Cutting Tools”

Sample Items:

- ### Activity 4: “Classifying Baking Tools”

- Measuring tools
- Mixing tools
- Cutting tools
- Specialized tools

Measuring	 Measuring Cup	 Measuring Spoons & Scoop	 Digital Scale
Mixing	 Spatula	 Whisk	 Mixing Bowl
Forming	 Rolling Pin	 Single Biscuits	 Cookie Cutter
Baking	 Toaster	 Baking Tray	 Grill Tray
Finishing & Cooling	 Wire Trays	 Glass Stand	 Pastry Brush

5. HAND TOOLS


A 3/4-inch and a 1/2-inch nut driver


A 3/4-inch and a 1/2-inch nut driver


A 3/4-inch and a 1/2-inch nut driver


A 3/4-inch and a 1/2-inch nut driver


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A 3/4-inch and a 1/2-inch nut driver

Activity 5: “Function Analysis of Tools”

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.

	<p>how improper use of these tools may affect the quality of baked products.</p> <p>They will also discuss how proper tool selection contributes to efficiency, safety, and accuracy in baking.</p>	
<p>C. Demonstrating Knowledge and Skills</p>	<p><i>Activity 6: “Tool Usage Demonstration”</i></p> <p>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.</p> <p>Learners may perform the demonstration individually or in groups, focusing on accuracy, safety, and proper technique.</p> <p><i>Activity 7: “Error Identification Task”</i></p> <p>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.</p> <div data-bbox="698 852 936 1149" data-label="Image"> </div> <div data-bbox="963 852 1400 1149" data-label="Image"> </div> <p>Illustrations utilized are sourced from https://kitchenpluse.com/knife-sharpening-and-maintenance/</p>	<p>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.</p>
<p>V. ASSESSMENT</p>	<p>A. Written Assessment</p> <p>Part I: Identification (Tools and Functions)</p> <p>Direction: Identify the correct baking tool being described and write your answer on the space provided.</p>	

	<div>1. A tool used for accurately measuring dry ingredients such as flour and sugar.</div> <div>2. A device used to determine the exact weight of ingredients.</div> <div>3. A tool used for mixing and blending ingredients efficiently, either manually or electrically.</div> <div>4. A flat, flexible tool used for scraping mixtures from bowls.</div> <div>5. A tool used for cutting and portioning dough.</div> <div>6. A container used for combining ingredients during baking preparation.</div> <div>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?</div> <div>B. Performance Task Learners will:<ul style="list-style-type: none">• 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</div> <div>Rubric (Simplified)<table><tr><th>Criteria</th><th>Excellent (4)</th><th>Good (3)</th><th>Fair (2)</th><th>Needs Improvement (1)</th></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 and complete</td><td>Clear</td><td>Somewhat clear</td><td>Unclear</td></tr><tr><td>Handling of Tools</td><td>Proper and confident</td><td>Minor mistakes</td><td>Needs guidance</td><td>Incorrect</td></tr></table></div>	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
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VI. REFLECTION	<div>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</div>																				

	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 GENERATIVE AI	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	Lesson Exemplar	5

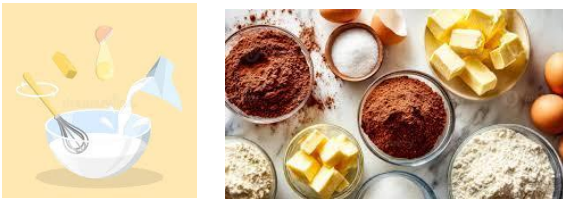
I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.</i>
B. Performance Standard	<i>The learners demonstrate fundamental skills in baking breads .</i>
C. Learning Competencies	<i>Discuss the fundamentals in baking</i>
II. REFERENCES and MATERIALS	<p><i>References:</i></p> <ul style="list-style-type: none"> • Bread and Pastry Production Manual (DepEd, 2016) • Gisslen, Wayne. <i>Professional Baking</i>. Wiley, 2017 • Labensky, Sarah R. et al. <i>On Baking</i>. Pearson, 2019 <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Printed LAS worksheets • Visual aids / ingredient samples • Meta cards • Mixing bowl and basic baking tools • Laptop/projector
III. CONTENT	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Types of ingredients (flour, sugar, eggs, fats, liquids, leavening agents) • Functions of ingredients • Ingredient substitution • Equivalent measurements
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 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
<p>A. Activating Prior Knowledge</p>	<p><i>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.</i></p>
<p>B. Instituting New Knowledge</p>	<p><i>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</i></p>

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.

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)

	<ul style="list-style-type: none"> • Fat (e.g., butter) • Leavening agent (e.g., yeast, baking powder) • Liquid (e.g., milk, water) <p>Learners will explain their classification by describing the function of each ingredient and how it contributes to the baking process.</p> <div data-bbox="667 422 1227 675"> </div> <p>Illustrations utilized are sourced from https://veenazmanou.com/essential-baking-tools-every-baker-needs/</p> <p>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.</p>	<p><i>understand flexibility in baking while maintaining accuracy, reinforcing both conceptual and practical knowledge.</i></p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>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.</p> <p>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.</p>	<p>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.</p>

	<div><div><div>Visual Clues When You Use Too Much...</div><div><div><div>OIL</div><div>SUGAR</div><div>FLOUR</div><div>BAKING SODA</div><div>EGG</div><div>MILK</div></div></div></div><div><div><div>NOT ENOUGH FLOUR</div><div>TOO MUCH FLOUR</div><div>OVERBAKED</div><div>EGG OVERHEATED</div><div>BUTTER NOT MELTED</div><div>THE PERFECT COOKIE</div></div></div></div> <div>Illustrations utilized are sourced from https://www.damaskcakes.com/blogs/inspiration/the-most-common-baking-mistakes-you-should-avoid</div>																				
<div>V. ASSESSMENT</div>	<div><div>A. Written Assessment</div><div>Part I: Identification</div><div><div>1. The main structural ingredient in baking.</div><div>2. An ingredient that adds sweetness and color.</div><div>3. A leavening agent that produces gas to make dough rise.</div><div>4. An ingredient that adds moisture and richness.</div><div>5. A binding ingredient commonly used in baking.</div></div><div>Part II: Short Answer</div><div>6–10. Why are baking ingredients important in producing quality baked products?</div><div>B. Performance Task</div><div>Learners will:</div><div><div><div>Identify at least three baking ingredients</div><div>Explain their functions in a given recipe</div><div>Demonstrate how they are used in preparation</div></div></div><div>Rubric (Simplified)</div><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 and complete</td><td>Clear</td><td>Somewhat clear</td><td>Unclear</td></tr><tr><td>Application</td><td>Accurate and confident</td><td>Minor errors</td><td>Needs guidance</td><td>Incorrect</td></tr></table></div>	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
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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 GENERATIVE AI	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	Lesson Exemplar	6

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.</i>
B. Performance Standard	<i>The learners demonstrate fundamental skills in baking breads .</i>
C. Learning Competencies	<i>Discuss the fundamentals in baking</i>
II. REFERENCES and MATERIALS	<p><i>References:</i></p> <ul style="list-style-type: none"> • Bread and Pastry Production Manual (DepEd, 2016) • Gisslen, Wayne. <i>Professional Baking</i>. Wiley, 2017 • Labensky, Sarah R. et al. <i>On Baking</i>. Pearson, 2019 <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Printed LAS worksheets • Measuring tools (cups, spoons, weighing scale) • Visual aids • Meta cards • Laptop/projector
III. CONTENT	<p><i>Content:</i></p> <p>Measuring Techniques in Baking</p> <ul style="list-style-type: none"> • Importance of accuracy in baking • Dry vs liquid measurement • Proper use of measuring tools • Equivalent measurements and conversions
IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 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	<p>Activity 1: “Equivalent Measurements and Weights”</p> <p>Learners will complete the table by writing the equivalent measurements for the given units.</p> <div></div> <p>Illustrations utilized are sourced from https://veenazmanov.com/essential-baking-tools-every-baker-needs/</p> <p>Guide Questions:</p> <ul style="list-style-type: none">• What is the equivalent of 1 cup?• Why is it important to know measurement equivalents?• Where are these measurements used in baking? <p>Activity 2: “Measurement Recall and Comparison”</p> <p>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.</p> <p>Learners will also share their prior experiences in measuring ingredients and describe any challenges they encountered, such as estimating measurements or using incorrect tools.</p>	<p>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.</p>

	 <p>Illustrations utilized are sourced from https://sallysbakingaddiction.com/how-to-measure-baking-ingredients/</p>	
<p>B. Instituting New Knowledge</p>	<p>Activity 3: “Identifying Correct Measuring Techniques”</p> <p>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.</p> <p>Learners will explain their answers and describe the correct method of measuring each situation.</p>  <p>Illustrations utilized are sourced from https://sallysbakingaddiction.com/how-to-measure-baking-ingredients/</p> <p>Activity 4: “Comparison of Dry and Liquid Measurement”</p> <p>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.</p>	<p><i>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.</i></p>

	Learners will present their answers through short explanations or group discussions.	
C. Demonstrating Knowledge and Skills	<p><i>Activity 5: “Temperature Ranges in Bakery Products”</i> Learners will provide the correct oven temperature and baking time for different bakery products. Sample Tasks:</p> <ul style="list-style-type: none"> • Yeast bread → _____ / _____ • Biscuits → _____ / _____ • Muffins → _____ / _____ <p>Expected Output: Completed table</p> <p><i>Activity 6: “Measuring Technique Demonstration and Explanation”</i> 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.</p>	<p>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.</p>
V. ASSESSMENT	<p>A. Written Assessment (10 items)</p> <p>Part I: Identification</p> <ol style="list-style-type: none"> 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. <p>Part II: Essay 6–10. Why is accurate measurement important in baking?</p>	

	<p>B. Performance Task</p> <p>Learners will:</p> <ul style="list-style-type: none">• Demonstrate correct measuring techniques using at least three tools• Explain the proper procedure for measuring dry and liquid ingredients <p>Rubric (Simplified)</p> <table><tr><th>Criteria</th><th>Excellent (4)</th><th>Good (3)</th><th>Fair (2)</th><th>Needs Improvement (1)</th></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>	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Accuracy	All correct	Minor errors	Some errors	Many errors	Explanation	Very clear	Clear	Somewhat clear	Unclear	Technique	Proper and confident	Minor mistakes	Needs guidance	Incorrect
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Technique	Proper and confident	Minor mistakes	Needs guidance	Incorrect																	
VI. REFLECTION	<p>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.</p>																				
VII. USE OF GENERATIVE AI	<p>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.</p>																				

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	7

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.</i>
B. Performance Standard	<i>The learners demonstrate fundamental skills in baking breads .</i>
C. Learning Competencies	<i>Prepare bread products following safety</i>
II. REFERENCES and MATERIALS	<p><i>References:</i></p> <ul style="list-style-type: none"> • Bread and Pastry Production Manual (DepEd, 2016) • Gisslen, W. <i>Professional Baking</i> (2017) • Labensky et al., <i>On Baking</i> (2019) <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Visual aids (bread types and processes) • Mixing tools and equipment • Printed LAS • Ingredients for demonstration
III. CONTENT	<p><i>Content:</i></p> <p>Types of bread:</p> <ul style="list-style-type: none"> • Quick breads • Yeasted breads <p>Mixing methods:</p> <ul style="list-style-type: none"> • Straight dough • Modified straight dough • Sponge method • No-knead method • Sourdough • Autolyse <p>Contemporary techniques:</p> <ul style="list-style-type: none"> • Tangzhong • Yudane • Alternative baking (gluten-free, sugar-free)

IV. OBJECTIVES	<i>At the end of the lesson, learners are expected to:</i> <div><div>1. Identify different types of bread products</div><div>2. Explain various mixing methods</div><div>3. Demonstrate understanding of bread preparation techniques</div><div>4. Analyze the effects of different mixing methods on bread quality</div></div>	
IV. PROCEDURES		ANNOTATIONS
<div><div>A. Activating Prior Knowledge</div></div>	<div><div><i>Activity 1: “Bread Familiarity Check”</i></div><div>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.</div><div><div></div><div>Illustrations utilized are sourced from https://panlasangpinoy.com/filipino-food-bread-of-salt-pandesal-recipe/</div><div><i>Activity 2: “Experience Sharing: Bread Preparation”</i></div><div>Learners will recall any experience they have had in preparing or observing bread-making, whether at home, in school, or through the media. They will list the steps they remember (e.g., mixing, kneading, resting, baking) and arrange them in sequence.</div></div></div>	<div><i>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.</i></div>

	<p>They will then reflect on questions such as:</p> <ul style="list-style-type: none"> • Why is kneading important? • Why do some doughs need time to rise? • Why does some bread not require waiting time? <p>Through guided discussion, learners begin to recognize that different breads require different processes, which leads to the introduction of mixing methods.</p>	
B. Instituting New Knowledge	<p><i>Activity 3: “Classification of Bread Products”</i> 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.</p> <p>They will analyze how each type differs in terms of:</p> <ul style="list-style-type: none"> • Leavening agent (chemical vs biological) • Preparation time • Texture and structure • Process (with or without fermentation) <p>Learners will then reconstruct their earlier classification and explain how their understanding has changed.</p> <p><i>Activity 4: “Deep Analysis of Mixing Methods”</i> Learners will examine different mixing methods used in bread production, including:</p> <ul style="list-style-type: none"> • Straight dough method • Modified straight dough method • Sponge method • No-knead method • Autolyse • Sourdough method <p>For each method, learners will analyze:</p> <ul style="list-style-type: none"> • Sequence of steps • Purpose of each step • Effect on gluten development • Impact on flavor, texture, and fermentation 	<p><i>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.</i></p> <p><i>This sequence develops conceptual depth and analytical thinking, enabling learners to understand bread production as a system of interacting processes rather than isolated steps.</i></p>

	<p>They will compare methods and answer questions such as:</p> <ul style="list-style-type: none"> • Why does the sponge method produce better flavor? • How does autolyse improve dough structure? • Why does no-knead still develop gluten? <p>This activity pushes learners into process-level understanding, not just memorization.</p> <p><i>Activity 5: “Contemporary Techniques and Their Scientific Basis”</i></p> <p>Learners will explore modern bread-making techniques such as:</p> <ul style="list-style-type: none"> • Tangzhong method (gelatinization of starch) • Yudane method (hot water dough technique) <p>They will analyze:</p> <ul style="list-style-type: none"> • How these techniques affect moisture retention • Why they produce softer bread • Their role in shelf-life extension <p>Learners will connect these techniques to scientific principles such as starch gelatinization and water absorption, allowing them to understand not just <i>what works</i>, but <i>why it works</i>.</p>	
C. Demonstrating Knowledge and Skills	<p><i>Activity 6: “Measuring Technique Demonstration and Explanation”</i></p> <p>Learners will select one mixing method and provide a detailed explanation of:</p> <ul style="list-style-type: none"> • Step-by-step process • Purpose of each stage • Expected outcome • Advantages and limitations <p>They will also justify when and why this method should be used compared to others.</p>	<p>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 concepts in realistic scenarios, which is essential in developing competence in bread production.</p>

	<p>This shifts learners from understanding → application → justification.</p> <p><i>Activity 7: “Bread Process Analysis and Problem-Solving Task”</i></p> <p>Learners will be given a sample bread-making scenario (e.g., dough did not rise properly; bread is too dense; flavor is lacking).</p> <p>They will:</p> <ul style="list-style-type: none"> • Identify the mixing method used • Analyze what went wrong • Suggest corrective measures <p>This requires learners to apply knowledge of:</p> <ul style="list-style-type: none"> • Ingredients • Techniques • Process interactions 	
V. ASSESSMENT	<p>A. Written Assessment (10 items)</p> <p>Part I: Identification</p> <ol style="list-style-type: none"> 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 <p>B. Performance Task</p> <p>Learners will:</p> <ul style="list-style-type: none"> • Demonstrate a selected mixing method • Explain the process clearly 	

	Rubric (Simplified)				
	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	Accuracy	All correct	Minor errors	Some errors	Many errors
	Explanation	Very clear	Clear	Somewhat clear	Unclear
	Technique	Proper and confident	Minor mistakes	Needs guidance	Incorrect
VI. REFLECTION	<p>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.</p> <p>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.</p> <p>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.</p>				
VII. USE OF GENERATIVE AI	<p>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.</p>				

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	8

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the fundamentals of baking bread and other baked products.</i>
B. Performance Standard	<i>The learners demonstrate fundamental skills in baking breads .</i>
C. Learning Competencies	<i>Prepare bread products following safety</i>
II. REFERENCES and MATERIALS	<p><i>References:</i></p> <ul style="list-style-type: none"> • Bread and Pastry Production Manual (DepEd, 2016) • Gisslen, W. <i>Professional Baking</i> (2017) • Labensky, S. <i>On Baking</i> (2019) • World Health Organization (WHO) Food Safety Guidelines <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Visual aids (safe vs unsafe kitchen practices) • Cleaning tools and disinfectants • PPE (hairnet, apron, gloves) • Printed LAS • Projector or images
III. CONTENT	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Cleaning, sanitizing, and disinfecting • Personal hygiene practices • Types of hazards (biological, chemical, physical) • Risk assessment and control • Waste management and disposal
IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 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
<p>A. Activating Prior Knowledge</p>	<p><i>Activity 1: “Safe or Unsafe Kitchen?”</i></p> <p>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.</p> <p>Learners will explain why certain practices may lead to contamination, focusing on visible indicators such as dirty surfaces, improper handling, or lack of hygiene.</p> <div data-bbox="620 579 1420 802">  </div> <p><small>Illustrations utilized are sourced from https://www.dreamstime.com/immaculate-bakery-kitchen-boasts-sleek-new-resin-vinyl-floor-creating-clean-professional-atmosphere-perfect-image353839610</small></p> <p><i>Activity 2: “Personal Hygiene Self-Assessment”</i></p> <p>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.</p> <p>They will discuss how these habits can affect food safety and propose improvements to their personal practices.</p>	<p><i>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.</i></p>
<p>B. Instituting New Knowledge</p>	<p><i>Activity 3: “Understanding Cleaning, Sanitizing, and Disinfection”</i></p> <p>Learners will analyze the differences between cleaning, sanitizing, and disinfecting. They will examine how each</p>	<p><i>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</i></p>

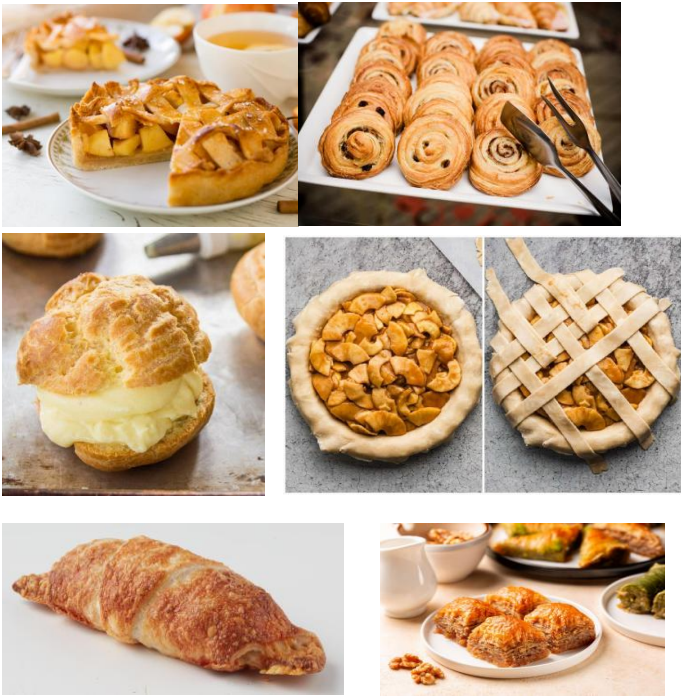
	<p>process contributes to food safety and why all three are necessary in maintaining a hygienic kitchen environment.</p> <p>They will explain:</p> <ul style="list-style-type: none"> • Cleaning removes visible dirt • Sanitizing reduces microorganisms • Disinfecting eliminates harmful pathogens <p>Learners will discuss the consequences of skipping any of these steps.</p> <p><i>Activity 4: “Hazard Identification and Classification”</i></p> <p>Learners will identify different hazards in given kitchen scenarios and classify them as:</p> <ul style="list-style-type: none"> • Biological (bacteria, viruses) • Chemical (cleaning agents, residues) • Physical (foreign objects like hair, glass) <p>They will explain how each hazard can affect food safety and consumer health.</p> <p><i>Activity 5: “Risk Analysis and Control Measures”</i></p> <p>Learners will analyze risky situations in food preparation and propose appropriate control measures.</p> <p>They will explain:</p> <ul style="list-style-type: none"> • How contamination occurs • What preventive actions should be taken • Why these actions are important <p>This encourages learners to move from identification to decision-making and prevention.</p>	<p><i>learners understand food safety as a system of prevention rather than reaction.</i></p>
<p>C. Demonstrating Knowledge and Skills</p>	<p><i>Activity 6: “Sanitation Procedure Explanation Task”</i></p> <p>Learners will explain step-by-step procedures in cleaning and sanitizing kitchen tools and surfaces. They will describe the</p>	<p>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</p>

	<p>purpose of each step and explain how it contributes to food safety.</p> <p>They will also identify common mistakes and explain how to avoid them.</p> <p><i>Activity 7: “Error Identification and Correction”</i></p> <p>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.</p> <p>This activity requires learners to apply knowledge in realistic situations and justify their decisions.</p>	<p>ability to transfer knowledge into practical situations.</p>
V. ASSESSMENT	<p>A. Written Assessment (10 items)</p> <p>Identification</p> <ol style="list-style-type: none"> 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. <p>Short Answer</p> <ol style="list-style-type: none"> 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? <p>B. Performance Task</p> <p>Learners will:</p> <ul style="list-style-type: none"> • Demonstrate proper handwashing and sanitation procedures • Identify hazards in a simulated kitchen setup • Explain corrective actions 	

	Rubric (Simplified)				
	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	Accuracy	All correct	Minor errors	Some errors	Many errors
	Explanation	Very clear	Clear	Somewhat clear	Unclear
	Technique	Proper and confident	Minor mistakes	Needs guidance	Incorrect
VI. REFLECTION	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.				
VII. USE OF GENERATIVE AI	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.				

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	9

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate understanding of pastry products.</i>
B. Performance Standard	<i>The learners apply skills in preparing pastry products.</i>
C. Learning Competencies	<ul style="list-style-type: none"> • <i>Explain the fundamentals of pastry making.</i> • <i>Discuss the characteristics of pastries.</i>
II. REFERENCES and MATERIALS	<p><i>References:</i> DepEd MELCs for Bread and Pastry Production Baking and Pastry: Mastering the Art and Craft (Culinary Institute of America) TESDA Bread and Pastry Production NC II Modules</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Laptop/TV for presentation • Printed images of pastries • Activity sheets • Whiteboard and markers <p>Image Sources (for reference) Unsplash (https://unsplash.com) Pexels (https://pexels.com) Pixabay (https://pixabay.com)</p>
III. CONTENT	Origin of pastry <ul style="list-style-type: none"> • Kinds of pastries • Common pastry products • Characteristics of pastries

	<p><i>At the end of the lesson, learners are expected to:</i></p> <ul style="list-style-type: none"> • Explain the origins and fundamentals of pastry making. • Identify and classify different kinds of pastries. • Describe the characteristics of pastries. • Relate pastry characteristics to real-life food products. 	
V. PROCEDURES		ANNOTATIONS
<p>A. Activating Prior Knowledge</p>	<p>1. Activating Prior Knowledge</p> <p>Activity 1: Picture Recognition</p> <p>The teacher shows different pastry images and asks learners to identify what they are and where they have seen them.</p> 	<p>Activates schema and connects prior experiences with new content using visual and collaborative strategies.</p>

	<p>2. Establishing the Purpose of the Lesson</p> <p>Activity 1: Real-Life Connection</p> <p>The teacher explains how pastries are part of daily life (breakfast, celebrations, negosyo opportunities).</p> <p>Activity 2: Objective Sharing</p> <p>The teacher presents lesson objectives and explains how these skills are useful in culinary careers.</p>	<p>Motivates learners and establishes relevance through contextualization and career linkage.</p>
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Activity 1: Visual Presentation of Pastries</p> <p>The teacher presents different kinds of pastries.</p> 	<p>Use visual learning and inquiry-based observation to introduce concepts.</p>

	<p>Activity 2: Observation Guide The teacher asks learners to observe texture, layers, and appearance.</p> <p>2. Discussing New Concept Discussion Proper (Teacher-led): Origin of Pastry: The teacher explains that pastry began in Ancient Egypt as a mixture of flour and water, improved by Greeks through phyllo dough, and enhanced by Romans using fats like butter.</p> <p>Kinds of Pastries:</p> <ul style="list-style-type: none"> • Shortcrust • Puff pastry • Choux pastry • Flaky pastry <p>Common Pastry Products:</p> <ul style="list-style-type: none"> • Apple pie • Croissants • Cream puffs • Baklava <p>Characteristics of Pastries:</p> <ul style="list-style-type: none"> • Flaky • Crispy • Tender • Light 	<p>Combines direct instruction with interactive questioning and visual organization for deeper understanding.</p>
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	<p>Activity 1: Guided Questioning</p> <p>The teacher asks comprehension questions during discussion.</p> <p>What are the common kinds of pastries?</p> <p>How would you describe the characteristics of a good pastry product?</p> <p>How does the history of pastries help us understand modern pastry products?</p> <p>Compare two kinds of pastries and explain their similarities and differences.</p> <p>Activity 2: Concept Mapping</p> <p>The teacher guides learners to create a map of pastry types and characteristics.</p> <p>3. Developing Mastery</p> <p>Activity 1: Matching Type and Characteristic</p> <p>The teacher distributes worksheets where learners match pastry types with their characteristics.</p> <p>Activity 2: Group Classification Activity</p> <p>The teacher group the learners to classify pastry pictures according to type.</p>	<p>Provides guided and collaborative practices to reinforce learning.</p>
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<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Activity 1: Real-Life Scenario The teacher asks: <i>“If you will open a bakery, what pastry will you sell and why?”</i></p> <p>Activity 2: Mini Presentation Learners present their answers briefly.</p> <p>2. Making Generalization</p> <p>Activity 1: Summary Statement The teacher asks learners to complete: <i>“Pastry is important because...”</i></p> <p>Activity 2: Exit Ticket Learners write one key lesson about pastry.</p> <p>3. Evaluating Learning</p> <p>SUMMATIVE EXAM (20 ITEMS) Topic: Pastry Fundamentals, Origin, Types, and Characteristics Directions: Read each question carefully and choose the correct answer.</p> <p>A. Multiple Choice (1–15)</p> <p>1. Pastry originated in which ancient civilization? a. China b. Egypt c. India d. France</p> <p>2. Early pastry in Ancient Egypt was made from: a. Flour and sugar b. Flour and water c. Butter and milk d. Eggs and oil</p>	<p>Encourages application and entrepreneurship thinking.</p> <p>Promotes reflection and synthesis of ideas.</p>
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	<p>3. Which civilization introduced phyllo dough?</p> <ul style="list-style-type: none"> a. Romans b. Egyptians c. Greeks d. French <p>4. What did the Romans add to improve pastry texture?</p> <ul style="list-style-type: none"> a. Sugar b. Yeast c. Fat (butter/oil) d. Salt <p>5. During the Medieval period, pastry was mainly used as:</p> <ul style="list-style-type: none"> a. Dessert b. Decoration c. Food container d. Beverage <p>6. Which country is known for refining pastry into an art form?</p> <ul style="list-style-type: none"> a. Italy b. France c. Spain d. Germany <p>7. Which pastry is known for having many layers?</p> <ul style="list-style-type: none"> a. Shortcrust b. Choux c. Puff pastry d. Bread <p>8. Which pastry is hollow inside when baked?</p> <ul style="list-style-type: none"> a. Puff pastry b. Choux pastry c. Flaky pastry d. Shortcrust 	
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	<p>9. What is the main characteristic of phyllo pastry?</p> <ul style="list-style-type: none"> a. Thick and heavy b. Thin and delicate layers c. Soft and spongy d. Sticky texture <p>10. Which pastry is best used for pies and tarts?</p> <ul style="list-style-type: none"> a. Puff pastry b. Choux pastry c. Shortcrust pastry d. Phyllo pastry <p>11. Croissants are made from:</p> <ul style="list-style-type: none"> a. Choux pastry b. Puff pastry c. Shortcrust pastry d. Bread dough <p>12. Baklava is commonly made using:</p> <ul style="list-style-type: none"> a. Puff pastry b. Shortcrust pastry c. Phyllo pastry d. Flaky pastry <p>13. Which of the following is NOT a characteristic of pastry?</p> <ul style="list-style-type: none"> a. Flaky b. Crispy c. Tender d. Watery <p>14. Which pastry is crumbly and firm?</p> <ul style="list-style-type: none"> a. Puff pastry b. Shortcrust pastry c. Choux pastry d. Phyllo pastry 	
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	<p>15. What ingredient gives pastry a tender and flaky texture?</p> <ol style="list-style-type: none"> Sugar Water Fat Salt <p>B. Identification (16–20) Write the correct answer.</p> <p>16. It is a pastry that is light and hollow inside.</p> <p>17. It refers to the thin layered dough introduced by Greeks.</p> <p>18. This period used pastry mainly as a “coffin” or crust container.</p> <p>19. A pastry known for its many flaky layers and airy texture.</p> <p>20. The country is famous for modern pastry development.</p> <p>☒ ANSWER KEY</p> <p>Multiple Choice:</p> <ol style="list-style-type: none"> B B C C C B C B B C B C D B C 	<p>Supports differentiated instruction and inclusivity.</p>
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	<p>Identification:</p> <p>16. Choux pastry 17. Phyllo dough 18. Medieval Period (or Medieval Europe) 19. Puff pastry 20. France</p> <p>4. Additional Activities</p> <p>Enrichment: Research a local Filipino pastry and present it.</p> <p>Remediation: Provide simplified matching worksheets for struggling learners.</p>	
VI. ASSESSMENT	<p>Performance Task: Learners will create a simple pastry concept plan including type, ingredients, and expected characteristics.</p>	
VII. REFLECTION	<ul style="list-style-type: none"> • Learners actively participated in identifying pastry types. • Some learners needed support in distinguishing pastry characteristics. • More visual aids and hands-on demonstrations are recommended for the next session. 	
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used ChatGPT to organize and enhance instructional content. The author reviewed and finalized the writing and takes full responsibility for the content.</p>	

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	10

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry products.
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	<ul style="list-style-type: none"> • Explain the fundamentals of pastry making • Discuss the characteristics of pastries
II. REFERENCES and MATERIALS	<p><i>References:</i> DepEd MELCs – Bread and Pastry Production TESDA Bread and Pastry Production NC II Modules Baking and Pastry: Mastering the Art and Craft</p> <p><i>Materials:</i> Laptop/TV for presentation Ingredients: flour, butter, sugar, eggs Mixing bowls, spatula, pastry cutter Activity sheets</p> <p><i>Image Sources:</i> Unsplash (https://unsplash.com) Pexels (https://pexels.com) Pixabay (https://pixabay.com)</p>
III. CONTENT	<p>Mixing methods in pastry making (cutting-in, creaming, blending, laminating)</p> <p>Techniques and procedures</p> <p>Characteristics of pastries</p>

IV. OBJECTIVES		At the end of the lesson, learners will be able to: a. Explain different pastry mixing methods b. Differentiate mixing techniques c. Demonstrate proper mixing technique d. Relate mixing methods to pastry characteristics	
V. PROCEDURES		ANNOTATIONS	
A. Activating Prior Knowledge	<div>1. Activating Prior Knowledge</div> <div>Activity 1: Picture Interpretation</div> <div>The teacher presents images of pastry preparation showing different mixing methods and asks learners to identify what is happening.</div> <div><div></div><div></div><div></div><div></div></div> <div>Activity 2: Recall Questions</div> <div>The teacher asks: “What happens when you mix butter and flour? Why is mixing important?”</div>		Activates prior knowledge through visual prompts and inquiry-based questioning.

	<p>2. Establishing the Purpose of the Lesson</p> <p>Activity 1: Real-Life Context The teacher explains that correct mixing methods affect pastry texture and quality.</p> <p>Activity 2: Objective Sharing The teacher presents the lesson objectives and expected outputs.</p>	Builds relevance and motivation through real-life application.
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Activity 1: Demonstration of Mixing Methods The teacher shows examples of different mixing methods through images or live demos.</p>  <p>Activity 2: Guided Observation The teacher asks learners to observe differences in texture.</p> <p>2. Discussing New Concept Discussion Proper (Teacher-led): Cutting-in Method – fat is mixed into flour to form crumbs (used in shortcrust)</p>	<p>Encourages visual learning and observation skills.</p> <p>Promotes collaborative learning and critical thinking</p>

	<p>Creaming Method – butter and sugar are beaten to incorporate air</p> <p>Blending Method – ingredients are gently combined</p> <p>Laminating Method – dough is folded with butter to create layers</p> <p>Activity 1: Think-Pair-Share</p> <p>The teacher asks learners to explain each method to a partner.</p> <p>Activity 2: Question and Answer</p> <p>The teacher asks learners how each method affects pastry texture.</p> <p>3. Developing Mastery</p> <p>Activity 1: Matching Activity</p> <p>The teacher distributes a worksheet matching mixing methods with descriptions.</p> <p>Activity 2: Sorting Activity</p> <p>The teacher asks learners to classify techniques based on pastry type.</p>	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity 1: Scenario-Based Task</p> <p>The teacher asks: “Which mixing method will you use for flaky pastry and why?”</p> <p>Activity 2: Group Discussion</p> <p>The teacher facilitates discussion on correct technique selection.</p>	Encourages application of knowledge to real-life situations.

	<p>2. Making Generalization</p> <p>Activity 1: Sentence Completion The teacher asks learners to complete: <i>"Mixing methods are important because..."</i></p> <p>Activity 2: Summary Sharing The teacher calls learners to summarize key ideas.</p> <p>3. Evaluating Learning</p> <p>(Formative Quiz – 10 points) Directions: Choose the correct answer.</p> <p>1. Which method mixes fat into flour? a. Creaming b. Cutting-in c. Boiling d. Frying</p> <p>2. What method incorporates air into butter and sugar? a. Blending b. Laminating c. Creaming d. Baking</p> <p>3. Laminating is used to: a. Add sweetness b. Create layers c. Reduce moisture d. Color dough</p> <p>4. Which method requires gentle mixing? a. Blending b. Frying c. Boiling d. Roasting</p>	<p>Promotes synthesis and reflection.</p>
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	<p>5. What happens if the dough is over mixed?</p> <ul style="list-style-type: none"> a. Becomes soft b. Becomes tough c. Becomes sweet d. Becomes watery <p>6. Which method is used for puff pastry?</p> <ul style="list-style-type: none"> a. Creaming b. Laminating c. Blending d. Cutting <p>7. What tool is used in cutting-in?</p> <ul style="list-style-type: none"> a. Knife b. Pastry cutter c. Spoon d. Plate <p>8. Which ingredient is important for flakiness?</p> <ul style="list-style-type: none"> a. Sugar b. Fat c. Water d. Salt <p>9. Mixing methods affect:</p> <ul style="list-style-type: none"> a. Color only b. Texture of pastry c. Smell only d. Size only <p>10. Which is the correct pastry characteristic?</p> <ul style="list-style-type: none"> a. Tough b. Flaky c. Watery d. Sticky 	<p>Supports differentiated instructions.</p>
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	<p>Answer Key</p> <ol style="list-style-type: none"> 1. B 2. C 3. B 4. A 5. B 6. B 7. B 8. B 9. B 10. B <p>4. Additional Activities</p> <p>Enrichment:</p> <p>Research advanced techniques like blind baking.</p> <p>Remediation:</p> <p>Provide simplified guides for struggling learners.</p>	
VI. ASSESSMENT	<p>Performance Task:</p> <p>Demonstration of Mixing Method</p> <p>Task: The teacher instructs learners to demonstrate one of the mixing methods as discussed in this lesson.</p> <p>Criteria:</p> <ul style="list-style-type: none"> ✓ Proper execution of technique ✓ Correct texture (light and fluffy) ✓ Cleanliness and safety ✓ Time management 	

	<div><div>Rubric Table</div><table><tr><th>Criteria</th><th>1 (Needs Improvement)</th><th>2 (Fair)</th><th>3 (Good)</th><th>4 (Excellent)</th></tr><tr><td>Preparation</td><td>Materials not ready</td><td>Some materials missing</td><td>Materials mostly ready</td><td>All materials complete and ready</td></tr><tr><td>Technique</td><td>Incorrect mixing</td><td>Some correct steps</td><td>Mostly correct</td><td>Correct and smooth mixing</td></tr><tr><td>Texture</td><td>Not mixed well</td><td>Slightly mixed</td><td>Light and fluffy</td><td>Very light, smooth, and fluffy</td></tr><tr><td>Cleanliness & Safety</td><td>Poor practices</td><td>Some practices followed</td><td>Good practices</td><td>Excellent and consistent</td></tr></table><div>Scoring Guide:<div>13–16 – Excellent</div><div>9–12 – Good</div><div>5–8 – Fair</div><div>1–4 – Needs Improvement</div></div></div>	Criteria	1 (Needs Improvement)	2 (Fair)	3 (Good)	4 (Excellent)	Preparation	Materials not ready	Some materials missing	Materials mostly ready	All materials complete and ready	Technique	Incorrect mixing	Some correct steps	Mostly correct	Correct and smooth mixing	Texture	Not mixed well	Slightly mixed	Light and fluffy	Very light, smooth, and fluffy	Cleanliness & Safety	Poor practices	Some practices followed	Good practices	Excellent and consistent
Criteria	1 (Needs Improvement)	2 (Fair)	3 (Good)	4 (Excellent)																						
Preparation	Materials not ready	Some materials missing	Materials mostly ready	All materials complete and ready																						
Technique	Incorrect mixing	Some correct steps	Mostly correct	Correct and smooth mixing																						
Texture	Not mixed well	Slightly mixed	Light and fluffy	Very light, smooth, and fluffy																						
Cleanliness & Safety	Poor practices	Some practices followed	Good practices	Excellent and consistent																						
VII. REFLECTION	<div>Learners showed understanding of mixing methods.</div> <div>Some learners need improvement in technique application.</div> <div>More hands-on practice is recommended.</div>																									
VIII. USE OF GENERATIVE AI	<div>The author used ChatGPT to assist in organizing instructional content. The teacher reviewed and finalized the lesson.</div>																									

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	11

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry products.
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	Prepare crust, filling, and coating for pastry products
II. REFERENCES and MATERIALS	<p>References</p> <ul style="list-style-type: none"> • DepEd MELCs – Bread and Pastry Production • TESDA Bread and Pastry Production NC II Modules • Baking and Pastry: Mastering the Art and Craft <p>Materials</p> <ul style="list-style-type: none"> • Ingredients (flour, butter, sugar, fruits, cream, chocolate) • Mixing bowls, whisk, rolling pin • Stove/oven (if applicable) • Activity sheets <p>Image Sources</p> <ul style="list-style-type: none"> • Unsplash (https://unsplash.com) • Pexels (https://pexels.com) • Pixabay (https://pixabay.com)
III. CONTENT	<ul style="list-style-type: none"> • Kinds of crust (shortcrust, puff, flaky) • Kinds of fillings (fruit, cream, custard) • Functions of fillings (flavor, moisture, texture) • Types of coatings (glaze, icing, chocolate coating)

IV. OBJECTIVES	<p>At the end of the lesson, learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify the different kinds of crusts, fillings and coatings with 80% accuracy 2. Explain the functions of fillings in pastry preparation. 3. Demonstrate the proper preparation of crusts, fillings, and coatings following the standard procedures.
V. PROCEDURES	ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity 1: Picture Identification The teacher presents images of pastries showing crust, filling, and coating and asks learners to identify each part.</p>  <p>Activity 2: Recall Questions The teacher asks: “<i>What are the parts of a pastry product?</i>”</p> <p>2. Establishing the Purpose of the Lesson</p> <p>Activity 1: Real-Life Context The teacher explains that crust, filling, and coating determine the quality and appeal of pastries.</p> <p>Activity 2: Objective Sharing The teacher presents learning objectives and expected outputs.</p> <p>Activates prior knowledge through visual recognition and questioning.</p> <p>Builds relevance and learner motivation.</p>

B. Instituting New Knowledge

1. Presenting Examples

Activity 1: Visual Presentation

The teacher shows examples of crust, fillings, and coatings.



Activity 2: Guided Observation

The teacher asks learners to describe texture and appearance.

2. Discussing New Concept

Discussion Proper (Teacher-led):

- **Kinds of Crust:**
 - Shortcrust – firm and crumbly
 - Puff – flaky and layered
 - Flaky – slightly layered
- **Kinds of Fillings:**
 - Fruit filling
 - Cream filling
 - Custard filling

Promotes observation and visual learning.

	<ul style="list-style-type: none"> • Functions of Fillings: <ul style="list-style-type: none"> ○ Adds flavor ○ Provides moisture ○ Improves texture • Types of Coatings: <ul style="list-style-type: none"> ○ Glaze ○ Icing ○ Chocolate coating <p>Activity 1: Think-Pair-Share The teacher asks learners to discuss why fillings are important.</p> <p>Activity 2: Q&A Discussion The teacher asks learners to give examples of coatings.</p> <p>3. Developing Mastery</p> <p>Activity 1: Matching Activity The teacher gives a worksheet matching crust, filling, and coating with descriptions.</p> <p>Activity 2: Classification Activity The teacher asks learners to classify pastry components.</p>	<p>Encourages interaction and critical thinking.</p> <p>Reinforces understanding through guided practice.</p>
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity 1: Scenario Task The teacher asks: “<i>What crust, filling, and coating will you use for a fruit tart?</i>”</p> <p>Activity 2: Group Sharing The teacher lets groups present answers.</p>	<p>Promotes application and collaboration.</p>

	<p>2. Making Generalization</p> <p>Activity 1: Sentence Completion The teacher asks learners to complete: “A good pastry should have...”</p> <p>Activity 2: Summary Sharing The teacher calls learners to summarize.</p> <p>3. Evaluating Learning</p> <p>(Formative Quiz – 10 points)</p> <p>Directions: Choose the correct answer.</p> <ol style="list-style-type: none"> Which crust is firm and crumbly? <ol style="list-style-type: none"> Puff Shortcrust Flaky Soft Which filling adds to sweetness? <ol style="list-style-type: none"> Salt Fruit Water Oil What is the function of filling? <ol style="list-style-type: none"> Color only Flavor and texture Size only Shape only Which coating is shiny and thin? <ol style="list-style-type: none"> Glaze Dough Filling Flour 	Promotes synthesis of learning.
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	<p>5. Which crust is layered?</p> <ol style="list-style-type: none"> Shortcrust Puff Flat Thick <p>6. Custard is a type of:</p> <ol style="list-style-type: none"> Coating Filling Crust Tool <p>7. Chocolate coating is used for:</p> <ol style="list-style-type: none"> Structure Decoration and flavor Mixing Baking <p>8. Which improves pastry moisture?</p> <ol style="list-style-type: none"> Filling Flour Salt Heat <p>9. Icing is a type of:</p> <ol style="list-style-type: none"> Filling Coating Crust Dough <p>10. Fruit tart uses:</p> <ol style="list-style-type: none"> No filling Fruit filling Water filling Salt filling <p>Answer Key</p> <ol style="list-style-type: none"> B B 	
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	<p>3. B 4. A 5. B 6. B 7. B 8. A 9. B</p> <p>Ask learners to prepare 1 crust (Short crust) in group.</p> <p>4. Additional Activities</p> <p>Enrichment: Research different pastry coatings.</p> <p>Remediation: Provide guided examples.</p>	Supports differentiated instructions.
VI. ASSESSMENT	<p>Performance Task: Preparation Activity</p> <p>Task: The teacher instructs learners to prepare:</p> <ul style="list-style-type: none"> • 1 crust (Short crust) • 1 filling (Fruit filling) • 1 coating (Simple glaze or icing) <p>Criteria:</p> <ul style="list-style-type: none"> • Correct preparation procedure • Proper technique • Quality of output • Cleanliness and safety 	
VII. REFLECTION	<ul style="list-style-type: none"> • Learners understood pastry components. • Some need improvement in identifying coatings. • Hands-on activities improved engagement. 	
VIII. USE OF GENERATIVE AI	This lesson example was assisted by ChatGPT. The teacher reviewed and finalized the content.	

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	12

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry product
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	Prepare traditional and contemporary pastry products
II. REFERENCES and MATERIALS	<p>References</p> <p>DepEd/TESDA References</p> <ul style="list-style-type: none"> • K to 12 Curriculum Guide for Bread and Pastry Production • TESDA Bread and Pastry Production NC II Training Regulations • Learning Modules in Bread and Pastry Production <p>Books</p> <ul style="list-style-type: none"> • Professional Baking by Wayne Gisslen • Baking and Pastry: Mastering the Art and Craft <p>Materials and Resources</p> <p>Equipment and Tools</p> <ul style="list-style-type: none"> • Oven • Mixing bowls • Measuring cups and spoons • Digital weighing scale • Rolling pin • Baking trays • Muffin molds

	<ul style="list-style-type: none"> • Pastry brush • Spatula • Whisk • Knife and chopping board • Cooling rack • Apron • Hairnet • Gloves <p>Ingredients</p> <ul style="list-style-type: none"> • All-purpose flour • Bread flour • Butter • Eggs • Milk • Sugar • Salt • Baking powder • Fruits • Chocolate chips • Jam • Cream cheese • Nuts • Whipped cream • Custard filling
III. CONTENT	<p>Traditional Pastries</p> <ul style="list-style-type: none"> • Croissant • Danish • Tart • Pie <p>Contemporary Pastries</p> <ul style="list-style-type: none"> • Cake Pops • Cookie Cups • Mini Fruit Tart • Chocolate Lava Cupcakes

	<p>Topics:</p> <ul style="list-style-type: none"> • Characteristics of pastry products • Ingredients used • Proper preparation techniques • Fillings, coatings, and garnishes • Product presentation 	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Identify traditional and contemporary pastry products. 2. Differentiate the characteristics of various pastries. 3. Demonstrate proper preparation techniques. 4. Prepare pastry products following standard procedures. 5. Present finished products creatively. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity 1: “Name That Pastry!” The teacher presents pictures of different pastries. Learners identify:</p> <ul style="list-style-type: none"> • Name of pastry • Type of pastry • Possible ingredients used <p>Activity 2: “Pastry Experience Sharing” Guide Questions:</p> <ol style="list-style-type: none"> 1. What pastries do you usually buy or eat? 2. Which pastry products are familiar to you? 3. What makes pastries attractive to customers? 	<p>This activity activates prior knowledge through visual recognition and observation. It helps learners connect previous experiences with new concepts.</p>

	<p>2. Establishing the Purpose of the Lesson</p> <p>Teacher asks:</p> <p>“Why is creativity important in preparing pastry products?”</p> <p>Expected responses:</p> <ul style="list-style-type: none">• To attract customers• To improve product appearance• To create unique pastry products	<p>This promotes learner participation and allows learners to connect real-life experiences to the lesson.</p> <p>This helps learners understand the practical and business importance of pastry preparation and presentation.</p>																
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Teacher presents sample pictures and actual examples of pastries.</p> <p>Traditional Pastries</p> <ul style="list-style-type: none">• Croissant• Danish• Pie• Tart <p>Contemporary Pastries</p> <ul style="list-style-type: none">• Cake Pops• Cookie Cups• Chocolate Lava Cupcakes <p>Learners complete a comparison table:</p> <table><tr><th>Pastry Product</th><th>Type</th><th>Texture</th><th>Main Ingredients</th></tr><tr><td>Croissant</td><td></td><td></td><td></td></tr><tr><td>Cake Pops</td><td></td><td></td><td></td></tr><tr><td>Pie</td><td></td><td></td><td></td></tr></table>	Pastry Product	Type	Texture	Main Ingredients	Croissant				Cake Pops				Pie				<p>Visual examples improve comprehension and help learners compare traditional and contemporary pastry products.</p>
Pastry Product	Type	Texture	Main Ingredients															
Croissant																		
Cake Pops																		
Pie																		

	<p>2. Discussing New Concept</p> <p>Traditional Pastries Pastries that follow classic preparation methods and recipes. Examples:</p> <ul style="list-style-type: none"> • Croissant • Danish • Pie • Tart <p>Contemporary Pastries Modern pastries with creative designs, flavors, and presentations. Examples:</p> <ul style="list-style-type: none"> • Cake Pops • Cookie Cups • Lava Cupcakes <p>3. Developing Mastery</p> <p>Group Activity: “Pastry Product Designers”</p> <p>Each group creates:</p> <ul style="list-style-type: none"> • Product name • Ingredients • Fillings or toppings • Product sketch • Marketing tagline <p>Presentation Time: 2–3 minutes</p>	<p>The discussion uses simple explanations and examples appropriate for SHS learners to develop conceptual understanding.</p>
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	<p>SAMPLE PASTRY RECIPES AND PROCEDURES</p> <p>A. MINI FRUIT TART</p> <p>Ingredients</p> <ul style="list-style-type: none"> • Tart shells • Custard filling • Sliced fruits • Fruit glaze <p>Procedure</p> <ol style="list-style-type: none"> 1. Prepare tart shells. 2. Fill shells with custard. 3. Slice fruits evenly. 4. Arrange fruits creatively. 5. Brush with glaze. 6. Chill before serving. <p>B. CAKE POPS</p> <p>Ingredients</p> <ul style="list-style-type: none"> • 2 cups crumbled cake • ½ cup frosting • Chocolate coating • Sprinkles <p>Procedure</p> <ol style="list-style-type: none"> 1. Crumble cake in a bowl. 2. Mix with frosting. 3. Form into balls. 4. Chill for 15 minutes. 5. Insert sticks. 6. Dip in melted chocolate. 7. Decorate with sprinkles. 	<p>Collaborative activities encourage creativity, communication, and critical thinking skills.</p>
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	<p>C. COOKIE CUPS</p> <p>Ingredients</p> <ul style="list-style-type: none"> • 1 cup flour • ½ cup butter • ½ cup sugar • Chocolate chips <p>Procedure</p> <ol style="list-style-type: none"> 1. Mix all ingredients. 2. Shape into muffin molds. 3. Bake at 180°C for 12–15 minutes. 4. Cool completely. 5. Fill with cream or chocolate filling. 	
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Activity: “Mini Bakery Challenge” Learners prepare one pastry product and present:</p> <ul style="list-style-type: none"> • Ingredients used • Procedure followed • Fillings/coatings/garnishes applied • Product features <p>2. Making Generalization</p> <p>Learners complete the statements:</p> <p>“Traditional pastries are _____.”</p> <p>“Contemporary pastries are different because _____.”</p>	<p>This performance task allows learners to apply knowledge and skills in an authentic baking situation.</p>

VII. REFLECTION	<p>Teacher Reflection</p> <ol style="list-style-type: none"> 1. Which activities encouraged active participation? 2. What difficulties did learners encounter? 3. What interventions improved learner performance? <p>Learner Reflection</p> <ol style="list-style-type: none"> 1. What did I learn from the lesson? 2. What pastry product did I enjoy preparing? 3. How can I improve my pastry preparation skills?
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used ChatGPT by OpenAI to assist in organizing lesson content, generating activities, creating examples, and improving instructional materials. The author reviewed, revised, and finalized the content and assumes full responsibility for this Learning Exemplar.</p>

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	13

I. OBJECTIVES	
A. Content Standard	<i>The learners apply skills in preparing pastry products.</i>
B. Performance Standard	<i>The learners apply skills in preparing pastry products.</i>
C. Learning Competencies	<i>Prepare traditional and contemporary pastry product</i>
II. REFERENCES and MATERIALS	<p>References</p> <p>DepEd and TESDA References</p> <ul style="list-style-type: none"> • K to 12 Curriculum Guide for TVL – Bread and Pastry Production • Bread and Pastry Production NC II Training Regulations • Learning Module for Bread and Pastry Production <p>Books</p> <ul style="list-style-type: none"> • Professional Baking by Wayne Gisslen • Baking and Pastry: Mastering the Art and Craft • Plant-Based Cookbook for Beginners <p>Materials and Resources</p> <p>Equipment/Tools</p> <ul style="list-style-type: none"> • Oven • Measuring cups • Measuring spoons • Digital weighing scale • Mixing bowls • Rolling pin • Whisk • Rubber spatula

	<ul style="list-style-type: none"> • Baking trays • Pastry brush • Knife • Chopping board • Blender • Food processor (if available) • Refrigerator • Apron • Hairnet • Gloves • Cleaning cloth • Sanitizing materials <p>Ingredients for Plant-Based/Vegan Pastries</p> <p>Flour and Alternatives</p> <ul style="list-style-type: none"> • All-purpose flour • Whole wheat flour • Oat flour • Almond flour • Gluten-free flour <p>Plant-Based Milk</p> <ul style="list-style-type: none"> • Soy milk • Almond milk • Coconut milk • Oat milk <p>Egg Replacers</p> <ul style="list-style-type: none"> • Mashed banana • Applesauce • Flaxseed egg mixture • Chia seed mixture <p>Fat Alternatives</p> <ul style="list-style-type: none"> • Coconut oil • Vegan butter • Vegetable oil
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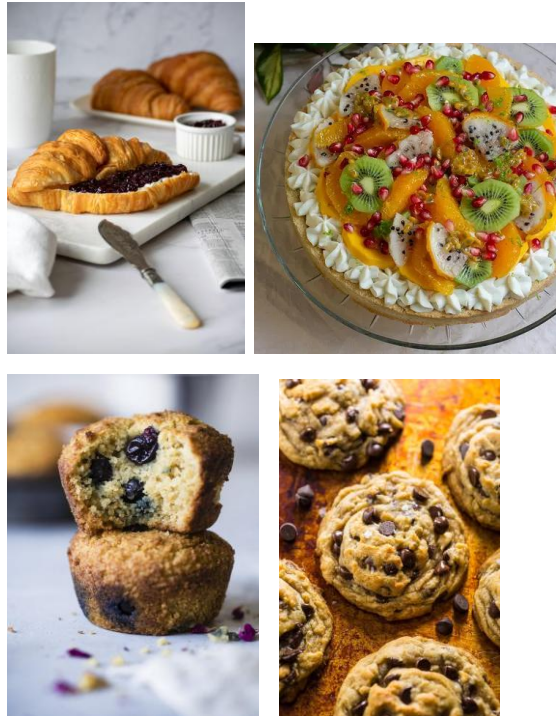
	<p>Natural Sweeteners</p> <ul style="list-style-type: none"> • Honey (optional discussion only; not vegan) • Maple syrup • Brown sugar • Coconut sugar <p>Fillings and Toppings</p> <ul style="list-style-type: none"> • Fruits • Nuts • Peanut butter • Chocolate chips (vegan) • Coconut flakes • Raisins 	
III. CONTENT	<p>Preparation of Plant-Based and Vegan Pastries</p> <p>Topics:</p> <ul style="list-style-type: none"> • Definition of plant-based pastries • Difference between traditional and vegan pastries • Ingredients used in vegan baking • Egg and dairy substitutes • Proper preparation techniques • Plant-based pastry presentation 	
IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 1. Identify plant-based ingredients used in pastries. 2. Differentiate traditional and vegan pastry products. 3. Demonstrate proper preparation techniques. 4. Prepare a simple plant-based pastry product following standard procedures. 5. Present finished plant-based pastry products creatively. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity 1: "Food Swap Challenge"</p> <p>Teacher shows ingredient cards:</p>	<p>This activity activates prior knowledge by connecting learners' existing ideas about ingredients</p>

	<p>Traditional ingredients:</p> <ul style="list-style-type: none">• Milk• Butter• Eggs <p>Plant-based ingredients:</p> <ul style="list-style-type: none">• Soy milk• Coconut oil• Banana puree <p>Learners match the traditional ingredient with its plant-based substitute.</p> <p>Example:</p> <table><tr><th>Traditional</th><th>Vegan Substitute</th></tr><tr><td>Milk</td><td>Soy milk</td></tr><tr><td>Butter</td><td>Coconut oil</td></tr><tr><td>Eggs</td><td>Banana puree</td></tr></table> <p>Activity 2: "Think-Pair-Share"</p> <p>Guide questions:</p> <ol style="list-style-type: none">1. Have you tried vegan foods before?2. Why do some people choose plant-based products?3. Can pastries be made without eggs or milk? <p>2. Establishing the Purpose of the Lesson</p> <p>Teacher asks:</p> <p><i>"Why do bakers today create healthier and plant-based pastries?"</i></p> <p>Teacher presents lesson objectives.</p>	Traditional	Vegan Substitute	Milk	Soy milk	Butter	Coconut oil	Eggs	Banana puree	<p>with healthier and plant-based alternatives.</p> <p>This encourages learners to express ideas and connect personal experiences to the lesson.</p> <p>This helps learners understand the relevance of plant-based baking in modern food trends and business opportunities.</p>
Traditional	Vegan Substitute									
Milk	Soy milk									
Butter	Coconut oil									
Eggs	Banana puree									

B. Instituting New Knowledge

1. Presenting Examples

Teacher presents sample pictures:



Students complete observation notes:

Product	Appearance	Main Ingredients	Healthy Features
Vegan Croissant			
Vegan Tart			
Vegan Muffin			

Visual examples allow learners to compare products and identify characteristics through observation.

	<p>2. Discussing New Concept</p> <p>Teacher discusses:</p> <p>Plant-Based Pastries Products made using ingredients obtained from plants.</p> <p>Vegan Pastries Pastries that do not contain:</p> <ul style="list-style-type: none">• Eggs• Milk• Butter• Animal products <p>Common Ingredient Replacements</p> <table><tr><th>Traditional Ingredient</th><th>Vegan Alternative</th></tr><tr><td>Eggs</td><td>Banana puree</td></tr><tr><td>Butter</td><td>Coconut oil</td></tr><tr><td>Milk</td><td>Soy milk</td></tr><tr><td>Cream</td><td>Coconut cream</td></tr></table> <p>3. Developing Mastery</p> <p>Group Activity: "Build Your Vegan Bakery"</p> <p>Each group creates:</p> <ul style="list-style-type: none">• Product name• Ingredients• Preparation procedure• Healthy features• Product sketch <p>Presentation: 3 minutes</p>	Traditional Ingredient	Vegan Alternative	Eggs	Banana puree	Butter	Coconut oil	Milk	Soy milk	Cream	Coconut cream	<p>Discussion provides explicit instruction using simple examples appropriate for SHS learners.</p> <p>Collaborative learning develops creativity, communication, and planning skills</p>
Traditional Ingredient	Vegan Alternative											
Eggs	Banana puree											
Butter	Coconut oil											
Milk	Soy milk											
Cream	Coconut cream											

<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Activity: "Mini Vegan Pastry Challenge" Learners prepare one simple plant-based pastry: Choices:</p> <ul style="list-style-type: none"> • Vegan banana muffin • Fruit tart • Vegan cookies • Plant-based pie <p>Students present: ✓ Ingredients used ✓ Plant-based substitutions used ✓ Procedure followed ✓ Product features</p> <p>2. Making Generalization</p> <p>Students complete: <i>"Plant-based pastries are important because ____."</i> <i>"The difference between traditional and vegan pastries is ____."</i></p> <p>3. Evaluating Learning</p> <p>Identification Identify the correct answer:</p> <ol style="list-style-type: none"> 1. Plant-based substitute for milk 2. Plant-based substitute for eggs 3. Ingredient used instead of butter 4. Product that contains no animal ingredients 5. Ingredient commonly used in vegan baking 	<p>This activity develops practical skills and authentic application of concepts.</p> <p>Generalization helps learners summarize and internalize key ideas.</p> <p>Assessment measures both knowledge and performance skills.</p>
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	<p>Performance Task</p> <p>Prepare and present a simple plant-based pastry product.</p> <p>Criteria:</p> <table><tr><th>Criteria</th><th>Points</th></tr><tr><td>Preparation Technique</td><td>30</td></tr><tr><td>Product Quality</td><td>30</td></tr><tr><td>Creativity</td><td>20</td></tr><tr><td>Sanitation and Safety</td><td>10</td></tr><tr><td>Presentation</td><td>10</td></tr><tr><td>Total</td><td>100</td></tr></table> <p>4. Additional Activities</p> <p>Enrichment: Research one famous plant-based pastry sold in bakeries and describe it.</p> <p>Remediation: Create a comparison chart of traditional and vegan ingredients.</p>	Criteria	Points	Preparation Technique	30	Product Quality	30	Creativity	20	Sanitation and Safety	10	Presentation	10	Total	100	Provides differentiated activities for learners with varying abilities.
Criteria	Points															
Preparation Technique	30															
Product Quality	30															
Creativity	20															
Sanitation and Safety	10															
Presentation	10															
Total	100															
VI. ASSESSMENT	<p>Culminating Assessment: "Plant-Based Pastry Showcase"</p> <p>Learners will prepare and present a plant-based pastry product applying:</p> <ul style="list-style-type: none">✓ Proper preparation techniques✓ Correct ingredient substitutions✓ Creativity✓ Food safety practices✓ Attractive presentation															

VII. REFLECTION	<p>Teacher Reflection</p> <ol style="list-style-type: none"> 1. Which activities encouraged participation? 2. Which concepts were difficult for learners? 3. What modifications can improve future lessons? <p>Learner Reflection</p> <ol style="list-style-type: none"> 1. What new knowledge did I learn? 2. What difficulties did I experience? 3. How can I improve my pastry preparation skills?
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used ChatGPT by OpenAI to assist in generating lesson organization, learning activities, examples, and instructional content. The author reviewed, revised, and finalized the content and assumes full responsibility for this Learning Exemplar.</p>

LESSON EXEMPLAR			
Learning Area	BAKERY OPERATIONS	Lesson Exemplar	14

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry products.
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	Perform costing and pricing of pastry products
II. REFERENCES and MATERIALS	REFERENCES AND MATERIALS <ul style="list-style-type: none"> • Calculator • Sample recipes (e.g., cookies, cupcakes) • Price list of ingredients (local market prices) • Manila paper / whiteboard • Pen and paper • PowerPoint presentation (optional)
III. CONTENT	Costing of Pastry Products <ul style="list-style-type: none"> • Definition of costing • Importance of costing • Components of product cost • Computation of total cost and selling price
IV. OBJECTIVES	<p>At the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"> • Define costing in pastry production • Identify the components of product cost • Compute the total cost of a pastry product using a given recipe and price list. • Apply thriftiness in costing quality pastry products.

V. PROCEDURES		ANNOTATIONS
<p>A. Activating Prior Knowledge</p>	<p>1. Activating Prior Knowledge</p> <p>Activity 1: “Magkano Yan?”</p> <p>Teacher’s Instruction: Ask learners:</p> <ul style="list-style-type: none"> • “When you buy bread or cake, what do you think determines its price?” <p>Learners share answers (ingredients, labor, packaging, profit).</p> <p>Activity 2: Quick Think-Pair-Share</p> <ul style="list-style-type: none"> • Students discuss: <i>“If you sell cookies, how will you decide the price?”</i> <p>2. Establishing the Purpose of the Lesson</p> <p>Students discuss: <i>“If you sell cookies, how will you decide the price?”</i></p> <p>Teacher explains:</p> <ul style="list-style-type: none"> • Costing helps ensure profit and avoid losses Important for business and entrepreneurship 	<p>This activity uses questioning and real-life connection to activate learners’ prior knowledge about pricing. It allows students to relate the lesson to their daily experiences (buying bread or pastries), making learning meaningful and relevant. The teacher facilitates by encouraging multiple responses and affirming ideas without immediately correcting them.</p> <p>This strategy promotes collaborative learning and communication skills. Learners exchange ideas with peers, which helps build confidence and prepares them for deeper understanding. The teacher circulates to monitor discussions and guide learners who need support.</p> <p>The teacher clearly explains the importance and real-life application of costing in business. This builds learner motivation and purpose, answering the question “Why do we need to learn this?”. The teacher may provide examples like small bakery businesses to make the lesson more relatable.</p>
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Example 1: Chocolate Chip Cookies Costing</p>	<p>Using concrete examples (cookies and cupcakes) supports contextualized and experiential learning. Learners see actual computations, making abstract concepts easier to</p>

	<table><tr><th>Ingredients</th><th>Quantity</th><th>Cost</th></tr><tr><td>Flour</td><td>2 cups</td><td>₱40</td></tr><tr><td>Sugar</td><td>1 cup</td><td>₱25</td></tr><tr><td>Butter</td><td>½ cup</td><td>₱60</td></tr><tr><td>Chocolate Chips</td><td>1 cup</td><td>₱80</td></tr><tr><td>Eggs</td><td>2 pcs</td><td>₱20</td></tr><tr><td colspan="3">Total Cost = ₱225</td></tr><tr><td colspan="3">If yield = 20 cookies</td></tr><tr><td colspan="3">Cost per piece = ₱11.25</td></tr><tr><td colspan="3">Example 2: Cupcake Costing</td></tr><tr><td>Ingredients</td><td>Cost</td><td></td></tr><tr><td>Flour</td><td>₱30</td><td></td></tr><tr><td>Sugar</td><td>₱25</td><td></td></tr><tr><td>Eggs</td><td>₱20</td><td></td></tr><tr><td>Butter</td><td>₱50</td><td></td></tr><tr><td>Milk</td><td>₱15</td><td></td></tr><tr><td colspan="3">Total Cost = ₱140</td></tr><tr><td colspan="3">Yield = 10 cupcakes</td></tr><tr><td colspan="3">Cost per piece = ₱14</td></tr></table>	Ingredients	Quantity	Cost	Flour	2 cups	₱40	Sugar	1 cup	₱25	Butter	½ cup	₱60	Chocolate Chips	1 cup	₱80	Eggs	2 pcs	₱20	Total Cost = ₱225			If yield = 20 cookies			Cost per piece = ₱11.25			Example 2: Cupcake Costing			Ingredients	Cost		Flour	₱30		Sugar	₱25		Eggs	₱20		Butter	₱50		Milk	₱15		Total Cost = ₱140			Yield = 10 cupcakes			Cost per piece = ₱14			<p>understand. The teacher explains step-by-step and checks for understanding through guided questions.</p> <p>This part uses explicit teaching and guided discussion to introduce key concepts such as costing, components, and formulas. The teacher may use board work, visual aids, or simple analogies to ensure clarity. Interaction is encouraged by asking learners to give examples of costs.</p>
	Ingredients	Quantity	Cost																																																								
	Flour	2 cups	₱40																																																								
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Cost per piece = ₱14																																																											

	<p>2. Discussing New Concept</p> <p>What is Costing? Costing is the process of computing the total expenses in making a product.</p> <p>Components of Cost:</p> <ol style="list-style-type: none"> 1. Ingredients Cost – raw materials 2. Labor Cost – effort/work 3. Overhead Cost – electricity, gas, packaging <p>Formula: Total Cost = Ingredients + Labor + Overhead Selling Price = Cost + Profit</p> <p>3. Developing Mastery</p> <p>Activity 1: Guided Practice Learners compute:</p> <p>Recipe Cost = ₱300 Yield = 15 pieces Cost per piece = _____</p> <p>Activity 2: Group Work</p> <ul style="list-style-type: none"> • Each group is given a recipe • Compute total cost and cost per piece • Present answers 	<p>This activity involves scaffolding, where learners practice with teacher guidance. It reinforces computation skills and ensures that learners understand the process before working independently.</p> <p>This uses collaborative and problem-based learning, allowing learners to work together in solving real-life costing problems. It enhances teamwork, critical thinking, and accuracy in computation. The teacher facilitates and provides feedback.</p>
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity: “Mini Bakery Simulation”</p> <ul style="list-style-type: none"> • Learners pretend to own a small bakery 	<p>The “Mini Bakery Simulation” applies authentic learning where learners transfer knowledge to a real-world scenario. It develops entrepreneurial</p>

	<ul style="list-style-type: none"> Choose a pastry product Compute: <ul style="list-style-type: none"> Total cost Selling price <p>2. Making Generalization</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> Why is costing important? What happens if the costing is incorrect? <p>Expected Answer: Costing ensures proper pricing and profit in business.</p> <p>3. Evaluating Learning</p> <p>Answer the following:</p> <ol style="list-style-type: none"> What is Product costing? Give 2 components of cost Compute: Total cost = ₱200, Yield = 10 Cost per piece = _____ <p>4. Additional Activities</p> <ul style="list-style-type: none"> Advanced learners: Add profit margin (e.g., 30%) Struggling learners: Provide guided computation 	<p>skills and decision-making. The teacher guides learners in making realistic computations.</p> <p>This uses reflective questioning to help learners summarize key concepts. It promotes higher-order thinking by encouraging learners to analyze the importance of costing and its impact on business.</p> <p>Assessment is done through a formative quiz aligned with the lesson objectives. It checks learners' understanding of concepts and their ability to compute costs. The teacher provides immediate feedback to address misconceptions.</p> <p>Differentiated instruction is applied by providing enrichment for advanced learners and support for struggling learners. This ensures inclusivity and allows all learners to achieve the lesson objectives at their own pace.</p>
VI. ASSESSMENT	<p>Performance Task: “My Pastry Business Plan” Learners will:</p> <ul style="list-style-type: none"> Choose a pastry product List ingredients and prices Compute total cost Set selling price 	

	Rubric:				
	Criteria	Excellent	Good	Fair	Poor
	Accuracy	Correct computation	Minor errors	Some errors	Incorrect
	Presentation	Clear & neat	Slightly clear	Unclear	Disorganized
	Application	Realistic pricing	Acceptable	Limited	Not applicable
VII. REFLECTION	<ul style="list-style-type: none"> • Learners were actively engaged in computing costs • Some had difficulty in division and pricing • Teacher provided additional examples • Real-life application improved understanding 				
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar, the author used ChatGPT to assist in organizing ideas, generating examples, and simplifying explanations. The author reviewed and finalized all content and takes full responsibility for its accuracy.				