Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheets for Kitchen Operations

TECH-PRO ELECTIVE



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

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Lesson Exemplar	1	**Date**	
Lesson Title/Topic	PREPARING A VARIETY OF **STOCKS**		
Name		**Grade & Section**	

I. Activity No. 1: "Picture Analysis"

II. Objective(s): At the end of the activity, you should be able to ….

1. identify the elements and details shown in a picture; and
2. demonstrate creativity and open-mindedness in finding solutions

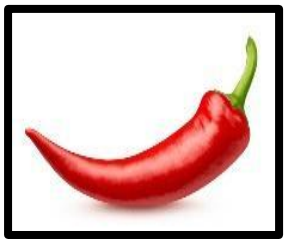
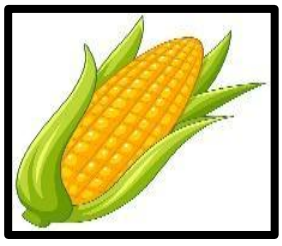
III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Using the figures shown, identify each picture and combine the words they represent to form the answer.

1.  +  = _____

2.  +  = _____

3.  +  = _____

V. Synthesis

Answer the following:

- Based on the pictures, what kitchen issue can you identify, and how would you solve it creatively?
- How can the elements shown in the picture help improve kitchen efficiency and safety?
- What alternative action would you suggest to address the problem shown in the kitchen scenario?

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I. Activity No. 2: "Let Us Connect"

II. Objective(s): At the end of the activity, you should be able to ….

1. explain the importance of stock creation in food preparation;
2. classify stocks according to their ingredients; and
3. analyze problems towards learning contents

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Ask learners to talk with a partner about their responses.

4. Why is it important to understand the fundamentals and rules of stock creation?

_____
_____
_____
_____
_____

5. Why is it important for us to understand the different classifications of stocks according to their ingredients?

_____
_____
_____
_____
_____

V. Synthesis

Answer the following questions:

- Why is it important to follow the rules in preparing stocks?
- How can different stock classifications affect the quality of a dish?
- How can working with a partner help you identify the best stock to use in a recipe?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF **STOCKS**, SOUPS, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 3: "ING-LISTS"

II. Objective(s): At the end of the activity, you should be able to ….

1. **i**dentify and label different types of stocks based on their characteristics and appearance;
2. compare the fat content of different stocks and determine the fattiest one; and
3. analyze and interpret visual information accurately.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Provide your answer in the items specified below.



1 *2* *3* *4.*

a. Identify and label the following picture.

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

b. Among picture presented, which is the fattiest one?

c. Among picture presented, which is the most delicate to prepare?

V. Synthesis

Answer the following questions:

- How do the pictures help you understand the characteristics of different ingredients?
- If you were to create a healthy dish, which ingredient from the pictures would you choose and why?
- How can your knowledge of ingredient characteristics help you prepare quality dishes?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic:	PREPARE A VARIETY OF **STOCKS**, SOUPS, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 2: "CONCEPT MAP"

II. Objective(s): At the end of the activity, you should be able to ….

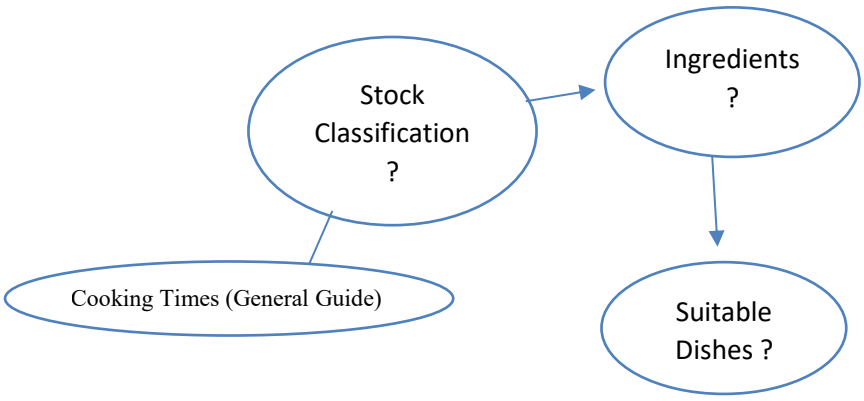
1. classify stocks according to their ingredients using a concept map; and
2. explain the relationship between stock ingredients and the type of stock produced.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Prepare a concept map following the pattern below. Work in pairs.



V. Synthesis

Answer the following questions:

- How are stock ingredients connected to the type of stock produced?
- Why is organizing stock ingredients important in preparing quality dishes?
- How can a visual organizer help explain the relationship between stocks and their ingredients?

LEARNING ACTIVITY SHEET (LAS)

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Lesson Title/Topic	PREPARING A VARIETY OF **STOCKS**		
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I. Activity No. 2: "STOCK MATTERS"

II. Objective(s): At the end of the activity, you should be able to ….

1. Explain the importance of different stock classifications.
2. Demonstrate respect for the opinions and perspectives of others.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Answer the following:

A. How might using the right stock benefit your home cooking or future employment?

_____
_____
_____

B. Do you believe that girls or boys make better cooks?

_____
_____
_____

C. Your nursery has onion peels and carrot tops—which stock classification turns them into something sellable at the palengke?"

_____
_____
_____

V. Synthesis

Answer the following questions:

- How can the right stock improve cooking outcomes?
- Why can both girls and boys be effective cooks?
- How can vegetable scraps be turned into a useful stock?

LEARNING ACTIVITY SHEET (LAS)

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Lesson Title/Topic	PREPARE A VARIETY OF **STOCKS**, SOUPS, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 2: "COMPLETE ME"

II. Objective: At the end of the activity, you should be able to explain important facts, terms, and information related to stock.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Provide generalizations using your own words.

"Stocks are classified based on _____and are important because _____"

V. Synthesis

Answer this question:

Why is it important to understand the different classifications of stock and their uses in food preparation?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic:	PREPARE A VARIETY OF **STOCKS**, SOUPS, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 6: "TEST TASTE"

II. Objective(s): At the end of the activity, you should be able to ….

1. Explain the key concepts, facts, and principles in stock
2. Appreciate the importance of accuracy and careful analysis in learning.
3. Apply comprehension and reasoning skills in evaluating information.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Examine the underlined word after reading the statement. If the assertion is true, write T; if it is false, write F; then make the necessary corrections.

1. Seasoning helps dissolve connection tissues.
2. Vegetable stock is made by simmering chicken. Veal or beef bones in water with vegetables and seasoning.
3. Brown stock is made by simmering chicken, veal or beef bones in water with vegetables and seasonings.
4. White stock is made from chicken, veal, beef or game bones and vegetables, all of which are caramelized before simmering in water with seasonings. The stock is rich, dark color
5. Mirepoix is the most important ingredient; they add flavor, richness and color to the stock.

V. Synthesis

Answer the following questions:

- Why is it important to verify information about stocks before accepting it as correct?
- How does careful analysis help you identify errors in stock-related concepts?
- How can accurate knowledge of stock principles improve food preparation and kitchen operations?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF **STOCKS**, SOUPS, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 7: "EXPLORE THE FLAVOR"

II. Objective(s): At the end of the activity, you should be able to ….

1. Identify the basic components and principles of recipe formulation.
2. Show creativity and confidence in developing new recipes.
3. Prepare a recipe using correct ingredients, measurements, and cooking methods.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen
3. Rubric Evaluation Sheet

IV. Instructions:

Make a unique, simple, and local dish and suggest the best stock to use. Describe the stock classification utilized in two to three sentences.

Rubric:

CRITERIA	**Excellent (4)**	**Good (3)**	**Fair (2)**	**Needs Improvement (1)**
Originality of Concept	*Recipe presents a unique, innovative idea or flavor combination not commonly seen.*	*Recipe shows some originality with a few unique elements or twists.*	*Recipe is somewhat typical with minor variations on common recipes.*	*Recipe is very common or a direct copy of existing recipes without any new elements.*
Use of Ingredients	*Ingredients are thoughtfully chosen, combining unexpected or diverse items in a harmonious way*	*Ingredients are appropriate and show some creativity in choice or combination*	*Ingredients are standard and predictable, with limited creativity*	*Ingredients are poorly chosen, lack harmony, or show no creativity*
Presentation and Style	*The recipe's presentation method or style is highly creative*	*Presentation or style is neat and appealing with some*	*Presentation is basic with minimal creative effort*	*Presentation lacks creativity and is unappealing*

	and visually engaging	*creative elements*		
Innovation in Technique	*Use innovative cooking techniques or methods that enhance the dish's uniqueness*	*Incorporates some less common techniques or methods effectively*	*Rely mostly on standard techniques with little innovation*	*Uses basic or outdated techniques with no innovation*
Cultural or Personal Influence	*Recipe strongly reflects a unique cultural or personal influence, adding depth and story*	*Shows some cultural or personal influence that adds interest*	*Influence is vague or generic, with little impact on the recipe*	*No evident cultural or personal influence in the recipe*
Feedback/Recommendations:				

V. Synthesis

Answer the following:

- Why are correct ingredients, measurements, and methods important in recipe preparation?
- How can creativity help in developing a new recipe?
- How do the basic components of a recipe work together to produce a quality dish?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson No.	1	**Date**	
Lesson Title/Topic:	PREPARE A VARIETY OF **STOCKS**, SOUPS, AND SAUCES		
Name		**Grade & Section**	11 / 12

I. Activity No. 8: "Let's Recall"

II. Objective(s): At the end of the activity, you should be able to ….

1. Identify the important facts and information accurately.
2. Value accuracy and careful reading when answering questions.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

Write the letter of the correct answer in your notebook.

1. Made from chicken, veal, beef or game bones and vegetables, all of which are caramelized before being simmered in water with seasonings.
   A. Vegetable Stock
   B. White Stock
   C. Brown Stock
   D. Fish Stock

2. A flavored liquid. When defined, it is clear, thin—that is, unthickened - fluid flavored by dissolvable substances extricated from meat, poultry, and fish, and their bones, and from vegetables and seasonings.
   A. Stock
   B. Stack
   C. Scrap
   A. Stick

3. The most important ingredient; they add flavor, richness and color to the stock.
   A. Mirepoix
   B. Bones
   C. Principal Stock Seasoning
   D. Acid Products

4. Examples are peppercorns, bay leaves, thyme, parsley stems and, optionally, garlic.
   A. Bones
   B. Principal Stock Seasoning
   C. Scraps and Left-overs
   D. Acid Products

5. May be used in stocks if they are clean, wholesome, and appropriate to the stock being made.

A. Scraps and Left-overs
B. Bones
C. Acid Products
D. Principal Stock Seasoning

V. Synthesis

Answer the following questions:

- Why is it important to identify the correct ingredients when preparing stock?
- How does careful reading help you distinguish the different types of stocks and ingredients?
- How can understanding the components of stock improve your cooking knowledge?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF **STOCKS**, SOUPS, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 9: "TATAK LOKAL

II. Objective(s): At the end of the activity, you should be able to ….

1. Identify different local dishes and traditional recipes found in the community or region.
2. Show appreciation and respect for local culture and culinary traditions.
3. Conduct interviews from community members, cooks, or local food experts.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ball pen

IV. Instructions:

1. *This is a Pair Activity*
2. *Look for five (5) local and (5) national soups.*
3. *Classify each soup if it belongs to White Stock, Brown Stock, Vegetable Stock, and Fish Stock.*
4. *Fill in the table below.*

RECIPE TITLE	CLASSIFICATION OF STOCK
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

V. Synthesis

Answer the following questions:

- How do local dishes reflect the culture and traditions of your community?
- Why is it important to preserve and appreciate traditional recipes?
- What valuable information did you learn from interviewing community members or local food experts**?**

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF STOCKS, **SOUPS**, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 1: "SCRAMBLED WORDS"

II. Objective(s): At the end of the activity, you should be able to

1. **d**efine key culinary terms related to soup preparation;
2. explain the functions and importance of roux, stock, mise en place, and thickening agents in preparing quality soups; and
3. apply critical-thinking and problem-solving skills in decoding words.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Read each statement and rearrange the underlined letters to form the correct word.

STATEMENT	SCAMBLED WORD	ANSWER
A mixture of fat (usually butter) and flour cooked together and used as a thickening agent in sauces, soups, and stews.	X O R U	
Flavorful liquids made by simmering bones, meat, vegetables, and herbs in water. They serve as a base for many soups, sauces, and other dishes.	S S C O K T	
French culinary term that means "everything in its place." It refers to the practice of preparing and organizing all the ingredients and tools needed for cooking before the actual cooking process begins.	N E – I S M – A P C E L	
A liquid dish made by combining ingredients such as meat, vegetables, or legumes with stock, water, or another	U P O S	

liquid. It is usually served warm or hot and may be clear or thick.		
Substance added to a liquid or mixture to increase its viscosity and improve its texture or consistency without significantly altering its other properties. (Examples include starches, gums, gelatin, and certain proteins)	S T A G E N K E N G I N H I T C	

V. Synthesis

Answer the following questions:

- How do roux, stock, and thickening agents contribute to the flavor, texture, and quality of a soup?
- Why is practicing *mise en place* important before preparing soups and other dishes? Provide an example.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF STOCKS, **SOUPS**, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 2: "THINK- PAIR- SHARE"

II. Objective(s): At the end of the activity, you should be able to

1. identify the significance of soup in Philippine cuisine and explain the basic principles of soup making;
2. explain personal viewpoints on soup preparation and the importance of understanding soup-making fundamentals; and
3. analyze questions or problems critically during the thinking process.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Ask learners to discuss their responses with a partner .

A. What do you think was the first soup prepared in Philippine history?

_____
_____
_____
_____
_____

B. In a Philippine setting, who do you think makes the finest soup—men or women? Explain your answer.

_____
_____
_____
_____
_____

C. Why is it important to understand the fundamentals and principles of soup making?

_____
_____
_____
_____
_____

V. Synthesis

Answer the following:

- Based on what you learned, why do you think soups have remained an important part of Filipino food culture throughout history?

- How can understanding the fundamentals and principles of soup making help you prepare better and more nutritious soups in the future?

LEARNING ACTIVITY SHEET (LAS)

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Name		**Grade & Section**	

I. Activity No. 3: "THICKENING AGENTS"

II. Objective(s): At the end of the activity, you should be able to:

1. **identify** common thickening agents used in soup and sauce preparation;
2. **evaluate** the suitability and cost-effectiveness of different thickening agents for specific culinary applications; and
3. interpret visual information and relate it to the topic being discussed.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Answer the following questions based on their observations.



(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)

a. Identify and label the following thickening agents?

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

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

_____
_____
_____

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

_____
_____
_____

V. Synthesis

Answer the following questions:

- How do thickening agents affect the texture and quality of soups and sauces, and why is it important to choose the appropriate one?

- If you were to prepare a soup with a limited budget, which thickening agent would you use and why?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
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Lesson Title/Topic	PREPARE A VARIETY OF STOCKS, **SOUPS**, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 4: ""WORD SEARCH PUZZLE"

II. Objective(s): At the end of the activity, you should be able to:

1. identify words and terms related to soup ingredients and preparation through a word search activity; and
2. explain the importance of common ingredients used in making nutritious and flavorful soups.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

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

Instruction: Encircle any words related to soup. Answer using the word list below.

Word List:

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

V. Synthesis

Answer the following:

- Which soup-related words did you find in the puzzle, and how are they used in soup preparation?

- Why is it important to know the ingredients commonly used in soups before preparing a dish?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF STOCKS, **SOUPS**, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 5: "LET ME KNOW"

II. Objective(s): At the end of the activity, you should be able to

1. Identify concepts, principles, and procedures related to real-life situations presented in the scenarios;
2. Participate actively and thoughtfully in discussions and problem-solving tasks;
3. Evaluate situations and select the most effective course of action.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Explain the following: Give your idea.

A. Personal Scenario: What are the local soups in your province?

_____
_____
_____

B. Hospitality Scenario**:** One of your guests spills soup on their clothes during a dinner party. How do you graciously address the situation?

_____
_____
_____

D. Cultural Scenario: When you visit overseas, a traditional soup made with unfamiliar ingredients is presented to you. Do you decline, politely try it, or ask questions?

_____
_____
_____

E. Workplace Scenario: The only available option for your team's lunch is soup. How do you react when a coworker says it's not a "real meal"?

_____
_____
_____

E. Problem-Solving Scenario: The soup you prepared for a large family gathering turned out too salty. What's your quick fix before serving?

_____
_____
_____

V. Synthesis

Answer the following questions:

- Which soup-related words did you find in the puzzle, and how are they used in soup preparation?
- Why is it important to know the ingredients commonly used in soups before preparing a dish?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
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I. Activity No. 6: "You Make Me Complete"

II. Objective(s): At the end of the activity, you should be able to:

1. explain the importance of soups in promoting health and nutrition and their role in daily meals; and
2. apply knowledge and skills in soup preparation to real-life situations at home and in the community.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Explain the following using your own words.

1. How can soup contribute to a healthy diet?

_____
_____
_____

2. What skills did you develop from learning about soups?

_____
_____
_____

3. How can you apply your knowledge about soups at home or in daily life?

_____
_____
_____

V. Synthesis

Answer the following:

1. How can soups contribute to a healthy and balanced diet for individuals and families?

2. What knowledge or skills about soup preparation did you gain from this lesson, and why are they important?

3. In what ways can you apply what you learned about soups in your home, school, or future career in culinary arts?

LEARNING ACTIVITY SHEET (LAS)

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Name		**Grade & Section**	

I. Activity No. 7: "Validation and Correction Test"

II. Objective(s): At the end of the activity, you should be able to:

1. Differentiate the various types of soups and stocks based on their characteristics and preparation methods; and
2. Analyze statements about soups, stocks, and thickening agents to determine their accuracy and provide correct information.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Examine each statement carefully. If the statement is true, write T; if it is false, write F, and provide the correct answer.

1. Consommé soups are hearty soups made by cooking starchy vegetables or legumes in a stock or broth, then puréeing all or a portion of them to thicken the soup.
2. Clear soups include cream soups and purée soups.
3. Bisques are chunky, hearty soups so full of good things they sometimes are more like stews than soups.
4. Sauce prepared by simmering flavoring ingredients in a liquid for a long time. are made from meat, poultry, fish or vegetables cooked in a liquid.
5. Thick soups start as stock or broth. Broths may be served as finished items, used as the base for other soups or refined (clarified) into consommés.

V. Synthesis

Answer the following questions:

1. What are the key differences between clear soups and thick soups, and why is it important to distinguish between them?

2. How did evaluating and correcting false statements help deepen your understanding of soup classification and preparation?

3. Which concept about soups or stocks did you find most interesting or challenging, and how can this knowledge help you prepare quality soups in the future?

LEARNING ACTIVITY SHEET (LAS)

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Name		**Grade & Section**	

I. Activity No. 8: "RECIPE HUNTING"

II. Objective(s): At the end of the activity, you should be able to:

1. **identify** different soups according to their place of origin and classification.
2. **classify** soups as clear or thick based on their characteristics and ingredients.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Identify **the) soups** from different places or countries. Write the **name of the soup**, indicate its **place of origin**, and classify it as **clear soup** or **thick soup** in the table below.

NAME OF SOUP	ORIGIN/ PLACE	CLASSIFICATION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

V. Synthesis

Answer the following:

- What similarities and differences did you observe among the soups from different places or countries?

- Why is it important to classify soups correctly when preparing or serving them?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF STOCKS, **SOUPS**, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 9: "MULTIPLE CHOICE"

II. Objective(s): At the end of the activity, you should be able to:

1. **identify** the characteristics, ingredients, and preparation methods of various types of soups; and
2. **apply** knowledge of soup preparation, sanitation, seasoning, and classification in selecting appropriate ingredients and cooking techniques.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

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

1. Which of the following is classified as a clear soup?
A. Cream of Mushroom Soup
B. Bisque
C. Consommé
D. Chowder

2. What is the main purpose of simmering soup instead of boiling it rapidly?
A. To make it cook faster
B. To keep the soup clear and flavorful
C. To thicken the soup immediately
D. To reduce the ingredients

3. Which ingredient is commonly used to thicken soups?
A. Vinegar
B. Flour
C. Salt
D. Pepper

4. What is the correct temperature for serving hot soup?
   A. Cold
   B. Room temperature
   C. Hot
   D. Frozen

5. Which soup is usually made with milk or cream?
   A. Clear soup
   B. Thick soup
   C. Broth
   D. Bouillon

6. What is the best way to remove excess fat from soup?
   A. Add more water
   B. Boil continuously
   C. Skim the surface
   D. Add flour

7. Which of the following is an example of a thick soup?
   A. Chicken Broth
   B. Consommé
   C. Cream of Corn Soup
   D. Vegetable Stock

8. Why is sanitation important in soup preparation?
   A. To save ingredients
   B. To improve color only
   C. To prevent food contamination
   D. To cook faster

9. What cooking liquid is commonly used as the base of soups?
   A. Oil
   B. Syrup
   C. Stock
   D. Juice

10. Which seasoning enhances the flavor of soup the most when used properly?
    A. Soap
    B. Salt
    C. Sugar
    D. Flour

V. Synthesis

Answer the following:

- What are the important factors to consider when preparing a flavorful, safe, and high-quality soup?

- How does understanding soup classification, ingredients, and cooking methods help you prepare better soups in real-life situations?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	KITCHEN OPERATIONS	**Term**	1
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	PREPARE A VARIETY OF STOCKS, **SOUPS**, AND SAUCES		
Name		**Grade & Section**	

I. Activity No. 10: "IDENTIFICATION"

II. Objective(s): At the end of the activity, you should be able to

- **identify** the different classifications of soups and related culinary terms through a word unscrambling activity.
- **differentiate** the characteristics of various types of soups, stocks, and sauces based on their definitions and uses.

III. Materials Needed:

1. Learning Activity Sheet (LAS)
2. Ballpen

IV. Instructions:

Instruction: Read the question below and pick the correct answer (scrambled word) inside the box.

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

1. A stock or broth that has been clarified to remove impurities so that it is crystal clear. *ANSWER:* _____
2. Classification of soup which can be as simple as a chilled version of a cream soup or as creative as a cold fruit soup blended with yogurt. *ANSWER:* _____
3. Classification of soup which refers to a hearty soup made by cooking starchy vegetables or legumes in a stock or broth, then puréeing all or a portion of them to thicken the soup. *ANSWER:* _____

4. Classification of soup which is made by simmering the main flavoring in a white stock or thin velouté (veh-loo-tay), a leading sauce made by thickening a white stock (fish, veal, or chicken with roux) sauce to which seasonings have been added. *ANSWER:* _____

5. Refers to a liquid which is prepared by simmering flavoring ingredients in a liquid for a long time. It is made from meat, poultry, fish or vegetables cooked in a liquid. *ANSWER:* _____

V. Synthesis

Answer the following questions:

1. How does understanding the different classifications of soups help you select the appropriate soup for a particular meal or occasion?

2. What key characteristics distinguish clear soups, thick soups, cream soups, and purée soups from one another?

3. How can knowledge of stocks, sauces, and soup classifications help you prepare high-quality soups in the future?