Strengthened Senior High School

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Learning Activity Sheets for Bakery Operations

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If you have feedback on the LAS, please accomplish this form, which may be accessed through the following link: **https://tinyurl.com/sshstechprofeedbackform**.

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LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	**History of Baking Industry**		
Name		**Grade & Section**	

I. Activity 1: From Past to Present: Baking Industry Infographic
Objective: At the end of the activity, learners should be able to
- describe the history and evolution of baking,
- identify key discoveries;
- explain its importance in today's society, and
- create an informative infographic.

II. Materials:
- Cartolina or manila paper (for hand-drawn output)
- Coloring materials
- Digital tools

III. Instructions:
1. Form groups as assigned by the teacher.
2. Each group will prepare the materials and plan the creation of an infographic about the history of baking.
3. The infographic must include the following:
   - A timeline showing the evolution of baking from the past to the present
   - A "Then vs. Now" comparison
   - Key discoveries in baking
   - The importance of baking in today's society
   - A real-life connection
4. Groups may include additional relevant information.
5. Groups may create the infographic either digitally (using digital applications) or manually (hand-drawn).
6. Present in class the infographic output creatively answering the questions:
   - *"Who are the target readers of the infographics?"*
   - *"What skills did you learn from creating the infographic?"*
   - "*How can this infographic be used in real life?"*

IV. Synthesis:
- The teacher will facilitate the feedbacking of outputs based on the rubric
- The teacher will summarize the history of baking, emphasize its importance, and conclude the activity by highlighting the value of reaching the right audience to preserve knowledge, promote cultural appreciation, and inspire future innovation in baking.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	**History of Baking Industry**		
Name		**Grade & Section**	

I. Activity: Multiple Choice

II. Objective: To assess learners' understanding of the history of baking by identifying key events, developments, and important contributions through a multiple-choice test.

III. Materials:

- Pen
- Assessment notebook or paper

IV. Instructions:

Read each question carefully and choose the letter of the correct answer.

1. When did the earliest evidence of bread-making appear?
a. 3000 BCE b. 4000 BCE c. 14,000 BCE d. 1000 BCE
2. Early humans made bread using which method?
a. baking in electric ovens b. frying in oil
c. steaming in pots d. baking on hot stones
3. What grains were commonly used by early humans?
a. einkorn and barley b. rice and corn
c. soy and beans d. wheat and oats
4. Early bread was described as:
a. soft and sweet b. dense and unleavened
c. creamy and liquid d. light and fluffy
5. What does "unleavened" mean?
a. bread with yeast b. bread without yeast
c. bread with sugar d. bread without sugar
6. Bread existed even before _____.
a. cooking b. farming c. fire d. tools
7. Why did early humans start cultivating grains?
a. for animal feeding b. for trade
c. for reliable food supply d. for decoration
8. What was the result of mixing flour with water?
a. soup b. paste c. juice d. dough
9. Which civilizations practiced early baking methods?
a. Babylonia, Assyria, and Egypt b. Greece and Rome
c. America and Europe d. Japan and China
10. During which period were stone ovens introduced?
a. Neolithic Period b. Industrial Period
c. Modern Period d. Digital Age

11. What was the purpose of soaking grains in water?
a. to clean b. to turn it into paste
c. to remove color d. to dry it
12. What discovery let to leavened bread?
a. fermentation of dough b. freezing of dough
c. burning of dough d. adding sugar
13. where was leavened bread first discovered?
a. Greece b. Egypt c. Rome d. China
14. What happened to the dough when it was left for a long time?
a. it hardened b. it melted
c. it expanded and soured d. it spoiled
15. A process of cooking using dry heat, usually inside an oven where heat surrounds the food and cooks evenly.
a. steaming b. cooking c. boiling d. baking

V. Synthesis

The multiple-choice assessment on the history of baking helps learners recall and understand key events and developments discussed in the lesson. It reinforces learning by improving retention and helping students identify correct historical information in a structured way.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	**History of Baking Industry**		
Name		**Grade & Section**	

I. Activity: Reflective Journal

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

III. Materials:

- Pen
- Reflection, Journal notebook, or paper

IV. Instructions:

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

Guide Questions:

Highlights:

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

Challenges:

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

Adjustments/Improvements:

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

Output Format:

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

V. Synthesis:

The reflective journal helped learners and teachers and teachers identify the highlights, challenges, and understanding, skills, and areas that need improvement. It also helped the teacher evaluate the effectiveness of the activities, strategies, and assessments used in class. Through reflection, both learners and teachers were encouraged to improve and become more engaged in the teaching-learning process.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity 3: Match Me Right

II. Objective: At the end of the activity, learners should be able to identify different baking careers and match them with their corresponding roles and responsibilities.

III. Materials:

- Printed worksheet
- Pen/pencil

IV. Instructions: Study the worksheet provided. Match each career or business in Column A with the correct task or job description in Column B. Write the letter of your answer in the space provided before each number..

Column A

_____1. Baker
_____2. Cake Decorator
_____3. Pastry Chef
_____4. Engineer
_____5. Teacher
_____6. Doctor
_____7. Graphic Designer
_____8. Farmer
_____9. Electrician
_____10.Entrepreneur
_____11.Architect
_____12.Photographer
_____13.Chef
_____14.Nurse
_____15.Mechanic

Column B

A. Designs buildings and creates structural plans for construction
B. Prepares and bakes bread, cakes, and other baked goods
C. Diagnoses illnesses and provides medical treatment to patients
D. Creates visual concepts using computer software or by hand
E. Installs and repairs electrical systems and wiring
F. Teaches students and helps them learn new knowledge and skills
G. Grows crops or raises animals for food and other products
H. Starts and manages a business to earn profit
I. Specializes in making pastries, desserts, and sweets
J. Captures images using a camera for artistic or commercial use
K. Designs and decorates cakes using icing and other toppings
L. Applies scientific and mathematical principles to solve problems and design machines or systems

M. Provides legal advice and represents clients in court.
N. Prepares and cooks a variety of dishes in a kitchen
O. Provides care and assistance to sick or injured patients
P. Repairs and maintains vehicles and mechanical equipment

V. Synthesis

This activity helps learners identify different baking careers and match them with their corresponding roles and responsibilities. It strengthens understanding of baking occupations by allowing students to connect job titles with their specific functions in the industry.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity 3: Simulation: Try the Role

II. Objective: At the end of the activity, learners should be able to deepen their understanding of baking career and business opportunities and appreciate the responsibilities associated with them.

III. Materials:

- Pen and paper
- Printed role instruction or scenario cards
- PPE
- Appropriate Tools and Equipment

IV. Instructions:

General Instruction: Read and understand the tasks carefully. Choose only one role and complete the required output creatively and realistically. Use clear and organized ideas. After completing the activity, be prepared to share your work and explain what you learned from the role you chose.

Time Allotment: *3 to 5 minutes*

Process:

1. Choose one role: Bakery Owner, Pastry Chef, or Food Influencer
2. Read the task for your chosen role.
3. Complete the required output.
4. Review your work and make sure it is clear and realistic.
5. Share your output with the class and answer the question.
    - "What did you learn about the role you chose?

Roles:

Option A: Bakery Owner

- Decide what to sell
- Set a simple price
- Give a reason why customers should buy from you

Option B: Pastry Chef

- Create a name for a dessert
- List its main ingredients
- Describe its appearance or taste

Option C: Food Influencer

- Choose a baked product to feature
- Write a short review or recommendation
- Create a catchy caption or tagline to promote it

Rubric for Activity 3: "Simulation: Try the Role"

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

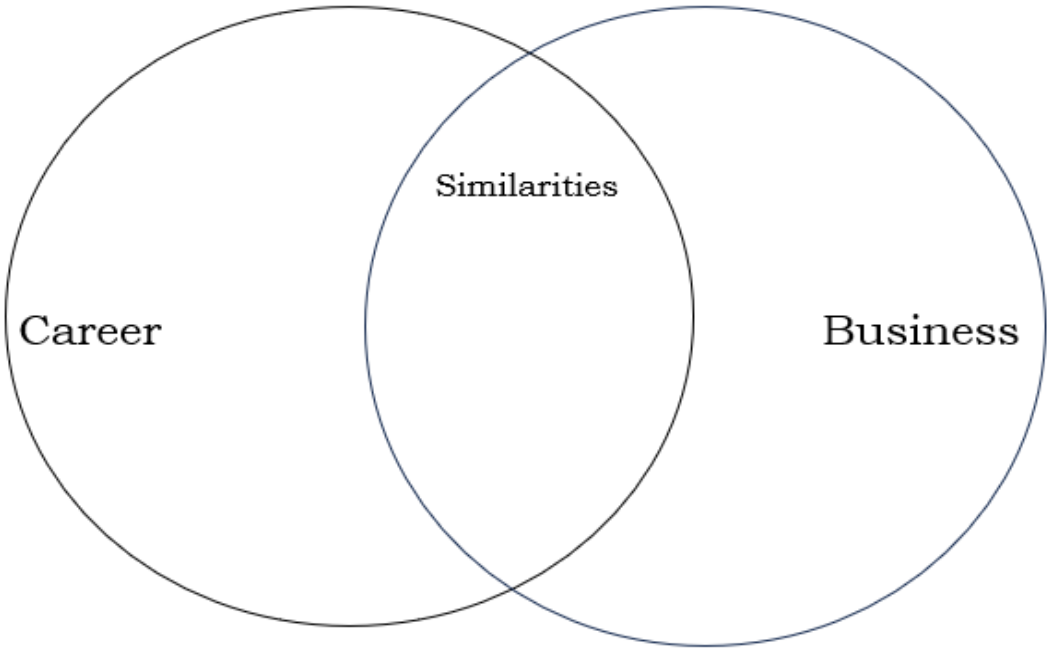
V. Synthesis:

The simulation involving the roles related to baking enhances participants' creativity, culinary expertise and business decision-making skills through active involvement in realistic food industry scenarios. This involvement also develops communication, marketing, and customer service abilities, providing deeper understanding of the responsibilities and challenges within the baking and pastry field.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

1. **Activity 1:** Venn Diagram
2. **Objective:** At the end of the activity, learners should be able to compare career and business by identifying their differences and similarities through a Venn Diagram.
3. **Materials:**
   - Worksheet
   - Pen or pencil
   - Coloring materials (optional)
4. **Instructions:**
   Compare "Career" and "Business", and cite their similarities through a Venn Diagram. In expressing your idea, you may use bullets, phrases, or words and consider the following aspects like meaning, nature of work, skills required, the characteristics and the process they operate.



5. **Synthesis:**
   Learners can discover their potential and explore what they can become by understanding the different paths in careers, and businesses through the Venn Diagram activity that can contribute to personal growth and success.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity 1: Career Path Organizer

II. Objectives: At the end of the activity, learners should be able to identify different baking careers and describe their main tasks, required skills, and possible workplaces.

III. Materials:

- Worksheet
- Pen and paper

IV. Instructions: Recall the baking-related opportunities, choose two (2) from the list then complete the career organizer by listing as many details as possible.

Career	Main Tasks	Skills Needed	Possible Workplace
1.			
2.			

V. Synthesis:

This activity helps them understand the different career opportunities available while strengthening their ability to connect interests, skills, and future goals in the field of baking industry.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity 1: My Baking Business SWOT

II. Objective: At the end of the activity, learners should be able to identify their Strengths, Weaknesses, Opportunities, and Threats (SWOT) of a simple business and use this analysis to plan effectively.

III. Materials:

- Worksheet
- Pen or pencil

IV. Instructions:

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

Process:

1. Think of a baking product you want to sell
2. Write your business idea at the top of the worksheet
3. Complete the SWOT matrix listing at least 5 or more in each area

Product: _____

Business Name: _____

Business Location: _____

SWOT ANALYSIS



V. Synthesis

Through the SWOT Analysis activity, learners develop a deeper understanding of how to evaluate a simple baking business. This activity enhances critical thinking and decision-making skills while helping learners recognize the factors that contribute to the success and challenges of a baking-related business.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Bakery Operations	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity: Self-Assessment Checklist

II. Objective: At the end of the activity, learners should be able to assess oneself by reflecting on their understanding and performance, and identify ways to improve their skills, attitudes, and strategies in relation to baking and entrepreneurship.

III. Materials:

- Worksheet
- Pen or pencil

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

Statement	**YES**	**NOT YET**
I can identify baking careers	€	€
I can give an example of baking business	€	€
I can create a simple business idea	€	€
I can apply SWOT analysis	€	€
I understand my entrepreneurial strengths (PECs)	€	€
I can explain the importance of baking in today's society	€	€
I can match baking careers with their job description	€	€
I can identify skills needed for different baking careers	€	€
	€	€

V. Synthesis:

Through the self-assessment activity, learners reflected on their understanding of the lesson, help them identify areas for improvement and set goals to enhance skills. On the other hand, this will help the teacher to better understand learners' progress, learning gaps and design appropriate strategies or interventions to support their development.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity: Written Assessment

II. Objective: At the end of the activity, learners should be able to demonstrate their understanding of different baking careers and business opportunities.

III. Materials:

- Worksheet
- Pen/pencil

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

A	**B**
_____1. Pastry Chef	A. External chances for business growth
_____2. Bakery Owner	B. Designs and decorates cakes
_____3. Cake Decorator	C. A person who starts and manages a business
_____4. Bread Baker	D. Produces handmade, high-quality baked goods using traditional methods
_____5. Food Influencer	E. Ability to continue despite difficulties
_____6. Artisan Baker	F. Setting the value or cost of a product
_____7. Entrepreneur	G. Specializes in making pastries and desserts
_____8. Food Vlogger	H. Advertising or marketing a product
_____9. Strengths	I. Internal areas that need improvement
_____10. Weaknesses	J. Focuses on producing different kinds of bread
_____11. Opportunities	K. Creates video content featuring food and baking
_____12. Threats	L. Positive internal qualities of a business
_____13. Persistence	M. Putting effort and dedication into work
_____14. Creativity	N. Promotes food products through social media
_____15. Risk-taking	O. Organizing tasks before starting a business
_____16. Planning	P. External factors that may harm the business
_____17. Hardworking	Q. Ability to create new and unique ideas
_____18. Target Customers	R. People who are likely to buy the product
_____19. Pricing	S. Manages and operates a bakery business
_____20. Product Promotion	T. Willingness to try despite possible failure

U. A written list of ingredients and procedures for baking

V. Synthesis:

Through the written assessment on career and business opportunities in baking, learners demonstrated their understanding of key concepts by explaining different career paths, identifying potential business ideas, and applying basic entrepreneurial tool, skills and attitudes.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	3	**Date**	
Lesson Title/Topic	**Baking Terminologies & Trends and Innovations in Baking**		
Name		**Grade & Section**	

I. Activity: Bake Shop Simulation: Trends in Action

II. Objective: At the end of the activity, learners should be able to accurately apply appropriate baking terminologies, and demonstrate understanding of current baking trends and innovations.

III. Materials:

- Printed task or scenario
- PPE
- Appropriate Tools and Equipment

IV. Instructions: Work collaboratively with your group to plan, to create and to present a product based on a current baking trend of your choice. Each group member must perform an assigned role and use proper baking terminologies. Be creative in your presentation.

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.

1. As a group, you must:
    1. Demonstrate proper use of baking terminologies
    2. Apply the baking trend and innovation
    3. Resolve the problem collaboratively
    4. And mindful of the timeliness of presentation

2. Making Generalization (After Presentation)

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. Rubric of Performance

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Use of Baking Terminologies	Uses 15 to 20 accurate and appropriate baking terms consistently; clearly explains them to the assistant	Uses 10 baking terms correctly most of the time with minor errors	Uses 5 terms; some are incorrect or unclear	Uses 3 terms or incorrectly uses baking terms

Application of Trends & Innovations	Integrates 3 trends creatively and effectively	Applies at least 2 trends and innovation appropriately	Shows 1 trend and innovation application	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

V. Synthesis:

This activity allowed learners to correctly use baking terms, apply current baking trends and innovations, and demonstrate creativity in product preparation and presentation. Learners also developed problem-solving and decision-making skills by resolving challenges related to baking processes, product quality, and customer needs.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	3	**Date**	
Lesson Title/Topic	**Baking Terminologies & Trends and Innovations in Baking**		
Name		**Grade & Section**	

I. Activity: Written Assessment

II. Objective: At the end of the activity, learners should be able to distinguish baking terminologies.

III. Materials:

- Pen and paper

IV. Instructions:

Read and comprehend each item carefully. Identify the correct baking term being described and write your answer clearly on your paper.

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.

V. Synthesis:

Familiarity with baking terminologies is essential because it strengthens communication, promotes accuracy in carrying out recipes and procedures, and enables learners to perform baking tasks efficiently and professionally.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 1: "Name That Tool"

II. Objective(s): At the end of the activity, you should be able to identify common baking measuring tools and explain their functions and uses in baking preparation.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Supply the missing information. Write the correct answer on your answer sheet.

Drawing	Name of measuring tools	Definition/Usage/Function
	1. _____	It is an instrument used to measure the weight of the items or ingredients.
	Dry measuring cup	2. _____
	3. _____	4. _____
	Scoop	5._____
	6. _____	Most recipe ingredients are measured by weight, so accurate scales are important.

	Liquid Measuring Cup	7. _____
	8. _____	9. _____
	Measuring spoons	10. _____

V. Synthesis:

In bakery operations, tools are not simply accessories used in the kitchen; they are essential in ensuring accuracy, consistency, and efficiency during food preparation. Measuring tools such as weighing scales, measuring cups, and thermometers help bakers maintain the correct proportions and conditions needed to produce quality baked products. Even a small mistake in measurement may affect the texture, flavor, or appearance of the final product. Through this activity, learners become more familiar with the tools commonly used in baking and develop a deeper understanding of why each tool has a specific purpose. Recognizing the proper function of baking equipment also helps improve work organization and prevents errors during actual baking tasks.

Reflection Question/s:

1. What happens if you use a tool for something other than its intended purpose?
2. If you did not have the exact tool needed for a task, what features would you look for as a substitute?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 2: "Tool Experience Sharing"

II. Objective(s): At the end of the activity, you should be able to describe the uses of common baking tools based on personal observation or experience.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

List at least three (3) baking tools that you have seen or used before and describe their uses in baking.

Baking Tool	**Description / Usage**
1.	_____
2.	_____
3.	_____

Guide Questions

1. Which tool are you most familiar with?
2. Which tool do you find difficult to use? Why?

V. Synthesis:

Experience plays an important role in learning bakery operations because it allows learners to connect classroom concepts with actual kitchen practices. By recalling tools they have seen or used, learners begin to recognize how baking equipment contributes to preparation, mixing, measuring, and baking processes. Familiarity with tools also increases confidence and helps learners work more effectively during practical activities. This activity encourages learners to appreciate that successful baking depends not only on ingredients and recipes, but also on proper tool selection and handling.

Reflection Question/s:

1. Which baking tool do you think is the most important thing in preparing baked products? Why?
2. How can familiarity with baking tools improve efficiency in the kitchen?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 3: "Identification of Mixing, Blending, and Cutting Tools"

II. Objective(s): At the end of the activity, you should be able to classify baking tools according to their functions.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Classify the following tools into their correct category.

Tool	Classification
Measuring Cup	
Mixing Bowl	
Knife	
Weighing Scale	
Rolling Pin	
Rubber Scraper	

V. Synthesis:

Classifying baking tools according to their functions helps learners understand how bakery operations are organized and performed systematically. In baking, each stage of preparation requires appropriate equipment to ensure accuracy and efficiency. Measuring tools are important for precision, mixing tools help combine ingredients properly, while cutting tools assist in shaping and portioning ingredients. Through proper classification, learners become more aware that choosing the correct tool affects not only convenience but also the quality and consistency of baked products. This understanding also supports safer and more organized kitchen practices.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 4: "Classifying Baking Tools"

II. Objective(s): At the end of the activity, you should be able to explain the functions and proper uses of baking tools.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Classify each baking tool according to its function. Then explain how it is used during baking preparation.

Baking Tool	**Classification**	**Function**	**How it is Used in Baking**
Measuring Cup			
Mixing Bowl			
Knife			
Weighing Scale			
Rolling Pin			

V. Synthesis:

Understanding the functions of baking tools is essential in bakery operations because each piece of equipment is designed to perform a specific task efficiently and accurately. Proper use of tools contributes to better preparation, improved product consistency, and smoother workflow in the kitchen. For example, measuring tools help maintain recipe accuracy, while mixing and cutting tools assist in achieving the desired texture and appearance of baked products. By learning how and when these tools are used, learners become more prepared to perform baking procedures correctly and responsibly.

Reflection Question/s:

1. How does proper tool usage affect the quality of baked products?
2. Why should bakers understand both the function and correct handling of baking tools?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 5: "Function Analysis of Tools"

II. Objective(s): At the end of the activity, you should be able to analyze the importance of baking tools and explain their functions.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Choose three (3) baking tools and explain their functions and importance in baking.

Tool	Function	Importance
1.		
2.		
3.		

V. Synthesis:

Baking tools play a significant role in achieving successful baking outcomes because they help bakers perform tasks with greater accuracy and consistency. In bakery operations, proper equipment contributes to efficient preparation, minimizes errors, and improves the overall quality of products. Tools are designed to simplify specific processes such as measuring, mixing, shaping, or portioning ingredients. Understanding their importance helps learners appreciate that successful baking depends not only on skill and ingredients, but also on the correct use of equipment. This activity also develops analytical thinking by encouraging learners to evaluate how tools contribute to the baking process.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 6: "Tool Usage Demonstration"

II. Objective(s): At the end of the activity, you should be able to demonstrate the proper use of baking tools.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Baking tools

IV. Instructions:

Select at least three (3) baking tools. Demonstrate how each tool is used and explain its function.

Tool	Demonstration (Describe Steps)	Function
1.		
2.		
3.		

V. Synthesis:

Demonstrating the proper use of baking tools allows learners to apply their knowledge in a more practical and meaningful way. In bakery operations, correct handling of tools is important not only for efficiency but also for maintaining safety and product quality. Improper use of equipment may lead to inaccurate measurements, damaged products, or workplace accidents. Through actual demonstrations, learners develop confidence, improve their technical skills, and become more aware of proper kitchen procedures. Practical activities such as this prepare learners for real baking environments where precision and proper handling are essential.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 7: "Error Identification Task"

II. Objective(s): At the end of the activity, you should be able to identify improper tool usage and explain the correct handling of baking tools.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each situation carefully. Identify the mistake and explain the correct way to use the tool.

Situation	What is Wrong?	Correct Use
Using a regular cup instead of a measuring cup		
Holding a knife improperly while cutting		
Using a broken measuring tool		

V. Synthesis:

Identifying errors in tool usage helps learners develop awareness of common mistakes that may occur during bakery operations. In baking, improper handling of tools can affect measurements, damage ingredients, reduce product quality, and even cause accidents in the kitchen. Understanding these mistakes encourages learners to think critically about proper procedures and safe practices. This activity also reinforces the importance of responsibility, attentiveness, and accuracy when using baking equipment. By recognizing incorrect practices early, learners become more prepared to apply proper techniques during actual baking tasks.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 1: "Ingredient Recognition and Recall"

II. Objective(s): At the end of the activity, you should be able to identify common baking ingredients, describe their basic uses, and explain their importance in producing quality baked products.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Carefully examine each baking ingredient listed in the table. Identify whether you have already seen or used the ingredient before by writing "Yes" or "No" in the appropriate column. Then, describe how the ingredient is commonly used in baking preparation. Your answers should show your understanding of the ingredient's role in bakery products such as bread, cakes, pastries, or cookies. Write your responses clearly and completely.

Ingredient	Have you used it before? (Yes/No)	How is it used?
Flour		
Sugar		
Eggs		
Butter		
Milk		
Yeast		

V. Synthesis:

Baking ingredients are considered the foundation of every baked product because each ingredient performs a specific role that affects the texture, flavor, appearance, and structure of the final output. In bakery operations, understanding ingredients is important because successful baking depends not only on following recipes, but also on knowing how ingredients interact with one another during preparation and baking. Ingredients such as flour, sugar, eggs, butter, milk, and yeast contribute differently to the baking process, and improper

use of these ingredients may lead to poor-quality products. Through this activity, learners become more familiar with commonly used baking ingredients and begin to understand their practical importance in achieving desirable baking results.

Reflection Question/s:

1. Why is it important for bakers to understand the purpose of each ingredient in a recipe?
2. What problems may occur if ingredients are used incorrectly or in the wrong amount?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 2: "Recipe Ingredient Identification"

II. Objective(s): At the end of the activity, you should be able to match baking ingredients with their corresponding functions and explain how these functions contribute to successful baking outcomes.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read the ingredients listed in Column A and carefully analyze the functions provided in Column B. Match each ingredient with its correct function by writing the corresponding letter on the space provided. Review your answers before submitting to ensure that each ingredient is paired correctly according to its role in baking preparation.

Column A (Ingredient)	**Column B (Function)**
1. Flour	a. Adds sweetness
2. Sugar	b. Provides structure
3. Eggs	c. Binds ingredients
4. Butter	d. Adds richness
5. Yeast	e. Causes dough to rise

V. Synthesis:

Every ingredient used in baking serves a unique purpose that contributes to the overall quality of baked products. In bakery preparation, ingredients work together to create structure, flavor, texture, moisture, and volume. For example, flour provides structure, sugar adds sweetness and color, eggs help bind ingredients, fats contribute tenderness, and leavening agents allow products to rise. Understanding these functions helps learners recognize why baking requires accuracy and balance. This activity strengthens the learner's ability to connect ingredients with their specific roles, which is essential in understanding recipes and performing baking tasks more effectively.

Reflection Question/s:

1. How do ingredient functions affect the texture and appearance of baked products?
2. Why is baking considered more precise compared to ordinary cooking?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 3: "Classification of Baking Ingredients"

II. Objective(s): At the end of the activity, you should be able to classify baking ingredients according to their functions and explain how these classifications contribute to successful baking processes.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Study each ingredient carefully and determine its proper classification based on its primary function in baking. Write the correct classification in the space provided. Consider how the ingredient contributes to the structure, sweetness, texture, moisture, or leavening of baked products before answering. Use complete understanding rather than simple memorization when classifying the ingredients.

Ingredient	Classification
Flour	
Sugar	
Eggs	
Butter	
Yeast	
Milk	

V. Synthesis:

Classifying baking ingredients according to their functions helps learners better understand how recipes are structured and why certain ingredients are necessary in bakery operations. Ingredients are not added randomly; each one contributes to a specific purpose that affects the final product. Structure-building ingredients provide strength, sweeteners improve flavor and browning, fats create

tenderness, and leavening agents develop volume and texture. By understanding ingredient classifications, learners become more capable of analyzing recipes, identifying ingredient roles, and making informed decisions during baking preparation. This knowledge is also important in maintaining consistency and quality in baked products.

Reflection Question/s:

1. How does ingredient classification help bakers prepare products more effectively?
2. Why is it important to understand how ingredients interact with one another in baking?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 4: "Function Matching of Ingredients"

II. Objective(s): At the end of the activity, you should be able to evaluate ingredient substitutions and explain whether a substitute is appropriate based on the ingredient's function.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Analyze each ingredient substitution presented in the table. Determine whether the substitute is appropriate by writing "Yes" or "No" in the corresponding column. Afterward, explain your answer by identifying the function of the original ingredient and comparing it with the substitute provided. Base your explanation on how the substitution may affect the texture, flavor, structure, or overall quality of the baked product.

Original Ingredient	Substitute	Appropriate? (Yes/No)	Why?
Butter	**Margarine**		
Egg	**Banana**		
Milk	**Water**		

V. Synthesis:

Ingredient substitution is sometimes necessary in bakery preparation due to availability, cost, or dietary preferences. However, substitutions must be done carefully because each ingredient has a specific role in baking. In bakery operations, replacing ingredients without understanding their functions may result in undesirable texture, flavor, or structure. Some substitutions may work effectively because the substitute performs a similar function, while others may significantly change the final product. Through this activity, learners develop critical thinking skills by analyzing whether substitutions are appropriate and how they influence baking outcomes.

Reflection Question/s:

1. What should bakers consider before substituting an ingredient in a recipe?
2. How can improper substitution affect the final quality of baked products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 5: "Ingredient Function Explanation Task"

II. Objective(s): At the end of the activity, you should be able to explain the functions of baking ingredients and analyze the effects of omitting or incorrectly using them.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Select at least three (3) baking ingredients from the lesson. For each ingredient, explain its function, describe how it is used during baking preparation, and discuss what may happen if it is omitted or used incorrectly. Write your answers clearly and provide explanations that show your understanding of the ingredient's importance in baking.

Ingredient	Function	How it is Used in Baking	What Happens if Omitted/Incorrect
1.			
2.			
3.			

V. Synthesis:

Each ingredient in baking contributes to the success of the final product, making ingredient knowledge essential in bakery operations. Ingredients influence not only flavor but also texture, structure, moisture, appearance, and shelf life. Incorrect use of ingredients may result in products that are dense, dry, flat, overly soft, or lacking in flavor. By analyzing the functions and importance of ingredients, learners develop a deeper understanding of how recipes work and why precision is important in baking preparation. This activity also encourages learners to think critically about the relationship between ingredients and product quality.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 6: "Error Identification in Ingredient Use"

II. Objective(s): At the end of the activity, you should be able to identify common mistakes in ingredient usage and explain the correct solutions to improve baking results.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each situation carefully and identify the mistakes related to ingredient usage. Write your answer in the appropriate column and explain the correct solution that should be applied. Consider how the mistake affects the texture, structure, flavor, or appearance of the baked product. Use complete explanations that demonstrate your understanding of proper ingredient use in baking.

Situation	What is Wrong?	Correct Solution
Too much flour added		
No leavening agent used		
Wrong substitution used		

V. Synthesis:

Mistakes in ingredient usage can greatly affect the quality and consistency of baked products. In bakery operations, even small measurement errors or improper ingredient combinations may lead to undesirable outcomes such as dense texture, poor flavor, lack of volume, or uneven baking. Understanding these common mistakes helps learners become more attentive and precise during preparation. This activity also reinforces the importance of following proper procedures, using ingredients correctly, and understanding how ingredients interact during the baking process.

Reflection Question/s:

1. Why do small mistakes in ingredient usage greatly affect baking results?
2. How can understanding common baking errors help improve product quality?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 1: "Equivalent Measurements and Weights"

II. Objective(s): At the end of the activity, you should be able to identify common baking ingredient substitutions, determine equivalent measurements and weights used in baking, and explain the importance of accurate measurement in producing consistent and high-quality baked products.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Read each item carefully. For Part I, identify the correct substitution for each baking ingredient listed and write your answer on the space provided before each number. For Part II, write the equivalent measurement or weight corresponding to the given unit of measurement. Review your answers carefully and ensure that the correct units and equivalents are used. Accuracy and completeness are important because measurements play a significant role in achieving successful baking results.

I. Write the baking ingredients substitution of the following. Write your answer on the space provided before each number.

_____1. 1 tbsp. Corn starch
_____2. Liquid Ingredients
_____3. 1 C All-purpose Flour
_____4. 1 C Butter
_____5. 1 C Bread flour

II. Write the equivalent of the following measurement/weight. Write your answer on the space provided.

Given Measurement/Weight	**Equivalents**
1 gallon (gal.)	_____
1 quart (qt.)	_____
1 pint (pt.)	_____
1 cup (c.)	_____
½ cup	_____

¼ cup _____

1/8 cup _____

1 tablespoon (tbsp.) _____

1 pound (lb.) _____

1 kilogram (kg.) _____

V. Synthesis:

Measurement is one of the most important foundations of baking because it ensures that ingredients are combined in the correct proportions. Unlike ordinary cooking, bakery preparation relies heavily on precision since even slight differences in measurement may affect the texture, flavor, appearance, and structure of baked products. Understanding equivalent measurements and substitutions allows learners to work more efficiently and adapt recipes when certain ingredients or tools are unavailable. In bakery operations, proper measurement contributes to consistency, minimizes waste, and helps maintain product quality. This activity also emphasizes the importance of accuracy and attention to detail in every stage of baking preparation.

Reflection Question/s:

1. Why is accurate measurement more important in baking than in ordinary cooking?
2. How can knowledge of equivalent measurements help bakers during preparation?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 2: "Measurement Recall and Comparison"

II. Objective(s): At the end of the activity, you should be able to identify different units of measurement used in baking, classify whether they are used for dry or liquid ingredients, and explain their practical applications in baking preparation.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Study each measurement unit listed in the table. Determine whether the unit is commonly used for dry ingredients, liquid ingredients, or both, and write your answer in the appropriate column. Then, provide an example of how each unit is used in baking preparation. Make sure that your answers clearly show your understanding of the different measurement units and their applications in baking.

Measurement Unit	Type (Dry/Liquid/Both)	Example Use
Cup		
Tablespoon		
Teaspoon		
Gram		
Liter		

V. Synthesis:

Different measurement units are used in baking depending on the type of ingredient being prepared. Dry and liquid ingredients require specific measuring techniques and tools to ensure accuracy and consistency. Understanding the differences among measurement units helps learners recognize how ingredients should be handled properly during baking preparation. In bakery operations, improper measurement may lead to changes in texture, flavor, or structure, which can affect the quality of the final product. Through this activity, learners become more familiar with the practical use of measurement units and develop greater confidence in applying accurate measuring techniques.

Reflection Question/s:

1. Why do dry and liquid ingredients require different measuring techniques?
2. How can incorrect measurement affect the outcome of baked products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 3: "Identifying Correct Measuring Techniques"

II. Objective(s): At the end of the activity, you should be able to distinguish correct and incorrect measuring techniques and explain how proper measuring procedures contribute to accurate baking results.

III. Materials Needed

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Carefully read each situation presented in the table. Analyze whether the measuring technique being described is correct or incorrect based on proper baking procedures. Write your answer in the space provided. Think critically about the possible effects of improper measuring techniques on the texture, consistency, and overall quality of baked products before answering.

Situation	Answer (Correct/Incorrect)
Measuring flour without leveling	_____
Measuring liquid at eye level	_____
Using the wrong measuring tool	_____
Placing measuring cup on a flat surface	_____

V. Synthesis:

Correct measuring techniques are essential in baking because they ensure that ingredients are used accurately and consistently. In bakery preparation, even small measuring mistakes can lead to undesirable results such as dense texture, poor flavor, uneven baking, or product failure. Proper techniques, such as leveling dry ingredients and measuring liquids at eye level, help bakers maintain recipe accuracy and product quality. This activity encourages learners to become more observant and careful when handling ingredients and measuring tools, which are important habits in bakery operations.

Reflection Question/s:

1. What are the possible effects of incorrect measuring techniques in baking?
2. Why should bakers follow proper measuring procedures consistently?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 4: "Comparison of Dry and Liquid Measurement"

II. Objective(s): At the end of the activity, you should be able to compare the tools and techniques used in measuring dry and liquid ingredients and explain why different measuring methods are necessary in baking.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Complete the table by identifying the appropriate measuring tool, technique, and example for both dry and liquid ingredients. Analyze the differences between the two types of measurements and ensure that your answers clearly show how each technique is properly performed during baking preparation.

Aspect	**Dry Ingredients**	**Liquid Ingredients**
Tool Used		
Technique		
Example		

]

V. Synthesis:

Dry and liquid ingredients differ in physical properties, which is why they require different measuring tools and techniques. In bakery operations, using the wrong measuring method may result in inaccurate ingredient quantities that can affect the quality and consistency of baked products. Dry ingredients should be measured using dry measuring cups and leveled properly, while liquid ingredients should be measured using liquid measuring cups and checked at eye level. Understanding these differences helps learners apply proper procedures during preparation and reinforces the importance of precision in baking.

Reflection Question/s:

1. Why is it important to use the correct measuring tool for specific ingredients?
2. How does proper measurement contribute to consistency in bakery products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 5: "Temperature Ranges in Bakery Products"

II. Objective(s): At the end of the activity, you should be able to identify the correct oven temperatures and baking times for different bakery products and explain how temperature affects baking quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Carefully study the temperature ranges and baking times provided in the lesson. Identify the exact oven temperature and baking time required for each type of bread listed in the activity table. Write your answers clearly and accurately in the appropriate columns. Review your responses carefully to ensure that the correct baking conditions are matched with each bakery product.

Types of Breads	Oven Temperature	Baking Time
Yeast bread		
Biscuits		
Muffins		
Corn bread		
Quick loaf bread		

V. Synthesis:

Temperature is a critical factor in bakery preparation because it directly affects the texture, structure, color, and overall quality of baked products. Different types of bakery products require specific oven temperatures and baking times to achieve desirable results. If the temperature is too high, products may burn on the outside while remaining undercooked inside. If the temperature is too low, products may become dense, pale, or improperly baked. Understanding proper temperature ranges helps learners recognize the importance of controlled baking conditions in achieving consistent and high-quality bakery products.

Reflection Question/s:

1. What may happen if bakery products are baked at the wrong temperature?
2. Why do different baked products require different baking times and temperatures?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 6: "Measuring Technique Demonstration and Explanation"

II. Objective(s): At the end of the activity, you should be able to demonstrate proper measuring techniques for dry and liquid ingredients and explain the importance of accurate measurement in baking preparation.

III. Materials Needed:

- Measuring cups
- Measuring spoons
- Sample dry and liquid ingredients
- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Select three ingredients from the lesson and identify whether each ingredient is classified as dry or liquid. Then, describe the correct measuring technique used for each ingredient. Your explanations should clearly show the proper use of measuring tools and procedures applied during baking preparation. Be specific and detailed in describing how accuracy is maintained when measuring ingredients.

Ingredient	Type (Dry/Liquid)	Correct Technique
1.		
2.		
3.		

V. Synthesis:

Demonstrating proper measuring techniques helps learners apply theoretical knowledge to actual baking preparation. In bakery operations, accurate measurement is necessary to maintain consistency, improve product quality, and avoid costly mistakes. Proper measuring practices also contribute to efficiency because ingredients are prepared correctly from the beginning. Through this activity, learners develop practical skills, strengthen their understanding of

measurement procedures, and become more confident in performing baking tasks that require precision and accuracy.

Reflection Question/s:

1. How does proper measurement improve the quality of baked products?
2. Why is precision considered an important skill in bakery operations?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 1: "Bread Familiarity Check"

II. Objective(s): At the end of the activity, you should be able to identify the basic steps involved in bread production, explain the importance of each stage in the bread-making process, and describe how these steps affect the texture, structure, and quality of bread.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Read each question carefully and answer completely using your own understanding and observations about bread-making. Arrange the steps involved in bread production in their proper order and explain the purpose of each step briefly. Then, answer the guide questions by discussing the importance of kneading, fermentation, and other bread-making processes. Your answers should clearly show your understanding of how each stage contributes to the final quality of bread products.

Guide Questions:

1. What steps do you think are involved in making bread? Arrange them in order and explain each step briefly.
2. Why is kneading an important part of bread-making?
3. What do you think will happen if the dough is not allowed to rest or ferment?
4. How does each step contribute to the final texture and quality of bread?

V. Synthesis:

Bread production follows a systematic process in which each stage contributes to the overall quality of the final product. Processes such as mixing, kneading, fermentation, shaping, proofing, and baking are all interconnected and must be performed correctly to achieve desirable texture, flavor, and structure. In bakery operations, understanding these processes is important because mistakes in one stage may affect the entire product. For example, insufficient kneading may weaken gluten development, while inadequate fermentation may result in dense bread with poor flavor. Through this activity, learners begin to recognize bread-making not simply as a recipe, but as a scientific and organized process that requires proper technique, patience, and precision.

Reflection Question/s:

1. Why is fermentation considered an important stage in bread production?
2. What might happen if one step in the bread-making process is skipped or done incorrectly?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 2: "Experience Sharing: Bread Preparation"

II. Objective(s): At the end of the activity, you should be able to describe different bread mixing methods, explain their procedures, and analyze how each method affects dough development and bread quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Choose one bread mixing method discussed in the lesson and explain its step-by-step process clearly and completely. Then, answer the guide questions by analyzing how the method affects the texture, structure, flavor, and preparation of bread. Include the advantages and limitations of the chosen method and explain situations where it may be most appropriately used in bread production.

Guide Questions:

1. Choose one mixing method and describe its step-by-step process.
2. How does this method affect the texture and structure of bread?
3. What are the advantages and limitations of this method?
4. In what situations would this method be most appropriate to use?

V. Synthesis:

Mixing methods influence how ingredients interact and how dough develops during bread production. Different methods produce different results in texture, flavor, and overall bread quality because they affect gluten formation, air incorporation, and fermentation. In bakery operations, selecting the appropriate mixing method is important because it helps bakers achieve the desired characteristics of bread products. Some methods are faster and simpler, while others improve flavor and texture through longer fermentation. Understanding these differences allows learners to appreciate how technique and process directly affect the success of bread production.

Reflection Question/s:

1. How do mixing methods affect the flavor and texture of bread?
2. Why might bakers choose one mixing method over another?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 3: "Classification of Bread Products"

II. Objective(s): At the end of the activity, you should be able to classify bread products according to their type of leavening agent and compare the characteristics of quick breads and yeast breads.

III. Materials

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each bread product carefully and determine whether it belongs to the quick bread or yeast bread category. Write your answers in the appropriate column and explain the basis for your classification by referring to the type of leavening agent, preparation process, and texture of the product. Then, complete the comparative analysis table by identifying the differences between quick breads and yeast breads in terms of leavening, preparation time, texture, and process.

Part A: Classification Table

Classify the following bread products and explain your reasoning.

Bread Product	Type (Quick / Yeast)	Key Basis (Leavening, Process, Texture)
Pandesal		
Muffin		
Loaf bread		
Biscuit		

Part B: Comparative Analysis

Complete the table below:

Criteria	Quick Bread	Yeast Bread
Leavening Agent		
Preparation Time		
Texture		
Process		

V. Synthesis:

Bread products are classified based on the type of leavening agent used and the processes involved in preparation. Quick breads rely on chemical leavening agents, while yeast breads depend on biological fermentation. These differences affect preparation time, texture, flavor, and handling methods. In bakery operations, proper classification is important because it determines the procedures and techniques needed to achieve successful results. Misunderstanding bread classification may lead to incorrect preparation methods and poor-quality products. Through this activity, learners gain a deeper understanding of how different bread types are produced and why proper classification matters in baking preparation.

Reflection Question/s:

1. Why do quick breads and yeast breads require different preparation methods?
2. How does the type of leavening agent affect the characteristics of bread?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 4: "Deep Analysis of Mixing Methods"

II. Objective(s): At the end of the activity, you should be able to analyze different bread mixing methods and explain how each method affects dough development, fermentation, texture, and flavor.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Complete the analysis table by describing the key steps involved in each mixing method and explaining their effects on dough and final bread quality. After completing the table, answer the guide questions using information from the lesson. Your responses should demonstrate your understanding of how different techniques influence gluten formation, fermentation, texture, and flavor development in bread production.

Part A. Analysis Table

Complete the table below by describing each mixing method. Write your answers clearly and briefly.

Mixing Method	Key Steps	Effect on Dough	Effect on Final Bread
Straight Dough			
Sponge Method			
No-Knead Method			
Autolyse Method			

Part B. Guide Questions

Instructions:

Answer the following questions in 2–3 sentences based on the background information.

1. Why does the sponge method produce better flavor?
2. How does autolyse improve gluten development?

V. Synthesis:

Mixing methods are carefully designed processes that control gluten development, fermentation, and dough structure during bread production. Different methods produce different results depending on how ingredients are combined and how long fermentation occurs. In bakery operations, understanding these methods allows bakers to choose techniques that best suit the desired bread quality. Some methods improve flavor through extended fermentation, while others focus on convenience or texture improvement. This activity helps learners move beyond memorization and develop analytical thinking skills by understanding the scientific principles behind bread mixing techniques.

Reflection Question/s:

1. Why does fermentation improve the flavor of bread?
2. How does gluten development affect the texture and structure of bread products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 5: "Contemporary Techniques and Their Scientific Basis"

II. Objective(s): At the end of the activity, you should be able to describe contemporary bread-making techniques and explain the scientific principles behind their effects on bread texture, moisture, and quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Study the background information carefully and complete the table by identifying the process, effects, and scientific basis of each contemporary bread-making technique. Then, answer the guide questions by explaining how these techniques improve bread quality and what may happen if they are not applied properly. Write your answers clearly and use complete explanations based on the lesson.

Part A. Completion Table

Technique	Process	Effect on Bread	Reason (Why it Works)
Tangzhong			
Yudane			

Part B. Guide Questions

Instructions:

Answer briefly in 2–3 sentences.

1. Why do these techniques make bread softer?
2. What happens if these techniques are not applied?

V. Synthesis:

Modern bread-making techniques such as Tangzhong and Yudane are used to improve moisture retention, softness, texture, and shelf life in bread products. These techniques apply scientific principles such as starch gelatinization and increased water absorption to improve dough performance and final bread

quality. In bakery operations, understanding the science behind these methods allows bakers to produce products with better texture and longer freshness. This activity helps learners appreciate how modern baking techniques combine both practical skills and scientific understanding to improve bakery products.

Reflection Question/s:

1. How do modern bread-making techniques improve bread quality?
2. Why is scientific knowledge important in bakery preparation?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 6: "Measuring Technique Demonstration and Explanation"

II. Objective(s): At the end of the activity, you should be able to explain the procedures, purposes, advantages, and limitations of different bread mixing methods used in bakery preparation.

III. Materials Needed

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Choose one bread mixing method discussed in the lesson and complete the performance table provided. Describe the steps involved in the method, explain its purpose, identify its advantages, and discuss its possible limitations. Your answers should clearly demonstrate your understanding of how the chosen method affects dough development and final bread quality.

Aspect	Explanation
Steps	
Purpose	
Advantages	
Limitations	

V. Synthesis:

Each bread mixing method follows a specific sequence of steps designed to achieve a particular baking result. In bakery operations, selecting the appropriate method depends on the desired texture, flavor, preparation time, and bread quality. Some methods are simple and efficient, while others require longer fermentation to improve flavor and structure. Understanding the strengths and limitations of each technique helps learners make informed decisions during bread preparation and develop a more practical understanding of bakery production processes.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 7: "Bread Process Analysis and Problem-Solving Task"

II. Objective(s): At the end of the activity, you should be able to identify common bread-making problems, analyze their causes, and explain the correct solutions to improve bread quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each bread-making situation carefully and identify the problem presented. Analyze what went wrong during the bread production process and write the appropriate corrective solution in the table provided. Use complete explanations that show your understanding of fermentation, gluten development, ingredient use, and proper baking procedures.

Situation	What Went Wrong?	Correct Solution
Dough did not rise		
Bread is too dense		
Bread lacks flavor		

V. Synthesis:

Bread-making problems are often caused by errors in mixing, fermentation, kneading, or ingredient handling. In bakery operations, understanding the causes of these problems is important because it helps bakers improve product quality and avoid repeated mistakes. Issues such as dense bread, poor flavor, or lack of rising are directly related to how well the bread-making process is followed. Through this activity, learners develop problem-solving and analytical skills that are essential in identifying production errors and applying proper corrective measures during bakery preparation.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 1: "Safe or Unsafe Kitchen?"

II. Objective(s): At the end of the activity, you should be able to identify safe and unsafe kitchen practices, explain how contamination occurs during food preparation, and describe the importance of proper hygiene and sanitation in maintaining food safety in baking operations.

III. Materials Needed

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Carefully read and analyze each kitchen scenario presented in the table. Determine whether the situation is considered "Safe" or "Unsafe" based on food safety principles. Then, explain your answer clearly by identifying the possible risks, hazards, or sanitary practices involved in each situation. Your explanations should demonstrate your understanding of proper hygiene, contamination prevention, and safe food handling procedures commonly observed in bakery preparation.

Scenario	**Safe or Unsafe**	**Explanation**
Food prepared without handwashing		
Clean utensils used properly		
Hair not covered while cooking		

V. Synthesis:

Food safety begins with the ability to recognize unsafe practices and understand how contamination can occur during food preparation. In bakery operations, cleanliness and proper hygiene are essential because baked products may become unsafe when exposed to harmful microorganisms, dirty equipment, or improper handling. Unsafe practices such as failing to wash hands, using contaminated tools, or neglecting personal hygiene may lead to foodborne illnesses and poor product quality. Through this activity, learners become more aware of how daily kitchen practices directly affect food safety and develop a

stronger sense of responsibility in maintaining sanitary working conditions during baking preparation.

Reflection Question/s:

1. Why is personal hygiene considered important in food preparation?
2. What possible risks may arise from unsafe kitchen practices in bakery operations?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 3: "Understanding Cleaning, Sanitizing, and Disinfection"

II. Objective(s): At the end of the activity, you should be able to differentiate cleaning and sanitizing processes and explain their importance in maintaining food safety and preventing contamination in bakery preparation.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Complete the table by describing each process involved in maintaining food safety and explaining its importance in preventing contamination. Carefully analyze how cleaning and sanitizing differ from one another and explain why both procedures must be performed correctly in bakery operations. Write your answers clearly and provide complete explanations based on the lesson discussion.

Process	**Description**	**Importance**
Cleaning		
Sanitizing		

V. Synthesis:

Cleaning and sanitizing are both essential parts of food safety, but they serve different purposes in maintaining a safe baking environment. Cleaning removes visible dirt, grease, and food particles, while sanitizing reduces harmful microorganisms that may remain on surfaces and equipment. In bakery operations, performing only one process is not enough because surfaces that appear clean may still contain bacteria capable of contaminating food products. Proper cleaning and sanitizing procedures help ensure that tools, equipment, and preparation areas remain safe for food handling. This activity reinforces the idea that food safety depends on a complete and consistent sanitation process rather than a single action.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 4: "Hazard Identification and Classification"

II. Objective(s): At the end of the activity, you should be able to identify biological, chemical, and physical hazards in food preparation and explain how these hazards may affect food safety and human health.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each food preparation scenario carefully and determine the type of hazard involved. Identify whether the situation represents a biological, chemical, or physical hazard, then explain your answer clearly by describing how the hazard may contaminate food or affect consumer safety. Use the concepts discussed in the lesson to support your explanations.

Scenario	Hazard Type (Biological/Chemical/Physical)	Explanation
Hair found in food		
Food exposed to cleaning chemicals		
Food handled with unwashed hands		

V. Synthesis:

Hazards in food preparation can seriously affect both product quality and consumer safety when not properly controlled. Biological hazards involve harmful microorganisms, chemical hazards include toxic substances, while physical hazards refer to foreign objects that may accidentally contaminate food. In bakery operations, understanding these hazards is important because bakers work with ingredients, tools, and equipment that must be handled carefully to prevent contamination. Recognizing potential hazards helps learners become more observant and proactive in maintaining safe baking practices. This activity also develops awareness that food safety requires constant attention and proper risk identification throughout the baking process.

Reflection Question/s:

1. Why is it important to identify different types of food hazards correctly?
2. How can hazards in bakery preparation affect both consumers and businesses?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 5: "Risk Analysis and Control Measures"

II. Objective(s): At the end of the activity, you should be able to identify appropriate control measures for common food safety hazards and explain how these measures help prevent contamination during bakery operations.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Analyze each hazard listed in the table and identify the most appropriate control measure that should be applied to prevent contamination. Then, explain clearly how the control measure helps reduce or eliminate the risk associated with the hazard. Your answers should demonstrate your understanding of proper food safety procedures and preventive practices used in bakery preparation.

Hazard	Control Measure	Explanation
Dirty hands		
Contaminated surfaces		
Improper storage		

V. Synthesis:

Risk control measures are essential in maintaining food safety because hazards cannot always be completely eliminated during food preparation. Instead, proper procedures are applied to reduce the possibility of contamination and ensure safe working conditions. In bakery operations, practices such as proper handwashing, cleaning and sanitizing surfaces, and correct storage of ingredients help interrupt the spread of contaminants. Understanding these preventive measures allows learners to recognize that food safety depends on consistent and responsible actions throughout the baking process. This activity also emphasizes the importance of discipline and attentiveness in maintaining sanitary kitchen conditions.

Reflection Question/s:

1. How do control measures help prevent contamination in bakery preparation?
2. Why should food safety procedures be followed consistently and not only when problems occur?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 6: "Sanitation Procedure Explanation Task"

II. Objective(s): At the end of the activity, you should be able to explain the proper steps involved in cleaning and sanitizing and analyze the importance of following the complete sanitation process in bakery operations.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Answer each question clearly and completely using the concepts discussed in the lesson. Describe the proper sequence of cleaning and sanitizing procedures and explain the purpose of each step. Then, discuss the possible effects of skipping or improperly performing one part of the sanitation process. Your answers should show your understanding of how sanitation contributes to food safety and product quality in bakery preparation.

Guide Questions:

1. What are the steps involved in proper cleaning and sanitizing?
2. What are the steps involved in proper cleaning and sanitizing?
3. What may happen if one step is skipped?

V. Synthesis:

Sanitation procedures involve a systematic process that helps ensure tools, equipment, and food preparation areas remain safe and free from contaminants. In bakery operations, each step in sanitation serves a specific purpose, from removing visible dirt to reducing harmful microorganisms. Skipping even one step may reduce the effectiveness of the entire process and increase the risk of contamination. Proper sanitation practices help protect both product quality and consumer health while also promoting organized and professional kitchen operations. Through this activity, learners gain a clearer understanding of why sanitation must be performed carefully, consistently, and completely.

Reflection Question/s:

1. What might happen if one sanitation step is skipped during food preparation?
2. Why is sanitation considered a continuous process rather than a one-time task?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 7: "Error Identification and Correction"

II. Objective(s): At the end of the activity, you should be able to identify common sanitation and hygiene mistakes in food preparation, explain the correct procedures, and analyze how these errors may affect food safety and bakery operations.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Carefully analyze each situation presented in the table. Identify the sanitation or hygiene error committed, provide the correct action that should be taken, and explain why the correction is important in maintaining food safety. Your answers should clearly demonstrate your understanding of proper hygiene practices, contamination prevention, and safe bakery preparation procedures.

Situation	Error	Correction	Explanation
Baker did not wash hands before preparing dough			
Food placed near cleaning chemicals			
Hair not covered during baking			

V. Synthesis:

Mistakes in sanitation and hygiene can lead to contamination, food spoilage, and serious health risks if not corrected immediately. In bakery operations, errors such as improper handwashing, unsafe storage, or failure to wear protective equipment may compromise both food safety and product quality. Identifying these mistakes helps learners become more aware of unsafe practices and encourages them to apply proper corrective actions consistently. This activity also develops responsibility and critical thinking skills by emphasizing that maintaining food safety requires careful observation, discipline, and adherence to proper procedures.

Reflection Question/s:

1. Why is it important to correct sanitation mistakes immediately in bakery operations?
2. How can proper hygiene practices improve both food safety and product quality?