

Lesson Exemplars for Kitchen Operations

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Lesson Exemplar for Kitchen Operations

Grade 11 – Term 2

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LESSON EXEMPLAR			
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I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of preparing, presenting, and storing appetizers.</i>
B. Performance Standard	<i>The learners prepare a variety of appetizers.</i>
C. Learning Competencies	<i>Prepare a variety of soups and appetizers.</i>
II. REFERENCES and MATERIALS	<p>References</p> <p>A. Book</p> <ul style="list-style-type: none"> • SLM Cookery SHS. Department of Education, Pasig City, Philippines 2020 • LM Cookery SHS. Department of Education, National Capital Region, Philippines 2016 • Technical Vocational Livelihood Education- Cookery Module 1 Manual, First Edition 2016 <p>B. Online Sources</p> <ul style="list-style-type: none"> • Farah. (2024, September 18). <i>What is the Difference Between Cold and Hot Appetizers?</i> - Istanbul Grill. Istanbul Grill. https://istanbulgrillorlando.com/appetizers/hot-and-cold-appetizers/ • Narag, O. (2026). <i>to convert</i>. Scribd. https://www.scribd.com/document/460880481/to-convert • Lacar, L. G. (2026). <i>2varietyofhotorcoldappetizer-170706060159</i>. Scribd. https://www.scribd.com/presentation/624236252/2varietyofhotorcoldappetizer-170706060159 • https://www.thekitchn.com/filipino-fruit-salad-recipe-23534917#post-recipe-514120009 • https://www.kawalingpinoy.com/lumpiang-prito/#wprm-recipe-container-33699 • https://www.kawalingpinoy.com/baked-tahong-with-sweet-chili-mayo-topping/#wprm-recipe-container-19481 • https://www.allrecipes.com/recipe/16643/creamy-corn-soup/

	C. Images Sources Figure 1 - https://11nq.com/XGL9v Figure 2 - https://eat-drink-love.com/chicken-salad-wonton-cups/ Figure 3 - https://www.youtube.com/watch?v=jxTDI4OGSjU Figure 4 - https://11nq.com/NAw1N Figure 5 - https://11nq.com/PoowD Materials <ul style="list-style-type: none"> • Laptop/Projector • PowerPoint presentation / visual aids • Printed Learning Activity Sheets (LAS) 	
III. CONTENT	Characteristics of Appetizers <ul style="list-style-type: none"> • Hot Appetizer • Cold Appetizer 	
IV. OBJECTIVES	At the end of the lesson, learners are expected to: a. Identify the characteristics of hot and cold appetizers b. Classify appetizers according to their features and ingredients. c. Design and draw an appetizer menu layout for a basic platter arrangement. d. Show appreciation in the importance of appetizers in meal preparation.	
IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge Activity 1: “Jumbled Letters” DIRECTION: Rearrange the jumbled letters to form the correct answer and write it in the space provided. 1. tiepaprez – _____ (Foods that stimulate the appetite through their attractive appearance, fragrance or appealing flavor.) 2. salikctco - _____ (Are usually juices of orange, pineapple, grapefruit or tomatoes served with cold salad dressings) 3. aepcna - _____ (are made out of thin slices of bread in different shapes) 4. upso - _____ (A primary liquid food that is usually served warm or hot)	<i>The teacher will lead the class by clearly outlining the instructions and giving one example, before the activity begins. The teacher will keep an eye on the students, offer help as required, and hold a brief discussion to verify responses and reaffirm ideas.</i> <i>The teacher will present the scenario and guide students in reflecting on the importance and real-life application of the lesson through guided questions.</i>

	<p>5. laads - _____ (A usually cold dish composed of mixed raw leafy greens, vegetables, fruits, pasta, or protein served with a dressing)</p> <p>2. Establishing the Purpose of the Lesson</p> <p>Activity 2: “Why Does It Matter?”</p> <p>Directions: The teacher presents a short scenario: <i>“You are helping prepare food for a party or school event. Choose at least five appetizers from the options provided below to serve your guests.”</i></p> <p>List of Appetizer:</p> <table> <tr> <td>Spring Rolls</td><td>Mini Burgers</td><td>Fruit Skewers</td></tr> <tr> <td>Chicken wings</td><td>Green Salad</td><td>Mini Pizza</td></tr> <tr> <td>Tuna Canape</td><td>Mango Sushi Rolls</td><td>Squash Soup</td></tr> </table> <p>Students will answer the following questions individually, then share with a partner:</p> <ul style="list-style-type: none"> • Why is it important to know the difference between hot and cold appetizers? • How can this knowledge help you in real-life situations (e.g., parties, restaurants, catering)? 	Spring Rolls	Mini Burgers	Fruit Skewers	Chicken wings	Green Salad	Mini Pizza	Tuna Canape	Mango Sushi Rolls	Squash Soup	
Spring Rolls	Mini Burgers	Fruit Skewers									
Chicken wings	Green Salad	Mini Pizza									
Tuna Canape	Mango Sushi Rolls	Squash Soup									
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Activity 3 “Spot the Differences!”</p> <p>Display a group of pictures. Learner will examine the pictures carefully. Sample picture of appetizer.</p> <div>    </div> <p>Picture 1 Picture 2 Picture 3</p>	<p><i>Using charts or visual organizers, the teacher will show the pictures and help the students observe, evaluate, and categorize each dish. Through the use of guide questions, the teacher will encourage students to clarify their responses in terms of attributes like temperature, preparation, and presentation.</i></p>									



Picture 4



Picture 5

Look over the samples provided.

Guide questions:

- a. What characteristics of the food do you observe?
- b. Is it served cold or hot?
- c. How was it prepared, in your opinion?

Each sample is placed by students under:

- Hot Appetizer
- Cold Appetizer

(Make use of a chart, board, or sticky notes.)

Guided Questions:

1. What made you decide whether it was hot or cold?
2. What qualities influenced your choice?
3. Which appetizers are served hot?
4. Which ones are cool or refreshing?
5. Are you able to recognize the cooking techniques?

2. Discussing New Concept

An appetizer is a small dish served before the main course to stimulate the appetite.

There are two types of appetizers:

1. Hot appetizers are usually cooked and are best eaten while still hot or warm
 - Warm or hot
 - Cooked (fried, baked, grilled, sautéed) before serving
 - Rich in flavor and aroma.
 - Crispy, soft, and savory texture

The teacher will provide a thorough explanation of the concept of appetizers and distinguish between hot and cold appetizers by going over their features, methods of preparation, and examples..

The teacher will give students precise directions and assist them in determining whether the appetizer examples are hot or cold. Students will be asked to explain their responses based on preparation, serving technique, and attributes as the teacher oversees pair work.

	<ul style="list-style-type: none"> • Have to be timed correctly to maintain quality and temperature. • Most effective when eaten immediately after cooking. <p>Examples: Spring rolls, chicken wings, tempura, stuffed mushrooms, soup</p> <p>2. Cold appetizers are served cold or chilled. Cold appetizers use fresh ingredients and are eaten raw or if not, blanched or pickled.</p> <ul style="list-style-type: none"> • Easy to prepare in advance • Served either at room temperature or cold. • Minimal or no cooking is necessary • Typically includes fresh ingredients (dairy, fish, fruits, and vegetables). <p>Examples: Fruit salad, canapés, shrimp cocktail, vegetable salad</p> <p>It is possible to distinguish between hot and cold appetizers by their preparation, serving style, and temperature.</p> <p>A hot appetizer is usually served warm or hot and is made using methods like frying, baking, grilling, or sautéing. These appetizers often have a crispy, soft, or tender texture and an appealing aroma.</p> <p>In contrast, a cold appetizer is served either chilly or room temperature. It often requires little to no cooking because it is made ahead of time and refrigerated. Cold appetizers are often arranged neatly and are light, fresh, and visually appealing.</p>	
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	<p>3. Developing Mastery</p> <p>Activity 4: “Hot or Cold”</p> <p>Students are given five examples of appetizers. If the appetizer is hot, they will write H, and if it is cold, they will write C. Students collaborate in pairs. Each pair chooses two appetizers, one hot and one cold, and describes:</p> <ol style="list-style-type: none"> How it's made How it's served The reason it falls into that category <p>Sample picture of appetizer</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;"> 1. C 2. H 3. H </div>	
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding practical application</p> <p>Activity 5 : Scenario Presentation</p> <p>Situation: “You are assigned to prepare appetizers for a small party or school event. Your task is to select and arrange hot and cold appetizers for your guests.”</p> <p>A. Form a group with 4 to 5 members. Study the scrambled list of appetizers below. The group will identify whether it is a hot or cold appetizer, then classify it as fruit-based, vegetable-based, seafood-based, meat-based, dairy-based, or combination. Write the group’s answer in the table provided below then present the group output on the board.</p>	<p><i>The teacher will outline the situation and assist students in choosing suitable hot and cold appetizers for the occasion. While designing a menu or platter, the teacher will oversee group projects, offer comments, and encourage students to explain their decisions.</i></p>

List of Appetizer

Ceasar Salad

Fruit Skewers

Shrimp Cocktail

Chicken wings

Vegetable Sticks with Dip

Cheese Sticks

Stuffed Tomato

Spring Rolls

Deviled Egg

Sushi Rolls

Potato Salad

Nachos with Cheese

Mini Pizza

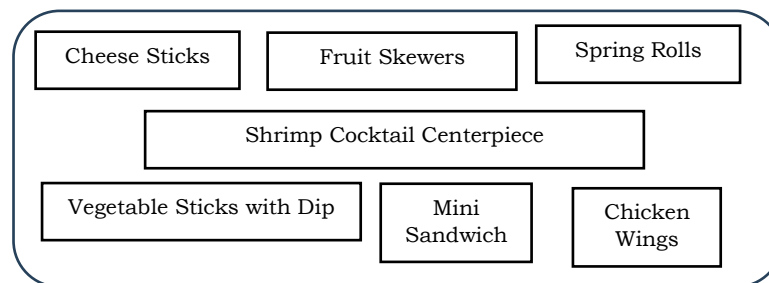
Tuna Canape

Appetizer	Hot	Cold	Fruit-based	Vegetable-based	Seafood-based	Meat-based	Dairy-based	Combination
Example: Ceasar Salad		✓		✓			✓	✓
1.								
2.								
3.								
4.								
5.								

B. The group will design and draw a simple appetizer menu layout that creatively and neatly presents a basic platter arrangement. Prepare a clean sheet of paper, coloring supplies, a pencil, and a ruler ready.

Consider a simple appetizer plate design that might have both cold and hot snacks. Make a clean sketch of your appetizer platter's design. Mark the appetizers that are part of your design. Make sure the appetizers are arranged correctly in terms of presentation, color, and size.

Sample Layout of a Basic Appetizer Platter Design



Rubric for Basic Appetizer Platter Design

Criteria	4	3	2	1
Creativity	Very creative design	Creative design	Simple design	Poor design
Neatness	Very neat	Neat	Slightly messy	Messy
Proper Arrangement	Excellent arrangement	Good arrangement	Fair arrangement	Poor Arrangement
Completeness	Complete details	Minor missing details	Several missing details	Incomplete

2. Making Generalization

Guided Discussion:

1. What differentiates hot appetizers from cold appetizers?
2. Why is it crucial to serve appetizers at the proper temperature?
3. What effects does preparation have on presentation, taste, and texture?
4. Why is it important to classify appetizers according to their ingredients and base?

The teacher will facilitate a guided question by posing the questions and inviting students to express their thoughts and observations regarding hot and cold appetizers.

Students will be given the worksheet by the teacher, who will help them categorize each appetizer as either hot or cold while pointing out supporting details.

	<div>3. Evaluating Learning</div> <div>Activity 6: “Classify Me”</div> <div>Classify each appetizer as Hot or Cold. Then, write one characteristic that supports your answer</div> <table><tr><th>Appetizer</th><th>Hot and Cold</th><th>Characteristics</th></tr><tr><td>Shrimp Tempura</td><td></td><td></td></tr><tr><td>Chicken Fillet</td><td></td><td></td></tr><tr><td>Egg Drop Soup</td><td></td><td></td></tr><tr><td>Cucumber Bites</td><td></td><td></td></tr><tr><td>Green Salad</td><td></td><td></td></tr><tr><td>Lumpiang Shanghai</td><td></td><td></td></tr><tr><td>Yema Tart</td><td></td><td></td></tr></table> <div>4. Additional Activities</div> <div>Students will conduct recipe research and compile a list of three distinct hot appetizers and three distinct cold appetizers commonly found in local Filipino cuisine, including their presentation style, serving temperature, and preparation technique.</div>	Appetizer	Hot and Cold	Characteristics	Shrimp Tempura			Chicken Fillet			Egg Drop Soup			Cucumber Bites			Green Salad			Lumpiang Shanghai			Yema Tart			<div>The teacher will explain the research assignment and assist students in collecting specific recipes and useful information for hot and cold appetizers from Filipino cuisine.</div>
Appetizer	Hot and Cold	Characteristics																								
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Cucumber Bites																										
Green Salad																										
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V. ASSESSMENT	<div>I. Multiple Choice. Read each question carefully and choose the best answer from the given options. Write the letter of your answer on your answer sheet. Review your answers before submitting your papers.</div> <div>1. What is the primary function of appetizers?<div><div>a. To replace the main dish</div><div>b. To stimulate the appetite</div><div>c. To decorate food</div><div>d. To end a meal</div></div></div> <div>2. What is the typical temperature of cold appetizers?<div><div>a. Warm</div><div>b. Chilled or room temperature</div><div>c. Boiling</div><div>d. Hot</div></div></div> <div>3. Which appetizer is served hot?<div><div>a. Tempura</div><div>b. Fruit Salad</div><div>c. Canape</div><div>d. Shrimp Cocktail</div></div></div>																									

	<p>4. Which of the following does not apply to hot appetizers?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>a. Chilled</p> <p>b. Rich in Flavor</p> </div> <div style="width: 45%;"> <p>c. Served Warm</p> <p>d. Cooked before serving</p> </div> </div> <p>5. What affects the texture of appetizers?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>a. Plate Design</p> <p>b. Color only</p> </div> <div style="width: 45%;"> <p>c. Time of Serving</p> <p>d. Preparation Method</p> </div> </div> <p>II. Written Menu Format</p> <p>Situation: “As a student chef, you are tasked with making appetizers for a school event”. Make a simple platter or appetizer menu that consists of: 1. Hot Appetizer 2. Cold Appetizer</p> <p>For every item, supply:</p> <p>Name of the appetizer: _____</p> <p>Method of preparation: _____</p> <p>Temperature of serving: _____</p> <p>A brief description: _____</p> <p>III. Rubric for Performance Task</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Criteria</th> <th style="width: 25%;">Excellent (4)</th> <th style="width: 15%;">Good (3)</th> <th style="width: 15%;">Fair (2)</th> <th style="width: 30%;">Needs Improvement (1)</th> </tr> </thead> <tbody> <tr> <td>Accuracy</td> <td>All items were accurately classified</td> <td>Minor errors</td> <td>Some errors</td> <td>Numerous errors</td> </tr> <tr> <td>Understanding</td> <td>Clear explanation of characteristics</td> <td>Mostly clear</td> <td>Limited explanation</td> <td>No clear explanation</td> </tr> <tr> <td>Creativity</td> <td>Very appealing and imaginative</td> <td>Creative</td> <td>Slightly creative</td> <td>Not creative</td> </tr> <tr> <td>Presentation</td> <td>Very neat and organized</td> <td>Organized</td> <td>Slightly organized</td> <td>Poor presentation</td> </tr> </tbody> </table>	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Accuracy	All items were accurately classified	Minor errors	Some errors	Numerous errors	Understanding	Clear explanation of characteristics	Mostly clear	Limited explanation	No clear explanation	Creativity	Very appealing and imaginative	Creative	Slightly creative	Not creative	Presentation	Very neat and organized	Organized	Slightly organized	Poor presentation
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VI. REFLECTION	<p>Reflection:</p> <ul style="list-style-type: none"> Were learners able to explain how temperature, ingredients, and preparation techniques affect hot and cold appetizers? 																									

	<ul style="list-style-type: none"> • Which activities best helped learners relate appetizers to real-life dining situations? • How can I improve the lesson to deepen learners' understanding of appetizer preparation and presentation?
VII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used AI in order to enhance 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.

LESSON EXEMPLAR			
Learning Area	KITCHEN OPERATION	Grade Level	11
Term	SECOND	Lesson Exemplar	2

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding in preparing, presenting and storing appetizers.</i>
B. Performance Standard	<i>The learners prepare a variety of appetizers.</i>
C. Learning Competencies	<i>Prepare a variety of soups and appetizers.</i>
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	C. Materials <ul style="list-style-type: none"> • PowerPoint presentation / Visual aids • LAS worksheets • Flashcards • Laptop • Projector • Kitchen utensils, tools, and equipment • Ingredients / Consumables 	
III. CONTENT	Classification of Appetizers According to Features & Ingredients	
IV. OBJECTIVES	a. Classify appetizers according to their features and ingredients. b. Explain the importance of classifying appetizers. c. Prepare a variety of appetizers according to their features and ingredients. d. Appreciate the role of different types of appetizers in a meal.	
IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge <p style="text-align: center;">“Sort It Out!”</p> <p>Direction: The teacher will provide images/flashcards or a list of several appetizers, such as salad, soup, canapés, spring rolls, and cocktail drinks.</p> <ul style="list-style-type: none"> • Students will classify the appetizers according to their characteristics (e.g., hot or cold, light or heavy, with or without cooking), recalling what they already know. <p style="text-align: center;">.</p> 2. Establishing the Purpose of the Lesson <p style="text-align: center;">Activity 1: “Why Do We Need to Classify?”</p> <p>Direction: The teacher gives a brief scenario “You are tasked with organizing and preparing appetizers for a catering event. Before serving, the food must be arranged correctly.”</p> <p>Students will consider and respond to the following questions: 1. Why is it crucial to categorize appetizers based on their characteristics?</p>	<p><i>The students will work in pairs to discuss and exchange their answers before presenting them, encouraging critical thinking and achieving a deeper understanding.</i></p> <p><i>The teacher will guide the students in</i></p>

	<p>2. In what ways does classification aid in food preparation and serving?</p> <p>Students will write a response in two to three sentences and discuss it with a partner.</p> <p>A chosen group of students will present their answers to the class.</p>	<p><i>understanding the importance of classifying appetizers through discussions.</i></p>
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Activity 2: “Look and Tell!”</p> <p>Direction: The teacher displays images or samples of various appetizers, such as salad, soup, canapés, spring rolls, and cocktail drinks. Sample picture of appetizer.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Picture 1</p> </div> <div style="text-align: center;">  <p>Picture 2</p> </div> <div style="text-align: center;">  <p>Picture 3</p> </div> <div style="text-align: center;">  <p>Picture 4</p> </div> <div style="text-align: center;">  <p>Picture 5</p> </div> </div> <p>Figure 1 https://www.thepetitecook.com/greek-salad-cucumber-boats/ Figure 2 https://www.billyparisi.com/lumpia/ Figure 3 https://thissillygirlskitchen.com/cocktail-shrimp-shooters-appetizer-recipe/ Figure 4 https://url-shortener.me/JAR6 Figure 5 https://foodsuncovered.wordpress.com/2014/03/15/easy-healthy-appetizer-recipe-apple-soup/</p>	<p><i>The students will analyze each appetizer and discuss their observations with one another while the teacher will guide them in interpreting each description. This process reinforces learning by helping associate key terms such as hot and cold with different types of appetizers.</i></p>

	<p>After seeing each example, students respond:</p> <ol style="list-style-type: none"> 1. Which aspects of the appetizer catch your attention? 2. Is the temperature hot or cold? 3. Is it fresh or cooked? 4. Is it simple or spicy? <p>2. Discussing New Concept</p> <p>Appetizers are small portions of food usually served prior to a meal, or in between mealtimes, and are also called <i>hors d'oeuvres</i> (in French) or <i>antipasti</i> (in Italian). The main function of appetizers is to stimulate your appetite and prepare you for the entrée. The flavors of the appetizers are often coordinated with the flavors of the entrée in a meal because appetizers are the first food that is used to give us an idea about the entrée.</p> <p><u>COLD APPETIZER</u></p> <p>According to Labensky et al (2015), cold appetizers are divided into seven broad categories based on preparation method, principal ingredient or presentation style.</p> <p>1. Canapés</p> <p>Classic canapés are tiny open-faced sandwiches. They consist of three parts:</p> <ol style="list-style-type: none"> a. Canapé base-holds the spread and garnish. b. Spread - placed on top of the base so the garnish sticks to it without falling off. c. Garnish – any food item or combination of items placed on top of the spread which usually gives color, design, and texture or flavor accent to the canapé. 	
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2. Relishes

The term relish covers two categories of foods:

- a. Raw vegetables or Crudités (croodeetays; cru in French means “raw”). Any vegetable that can be eaten raw (or blanched) may be cut into sticks or other attractive, bite-size shapes and served as a relish. Raw vegetables must be served crisp and well chilled, just as in salads. Use the freshest, most attractive vegetables possible.
- b. Pickled Vegetables
These are preserved vegetables and fruits served as relishes.

3. Dips

Savory *dips* are popular accompaniments to potato chips, crackers, and raw vegetables. Dips often use mayonnaise, sour cream or cream cheese as a base. The methods for preparing mayonnaise based and sour cream-based dips are identical to those for making mayonnaise-based salad dressings.

4. Cocktails

The term *cocktail* is used not only for alcoholic beverages and vegetable and fruit juices but also for a group of appetizers made of seafood or fruit, usually with a tart or tangy sauce. Such cocktails are always served well chilled, often on a bed of crushed ice.

5. Sushi and Sashimi

Sushi refers to cooked or raw fish and shellfish rolled in or served on seasoned rice while **Sashimi** is raw fish eaten without rice. Sushi is composed of three (3) ingredients:

- a. Fish -The key to good sushi and sashimi is the freshness of the fish.
- b. Rice - Sushi rice is prepared by adding seasonings such as vinegar, sugar, salt and rice wine (sake or mirin) to steamed short-grain rice.

	<p>Seasonings include the following:</p> <ul style="list-style-type: none"> • Shoyu —Japanese soy sauce, which is lighter and more delicate than the Chinese variety. • Wasabi —A strong aromatic root, purchased as a green powder. It is sometimes called green horseradish, although it is not actually related to the common horseradish. • Pickled ginger —Fresh ginger pickled in vinegar, which gives it a pink color <p>7. Fresh Fruits</p> <p>These are the simplest appetizers. Fruits are good appetizers because they give an attractive appearance, fragrance, appealing taste and delicious flavor.</p> <p><u>HOT APPETIZER</u></p> <p>To provide a comprehensive list of hot appetizer would be virtually impossible; therefore, just a few of the more commonly encountered ones that can be easily made in almost any kitchen. These are usually fried/deep fried, baked and broiled/grilled.</p> <p>1. Filled Pastry Shells</p> <p>Because savory (unsweetened) barquettes and tartlets, éclair puffs and bouchées can hold a small amount of liquid, they are often baked and then filled with warm meat, poultry or fish purées or ragoûts, garnished and served hot.</p> <p>2. Brochettes</p> <p>These are small skewers holding a combination of meat, poultry, game, fish, shellfish or vegetables. The foods are typically marinated, then baked, grilled or broiled, and are usually served with a dipping sauce.</p>	
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	<p>3. Meatballs</p> <p>Meatballs made from ground beef, veal, pork or poultry along with moist breadcrumbs, herbs, cheese, and a little bit of egg to bind the concoction together and served in a sauce buffet style are a popular appetizer. (Landrigan, 2020)</p> <p>4. Wrapped Appetizer</p> <p>A slice of savory meat or roasted pepper wrapped around a complementary or contrasting slice of fruit or vegetable makes a flavorful hot appetizer.</p> <p>5. Filled Dough</p> <p>Puff pastry dough forms the base of numerous hot appetizers. These doughs can be stuffed with a wide variety of pork, chicken, fish or vegetable stuffings before baking or deep-frying.</p> <p>6. Soup</p> <p>These warm dishes can be used to prepare high-quality meals and, because of the variety of serving sizes, they also make excellent appetizers. Additionally, soups don't fill people up the way other foods do because they are liquids.</p> <p>Classification of Soup</p> <p>Soup can be classified into two (2) categories.</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. 	
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CLEAR SOUPS

1. Broths

Like stocks, broths are prepared by simmering flavoring ingredients in a liquid for a long period. They 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.

2. Consommés

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 further refined using the process described later was referred to as a double

THICK SOUP

1. Cream Soup

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 pureed and strained. After the consistency has been adjusted, the soup is finished by adding cream.

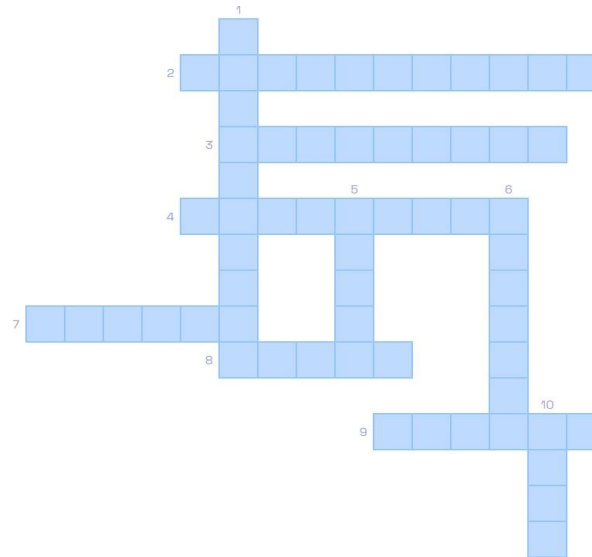
2. Purée

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.

3. Developing Mastery

Activity 3: "Crossword Puzzle"

Complete the crossword by filling in a word that fits each clue.



Across

1. Skewered and grilled pieces of meat or vegetables
5. A light savory liquid made by simmering meat or vegetables
6. Thin slices of raw fish served without rice
10. A hot liquid dish made with vegetables, meat, or fish

Down

2. Naturally sweet fruits served raw and unprocessed
3. A smooth soup made with milk or cream
4. Ground meat formed into small round portions
7. A small decorative appetizer served on bread or crackers
8. Japanese dish of vinegared rice with seafood or vegetables
9. A pickled or chopped condiment used to enhance flavor

The activity is designed to reinforce the mastery of appetizers through engaging in a crossword puzzle through analyzing clues. This provides the teacher the opportunity to assess the students' understanding of key terms and classifications according to features and ingredients.

C. Demonstrating Knowledge and Skills

1. Finding Practical Application

Activity 4: “Classify Me”

Direction: Classify each appetizer in a table according to hot or cold, and ingredients. Justify your classification and present it to the class.

- Hot or cold
- Ingredients (e.g., fruit-based, vegetable-based, seafood-based, meat-based, dairy products, combination.)

Appetizer	Hot or Cold	Ingredients
1. Fresh Lumpia		
2. Chicken Popcorn		
3. Tuna Salad Wrap		
4. Crudites		
5. Calamares		
6. Apple and Cucumber with Dip		

2. Making Generalization

Guide Questions:

- What have you learned about classifying appetizers according to their features and ingredients?
- How can you summarize the different ways appetizers are classified?
- Why is it important to understand the classification of appetizers?

To institute new knowledge, students shall classify different appetizers according to their features and ingredients. The teacher will support the students in organizing concepts and recognizing patterns in appetizer classification through guided analysis and justification of the answers.

	<ul style="list-style-type: none"> How can you apply what you learned about classification of appetizers in real-life or work situations? <p>3. Evaluating Learning</p> <p>Activity 5: “Prepare the Appetite”</p> <p>Direction: The teacher will group the students. Each group will prepare and present different kinds of appetizer.</p>	<p><i>The activity is designed to allow learners to demonstrate their knowledge and skills in preparing and presenting appetizers according to the features and ingredients. The teacher will guide the students throughout the preparation and presentation process, ensuring that concepts are applied correctly.</i></p>
V. ASSESSMENT	<p>A. Written Assessment</p> <p>Part I: Identification. Read each statement carefully and identify the correct answer based on your understanding of the topic. Write the correct term or answer on the blank provided.</p> <ol style="list-style-type: none"> A tiny open-faced sandwich made of a base, spread, and garnish. Raw vegetables or other bite-size items served crisp and well chilled. A cold appetizer made of seafood or fruit, usually served with a tart or tangy sauce. Small skewers holding meat, poultry, fish, shellfish, or vegetables that are often grilled or broiled. A hot appetizer made with pastry shells or dough and filled with savory mixtures before serving. A warm appetizer made from stock or broth and may be served as clear or thick. <p>Part II: Short Answer (2-3 sentences)</p> <p>7-10. Explain the importance of classifying appetizers according to their features and ingredients. How does this help in planning and serving a meal?</p> <p>B. Performance Task</p> <p>Direction: The teacher will group the students. Each group will prepare and present one (1) appetizer on each of the following:</p> <ol style="list-style-type: none"> According to Feature According to Ingredients 	

	<div>III. Rubric for Performance Task</div> <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 items are accurately classified according to features and ingredients.</td><td>Minor errors in classification.</td><td>Some errors in classification are evident.</td><td>Numerous errors; items are mostly misclassified.</td></tr><tr><td>Understanding</td><td>Demonstrates a clear explanation of the appetizer’s characteristics.</td><td>Explanation is mostly clear with minor gaps.</td><td>Limited explanation; some concepts are unclear.</td><td>No clear explanation provided.</td></tr><tr><td>Creativity</td><td>Output is highly appealing and imaginative</td><td>Shows creativity and effort in presentation.</td><td>Slightly creative but lacks originality.</td><td>Lacks creativity and effort.</td></tr><tr><td>Presentation</td><td>Very neat and well-organized</td><td>Organized and neat with minor issues.</td><td>Somewhat organized but lacks neatness.</td><td>Poorly organized and untidy presentation.</td></tr></table>	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Accuracy	All items are accurately classified according to features and ingredients.	Minor errors in classification.	Some errors in classification are evident.	Numerous errors; items are mostly misclassified.	Understanding	Demonstrates a clear explanation of the appetizer’s characteristics.	Explanation is mostly clear with minor gaps.	Limited explanation; some concepts are unclear.	No clear explanation provided.	Creativity	Output is highly appealing and imaginative	Shows creativity and effort in presentation.	Slightly creative but lacks originality.	Lacks creativity and effort.	Presentation	Very neat and well-organized	Organized and neat with minor issues.	Somewhat organized but lacks neatness.	Poorly organized and untidy presentation.
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VI. REFLECTION	<div>Reflection:</div> <ul style="list-style-type: none">• Were learners able to correctly classify appetizers based on their ingredients and characteristics?• Which activities best helped learners understand appetizer classification and food presentation?• How can I improve the lesson to strengthen learners’ skills in menu planning and food presentation?																									
VII. USE OF GENERATIVE AI	<div>In preparing this Learning Exemplar (LE), the author used ChatGPT to assist in refining ideas and improving clarity. Credible references were utilized to ensure that the information is accurate and aligned with the industry standards. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE.</div>																									