Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplars for Bakery Operations

TECH-PRO ELECTIVE



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Table of Contents

Lesson Exemplar 1 ..... **1**
Lesson Exemplar 2 ..... **11**
Lesson Exemplar 3 ..... **19**
Lesson Exemplar 4 ..... **26**
Lesson Exemplar 5 ..... **35**
Lesson Exemplar 6 ..... **44**

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

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate understanding of pastry products.*
B. Performance Standard	*The learners apply skills in preparing pastry products.*
C. Learning Competencies	• *Explain the fundamentals of pastry making.* • *Discuss the characteristics of pastries.*
II. REFERENCES and MATERIALS	*References:* DepEd MELCs for Bread and Pastry Production Baking and Pastry: Mastering the Art and Craft (Culinary Institute of America) TESDA Bread and Pastry Production NC II Modules *Materials:* • Laptop/TV for presentation • Printed images of pastries • Activity sheets • Whiteboard and markers Image Sources (for reference) Unsplash (https://unsplash.com) Pexels (https://pexels.com) Pixabay (https://pixabay.com)
III. CONTENT	Origin of pastry • Kinds of pastries • Common pastry products • Characteristics of pastries

	At the end of the lesson, learners are expected to: • Explain the origins and fundamentals of pastry making. • Identify and classify different kinds of pastries. • Describe the characteristics of pastries. • Relate pastry characteristics to real-life food products.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Activity 1: Picture Recognition** The teacher shows different pastry images and asks learners to identify what they are and where they have seen them. 	Activates schema and connects prior experiences with new content using visual and collaborative strategies.

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

	Activity 2: Observation Guide The teacher asks learners to observe texture, layers, and appearance. **2. Discussing New Concept** Discussion Proper (Teacher-led): Origin of Pastry: The teacher explains that pastry began in Ancient Egypt as a mixture of flour and water, improved by Greeks through phyllo dough, and enhanced by Romans using fats like butter. Kinds of Pastries: ● Shortcrust ● Puff pastry ● Choux pastry ● Flaky pastry Common Pastry Products: ● Apple pie ● Croissants ● Cream puffs ● Baklava Characteristics of Pastries: ● Flaky ● Crispy ● Tender ● Light	Combines direct instruction with interactive questioning and visual organization for deeper understanding.

	Activity 1: Guided Questioning The teacher asks comprehension questions during discussion. What are the common kinds of pastries? How would you describe the characteristics of a good pastry product? How does the history of pastries help us understand modern pastry products? Compare two kinds of pastries and explain their similarities and differences. **Activity 2: Concept Mapping** The teacher guides learners to create a map of pastry types and characteristics. **3. Developing Mastery** **Activity 1: Matching Type and Characteristic** The teacher distributes worksheets where learners match pastry types with their characteristics. **Activity 2: Group Classification Activity** The teacher group the learners to classify pastry pictures according to type.	Provides guided and collaborative practices to reinforce learning.

C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Activity 1: Real-Life Scenario** The teacher asks: *"If you will open a bakery, what pastry will you sell and why?"* **Activity 2: Mini Presentation** Learners present their answers briefly. **2. Making Generalization** **Activity 1: Summary Statement** The teacher asks learners to complete: *"Pastry is important because…"* **Activity 2: Exit Ticket** Learners write one key lesson about pastry. **3. Evaluating Learning** **SUMMATIVE EXAM (20 ITEMS)** **Topic:** Pastry Fundamentals, Origin, Types, and Characteristics **Directions:** Read each question carefully and choose the correct answer. A. Multiple Choice (1–15) 1. Pastry originated in which ancient civilization? a. China b. Egypt c. India d. France 2. Early pastry in Ancient Egypt was made from: a. Flour and sugar b. Flour and water c. Butter and milk d. Eggs and oil	Encourages application and entrepreneurship thinking. Promotes reflection and synthesis of ideas.

	3. Which civilization introduced phyllo dough? a. Romans b. Egyptians c. Greeks d. French 4. What did the Romans add to improve pastry texture? a. Sugar b. Yeast c. Fat (butter/oil) d. Salt 5. During the Medieval period, pastry was mainly used as: a. Dessert b. Decoration c. Food container d. Beverage 6. Which country is known for refining pastry into an art form? a. Italy b. France c. Spain d. Germany 7. Which pastry is known for having many layers? a. Shortcrust b. Choux c. Puff pastry d. Bread 8. Which pastry is hollow inside when baked? a. Puff pastry b. Choux pastry c. Flaky pastry d. Shortcrust	

	9. What is the main characteristic of phyllo pastry? a. Thick and heavy b. Thin and delicate layers c. Soft and spongy d. Sticky texture 10. Which pastry is best used for pies and tarts? a. Puff pastry b. Choux pastry c. Shortcrust pastry d. Phyllo pastry 11. Croissants are made from: a. Choux pastry b. Puff pastry c. Shortcrust pastry d. Bread dough 12. Baklava is commonly made using: a. Puff pastry b. Shortcrust pastry c. Phyllo pastry d. Flaky pastry 13. Which of the following is NOT a characteristic of pastry? a. Flaky b. Crispy c. Tender d. Watery 14. Which pastry is crumbly and firm? a. Puff pastry b. Shortcrust pastry c. Choux pastry d. Phyllo pastry 15. What ingredient gives pastry a tender and flaky texture? a. Sugar	

	b. Water c. Fat d. Salt B. Identification (16–20) Write the correct answer. 16. It is a pastry that is light and hollow inside. 17. It refers to the thin layered dough introduced by Greeks. 18. This period used pastry mainly as a “coffin” or crust container. 19. A pastry known for its many flaky layers and airy texture. 20. The country is famous for modern pastry development. ☑ ANSWER KEY Multiple Choice: 1. B 2. B 3. C 4. C 5. C 6. B 7. C 8. B 9. B 10. C 11. B 12. C 13. D 14. B 15. C	Supports differentiated instruction and inclusivity.

	Identification: 16. Choux pastry 17. Phyllo dough 18. Medieval Period (or Medieval Europe) 19. Puff pastry 20. France **4. Additional Activities** **Enrichment:** Research a local Filipino pastry and present it. **Remediation:** Provide simplified matching worksheets for struggling learners.	
VI. ASSESSMENT	Performance Task: Learners will create a simple pastry concept plan including type, ingredients, and expected characteristics.	
VII. REFLECTION	• Learners actively participated in identifying pastry types. • Some learners needed support in distinguishing pastry characteristics. • More visual aids and hands-on demonstrations are recommended for the next session.	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used ChatGPT to organize and enhance instructional content. The author reviewed and finalized the writing and takes full responsibility for the content.	

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

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry products.
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	• Explain the fundamentals of pastry making • Discuss the characteristics of pastries
II. REFERENCES and MATERIALS	*References:* DepEd MELCs – Bread and Pastry Production TESDA Bread and Pastry Production NC II Modules Baking and Pastry: Mastering the Art and Craft *Materials:* Laptop/TV for presentation Ingredients: flour, butter, sugar, eggs Mixing bowls, spatula, pastry cutter Activity sheets *Image Sources:* Unsplash (https://unsplash.com) Pexels (https://pexels.com) Pixabay (https://pixabay.com)
III. CONTENT	Mixing methods in pastry making (cutting-in, creaming, blending, laminating) Techniques and procedures Characteristics of pastries

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

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

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

	2**. Making Generalization** **Activity 1: Sentence Completion** The teacher asks learners to complete: *"Mixing methods are important because…"* **Activity 2: Summary Sharing** The teacher calls learners to summarize key ideas. 3. **Evaluating Learning** **(Formative Quiz – 10 points)** **Directions:** Choose the correct answer. 1.Which method mixes fat into flour? a. Creaming b. Cutting-in c. Boiling d. Frying 2. What method incorporates air into butter and sugar? a. Blending b. Laminating c. Creaming d. Baking 3. Laminating is used to: a. Add sweetness b. Create layers c. Reduce moisture d. Color dough 4. Which method requires gentle mixing? a. Blending b. Frying c. Boiling d. Roasting	Promotes synthesis and reflection.

	5. What happens if the dough is over mixed? a. Becomes soft b. Becomes tough c. Becomes sweet d. Becomes watery 6. Which method is used for puff pastry? a. Creaming b. Laminating c. Blending d. Cutting 7. What tool is used in cutting-in? a. Knife b. Pastry cutter c. Spoon d. Plate 8. Which ingredient is important for flakiness? a. Sugar b. Fat c. Water d. Salt 9. Mixing methods affect: a. Color only b. Texture of pastry c. Smell only d. Size only 10. Which is the correct pastry characteristic? a. Tough b. Flaky c. Watery d. Sticky	Supports differentiated instructions.

	Answer Key 1. B 2. C 3. B 4. A 5. B 6. B 7. B 8. B 9. B 10. B **4. Additional Activities** **Enrichment:** Research advanced techniques like blind baking. **Remediation:** Provide simplified guides for struggling learners.	
VI. ASSESSMENT	**Performance Task:** Demonstration of Mixing Method Task: The teacher instructs learners to demonstrate one of the mixing methods as discussed in this lesson. Criteria: ✔ Proper execution of technique ✔ Correct texture (light and fluffy) ✔ Cleanliness and safety ✔ Time management	

Rubric Table

Criteria	1 (Needs Improvement)	2 (Fair)	3 (Good)	4 (Excellent)
Preparation	Materials not ready	Some materials missing	Materials mostly ready	All materials complete and ready
Technique	Incorrect mixing	Some correct steps	Mostly correct	Correct and smooth mixing
Texture	Not mixed well	Slightly mixed	Light and fluffy	Very light, smooth, and fluffy
Cleanliness & Safety	Poor practices	Some practices followed	Good practices	Excellent and consistent

Scoring Guide:

13–16 – Excellent
9–12 – Good
5–8 – Fair
1–4 – Needs Improvement

VII. REFLECTION	Learners showed understanding of mixing methods. Some learners need improvement in technique application. More hands-on practice is recommended.
VIII. USE OF GENERATIVE AI	The author used ChatGPT to assist in organizing instructional content. The teacher reviewed and finalized the lesson.

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

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry products.
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	Prepare crust, filling, and coating for pastry products
II. REFERENCES and MATERIALS	**References** • DepEd MELCs – Bread and Pastry Production • TESDA Bread and Pastry Production NC II Modules • Baking and Pastry: Mastering the Art and Craft **Materials** • Ingredients (flour, butter, sugar, fruits, cream, chocolate) • Mixing bowls, whisk, rolling pin • Stove/oven (if applicable) • Activity sheets **Image Sources** • Unsplash (https://unsplash.com) • Pexels (https://pexels.com) • Pixabay (https://pixabay.com)
III. CONTENT	• Kinds of crust (shortcrust, puff, flaky) • Kinds of fillings (fruit, cream, custard) • Functions of fillings (flavor, moisture, texture) • Types of coatings (glaze, icing, chocolate coating)

IV. OBJECTIVES	At the end of the lesson, learners will be able to: 1. Identify the different kinds of crusts, fillings and coatings with 80% accuracy 2. Explain the functions of fillings in pastry preparation. 3. Demonstrate the proper preparation of crusts, fillings, and coatings following the standard procedures.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Activity 1: Picture Identification** The teacher presents images of pastries showing crust, filling, and coating and asks learners to identify each part.  **Activity 2: Recall Questions** The teacher asks: *"What are the parts of a pastry product?"* **2. Establishing the Purpose of the Lesson** **Activity 1: Real-Life Context** The teacher explains that crust, filling, and coating determine the quality and appeal of pastries. **Activity 2: Objective Sharing** The teacher presents learning objectives and expected outputs.	Activates prior knowledge through visual recognition and questioning. Builds relevance and learner motivation.

B. Instituting New Knowledge	**1. Presenting Examples** **Activity 1: Visual Presentation** The teacher shows examples of crust, fillings, and coatings.       **Activity 2: Guided Observation** The teacher asks learners to describe texture and appearance. **2. Discussing New Concept** **Discussion Proper (Teacher-led):** • **Kinds of Crust:** ○ Shortcrust – firm and crumbly ○ Puff – flaky and layered ○ Flaky – slightly layered • **Kinds of Fillings:** ○ Fruit filling ○ Cream filling ○ Custard filling	Promotes observation and visual learning.

	• **Functions of Fillings:** ○ Adds flavor ○ Provides moisture ○ Improves texture • **Types of Coatings:** ○ Glaze ○ Icing ○ Chocolate coating **Activity 1: Think-Pair-Share** The teacher asks learners to discuss why fillings are important. **Activity 2: Q&A Discussion** The teacher asks learners to give examples of coatings. **3. Developing Mastery** **Activity 1: Matching Activity** The teacher gives a worksheet matching crust, filling, and coating with descriptions. **Activity 2: Classification Activity** The teacher asks learners to classify pastry components.	Encourages interaction and critical thinking. Reinforces understanding through guided practice.
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Activity 1: Scenario Task** The teacher asks: *"What crust, filling, and coating will you use for a fruit tart?"* **Activity 2: Group Sharing** The teacher lets groups present answers.	Promotes application and collaboration.

	2. Making Generalization **Activity 1: Sentence Completion** The teacher asks learners to complete: *"A good pastry should have..."* **Activity 2: Summary Sharing** The teacher calls learners to summarize. **3. Evaluating Learning** **(Formative Quiz – 10 points)** **Directions:** Choose the correct answer. 1. Which crust is firm and crumbly? a. Puff b. Shortcrust c. Flaky d. Soft 2. Which filling adds to sweetness? a. Salt b. Fruit c. Water d. Oil 3. What is the function of filling? a. Color only b. Flavor and texture c. Size only d. Shape only 4. Which coating is shiny and thin? a. Glaze b. Dough c. Filling d. Flour 5. Which crust is layered? a. Shortcrust	Promotes synthesis of learning.

b. Puff
c. Flat
d. Thick

6. Custard is a type of:
   a. Coating
   b. Filling
   c. Crust
   d. Tool
7. Chocolate coating is used for:
   a. Structure
   b. Decoration and flavor
   c. Mixing
   d. Baking
8. Which improves pastry moisture?
   a. Filling
   b. Flour
   c. Salt
   d. Heat
9. Icing is a type of:
   a. Filling
   b. Coating
   c. Crust
   d. Dough
10. Fruit tart uses:
   a. No filling
   b. Fruit filling
   c. Water filling
   d. Salt filling

Answer Key

1. B
2. B
3. B

	4. A 5. B 6. B 7. B 8. A 9. B Ask learners to prepare 1 crust (Short crust) in group. **4. Additional Activities** Enrichment: Research different pastry coatings. Remediation: Provide guided examples.	Supports differentiated instructions.
VI. ASSESSMENT	**Performance Task: Preparation Activity** **Task:** The teacher instructs learners to prepare: • **1 crust** (Short crust) • **1 filling** (Fruit filling) • **1 coating** (Simple glaze or icing) **Criteria:** • Correct preparation procedure • Proper technique • Quality of output • Cleanliness and safety	
VII. REFLECTION	• Learners understood pastry components. • Some need improvement in identifying coatings. • Hands-on activities improved engagement.	
VIII. USE OF GENERATIVE AI	This lesson example was assisted by ChatGPT. The teacher reviewed and finalized the content.	

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

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry product
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	Prepare traditional and contemporary pastry products
II. REFERENCES and MATERIALS	**References** **DepEd/TESDA References** • K to 12 Curriculum Guide for Bread and Pastry Production • TESDA Bread and Pastry Production NC II Training Regulations • Learning Modules in Bread and Pastry Production **Books** • Professional Baking by Wayne Gisslen • Baking and Pastry: Mastering the Art and Craft **Materials and Resources** **Equipment and Tools** • Oven • Mixing bowls • Measuring cups and spoons • Digital weighing scale • Rolling pin • Baking trays • Muffin molds • Pastry brush

	• Spatula • Whisk • Knife and chopping board • Cooling rack • Apron • Hairnet • Gloves **Ingredients** • All-purpose flour • Bread flour • Butter • Eggs • Milk • Sugar • Salt • Baking powder • Fruits • Chocolate chips • Jam • Cream cheese • Nuts • Whipped cream • Custard filling
III. CONTENT	**Traditional Pastries** • Croissant • Danish • Tart • Pie **Contemporary Pastries** • Cake Pops • Cookie Cups • Mini Fruit Tart • Chocolate Lava Cupcakes

	Topics: • Characteristics of pastry products • Ingredients used • Proper preparation techniques • Fillings, coatings, and garnishes • Product presentation	
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Identify traditional and contemporary pastry products. 2. Differentiate the characteristics of various pastries. 3. Demonstrate proper preparation techniques. 4. Prepare pastry products following standard procedures. 5. Present finished products creatively.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Activity 1: "Name That Pastry!"** The teacher presents pictures of different pastries. Learners identify: • Name of pastry • Type of pastry • Possible ingredients used **Activity 2: "Pastry Experience Sharing"** Guide Questions: 1. What pastries do you usually buy or eat? 2. Which pastry products are familiar to you? 3. What makes pastries attractive to customers?	This activity activates prior knowledge through visual recognition and observation. It helps learners connect previous experiences with new concepts.

<table>
<tr>
<td></td>
<td>2. Establishing the Purpose of the Lesson

Teacher asks:

“Why is creativity important in preparing pastry products?”

Expected responses:

• To attract customers
• To improve product appearance
• To create unique pastry products</td>
<td>This promotes learner participation and allows learners to connect real-life experiences to the lesson.

This helps learners understand the practical and business importance of pastry preparation and presentation.</td>
</tr>
<tr>
<td>B. Instituting New Knowledge</td>
<td>1. Presenting Examples
Teacher presents sample pictures and actual examples of pastries.

Traditional Pastries
• Croissant
• Danish
• Pie
• Tart
Contemporary Pastries
• Cake Pops
• Cookie Cups
• Chocolate Lava Cupcakes

Learners complete a comparison table:

<table>
<tr><th>Pastry Product</th><th>Type</th><th>Texture</th><th>Main Ingredients</th></tr>
<tr><td>Croissant</td><td></td><td></td><td></td></tr>
<tr><td>Cake Pops</td><td></td><td></td><td></td></tr>
<tr><td>Pie</td><td></td><td></td><td></td></tr>
</table>
</td>
<td>Visual examples improve comprehension and help learners compare traditional and contemporary pastry products.</td>
</tr>
</table>

	2. Discussing New Concept **Traditional Pastries** Pastries that follow classic preparation methods and recipes. Examples: • Croissant • Danish • Pie • Tart **Contemporary Pastries** Modern pastries with creative designs, flavors, and presentations. Examples: • Cake Pops • Cookie Cups • Lava Cupcakes **3. Developing Mastery** **Group Activity: "Pastry Product Designers"** Each group creates: • Product name • Ingredients • Fillings or toppings • Product sketch • Marketing tagline Presentation Time: 2–3 minutes	The discussion uses simple explanations and examples appropriate for SHS learners to develop conceptual understanding.

	SAMPLE PASTRY RECIPES AND PROCEDURES **A. MINI FRUIT TART** **Ingredients** • Tart shells • Custard filling • Sliced fruits • Fruit glaze **Procedure** 1. Prepare tart shells. 2. Fill shells with custard. 3. Slice fruits evenly. 4. Arrange fruits creatively. 5. Brush with glaze. 6. Chill before serving. **B. CAKE POPS** **Ingredients** • 2 cups crumbled cake • ½ cup frosting • Chocolate coating • Sprinkles **Procedure** 1. Crumble cake in a bowl. 2. Mix with frosting. 3. Form into balls. 4. Chill for 15 minutes. 5. Insert sticks. 6. Dip in melted chocolate. 7. Decorate with sprinkles.	Collaborative activities encourage creativity, communication, and critical thinking skills.

	C. COOKIE CUPS **Ingredients** • 1 cup flour • ½ cup butter • ½ cup sugar • Chocolate chips **Procedure** 1. Mix all ingredients. 2. Shape into muffin molds. 3. Bake at 180°C for 12–15 minutes. 4. Cool completely. 5. Fill with cream or chocolate filling.	
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Activity: "Mini Bakery Challenge"** Learners prepare one pastry product and present: • Ingredients used • Procedure followed • Fillings/coatings/garnishes applied • Product features 2. Making Generalization Learners complete the statements: "Traditional pastries are _____." "Contemporary pastries are different because _____."	This performance task allows learners to apply knowledge and skills in an authentic baking situation.

	3. Evaluating Learning **Identification** 1. A flaky layered pastry 2. A pastry served on sticks 3. A pastry with fruit toppings 4. A modern creative pastry product 5. A pastry with crust and filling **Performance Task** Prepare and present a pastry product using: • Proper preparation techniques • Creativity • Proper sanitation and safety **4. Additional Activities** **Enrichment** Research one trending pastry product in the Philippines and describe its ingredients and preparation. **Remediation** Create a picture collage of traditional and contemporary pastries.	This helps learners summarize and internalize the lesson concepts. The evaluation checks both conceptual understanding and practical baking skills. Differentiated activities support learners with different learning needs and interests.
VI. ASSESSMENT	**Culminating Assessment:** **"Pastry Showcase Challenge"** Learners prepare and present one traditional or contemporary pastry product based on: • Proper preparation technique • Product quality • Creativity • Presentation • Safety and sanitation	

VII. REFLECTION	**Teacher Reflection** 1. Which activities encouraged active participation? 2. What difficulties did learners encounter? 3. What interventions improved learner performance? **Learner Reflection** 1. What did I learn from the lesson? 2. What pastry product did I enjoy preparing? 3. How can I improve my pastry preparation skills?
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used ChatGPT by OpenAI to assist in organizing lesson content, generating activities, creating examples, and improving instructional materials. The author reviewed, revised, and finalized the content and assumes full responsibility for this Learning Exemplar.

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

I. OBJECTIVES	
A. Content Standard	*The learners apply skills in preparing pastry products.*
B. Performance Standard	*The learners apply skills in preparing pastry products.*
C. Learning Competencies	*Prepare traditional and contemporary pastry product*
II. REFERENCES and MATERIALS	**References** **DepEd and TESDA References** • K to 12 Curriculum Guide for TVL – Bread and Pastry Production • Bread and Pastry Production NC II Training Regulations • Learning Module for Bread and Pastry Production **Books** • Professional Baking by Wayne Gisslen • Baking and Pastry: Mastering the Art and Craft • Plant-Based Cookbook for Beginners **Materials and Resources** **Equipment/Tools** • Oven • Measuring cups • Measuring spoons • Digital weighing scale • Mixing bowls • Rolling pin • Whisk • Rubber spatula

	• Baking trays • Pastry brush • Knife • Chopping board • Blender • Food processor (if available) • Refrigerator • Apron • Hairnet • Gloves • Cleaning cloth • Sanitizing materials **Ingredients for Plant-Based/Vegan Pastries** **Flour and Alternatives** • All-purpose flour • Whole wheat flour • Oat flour • Almond flour • Gluten-free flour **Plant-Based Milk** • Soy milk • Almond milk • Coconut milk • Oat milk **Egg Replacers** • Mashed banana • Applesauce • Flaxseed egg mixture • Chia seed mixture **Fat Alternatives** • Coconut oil • Vegan butter • Vegetable oil

	Natural Sweeteners • Honey (optional discussion only; not vegan) • Maple syrup • Brown sugar • Coconut sugar **Fillings and Toppings** • Fruits • Nuts • Peanut butter • Chocolate chips (vegan) • Coconut flakes • Raisins	
III. CONTENT	**Preparation of Plant-Based and Vegan Pastries** Topics: • Definition of plant-based pastries • Difference between traditional and vegan pastries • Ingredients used in vegan baking • Egg and dairy substitutes • Proper preparation techniques • Plant-based pastry presentation	
IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 1. **Identify** plant-based ingredients used in pastries. 2. **Differentiate** traditional and vegan pastry products. 3. **Demonstrate** proper preparation techniques. 4. **Prepare** a simple plant-based pastry product following standard procedures. 5. **Present** finished plant-based pastry products creatively.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Activity 1: "Food Swap Challenge"** Teacher shows ingredient cards: Traditional ingredients:	This activity activates prior knowledge by connecting learners' existing ideas about ingredients

	• Milk • Butter • Eggs Plant-based ingredients: • Soy milk • Coconut oil • Banana puree Learners match the traditional ingredient with its plant-based substitute. Example: **Traditional** — **Vegan Substitute** Milk — Soy milk Butter — Coconut oil Eggs — Banana puree **Activity 2: "Think–Pair–Share"** Guide questions: 1. Have you tried vegan foods before? 2. Why do some people choose plant-based products? 3. Can pastries be made without eggs or milk? **2. Establishing the Purpose of the Lesson** Teacher asks: *"Why do bakers today create healthier and plant-based pastries?"* Teacher presents lesson objectives.	with healthier and plant-based alternatives. This encourages learners to express ideas and connect personal experiences to the lesson. This helps learners understand the relevance of plant-based baking in modern food trends and business opportunities.

B. Instituting New Knowledge

1. Presenting Examples

Teacher presents sample pictures:






Students complete observation notes:

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

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

2. Discussing New Concept

Teacher discusses:

Plant-Based Pastries
Products made using ingredients obtained from plants.

Vegan Pastries
Pastries that do not contain:

- Eggs
- Milk
- Butter
- Animal products

Common Ingredient Replacements

Traditional Ingredient	Vegan Alternative
Eggs	Banana puree
Butter	Coconut oil
Milk	Soy milk
Cream	Coconut cream

Discussion provides explicit instruction using simple examples appropriate for SHS learners.

3. Developing Mastery

Group Activity: "Build Your Vegan Bakery"

Each group creates:

- Product name
- Ingredients
- Preparation procedure
- Healthy features
- Product sketch

Presentation: **3 minutes**

Collaborative learning develops creativity, communication, and planning skills

C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Activity: "Mini Vegan Pastry Challenge"** Learners prepare one simple plant-based pastry: Choices: • Vegan banana muffin • Fruit tart • Vegan cookies • Plant-based pie Students present: ✓ Ingredients used ✓ Plant-based substitutions used ✓ Procedure followed ✓ Product features **2. Making Generalization** Students complete: *"Plant-based pastries are important because _____."* *"The difference between traditional and vegan pastries is _____."* **3. Evaluating Learning** **Identification** Identify the correct answer: 1. Plant-based substitute for milk 2. Plant-based substitute for eggs 3. Ingredient used instead of butter 4. Product that contains no animal ingredients 5. Ingredient commonly used in vegan baking	This activity develops practical skills and authentic application of concepts. Generalization helps learners summarize and internalize key ideas. Assessment measures both knowledge and performance skills.

<table>
<tr>
<td></td>
<td>
Performance Task
Prepare and present a simple plant-based pastry product.
Criteria:
<table>
<tr><th>Criteria</th><th>Points</th></tr>
<tr><td>Preparation Technique</td><td>30</td></tr>
<tr><td>Product Quality</td><td>30</td></tr>
<tr><td>Creativity</td><td>20</td></tr>
<tr><td>Sanitation and Safety</td><td>10</td></tr>
<tr><td>Presentation</td><td>10</td></tr>
<tr><td>Total</td><td>100</td></tr>
</table>
4. Additional Activities
Enrichment:
Research one famous plant-based pastry sold in bakeries and describe it.
Remediation:
Create a comparison chart of traditional and vegan ingredients.
</td>
<td>Provides differentiated activities for learners with varying abilities.</td>
</tr>
<tr>
<td>VI. ASSESSMENT</td>
<td colspan="2">
Culminating Assessment: "Plant-Based Pastry Showcase"
Learners will prepare and present a plant-based pastry product applying:
✓ Proper preparation techniques
✓ Correct ingredient substitutions
✓ Creativity
✓ Food safety practices
✓ Attractive presentation
</td>
</tr>
</table>

VII. REFLECTION	**Teacher Reflection** 1. Which activities encouraged participation? 2. Which concepts were difficult for learners? 3. What modifications can improve future lessons? **Learner Reflection** 1. What new knowledge did I learn? 2. What difficulties did I experience? 3. How can I improve my pastry preparation skills?
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **ChatGPT by OpenAI** to assist in generating lesson organization, learning activities, examples, and instructional content. The author reviewed, revised, and finalized the content and assumes full responsibility for this Learning Exemplar.

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

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of pastry products.
B. Performance Standard	The learners apply skills in preparing pastry products.
C. Learning Competencies	Perform costing and pricing of pastry products
II. REFERENCES and MATERIALS	**REFERENCES AND MATERIALS** • Calculator • Sample recipes (e.g., cookies, cupcakes) • Price list of ingredients (local market prices) • Manila paper / whiteboard • Pen and paper • PowerPoint presentation (optional)
III. CONTENT	**Costing of Pastry Products** • Definition of costing • Importance of costing • Components of product cost • Computation of total cost and selling price
IV. OBJECTIVES	At the end of the lesson, learners will be able to: • **Define** costing in pastry production • **Identify** the components of product cost • **C**ompute the total cost of a pastry product using a given recipe and price list. • **Apply** thriftiness in costing quality pastry products.

V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Activity 1: "Magkano Yan?"** **Teacher's Instruction:** Ask learners: • "When you buy bread or cake, what do you think determines its price?" **Learners share answers (ingredients, labor, packaging, profit).** **Activity 2: Quick Think-Pair-Share** • Students discuss: *"If you sell cookies, how will you decide the price?"* **2. Establishing the Purpose of the Lesson** Students discuss: *"If you sell cookies, how will you decide the price?"* **Teacher explains:** • Costing helps ensure **profit** and avoid losses Important for business and entrepreneurship	This activity uses **questioning and real-life connection** to activate learners' prior knowledge about pricing. It allows students to relate the lesson to their daily experiences (buying bread or pastries), making learning **meaningful and relevant**. The teacher facilitates by encouraging multiple responses and affirming ideas without immediately correcting them. This strategy promotes **collaborative learning and communication skills**. Learners exchange ideas with peers, which helps build confidence and prepares them for deeper understanding. The teacher circulates to monitor discussions and guide learners who need support. The teacher clearly explains the **importance and real-life application** of costing in business. This builds **learner motivation and purpose**, answering the question "Why do we need to learn this?". The teacher may provide examples like small bakery businesses to make the lesson more relatable.
B. Instituting New Knowledge	**1. Presenting Examples** **Example 1: Chocolate Chip Cookies Costing**	Using concrete examples (cookies and cupcakes) supports **contextualized and experiential learning**. Learners see actual computations, making abstract concepts easier to

		understand. The teacher explains step-by-step and checks for understanding through guided questions.

Ingredients	Quantity	Cost
Flour	2 cups	₱40
Sugar	1 cup	₱25
Butter	½ cup	₱60
Chocolate Chips	1 cup	₱80
Eggs	2 pcs	₱20

Total Cost = ₱225

If yield = 20 cookies
Cost per piece = ₱11.25

Example 2: Cupcake Costing

Ingredients	Cost
Flour	₱30
Sugar	₱25
Eggs	₱20
Butter	₱50
Milk	₱15

Total Cost = ₱140

Yield = 10 cupcakes
Cost per piece = ₱14

This part uses **explicit teaching and guided discussion** to introduce key concepts such as costing, components, and formulas. The teacher may use board work, visual aids, or simple analogies to ensure

	2. Discussing New Concept **What is Costing?** Costing is the process of **computing the total expenses** in making a product. **Components of Cost:** 1. **Ingredients Cost** – raw materials 2. **Labor Cost** – effort/work 3. **Overhead Cost** – electricity, gas, packaging **Formula:** Total Cost = Ingredients + Labor + Overhead Selling Price = Cost + Profit 3. **Developing Mastery** **Activity 1: Guided Practice** Learners compute: **Recipe Cost = ₱300** Yield = 15 pieces Cost per piece = _____ **Activity 2: Group Work** • Each group is given a recipe • Compute total cost and cost per piece • Present answers	clarity. Interaction is encouraged by asking learners to give examples of costs. This activity involves **scaffolding**, where learners practice with teacher guidance. It reinforces computation skills and ensures that learners understand the process before working independently. This uses **collaborative and problem-based learning**, allowing learners to work together in solving real-life costing problems. It enhances teamwork, critical thinking, and accuracy in computation. The teacher facilitates and provides feedback.
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Activity: "Mini Bakery Simulation"** • Learners pretend to own a small bakery	The "Mini Bakery Simulation" applies **authentic learning** where learners transfer knowledge to a real-world scenario. It develops **entrepreneurial**

	• Choose a pastry product • Compute: ○ Total cost ○ Selling price **2. Making Generalization** **Guide Questions:** • Why is costing important? • What happens if the costing is incorrect? **Expected Answer:** Costing ensures proper pricing and profit in business. **3. Evaluating Learning** Answer the following: 1. What is Product costing? 2. Give 2 components of cost 3. Compute: Total cost = ₱200, Yield = 10 Cost per piece = _____ **4. Additional Activities** • Advanced learners: Add **profit margin (e.g., 30%)** • Struggling learners: Provide guided computation	**skills** and decision-making. The teacher guides learners in making realistic computations. This uses **reflective questioning** to help learners summarize key concepts. It promotes **higher-order thinking** by encouraging learners to analyze the importance of costing and its impact on business. Assessment is done through a **formative quiz** aligned with the lesson objectives. It checks learners' understanding of concepts and their ability to compute costs. The teacher provides immediate feedback to address misconceptions. Differentiated instruction is applied by providing **enrichment for advanced learners** and **support for struggling learners**. This ensures inclusivity and allows all learners to achieve the lesson objectives at their own pace.
VI. ASSESSMENT	**Performance Task:** **"My Pastry Business Plan"** Learners will: • Choose a pastry product • List ingredients and prices • Compute total cost • Set selling price	

Rubric:

Criteria	Excellent	Good	Fair	Poor
Accuracy	Correct computation	Minor errors	Some errors	Incorrect
Presentation	Clear & neat	Slightly clear	Unclear	Disorganized
Application	Realistic pricing	Acceptable	Limited	Not applicable

VII. REFLECTION

- Learners were actively engaged in computing costs
- Some had difficulty in division and pricing
- Teacher provided additional examples
- Real-life application improved understanding

VIII. USE OF GENERATIVE AI

In preparing this Learning Exemplar, the author used **ChatGPT** to assist in organizing ideas, generating examples, and simplifying explanations. The author reviewed and finalized all content and takes full responsibility for its accuracy.