

Lesson Exemplars for Kitchen Operations

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Lesson Exemplar for Kitchen Operations

Grade 11 – Term 1

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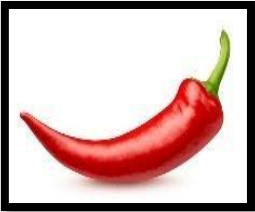
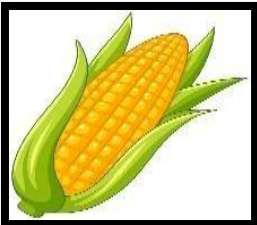
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LESSON EXEMPLAR			
Learning Area	KITCHEN OPERATIONS	Grade Level	11
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I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of preparing, presenting and storing stocks , soup and sauces.
B. Performance Standard	<i>The learners prepare a variety of stocks, soups, and sauces.</i>
C. Learning Competencies	<i>Prepare a variety of stocks, soups, and sauces</i>
II. REFERENCES and MATERIALS	<p>I. Materials: Laptop, Television/ Projector, Whiteboard/ Chalkboard, Whiteboard Pen/ Chalk</p> <p>II. References: A. Book: Self- Learning Modules Cookery Grade 12, Nicholas, Luisa B., SDO- Pasig City: Quarter 4: Module 1: Prepare Stocks, Sauces and Soups, First Edition, 2020.</p> <p>B. Online Sources: https://copilot.microsoft.com/chats/RN7hkTcM8v34acabEWrsi</p> <p>C. Image Sources: Picture 1: https://tinyurl.com/3asdwd6w Picture 2: https://shorturl.at/ZZng9 Picture 3: https://shorturl.at/Ci4zA Picture 4: https://shorturl.at/okr2p Picture 5: https://shorturl.at/rhgG9 Picture 6: https://tinyurl.com/2fhznst3 Picture 7: https://tinyurl.com/mrx6nwhd Picture 8: https://tinyurl.com/3fu9fdrc Picture 9: https://tinyurl.com/44sfwhj5 Picture 10: https://tinyurl.com/me9cp86m</p>

III. CONTENT	<ul style="list-style-type: none"> a. Principles and guidelines of stocks b. Ingredients of stocks c. Classification of stocks
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 principles and guidelines of stock preparation; 2. Practice cleanliness and proper handling of ingredients; 3. Classify stocks according to their ingredients.
V. PROCEDURES	ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity 1: “Picture Solving”</p> <p><i>Instruction: Using the pictures provided, identify and combine them to form the correct answer.</i></p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> 1. <div style="display: flex; align-items: center;">  +  = </div> <div style="display: flex; justify-content: space-around; width: 100%;"> (Picture 1) (Picture 2) </div> </div> <div style="display: flex; align-items: center;"> 2. <div style="display: flex; align-items: center;">  +  = </div> <div style="display: flex; justify-content: space-around; width: 100%;"> (Picture3) (Picture 4) </div> </div> </div>

	<p>3.  +  = _____</p> <p>(Picture 5) (Picture 6)</p> <p>2. Establishing the Purpose of the Lesson:</p> <p>Activity 2: “Pair Discussion”</p> <p><i>Instruction: Ask learners to talk with a partner about their responses.</i></p> <p>A. Why is it important to understand the fundamentals and principles of stock preparation?</p> <p>B. Why is it important for us to understand the different classifications of stocks according to their ingredients?</p>	<p><i>The teacher will allow the learners to discuss their responses with a partner regarding the concepts, principles, components, and classification of stocks (HOTS).</i></p>
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Activity 1: “Ing-Lists”</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  (Picture 7) </div> <div style="text-align: center;">  (Picture 8) </div> <div style="text-align: center;">  (Picture 9) </div> <div style="text-align: center;">  (Picture 10) </div> </div> <p><i>The teacher will present different pictures. Learners will answer the following questions.</i></p>	<p><i>Using images, the teacher will show the pictures and help the learners observe, evaluate, and categorize each image. Through the use of guide questions, the teacher will encourage learners to respond in terms of physical appearance, cooking preparation and level of fats content.</i></p>

	<p><i>a. Identify and label the following picture.</i></p> <p><i>Picture 7: _____</i></p> <p><i>Picture 8: _____</i></p> <p><i>Picture 9: _____</i></p> <p><i>Picture 10: _____</i></p> <p><i>b. Among the pictures presented, which is the fattiest one?</i></p> <p><i>c. Among the pictures presented, which is the most delicate to prepare?</i></p> <p>2. Discussing New Concept</p> <p>Stock is a flavored liquid. When defined, it is clear, thin—that is, unthickened - fluid flavored by soluble substances extracted from meat, poultry, and fish, and their bones, and from vegetables and seasonings.</p> <p>Principles of Making Stock:</p> <p>The following principles should be followed in order to achieve the highest- quality stocks possible.</p> <ol style="list-style-type: none"> 1. Start the stock in cold water 2. Simmer the stock gently 3. Skim the stock frequently 4. Strain the stock carefully 5. Cool the stock quickly 6. Store the stock properly 7. Degrease the stock 	<p><i>The teacher will explain to the learners the following:</i></p> <p><i>A. Definition of Stock</i></p> <p><i>B. Practice cleanliness and proper handling of ingredients;</i></p> <p><i>C. Classify stocks according to their ingredients.</i></p>
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	<p>Principles in Choosing Ingredients:</p> <ol style="list-style-type: none"> 1. Choose Fresh Ingredients Use fresh meat, bones, vegetables, and herbs to achieve better flavor, aroma, and nutritional value. 2. Select High-Quality Bones and Meat Bones should be rich in collagen and free from spoilage to produce a flavorful and clear stock. 3. Use Clean and Safe Ingredients Ensure that all ingredients are properly washed, handled hygienically, and safe for consumption. 4. Pick the Right Vegetables and Aromatics Use fresh mirepoix ingredients such as onions, carrots, and celery to enhance the stock's taste and aroma. 5. Avoid Strong or Bitter Ingredients Overripe vegetables or overly strong seasonings may affect the natural flavor of the stock. 6. Consider the Type of Stock to Be Prepared Choose ingredients appropriate for the stock classification, such as chicken bones for chicken stock or fish bones for fish stock. 7. Check Appearance and Smell Quality ingredients should have natural color, firm texture, and fresh smell without any foul odor. 8. Use Proper Proportions of Ingredients Balanced amounts of bones, vegetables, herbs, and water help create a well-flavored stock. <p>Principles in Achieving High Quality Stocks:</p> <ol style="list-style-type: none"> 1. Use Fresh and Quality Ingredients Fresh bones, meat, vegetables, and herbs produce better flavor, aroma, and clarity. 	
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	<p>2. Start with Cold Water Beginning with cold water helps extract flavors, nutrients, and gelatin slowly and effectively.</p> <p>3. Simmer Gently Maintain a low and gentle simmer to keep the stock clear and prevent it from becoming cloudy.</p> <p>4. Skim Impurities Regularly Remove foam, fat, and impurities from the surface to improve clarity and cleanliness of flavor.</p> <p>5. Use Proper Ingredient Proportions Balance the number of bones, vegetables, seasonings, and water for a well-rounded stock.</p> <p>6. Avoid Over-Seasoning Stocks should have a natural flavor because they are often used as bases for soups and sauces.</p> <p>7. Cook for the Correct Length of Time Proper cooking time allows full extraction of flavor without making the stock bitter.</p> <p>8. Strain the Stock Properly Use a fine strainer or cheesecloth to remove solids and achieve a smooth, clear stock.</p> <p>9. Cool and Store Properly Stocks should be cooled quickly and stored safely to maintain freshness and prevent spoilage.</p> <p>10. Maintain Sanitation and Proper Handling Practice cleanliness and food safety throughout preparation to ensure high-quality results.</p>	
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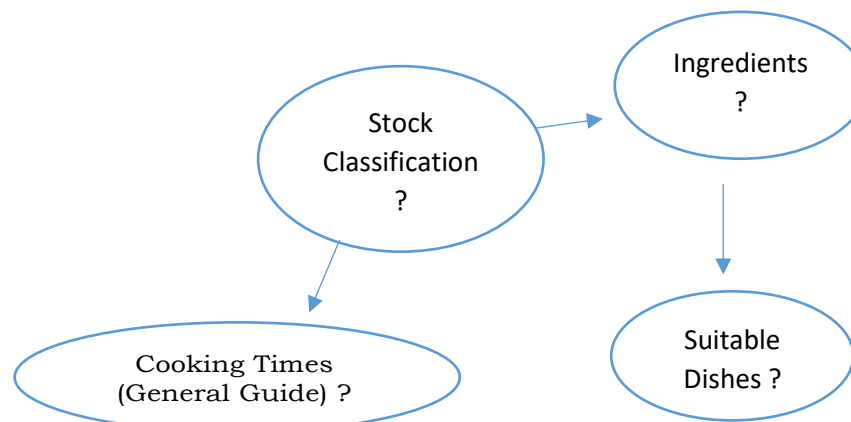
Classification of Stocks:

1. White stock is made by simmering chicken, veal or beef bones in water with vegetables and seasonings. The stock remains relatively colorless during the cooking process.
2. Brown stock is made from chicken, veal, beef or game bones and vegetables, all of which are caramelized before being simmered in water with seasonings. The stock has a rich, dark color
3. Fish stock and a fumet are made by slowly cooking fish bones or crustacean shells with vegetables without browning them, then simmering them in water with seasonings for a short time. For a fumet, wine and lemon juice are also added. The resulting stock or fumet is a strongly flavored, relatively colorless liquid.
4. Vegetable stock or court bouillon is made by simmering vegetables and seasonings in water and an acidic liquid such as vinegar or wine. It is used to poach fish or vegetables.

3. Developing Mastery

“CONCEPT MAP”

Instructions: Learners will prepare a concept map following the pattern below. Students work in pairs.



Learners will fill in the relevant details using the concept map. This activity encourages teamwork and active learning by engaging learners in meaningful discussion and practical application.

Learners will fill in the relevant details using the concept map. This framework encouraged teamwork and active learning by involving students in relevant investigation and practical exercises.

<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application:</p> <p style="text-align: center;">“EXPLORATION OF IDEAS”</p> <p><i>Instruction: Learners relate the lessons to household cooking and food service industry.</i></p> <p>A. How can usingf the appropriate stock improve your home cooking or future career in the food service industry?</p> <p>B. Do you believe that girls or boys make better cooks?</p> <p>C. If you have onion peels and carrot tops available, which stock classification can make use of these ingredients?</p> <p>2. Making Generalization</p> <p style="text-align: center;">“Complete Me”</p> <p>Guides students to complete:</p> <p>“Stocks are classified based on _____and are important because _____”</p> <p><i>Learners articulate generalizations using their own words.</i></p>	<p><i>The teacher asked situational questions which allows them to share their experiences and traditions.</i></p>
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	<p>3. Evaluating Learning: “TEST TASTE”</p> <p>Instruction: Examine the underlined word after reading the statement. If the assertion is true, write T; if it is false, write F; then make the necessary corrections.</p> <p>1. <u>Seasoning</u> helps enhance flavor.</p> <p>2. <u>Vegetable stock</u> is made by simmering vegetables and seasonings in water.</p> <p>3. <u>Brown stock</u> is made by simmering chicken, veal or beef bones in water with vegetables and seasonings.</p> <p>4. <u>White stock</u> is made from chicken, veal, beef or game bones and vegetables, all of which are caramelized before being simmered in water with seasonings. The stock is rich, dark color</p> <p>5. <u>Mirepoix</u> is the most important ingredient; they add flavor, richness and color to the stock.</p> <p>4. Additional Activities: “EXPLORE THE FLAVOR”</p> <p><i>Instructions: Learners will create a unique, simple, local dish and recommend the most appropriate stock to use. Describe the stock classification utilized in two to three sentences.</i></p> <p>Rubric:</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>Originality of Concept</td><td><i>Recipe presents a unique, innovative idea or flavor combination not</i></td><td><i>Recipe shows some originality with a few unique</i></td><td><i>Recipe is somewhat typical with minor variations on common recipes.</i></td><td><i>Recipe is very common or a direct copy of existing recipes without any new elements.</i></td></tr></table>	CRITERIA	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Originality of Concept	<i>Recipe presents a unique, innovative idea or flavor combination not</i>	<i>Recipe shows some originality with a few unique</i>	<i>Recipe is somewhat typical with minor variations on common recipes.</i>	<i>Recipe is very common or a direct copy of existing recipes without any new elements.</i>	<p><i>The teacher will allow the learners to do their assignment.</i></p>
CRITERIA	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)								
Originality of Concept	<i>Recipe presents a unique, innovative idea or flavor combination not</i>	<i>Recipe shows some originality with a few unique</i>	<i>Recipe is somewhat typical with minor variations on common recipes.</i>	<i>Recipe is very common or a direct copy of existing recipes without any new elements.</i>								

		<i>commonly seen.</i>	<i>elements or twists.</i>			
	Use of Ingredients	<i>Ingredients are thoughtfully chosen, combining unexpected or diverse items in a harmonious way</i>	<i>Ingredients are appropriate and show some creativity in choice or combination</i>	<i>Ingredients are standard and predictable, with limited creativity</i>	<i>Ingredients are poorly chosen, lack harmony, or show no creativity</i>	
	Presentation and Style	<i>The recipe's presentation method or style is highly creative and visually engaging</i>	<i>Presentation or style is neat and appealing with some creative elements</i>	<i>Presentation is basic with minimal creative effort</i>	<i>Presentation lacks creativity and is unappealing</i>	
	Innovation in Technique	<i>Use innovative cooking techniques or methods that enhance the dish's uniqueness</i>	<i>Incorporates some less common techniques or methods effectively</i>	<i>Rely mostly on standard techniques with little innovation</i>	<i>Uses basic or outdated techniques with no innovation</i>	
	Cultural or Personal Influence	<i>Recipe strongly reflects a unique cultural or personal influence, adding depth and story</i>	<i>Shows some cultural or personal influence that adds interest</i>	<i>Influence is vague or generic, with little impact on the recipe</i>	<i>No evident cultural or personal influence in the recipe</i>	

	Feedback/Recommendations:	
VI. ASSESSMENT	<p>I. Multiple Choice: <i>Instructions: Write the letter of the correct answer.</i></p> <p>1. Made from chicken, veal, beef or game bones and vegetables, all of which are caramelized before being simmered in water with seasonings. A. Vegetable Stock B. White Stock C. Brown Stock D. Fish Stock</p> <p>2. A flavored liquid. When defined, it is clear, thin—that is, unthickened - fluid flavored by dissolvable substances extricated from meat, poultry, and fish, and their bones, and from vegetables and seasonings. A. Stock B. Stack C. Scrap D. Stick</p> <p>3. The most important ingredient; they add flavor, richness and color to the stock. A. Mirepoix B. Bones C. Principal Stock Seasoning D. Acid Products</p> <p>4. Examples include peppercorns, bay leaves, thyme, parsley stems and, optionally, garlic. A. Bones B. Principal Stock Seasoning C. Scraps and Left-overs D. Acid Products</p> <p>5. May be used in stocks if they are clean, wholesome, and appropriate to the stock being made. A. Scraps and Left-overs B. Bones C. Acid Products D. Principal Stock Seasoning</p>	

	<p>II. Menu List: “TATAK LOKAL”</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. This is a Pair Activity 2. Look for five (5) local and (5) national soups. 3. Classify each soup if it belongs to White Stock, Brown Stock, Vegetable Stock, and Fish Stock. 4. Fill in the table below. <table border="1"> <thead> <tr> <th>RECIPE TITLE</th><th>CLASSIFICATION OF STOCK</th></tr> </thead> <tbody> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> <tr><td>9.</td><td></td></tr> <tr><td>10.</td><td></td></tr> </tbody> </table>	RECIPE TITLE	CLASSIFICATION OF STOCK	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
RECIPE TITLE	CLASSIFICATION OF STOCK																						
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7.																							
8.																							
9.																							
10.																							
VII. REFLECTION	<p>Reflections:</p> <ul style="list-style-type: none"> • Which activity best helped learners develop their food preparation skills? • What challenges did learners encounter during the preparation process? • How can I improve the lesson to enhance learners' culinary skills? • How did the lesson help learners understand the importance of stocks in cooking? 																						
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Copilot to improve the clarity, organization, and accuracy of the content, as well as to generate ideas for instructional strategies and activities. 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	KITCHEN OPERATION	Grade Level	11
Term	FIRST	Lesson Exemplar	2

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of preparing, presenting and storing stocks, soups, and sauces.
B. Performance Standard	The learners prepare a variety of stocks, soups and sauces
C. Learning Competencies	Prepare a variety of stocks, soups , and sauces
	<p>I. Materials: Laptop, television/projector, whiteboard/chalkboard, whiteboard marker/chalk</p> <p>II. References:</p> <p>A. Book: Self- Learning Modules Cookery Grade 12, Nicholas, Luisa B., SDO- Pasig City: Quarter 4: Module 1: Prepare Stocks, Sauces and Soups, First Edition, 2020.</p> <p>B. Online Sources: https://copilot.microsoft.com/chats/RN7hkTcM8v34acabEWrsi</p> <p>C. Image Sources: Picture 1: https://tinyurl.com/bdfs6c48 Picture 2: https://tinyurl.com/2e4x52nn Picture 3: https://tinyurl.com/4k7hj3bv Picture 4: https://tinyurl.com/483vzmhy</p>
III. CONTENT	<p>a. Principles and guidelines in soup making</p> <p>b. Ingredients of soups</p> <p>c. Classification of soups</p>

IV. OBJECTIVES	1. Identify the different classifications of soups such as clear soups, thick soups, and specialty soups. 2. Appreciate the importance of quality ingredients and proper cooking techniques. 3. Demonstrate the proper preparation of ingredients for soup production, including cutting, measuring, and seasoning.		
V. PROCEDURES	ANNOTATIONS		
A. Activating Prior Knowledge	1. Activating Prior Knowledge “SCRAMBLED WORDS” Instruction: To find the correct answer, learners must rearrange the scrambled letters after reading each statement.		
	STATEMENT	SCRAMBLED WORD	ANSWER
	A mixture of fat (usually butter) and flour cooked together and used as a thickening agent in sauces, soups, and stews.	<u>X O R U</u>	
	Flavorful liquids are made by simmering bones, meat, vegetables, and herbs in water. They serve as a base for many soups, sauces, and other dishes.	<u>S S C O K T</u>	
	French culinary term that means "everything in its place." It refers to the practice of preparing and organizing all the ingredients and tools needed for cooking before starting the actual cooking process.	<u>N E – I S M –</u> <u>A P C E L</u>	

The teacher will lead the class by providing activity which will spark the interest of the learner towards learning contents.

	A liquid dish made by combining ingredients such as meat, vegetables, or legumes with stock, water, or another liquid. It is usually served warm or hot and can be clear or thick.	<u>U P O S</u>		
	Substance added to a liquid or mixture to increase its viscosity and improve its texture or consistency without significantly altering its other properties. (Examples include starches, gums, gelatin, and certain proteins)	<u>S T A G E N</u> <u>K E N G I N H</u> <u>I T C</u>		
<p>2. Establishing the Purpose of the Lesson</p> <p>“THINK-PAIR-SHARE”</p> <p>Instruction: Ask learners to talk with a partner about their responses.</p> <p>A. What do you think was the first soup prepared in Philippine history?</p> <p>B. Which gender do you believe makes the finest soup in a Philippine setting—men or women?</p> <p>C. Why is it important to understand the fundamentals and rules of making soup?</p>				

The teacher will let the learners discuss with their partners their prior responses regarding the concepts, rules, components, and categorization of stocks (HOTS).

Learners think individually about a question, then discuss their thoughts with a partner, and finally share with the larger group.

B. Instituting New Knowledge

1. Presenting Examples

“THICKENING AGENTS”



(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)

Present the following pictures. Learners will answer the following questions.

a. Identify and label the following thickening agents.

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

b. Among thickening agents presented, which is the cheapest one?

c. Among thickening agents presented, which is the most expensive?

2. Discussing New Concept

Learners will answer based on their opinions and experiences.

- A. Have you ever tasted a soup that was too salty or too bland? What do you think caused it, and how could it be improved?
- B. Have you experienced preparing or eating soup during rainy days or when someone was sick? Why do you think soup is commonly served during these situations?
- C. Have you experienced tasting different kinds of soups from other places or cultures? What differences did you notice in flavor, ingredients, or texture?

The teacher will pose a few questions that lead to the main topics.

Learners will be guided to the important topics by the teacher's questions.

	<p>D. Have you experienced eating soup that was served cold instead of hot? How did it affect the taste and quality?</p> <p>E. Can you recall a time when soup was the main dish during a family gathering or special occasion? What made it memorable?</p> <p>F. Have you ever added too much seasoning while preparing soup? What action did you take to balance the flavor?</p> <p>G. In your experience, what makes a soup delicious and appealing to eat?</p> <p>Soup is a liquid food particularly with a meat, fish, or vegetable stock as a base and may or may not contain pieces of strong ingredients. The variety of ingredients as well as one's distinct taste provides endless creation of new soups.</p> <p>Principles of Soup:</p> <ol style="list-style-type: none"> 1. Quality Ingredients: For optimal flavor, use fresh, premium meats, vegetables, and herbs. 2. Building Flavor: To add depth, start with a solid base like sautéed onions, garlic, or mirepoix (onions, carrots, and celery). 3. Proper Cooking Time: Soups should be simmered gently to allow flavors to blend without overcooking or excessively breaking down ingredients. 4. Balance of Seasoning: To get a well-rounded flavor, taste and gradually adjust the salt, pepper, and other seasonings. 5. Layering Ingredients: Depending on how long each ingredient takes to cook, add them in stages, 	<p><i>The teacher will explain to the learners the following:</i></p> <p><i>A. Definition of Soups</i></p> <p><i>B. Principles and Guideline in Making Soups</i></p> <p><i>C. Ingredients in Soup Making</i></p>
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	<p>starting with the firmer meats and veggies and finishing with the more delicate ones.</p> <ol style="list-style-type: none"> 6. Texture: Consider the texture, whether you want a smooth, pureed soup or a chunky, hearty one. 7. Consistency: Use broth, stock, cream, or water as necessary to adjust liquid levels to the required thickness. 8. Finishing Touches: To brighten and improve the flavor, add fresh herbs, cream, or acid (such as vinegar or lemon juice) in the end. <p>Guidelines in Soup Making:</p> <ol style="list-style-type: none"> 1. Choose Your Base: As the basis for flavor, start with a decent stock or broth (vegetable, meat, chicken, or homemade). 2. Prepare Ingredients: For consistent cooking, chop vegetables equally. Cut the meat into small pieces if you're using it. 3. Sauté Aromatics: To start, add flavor by sautéing onions, garlic, and other aromatics in butter or oil. 4. Add Vegetables and Proteins: Softer veggies should be added after harder ones, such as potatoes and carrots, which require longer to cook. Add the appropriate amount of protein. 5. Season Gradually: Gradually add salt, pepper, herbs, and spices to provide depth without going overboard. 6. Simmer, Don't Boil: To develop flavors and prevent ingredients from becoming tough, keep the simmer at a gentle pace. 7. Adjust Consistency: If the soup is too thick, add more liquid. If it is too thin, simmer it uncovered to reduce and thicken. 	
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	<p>8. Finishing Touches: For brightness and complexity, add fresh herbs, cream, or acid (such as vinegar or lemon juice) at the end.</p> <p>9. Taste Frequently: Throughout the cooking process, taste and adjust the seasoning frequently.</p> <p>10. Rest Before Serving: To allow the flavors to blend, let the soup rest off the heat for a few minutes before serving.</p> <p>Basic Ingredients of Making Soup:</p> <ol style="list-style-type: none"> 1. Liquid Base: Water, broth, or stock (chicken, beef, vegetable). 2. Vegetables: Common choices include onions, carrots, celery, potatoes, tomatoes, and garlic. 3. Protein: Meat (chicken, beef, pork), seafood, beans, lentils, or tofu. 4. Seasonings: Salt, pepper, herbs (such as thyme, bay leaves, parsley), and spices. 5. Fats: Oil, butter, or cream for sautéing or adding richness. <p>Classification of Soups:</p> <ol style="list-style-type: none"> 1. Clear soups- All clear soups start as stock or broth. Broths may be served as finished items, used as the base for other soups or refined (clarified) into consommés. 2. Thick soups- include cream soups and purée soups. <p>CLEAR SOUPS</p> <p>Broths</p> <p>Like stocks, broths are prepared by simmering meat, poultry, fish, or vegetables in a liquid for a long time to extract flavor. are made from meat, poultry, fish or vegetables cooked in a liquid. An especially full-flavored broth results when a stock and not just water is used as the liquid.</p>	
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	<p>Consommés</p> <p>Consommé is a stock or broth that has been clarified to remove impurities so that it is crystal clear. Traditionally, all clear broths were referred to as consommés. A clear broth that undergoes further clarification is called a double consommé.</p> <p>THICK SOUP</p> <p>Cream Soups</p> <p>Most cream soups are made by simmering the main flavoring in a white stock or thin velouté (veh-loo-tay), a leading sauce made by thickening a white stock (fish, veal, or chicken with roux) sauce to which seasonings have been added. The mixture is then puréed and strained. After the consistency has been adjusted, the soup is finished by adding cream.</p> <p>Purée</p> <p>Purée soups are hearty soups made by cooking starchy vegetables or legumes in a stock or broth, then puréeing all or a portion of them to thicken the soup. Purée soups depend on the starch content of the main ingredient for thickening. Also, purée soups are generally coarser than cream soups and are typically not strained after puréeing.</p> <p>Other Soups</p> <p>Several popular types of soup do not fit the descriptions of, or follow the procedures for, either clear or thick soups. Soups such as bisques and chowders as well as many cold soups use special methods or a combination of the methods used for clear and thick soups.</p>	
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	<p>Bisques</p> <p>Traditional bisques are shellfish soups thickened with cooked rice. Today, bisques are prepared using a combination of the cream and purée soup procedures. They are generally made from shrimp, lobster or crayfish and are thickened with a roux instead of rice for better stability and consistency.</p> <p>Chowders</p> <p>Chowders are chunky, hearty soups so full of good things they sometimes are more like stews than soups. Many types of chowder are simply cream soups or purée soups that are not puréed but left chunky. Like other specialty regional soups, chowders resist categorization. However, most of them are based on fish or shellfish or vegetables, and most contain potatoes and milk or cream.</p> <p>Cold Soups</p> <p>Cold soups can be as simple as a chilled version of a cream soup or as creative as a cold fruit soup blended with yogurt. Cold fruit soups have become popular on contemporary dessert menus. Other than the fact that they are cold, cold soups are difficult to classify because many of them use unique or combination preparation methods. Regardless, they are divided here into two categories: cold soups that require cooking and those that do not. Many cooked cold soups are simply a chilled version of a hot soup.</p>	
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3. Developing Mastery

“WORD SEARCH PUZZLE”

Instruction:

Learners will find and encircle words related to soup and then write them in the word list below.

B R O T H V E G E T
O N I O N A R L I C
C H I C K E N P E P
T O M A T O L E N T
N O O D L E S C A R
V E G E T A B L E S
G A R L I C B R O T
P E P P E R O N I O
C A R R O T T O M A
L E N T I L N O O D
S O U P V E G E T A
B L E S C H I C K E

Word List:

- _____
- _____
- _____
- _____
- _____
- _____

Learner will search and encircle possible words related to soup. This framework encouraged critical thinking and active learning by involving students in relevant practical exercises.

	<p>3. How can you apply your knowledge about soups at home or in daily life?</p> <p>3. Evaluating Learning</p> <p>“Validation and Correction Test”</p> <p>Instruction: Examine the underlined word after reading the statement. If the assertion is true, write T; if it is false, write F; then make the necessary corrections.</p> <ol style="list-style-type: none"> 1. <u>Consommé soups</u> are hearty soups made by cooking starchy vegetables or legumes in a stock or broth, then puréeing all or a portion of them to thicken the soup. 2. <u>Clear soups</u> include cream soups and purée soups. 3. <u>Chowders</u> are chunky, hearty soups that are often more like stews than soups. 4. <u>Sauce</u> prepared by simmering flavoring ingredients in a liquid for a long time. are made from meat, poultry, fish or vegetables cooked in a liquid. 5. <u>Thick soups</u> start as stock or broth. Broths may be served as finished items, used as the base for other soups or refined (clarified) into consommés. <p>4. Additional Activities</p> <p>“RECIPE HUNTING”</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Learners will perform as pairs. 2. Learners will research the following Filipino soups, identify their origins, and classify them according to their soup category. 3. Learners will fill in the following table below. 	<p><i>The teacher will examine the critical thinking and active learning of the learners.</i></p> <p>The teacher will allow the learners to do their assignment.</p>
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	NAME OF SOUP	ORIGIN/ PLACE	CLASSIFICATION	
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
VI. ASSESSMENT	I. Multiple Choice: <i>Instruction: Read each question carefully and choose the letter of the correct answer.</i> 1. Which of the following is classified as a clear soup? A. Cream of Mushroom Soup B. Bisque C. Consommé D. Chowder 2. What is the main purpose of simmering soup instead of boiling it rapidly? A. To make it cook faster B. To keep the soup clear and flavorful C. To thicken the soup immediately D. To reduce the ingredients 3. Which ingredient is commonly used to thicken soups? A. Vinegar B. Flour			

	<p>C. Salt D. Pepper</p> <p>4. What is the correct temperature for serving hot soup? A. Cold B. Room temperature C. Hot D. Frozen</p> <p>5. Which soup is usually made with milk or cream? A. Clear soup B. Thick soup C. Broth D. Bouillon</p> <p>6. What is the best way to remove excess fat from soup? A. Add more water B. Boil continuously C. Skim the surface D. Add flour</p> <p>7. Which of the following is an example of a thick soup? A. Chicken Broth B. Consommé C. Cream of Corn Soup D. Vegetable Stock</p> <p>8. Why is sanitation important in soup preparation? A. To save ingredients B. To improve color only C. To prevent food contamination D. To cook faster</p> <p>9. What cooking liquid is commonly used as the base of soups? A. Oil B. Syrup C. Stock D. Juice</p>
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10. Which seasoning enhances the flavor of soup the most when used properly?

- A. Soap
- B. Salt
- C. Sugar
- D. Flour

II. Identification:

Instruction: Read each statement and choose the correct answer from the scrambled words inside the box.

CIKHT PUSO	REXIMIPO	HOTBR	LOCD PUSO	ARMCE PUSO
MOSMENOC	RELAC PUSO	SEUCSA	RUPEE PUSO	SPECIS

1. A stock or broth that has been clarified to remove impurities so that it is crystal clear.
2. Classification of soup which can be as simple as a chilled version of a cream soup or as creative as a cold fruit soup blended with yogurt.
3. Classification of soup which refers to a hearty soup made by cooking starchy vegetables or legumes in a stock or broth, then puréeing all or a portion of them to thicken the soup.
4. Classification of soup which is made by simmering the main flavoring in a white stock or thin velouté (veh-loo-tay), a leading sauce made by thickening a white stock (fish, veal, or chicken with roux) sauce to which seasonings have been added.
5. Refers to a liquid which is prepared by simmering flavoring ingredients in a liquid for a long time. are made from meat, poultry, fish or vegetables cooked in a liquid.

Key Answer:

I. Multiple Choice:

1. C- Consommé
2. B- To keep the soup clear and flavorful
3. B- Flour
4. C- Hot
5. B- Thick soup

	<p>6. C- Skim the surface</p> <p>7. C- Cream of Corn Soup</p> <p>8. C- To prevent food contamination</p> <p>9. C- Stock</p> <p>10. B- Salt</p> <p>II. Identification:</p> <p>1. Clear Soup</p> <p>2. Cold Soup</p> <p>3. Puree Soup</p> <p>4. Cream Soup</p> <p>5. Broth</p>
VII. REFLECTION	<p>Reflection:</p> <ul style="list-style-type: none"> • Did learners correctly identify soup classifications and ingredients? • Which activity best developed learners' soup-making skills? • How can I improve the lesson on soup preparation?
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Copilot to improve the clarity, organization, and accuracy of the content, as well as to generate ideas for instructional strategies and activities. The author(s) reviewed, validated, and finalized all content. The author(s) take full responsibility for the content of this LE.</p>

LESSON EXEMPLAR			
Learning Area	KITCHEN OPERATION	Grade Level	11
Term	FIRST	Lesson Exemplar	3

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of preparing, presenting and storing stocks, soups, and sauces
B. Performance Standard	The learners prepare a variety of stocks, soups and sauces
C. Learning Competencies	Prepare a variety of stocks, soups, and sauces
II. REFERENCES and MATERIALS	<p>I. Materials: Laptop, television/projector, whiteboard/chalkboard, whiteboard marker/chalk</p> <p>II. References:</p> <p>A. Book: Self- Learning Modules Cookery Grade 12, Nicholas, Luisa B., SDO- Pasig City: Quarter 4: Module 1: Prepare Stocks, Sauces and Soups, First Edition, 2020.</p> <p>B. Online Sources: https://copilot.microsoft.com/chats/RN7hkTcM8v34acabEWrsi</p> <p>C. Image Sources: Picture 1: https://tinyurl.com/6w3yae39 Picture 2: https://tinyurl.com/45eskfp7 Picture 3: https://tinyurl.com/5t2tnry5 Picture 4: https://tinyurl.com/ype6ebc5 Picture 5: https://tinyurl.com/2sd8ueev</p>
III. CONTENT	<p>Contents:</p> <ol style="list-style-type: none"> Principles and guidelines in sauce making Ingredients of sauces Classification of sauces

IV. OBJECTIVES	At the end of the lesson, learners will be able to: 1. Identify the different classifications and types of sauces. 2. Demonstrate patience and attention to detail in preparing sauces. 3. Present sauces with proper consistency, flavor, and appearance.	
V. PROCEDURES	ANNOTATIONS	
A. Activating Prior Knowledge	1. Activating Prior Knowledge “FIND YOUR FLAVOR” Instruction: To find the correct answer, learners must rearrange the scrambled letters to form the names of sauces and condiments. A. ETCHUKP B. MAYOENNASI C. RMATAO D. BBAQEUCR E. SYAO SCUE F. HTO SUCAE G. SLAAS H. EPCIH SLUCAE I. RACMLE J. DUMSRTA .	<i>The teacher will lead the class by providing an activity that will spark the learners’ interest in the lesson.</i>
	2. Establishing the Purpose of the Lesson “THINK-PAIR-SHARE” Direction: Ask learners to talk with a partner about their responses. A. What Filipino dishes commonly use sauces, and why are they important in Filipino cuisine? B. Do you think preparing sauces and cooking should be associated with a particular gender? Why or why not? C. Why is it important for us to understand the various sauce classifications?	<i>The teacher will allow learners to discuss with their partners their prior responses regarding the concepts, principles, components, and classification of sauces (HOTS).</i>

B. Instituting New Knowledge

1. Presenting Examples

“MOTHER SAUCES”

Instruction: Present the following pictures. Using the given clues, learners will answer the questions that follow.



(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)

a. Identify and label the following common sauces.

Picture 1: _____

(Clue/s: It is made from fresh tomatoes)

Picture 2: _____

(Clue/s: It is made from brown roux and brown stock)

Picture 3: _____

(Clue/s: It is made from egg yolk, acid and oil)

Picture 4: _____

(Clue/s: It is made from pale roux and white stock)

b. Which of the following sauces do you use most often?

Answer : _____

c. Describe the color of each sauce?

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

Using images, the teacher will show the pictures and help the students observe, evaluate, and categorize each image. Through the use of guide questions, the teacher will encourage learners to respond in terms of physical appearance, cooking preparation and level of fats content.

	<p>2. Discussing New Concept</p> <p>Learners will answer based on their opinions and experiences.</p> <ol style="list-style-type: none"> 1. Imagine eating pasta, fried chicken, or steak without sauce. How would the food taste? 2. Why are sauces important in cooking? 3. What makes a sauce flavorful and appealing? <p>Sauce is a <u>liquid</u> or semiliquid mixture that is added to a <u>food</u> as it <u>cooks</u> or that is served with it. Sauces provide flavor, moisture, and contrast in texture and color. They may also serve as a medium in which food is contained, for example, the velouté sauce of creamed chicken. Seasoning liquids (soy sauce, <u>hot pepper</u> sauce, <u>fish sauce</u>, Worcestershire sauce) are used both as ingredients in <u>cooking</u> and at table as condiments. Drier foods, such as grilled meats, roasts and meatloaf, are often enhanced with sauces and gravies. Sauces creates interest and stimulate the appetite</p> <p>Principles of Sauce:</p> <ol style="list-style-type: none"> 1. Base (Foundation) Most sauces start with a base like: <ul style="list-style-type: none"> • Stock (chicken, beef, vegetable) • Milk or cream • Tomatoes • Butter or oil 2. Thickening (if needed) To give the sauce body: <ul style="list-style-type: none"> • Flour (like a roux) • Cornstarch • Reduction (letting liquid simmer to thicken naturally) 	<p><i>The teacher will pose a few questions that lead to the main topics.</i></p> <p><i>Learners will be guided to the important topics by the teacher's questions.</i></p>
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	<p>3. Flavoring</p> <p>This is where the sauce gets its character:</p> <ul style="list-style-type: none"> • Herbs and spices • Garlic, onions • Wine, vinegar, or citrus <p>4. Balance</p> <p>A good sauce balances:</p> <ul style="list-style-type: none"> • Saltiness • Sweetness • Acidity • Richness (fat) <p>5. Technique</p> <p>Control matters:</p> <ul style="list-style-type: none"> • Heat (don't burn or curdle) • Timing (add ingredients at the right stage) • Stirring and consistency <p>In short, the principle of making sauce is: Combine a base + adjust texture + add flavor + balance everything.</p> <p>Guidelines in Sauce Making:</p> <p>1. Flavor Balance</p> <ul style="list-style-type: none"> • Complement the dish: Sauces should enhance, not overpower, the main ingredient. • Layer flavors: Use aromatics (onion, garlic, shallots), herbs, spices, and acids (wine, vinegar, citrus) for complexity. • Season gradually: Add salt and pepper in stages to avoid over-seasoning. 	
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	<p>2. Texture & Consistency</p> <ul style="list-style-type: none"> • Thickening agents: Use roux (flour + fat), starch (cornstarch, arrowroot), or reduction (cooking down liquids). • Smoothness: Strain sauces to remove lumps or solids for a refined finish. • Viscosity control: Adjust with stock, cream, or butter depending on desired thickness. <p>3. Techniques</p> <ul style="list-style-type: none"> • Reduction: Simmer liquids to concentrate flavor (e.g., jus, demi-glace). • Emulsification: Combine fat and liquid (e.g., hollandaise, mayonnaise) using whisking or blending. • Deglazing: Add wine or stock to a pan after searing meat to dissolve flavorful browned bits. <p>4. Food Safety & Quality</p> <ul style="list-style-type: none"> • Temperature control: Keep hot sauces above 60°C (140°F) and cold sauces below 5°C (41°F). • pH balance: Acidic sauces (like tomato-based) are safer for storage; creamy sauces spoil faster. • Storage: Refrigerate promptly; avoid leaving sauces at room temperature for long periods. • Hygiene: Use clean utensils and avoid cross-contamination. <p>5. Visual Appeal</p> <ul style="list-style-type: none"> • Color contrast: Bright sauces (like chimichurri or tomato) can make dishes more appetizing. • Gloss & shine: Finish with butter or cream for a luxurious look. • Presentation: Drizzle, pool, or nappe (coat) depending on plating style. 	
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Ingredients of Making Sauce:

Three kinds of ingredients used in making major sauces:

1. A liquid, the body of the sauce
2. A thickening agent
3. Additional seasoning and flavoring ingredients

Liquids

The base stock, or liquid used for a sauce, provides much of the flavor. From here, several methods exist for enhancing flavor, including adding wine, lemon juice, vinegar, seasonings, herbs and cheese, as well as reducing the sauce to concentrate its flavor.

Thickeners

Several mixtures are used for thickening sauces, including:

Roux – a cooked mixture of equal parts of flour and fat (such as butter, oil or meat drippings). The amount of cooking time affects the color. For example, roux starts out white before progressing to blond and brown as it cooks. The types of roux differ according to how long they are cooked.

- a. White Roux- cooked just enough to cook the raw taste of flour; used for bechamel and other white sauces based on milk.
- b. Blond Roux- cooked a little longer to a slightly darker color; used for veloutés' sauces
- c. Brown Roux- cooked to a light brown color and a nutty aroma. Flour may be browned before adding to the fat. It contributes flavor and color to brown sauces.

	<ul style="list-style-type: none"> • Whitewash or slurry – a mixture of flour and cold water • Cornstarch – a mixture of cornstarch and cold water • Liaison – egg yolks that have first been tempered with hot stock (so they don't scramble) before being added to the liquid <p>Adding thickeners to sauces usually requires a slow, continuous whipping technique to prevent lumps from forming. Once successfully added to the liquid, all thickeners must come to a boil before they reach their full thickening and holding potential.</p> <p>Seasonings and Flavorings</p> <p>To improve the taste of foods, many ingredients are used. To provide both seasoning and flavoring, these ingredients can be used. Seasoning involves bringing out the natural flavor of the food without altering it or intensifying it. Flavoring refers to ingredients that modify or enhance the original taste of food.</p> <p>Classification of Sauces:</p> <p>Basic Sauces for Meat, Vegetables, and Fish</p> <ol style="list-style-type: none"> 1. White sauce/Bechamel - Its basic ingredient is milk which is thickened with flour enriched with butter. 2. Velouté sauce- Its chief ingredients are veal, chicken and fish broth, thickened with blonde roux. 3. Hollandaise- It is a rich emulsified sauce made from butter, egg yolks, lemon juice and cayenne. 4. Emulsion- (as fat in milk) consists of liquid dispersed with or without an emulsifier in 	
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another liquid that usually would not mix together.

5. Brown sauce/ Espagnole- It is a brown roux-based sauce made with butter or margarine, flavor and brown stock.
6. Tomato- It is made from stock (ham/pork) and tomato products seasoned with spices and herbs.

Variation of Sauces:

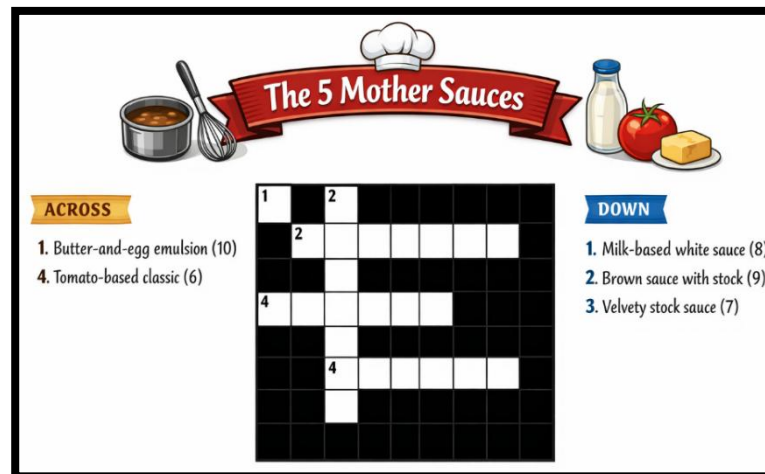
1. Hot sauces are prepared just before they are served or used.
2. Cold sauces are prepared ahead of time, cooled, covered, and refrigerated before serving.

3. Developing Mastery

“CROSS WORD PUZZLE”

Instruction:

Fill in the crossword puzzle using the clues below. All answers relate to the five classical French mother sauces.



(Picture 5)

	<p>Clues</p> <p>Across</p> <ol style="list-style-type: none"> 1. Butter-and-egg emulsion 2. Tomato-based classic <p>Down</p> <ol style="list-style-type: none"> 1. Milk-based white sauce 2. Brown sauce with stock 3. Velvety stock sauce 										
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Learners will analyze, troubleshoot, and answer the questions in the table below. 2. Each group should consist of five members. <table border="1"> <thead> <tr> <th>Scenario</th><th>What are the Possible Causes?</th><th>What are the Possible Solutions?</th></tr> </thead> <tbody> <tr> <td>"Sauce is Too Thin (Watery)"- You made a gravy or pasta sauce, but it doesn't coat the food properly.</td><td></td><td></td></tr> <tr> <td>"Sauce is Too Thick"- Sauce turns pasty or overly heavy.</td><td></td><td></td></tr> </tbody> </table>	Scenario	What are the Possible Causes?	What are the Possible Solutions?	"Sauce is Too Thin (Watery)"- You made a gravy or pasta sauce, but it doesn't coat the food properly.			"Sauce is Too Thick"- Sauce turns pasty or overly heavy.			
Scenario	What are the Possible Causes?	What are the Possible Solutions?									
"Sauce is Too Thin (Watery)"- You made a gravy or pasta sauce, but it doesn't coat the food properly.											
"Sauce is Too Thick"- Sauce turns pasty or overly heavy.											

	“Lumpy Sauce”- White sauce or gravy has lumps.			The teacher will give statement which allows learner to share their ideas.
	“Sauce is Too Salty”- Flavor is overpoweringly salty.			
	“Sauce is Bland Scenario”- Sauce tastes flat or lacks depth.			
	Students relate the lessons to daily cooking and kitchen scenarios.			
2. Making Generalization				
“You Make Me Complete”				
Instruction: Using the clues inside the parentheses, learners will choose the best answer and write it in the blank.				
1. “Bechamel Sauce is from _____ (Clues: Pale, Red, Brown, White) Roux; Veloute Sauce from _____ (Clues: Pale, Red, Brown, White) Roux; Espagnole Sauce from _____ (Clues: Pale, Red, Brown, White) Roux.”				
2. “The _____ (Clues: One, Three, Five, Seven) mother sauces are the foundation of many culinary recipes. Béchamel is a white sauce made from				
				The teacher will examine the critical thinking and active learning of the learners

	<p>_____ (Clues: Water, Milk, Vinaigrette,) and roux. Tomato sauce is commonly used in _____ (Clues: Pasta, Egg, Bread, Meat) dishes. Hollandaise sauce is made with (Clues: Egg whites, Egg yolks, Egg shells) and butter. Brown sauce is usually prepared from (Clues: White, Fish, Vegetable, White) stock”</p> <p>3. Evaluating Learning</p> <p>Direction: Examine the underlined word in each statement. If the statement is true, write T. If it is false, write F and provide the correct answer.</p> <ol style="list-style-type: none"> 1. <u>Veloute Sauce</u>- basic ingredient is milk which is thickened with flour enriched with butter. 2. <u>Hollandaise</u>- It is a rich emulsified sauce made from butter, egg yolks, lemon juice and cayenne. 3. <u>Bechamel Sauce</u>- It is made from stock (ham/pork) and tomato products seasoned with spices and herbs. 4. <u>Tomato Sauce</u>- It is a brown roux-based sauce made with margarine or butter, flavor and brown stock. 5. <u>Stock</u> refers to a <u>liquid</u> or semiliquid mixture that is added to a <u>food</u> as it <u>cooks</u> or that is served with it. <p>4. Additional Activities</p> <p style="text-align: center;">“RECIPE HUNTING”</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Learners will perform as pairs. 2. Learners research the origin of the following international recipes and determine the type of sauce being used. 	<p>The teacher will allow the learners to do their assignment.</p>
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	<div>3. Learners will fill in the following table below.</div> <table><tr><th>NAME OF RECIPE</th><th>ORIGIN/ PLACE</th><th>CLASSIFICATION OF SAUCE</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td></tr><tr><td>6.</td><td></td><td></td></tr><tr><td>7.</td><td></td><td></td></tr><tr><td>8.</td><td></td><td></td></tr><tr><td>9.</td><td></td><td></td></tr><tr><td>10.</td><td></td><td></td></tr></table>	NAME OF RECIPE	ORIGIN/ PLACE	CLASSIFICATION OF SAUCE	1.			2.			3.			4.			5.			6.			7.			8.			9.			10.			
NAME OF RECIPE	ORIGIN/ PLACE	CLASSIFICATION OF SAUCE																																	
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<div>VI. ASSESSMENT</div>	<div>I. Multiple Choice:</div> <div>Direction: Read each question carefully and choose the best answer from the four options.</div> <div><div>1. Which of the following is NOT one of the 5 Mother Sauces?</div><div><div>a. Béchamel</div><div>b. Hollandaise</div><div>c. Barbecue</div><div>d. Espagnole</div></div></div> <div><div>2. What is the main thickening agent in Béchamel sauce?</div><div><div>a. Cornstarch</div><div>b. Flour</div><div>c. Egg yolk</div><div>d. Gelatin</div></div></div>																																		

	<p>3. Which mother sauce is made primarily from brown stock and brown roux?</p> <ul style="list-style-type: none"> a. Velouté b. Espagnole c. Béchamel d. Tomato <p>4. Hollandaise sauce is an emulsion of which two key ingredients?</p> <ul style="list-style-type: none"> a. Butter and cream b. Egg yolks and butter c. Milk and flour d. Stock and roux <p>5. Which mother sauce is traditionally made with white stock and a blonde roux?</p> <ul style="list-style-type: none"> a. Velouté b. Espagnole c. Béchamel d. Tomato <p>6. Tomato sauce, one of the mother sauces, is traditionally made with which key ingredient?</p> <ul style="list-style-type: none"> a. Cream b. Tomato and stock c. Butter and egg yolks d. Brown roux <p>7. What is the primary purpose of a roux in mother sauces?</p> <ul style="list-style-type: none"> a. To add flavor b. To thicken the sauce c. To garnish d. To cool the sauce <p>8. Which mother sauce is commonly used as the base for Mornay sauce?</p> <ul style="list-style-type: none"> a. Velouté b. Béchamel c. Espagnole d. Hollandaise
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9. What cooking technique is essential to making Hollandaise sauce?

- a. Boiling
- b. Simmering
- c. Emulsifying over gentle heat
- d. Baking

10. Which mother sauce is often used as a base for demi-glace?

- a. Tomato
- b. Espagnole
- c. Velouté
- d. Béchamel

II. RECIPE

Directions:

1. This is a Pair Activity
2. Create a simple main dish recipe with an appropriate accompanying sauce.
3. Follow the recipe format below.

RECIPES' NAME: <i>(Main dish and Sauce)</i>		SAUCE CLASSIFICATION:
QTY.	UNIT	INGREDIENTS/ DESCRIPTION

<i>PROCEDURES:</i>			

	<div>III. Rubric for Performance Task</div> <div><table><tr><th>Criteria</th><th>Below Expectations</th><th>Proficient</th><th>Exemplary</th></tr><tr><td>Ingredients</td><td>Missing or unclear list</td><td>All ingredients listed</td><td>Complete, precise, with measurements</td></tr><tr><td>Procedure/Method</td><td>Steps unclear or incomplete</td><td>Steps understandable</td><td>Steps clear, logical, and efficient</td></tr><tr><td>Cooking Techniques</td><td>Incorrect or unsafe use</td><td>Correct use of basic techniques</td><td>Mastery of multiple techniques</td></tr><tr><td>Presentation</td><td>Poorly plated, unappealing</td><td>Acceptable presentation</td><td>Creative, visually appealing</td></tr><tr><td>Taste & Quality</td><td>Imbalanced flavors</td><td>Balanced flavors</td><td>Exceptional flavor harmony</td></tr><tr><td>Creativity/Innovation</td><td>No originality</td><td>Some originality</td><td>Highly innovative and unique</td></tr><tr><td>Evaluation/Reflection</td><td>No analysis</td><td>Basic reflection</td><td>In-depth evaluation of process and product</td></tr></table></div>	Criteria	Below Expectations	Proficient	Exemplary	Ingredients	Missing or unclear list	All ingredients listed	Complete, precise, with measurements	Procedure/Method	Steps unclear or incomplete	Steps understandable	Steps clear, logical, and efficient	Cooking Techniques	Incorrect or unsafe use	Correct use of basic techniques	Mastery of multiple techniques	Presentation	Poorly plated, unappealing	Acceptable presentation	Creative, visually appealing	Taste & Quality	Imbalanced flavors	Balanced flavors	Exceptional flavor harmony	Creativity/Innovation	No originality	Some originality	Highly innovative and unique	Evaluation/Reflection	No analysis	Basic reflection	In-depth evaluation of process and product
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VII. REFLECTION	<div>Reflection:</div> <ul style="list-style-type: none">• Were learners able to identify the principles, ingredients, and classifications of sauces?• Which activity best helped learners understand sauce making?• How can I improve the lesson to strengthen learners’ sauce-making skills?																																
VIII. USE OF GENERATIVE AI	<div>In preparing this Learning Exemplar (LE), the author(s) used Copilot to improve the clarity, organization, and accuracy of the content, as well as to generate ideas for instructional strategies and activities. The author(s) reviewed, validated, and finalized the content. The author(s) take full responsibility for the content of this LE.</div>																																