



# PIVOT 4A

## LEARNER'S MATERIAL

# EPP (Agriculture and Fishery Arts) G6



**DepEd CALABARZON**  
*Curriculum and Learning Management Division*

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The Editors

**PIVOT IV-A Learner's Material**  
**Second Edition, 2022**

# **EPP**

## **(Home Economics)**

### **Grade 6**

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*PIVOT 4A CALABARZON HE G6*

# Guide in Using PIVOT 4A Learner's Material

## For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how the materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in **EPP (Home Economics)** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in a separate sheet of paper.

## For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities in your notebook;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

## Parts of PIVOT 4A Learner’s Material

	<b>K to 12 Learning Delivery Process</b>	<b>Descriptions</b>
<b>Introduction</b>	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
<b>Development</b>	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
<b>Engagement</b>	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
<b>Assimilation</b>	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and through other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

# Family Resources and Needs

## Lesson

### I

All of us are member of family. Whether the family is big or small, all of us are part of it. We belong to different types of family however, all of us are doing effort in able to live happily.

In this lesson, you will be able to identify the family resources and needs as well as the classification of those, find out what are the different sources of family income and what are its different types and learn the art of budgeting and will be able to allocate budget for your basic and social needs.

### Family Resources

These includes the things and people that can help the family to sustain their living.

#### Types of Resources

1. **Human Resources**—These include the member of the family who are able bodied and can contribute their time, effort, skill, strength and expertise to the family. Identifying the talents and skills of each person is important to be utilized for common good.
2. **Material Resources**—These are tangible resources that are available for usage. These are everything owned or invested by the family.
3. **Non-material Resources**—These are intangible (cannot be touched/hold) resources that includes time, health and experience. Without these resources, family members are not able to perform their duties and responsibilities.
  - Time—Proper time management will help in finishing work without giving burden to the person.
  - Health—Having good health will enable you to do your work effectively.
  - Experience—The more experience a family member has, the more he can contribute to the family whether being employed in a job or using it in giving services.

## **Basic Needs**

1. **Food**—needed to supply nutrients to the body.
2. **Water**—used for drinking, washing, cleaning and vital for survival of all living things.
3. **Shelter**—a place that will provide protection against natural threats like extreme weather and dangerous animals.
4. **Clothing**—a material worn to protect the body and improve personal appearance.
5. **Education**—it gives chance to pursue dreams and remove ignorance.
6. **Health Care**—aid given by group or organization that can help the body to be healthy in different aspects.

## **Social Needs**

These are things that are essential in self-growth of an individual such as appreciation, acceptance, belonging and companionship.

### **What is an income?**

Income is the money received in exchange of sold goods or rendered services.

### **What is Family Income?**

**Family Income** is the total income earned by all of the family members.

### **Sources of Family Income**

1. **Wage or salary**—money earned from services rendered. This is the money paid to the member of the family who is employed at work.
2. **Profit from business and investments**—these are dividends from shares of stocks and bonds that add income for the family. These also include profits made from operating a business.
3. **Lease of property**—are proceeds from rental of family-owned real estate properties.
4. **Pension**—is the income of a retired, old, or any member of the family who is covered by pension.
5. **Commission and bonus**—are additional income that is over and above the regular salary or wage received as a reward or incentive.
6. **Royalty and Copyright**—are considered additional income for a family member who has written a book, composed a song, or invented a thing.

### **Types of Family Income**

1. **Money Income**—This is an income in form of cash. This includes salary, wage, rent, interest, pension, royalty, etc.
2. **Real Income**—This is an income in form of assets such as land, goods, farm, home activities, etc.
3. **Psychic Income**—This is also called as “enjoyment income” or the feeling of satisfaction of the family because of the proper utilization of money income and real income.

**Budget**—it is a plan on how to spent or allocate the money earned by the family during a particular period.

**Budgeting**—is the wise usage of family resources. It includes itemizing the needs of the family and computing how much money should be allocated to meet such needs

### **Components or Elements of Family Budget**

1. Food
2. Clothing
3. Utilities
4. Medical and Dental Care
5. Savings
6. Shelter
7. Education
8. Household Operations
9. Rest and Recreation
10. Social and Moral Obligations

### **Some Ways on How to Manage Family Resources Efficiently**

1. Let the family members be involved in making family budget.
2. Make adjustments to the budget if necessary.
3. Choose a lifestyle that will fit your family earnings.
4. Buy things that are necessary.
5. Schedule your expenses.
6. Make a shopping and marketing schedule. Avoid unscheduled or unplanned purchases.





# D

**Learning Task 1:** Write **TRUE** if the statement is correct. If false, underline the word that made it false and write the correct word to make it true. Write your answer on a separate sheet of pad paper.

1. Father and mother can be classified as human resources.
2. Material resources refer to intangible things such as time and experience that help the family to perform duties and responsibilities.
3. Jewelry is an example of a material resource.
4. Choose a lifestyle that will fit your family earning.
5. The feeling of belongingness and acceptance belong to the basic needs of a person.

**Learning Task 2:** Identify what kind of family resources is shown in the following statements. Write **HR** for human resources, **MR** for material resources, and **NR** for non-material resources. Write your answers on a separate sheet of pad paper.

1. Angeline saves cash from her weekly allowance to save money in case of emergency.
2. Mang Lito is a skilled carpenter so whenever their house needs repairs, he can do it by himself.
3. Aling Nena is a good cook so she decided to start an eatery business near their house.
4. Proper time management allows Michael to do his duties without hassle.
5. Our neighbors bought television and computer set to be used by their children in distance learning.

**Learning Task 3:** Give five (5) examples of family resources and identify its kind. Do this in separate sheet of pad paper.

EXAMPLES OF FAMILY RESOURCES	KIND OF FAMILY RESOURCES
1.	
2.	
3.	
4.	
5.	

**E**

**Learning Task 4:** Interview a parent (A), and a relative (B) about their family budget. Copy the chart with the data collected in a sheet of paper. Tell them that their names will be held confidentially.

Families	Family A	Family B
Monthly Income	₱	₱
EXPENDITURES		
• Food		
• Housing		
• Education		
• Services (water, electricity, telephone, cable, internet)		
• Clothing		
• Savings		
• Recreation		

# A

**Learning Task 5:** Make an essay why should you learn how to manage family resources wisely and give the importance why do we need to budget the income of the family. Write your answer in a sheet of pad paper.

Criteria	Levels of Achievement			
	Excellent	Good	Fair	Poor
Focus and Details	(8-10 points) There is one specific, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.	(6-7 points) There is one clear, well-focused topic. Main ideas are clear but are not supported by detailed information or facts	(4-5 points) There is one topic, but main ideas are not especially clear.	(0-3points ) The topic and main ideas are not clear
Organization	(8-10 points) The introduction is inviting, states the main topic, and provides an overview of the argument. Information is relevant and presented in logical order. The conclusion is strong.	(6-7 points) The introduction states the main topic and provides an overview of the paper. A conclusion is included, but does not strengthen the argument/position	(4-5 points) The introduction states the main topic. A conclusion is included, but is not especially relevant/ supportive	(0-3points ) There is no clear introduction, structure, or conclusion
Voice	(8-10 points) The purpose of writing is very clear, and there is strong evidence.	(5-6 points) The purpose of writing is somewhat clear, and there is some evidence.	(3-4 points) The purpose of writing is somewhat clear, and there is evidence.	(0-2 points ) The purpose of writing is unclear
Word Choice	(8-10 points) Used vivid words and phrases. The choice and placement of words seems accurate, natural, and appropriate.	(6-7 points) Used vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone or inappropriate for the subject matter.	(3-5 points) Used words that communicate clearly, but the writing lacks variety and seems inappropriate to the subject matter.	(0-2 points ) Used a limited vocabulary.
Sentence Structure, Grammar, Mechanics, & Spelling	(8-10 points) All sentences are well-constructed and have varied structure and length. There is a very few errors in grammar, mechanics, and/or spelling.	(6-7 points) Most sentences are well constructed and have varied structure and length. There is a few errors in grammar, mechanics , and/or spelling, but these mistakes do not interfere with understanding.	(3-5 points) Most sentences are well constructed, but they have a similar structure and/or length. There is several errors in grammar, mechanics, and/or spelling that interfere with understanding.	(0-2 points ) Sentences sound awkward, are distractingly repetitive, or are difficult to understand. There is numerous errors in grammar, mechanics ,and/ or spelling that interfere with understanding.

## Prepares Feasible and Practical Budget/Classification of Tools and their Usage

### I

### Lesson

As a family member, you should know the different things to consider in preparing budget for the family. If you have something you want and something that you need, which should be prioritized first?

In this lesson, let us learn on how to prepare a feasible and practical budget as well on how to efficiently manage family resources.

Modern families are thinking of ways and means to increase their income. It has now become a reality that to depend on one has fixed income is not enough to sustain all the needs and wants of family members. One popular means most families resort to starting small—based business. Those with sewing skills could start to produce clothes and household linens.

One family's budget is different from another family's budget. There are several factors that may affect in budget planning.

#### Factors Affecting Family Budget

1. Amount of Income
2. Size and Composition of the Family
3. Values of the Family
4. Needs and Wants of the Family

These motivates the family members to work hard. Needs should be prioritized in budgeting over wants.

#### Sewing Tools and Supplies

Linens are fabric household items intended for daily use like bedding, tablecloth, and towels. It refers to any cloth material used throughout the home. It can be made from a variety of materials like cotton, silk, rayon, or combination of these.

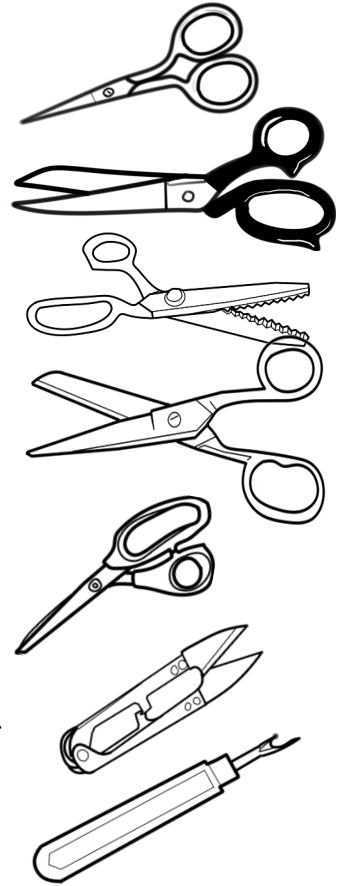
#### Measuring Tools

1. **Tape Measure** – is a measuring tool used for taking body measurements to produce well-fitting clothes and pants. This is usually made of cloth or plastic.
2. **Ruler**- is a measuring tool used to measure and draft lines on a fabric or pattern.
3. **Metal Gauge**- is a movable marker that measures short distances and correct thickness such as distance between buttons, pleats, and hems.
4. **Hem Gauge**- is a measuring tool used to measure the correct hem for a piece of clothing or linen.

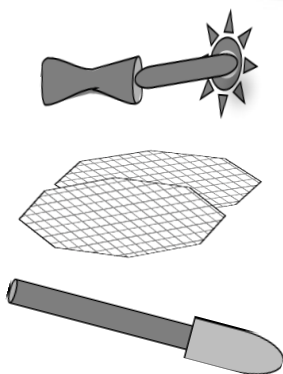
5. **French Curve**-is a measuring tool used in drafting curves in the pattern of the arm, neckline, and crotch.
6. **Meter or Yard Stick** – this is used to measure fabric.
7. **Tailor’s Square**- is used for drawing straight lines and true right angles.
8. **Curve stick**-is used to have curved lines on necklines and armholes.

### Cutting Tools

1. **Embroidery Scissors**- are small scissors designed for needle work.
2. **Dressmaking Shears**- is used for cutting heavy fabric. It has uneven shapes of handles.
3. **Pinking Shears** – are scissors with serrated blades or zigzag edges (similar to saw) used for cutting the fabric edge and prevent it from fraying or raveling.
4. **Light Trimmer** – is used for cutting small corners or portions of the fabric, this tool has one point blunt to prevent the fabric from snagging.
5. **Brent-handled Shears**- shears with straight blades and a handle that is off-set at an angle to allow the lower blade to stay flat in a cutting surface.
6. **Sewing Scissors**- is a cutting tool used for trimming seams and facings.
7. **Thread Clippers**-is a small cutting tool used for snipping thread.
8. **Seam Ripper**-is a cutting tool used to open seams as well as other detailed work.
9. **Stitch Ripper**- is a small tool made of metal used to remove stitches.



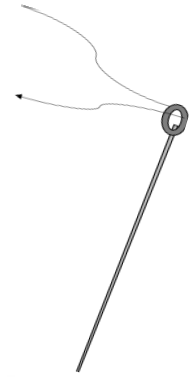
### Marking Tools



1. **Tracing Wheel**- is a marking tool with saw tooth blade used to transfer the marks from the pattern paper to the cloth.
2. **Tailor’s Chalk**- this is an orange colored hard square wax used for marking guidelines or sewing lines in fabric.
3. **Tracing Paper**- this is used with the tracing wheel to transfer marks from the pattern paper to the cloth.
4. **Soft Pencil** – this is used in drawing lines in pattern construction.

## Sewing Tools

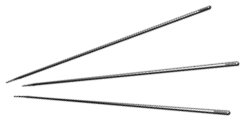
**1. Needle** - is a sewing tool that has one sharp end and a hole at the other end to make the thread pass through. They come in different sizes and are used in sewing to pass the thread through the cloth either by hand or machine. The three types of needles are sharps (longest with round eyes for general sewing), crewels (next in length with slender eyes for darning and embroidery), and betweens (the shortest needles with round eyes for fine sewing in tailoring or dressmaking).



**2. Long darners** - Long thick needle suitable for mending holes in heavy fabrics.



**3. Cotton darners (fine points)** - Used for darning, suitable for delicate yarns such as cotton and silk.



**4. Beading needles** - Very long and fine with a sharp point; used for decorative work, particularly for attaching beads and sequins.



**5. Curved needles** - Needles used in sewing mattress and doing upholstery work.



**6. Ball point needles (round point)**

- Used between knit yarn fibers.

**7. Straws** - Longer needles than betweens; used for tacking

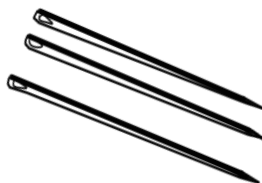


**8. Tapestry needles** - Strong, thick needles that have a sturdy, blunt point; suitable for working tapestry and needle point projects.



**8. Embroidery crewel needles** - Sharp, medium length needles with a long eye through which strands of embroidery thread are needed.

**9. Glovers/Leather hand needles** - Sturdy three-sided needles with a round eye suitable for piercing both leather and strong plastic fabrics.

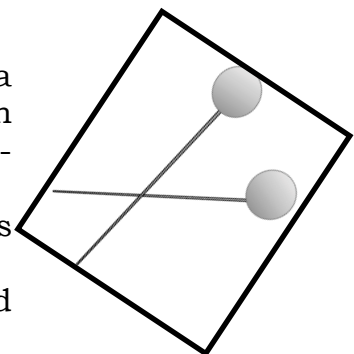


## Pins

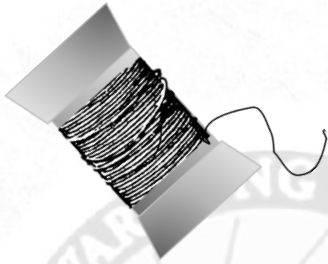
Tiny sewing tools with a sharp pointed tip used for a variety of purposes such as holding pattern pieces in place, fit fabric or garment on the body, hold fabric together, and secure lace, sequins or beads.

♦ **Dressmaker's pins** - One and one-sixth inches long; used in all sorts of garment sewing.

♦ **Glass headed pins** - Pins with colored ball shaped heads; used for marking or decorating crafts.

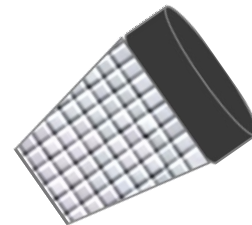


- ◆ **Safety pins** - Available in different sizes, these pins come with a safe cover for the pointed part to prevent it from jabbing the skin.
- ◆ **Pin Cushion**-it is used to keep needles and pins in place when not in use.
- ◆ **Emery bag**-is similar to a pin cushion but with rougher content such as finely ground broken plate or very fine dried sand to sharpen the tips of pins and needles and to prevent them from getting rust.
- ◆ **Needle Threader** – aids in inserting the thread into the eye of the needle.



◆ **Thread**- is used for stitching cloth either by hand or machine and comes in different colors and thickness. It can also be used for surface decoration. Thread can be made of cotton, nylon, or silk. Sizes may range from 40 (heavy sewing, thicker thread) to 100 (finer thread for sheer materials such as silk or organza). Number 50 is commonly used for hand sewing. Threads are sold in skeins (embroidery), cones, spools, and balls.

- ◆ **Thimble**-a small , durable, protective cap made of metal or plastic, used to protect the finger from being pricked when pushing the needle through the cloth.



### **Tips to Keep Your Sewing Tools and Equipment Longer**

1. Keep in a storage box when not in use.
2. Place the pins and needles in the pin cushion.
3. Oil the scissors especially the screw to prevent rust. Have them sharpened regularly.
4. Arrange threads neatly.
5. Fold the tape measure.
6. Make an inventory of your materials, tools, and equipment..
7. Be sure your hands are clean and dry before starting to sew. Use handkerchief or face towel to wipe your sweat.
8. Place the pins and needles in the pin cushion.
9. Oil the scissors especially the screw to prevent rust. Have them sharpened regularly.
10. Arrange threads neatly.
11. Fold the tape measure.
12. Make an inventory of your materials, tools, and equipment..
13. Be sure your hands are clean and dry before starting to sew. Use handkerchief or face towel to wipe your sweat.



# D

**Learning Task 1.** In your own opinion, why do we need to manage our family resources wisely? Give 5 opinions and write it on a sheet of pad paper.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# E

**Learning Task 2.** What do you have to prioritize, your wants or your needs? Explain your answer. Write it on a sheet of pad paper.

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**Learning Task 3 .** Make a family budget according to the total income of each member of the family. Write your answer on a sheet of pad paper

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# A

**Learning Task 4.** Classify the sewing tools inside the box. Write them in appropriate column, do this activity in a sheet of pad paper

pincushion	tailor's chalk	ruler	scissors	tracing
wheel	pinking shears	needle threader	thimble	
ripper	tape measure	dressmaker's gauge	seam	

Sewing Aids	Measuring Tools	Marking Tools	Cutting Tools

## Preparing Project Plan for Household Linens

### Lesson

#### I

#### Planning a Project for sewing

Careful and systematic planning is the first step in making a good sewing project. Plan what to sew, what materials are needed, and how to go about the project.

The following are some guidelines to consider in the preparation of a project:

1. Study the project, make a detailed illustration, and list down the materials to be used.
2. Choose the fabric suitable for the project.
3. Decide on the design of the project.
4. Plan the steps to be followed in making the project.
5. Prepare the sewing tools and sewing machine.
6. Prepare the materials needed. Consider the quality of the materials to be used in the project.

#### Parts of the Project Plan

**I. Name of project** – The project to be done

**II. Objectives** – The reason for making the project

**III. Materials**– The List of the materials and their description.

**IV. Design or Drawing of the project** – An illustration of the project to be done

**V. Procedure** – Steps in making the project accompanied by illustrations for clarity and understanding

**VI. Evaluation**–Check the quality of the finished product. A scorecard or a rubric is used for evaluating the project. It consists of a set of criteria with questions to be answered by the students, the teacher, and the parents.

#### Preparing a Project Plan for Household Linens

The following is an example of a project plan in making a household linen:

##### **I. Name of Project: Reversible Placemat**

##### **II. Objectives:**

1. Follow the correct procedure in making a reversible placemat.
2. Use appropriate sewing tools and equipment.
3. Produce a creative and marketable placemat.

##### **III. Materials and Tools**

Materials

<b>MATERIALS</b>	<b>QUANTITY</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
Patterned fabrics	2 ½ yards	PHP 60.00	PHP 120.00
Thread	1piece	PHP 30.00	PHP 30.00
<b>TOTAL</b>			PHP 150.00

#### **B. Tools**

1. Sewing machine
2. Needle
3. Dressmaker's pin
4. Measuring tape
5. Pinking Shears
6. Flat iron

#### **IV. Design**– Draw your project design.

#### **V. Procedures**

1. Cut your patterned fabrics at 18 inches by 22 inches to form rectangles.
2. Lay down both sides of your fabrics facing each other. Pin them around.
3. Sew around the edges using a sewing machine or hand stitch them. Leave a ½ inch seam allowance but leave a 2-inch opening on the corner. Trim excess cloth.
4. Pull the fabric inside out from the opening to reveal both patterns.
5. Iron the placemat to remove wrinkles and flatten the seams of the opening.
6. Sew the opening to close the edge.

#### **V. Evaluation**

Refer to the rubric in this material.

#### **Different Kinds of Fabric**

1. **Cotton**
2. **Wool**
3. **Silk**
4. **Linen**
5. **Synthetic**

#### **Preparing the fabric**

1. Soak cotton and linen fabric overnight in water to shrink it and soften before cutting out the pattern. Linen fabric can shrink up to six percent and may cause problems with fitting if not soaked before hand.
2. All other project elements must also be pre-shrunk. These include the zipper, linings, and interfacings.
3. Soak colored fabrics alone since dyes may fade.
4. Wash fabric a second time if dye continuous to fade, add two or three table spoons of vinegar to the water to allow the color to set.
5. Hang to dry. Do not wring.
6. Iron wrinkles when dry.
7. Check the fibers. Lengthwise fibers (warp) should be straight. This will ensure that seams and hems hang straight.

8. Raw edge or selvage should be trimmed to prevent the fabric from raveling.
9. Iron the fabric if needed.

## D

**Learning Task 1:** Write **Agree** if the statement is correct and write **Disagree** if the statement is incorrect. Write your answer in a sheet of pad paper

1. Preparing a project plan for household linens makes one's work easier and correct.
2. Marketing means telling the people about your product and service.
3. Linens are fabric household items intended for daily use like bedding, tablecloth, and towels.
4. There are many commercially made household linens found in the market.
5. Choose the fabric most suitable for the project.

## E

**Learning Task 2:** Answer the following questions in a sheet of pad paper.

1. Why do you need to choose the right fabric?

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2. How do you prepare the fabric before sewing?

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3. How do you make the pattern for your project?

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**Learning Task 3:** Choose the correct answer. Write the letter of your answer in a sheet of pad paper.

1. This cloth is smooth, durable, and absorbent.  
A. Wool      B. Silk      C. Cotton      D. Linen
2. This fabric is made from man-made fibers woven into different fabrics like rayon, banlon, this cloth can be easily washed and dried.  
A. Wool      B. Silk      C. Linen      D. Synthetic
3. This cotton is suitable for the cold season. It is thick and slightly rough.  
A. Wool      B. Silk      C. Cotton      D. Linen





Procedure:

1. Lay a 20-inch square cloth napkin face down, with one corner pointed to your direction resembling a diamond.
2. Place in the center a 12 or 14-inch square pillow.
3. Fold in two side points of napkin to the center, then fold up bottom point.
4. Hand stitch together all three ends.
5. Attach a button near the point where the three ends are stitched together.
6. Sew a loop or cord to the underside of the fabric on the top flap as a button holder. Make sure that it fits around button when closed.

### TABLE RUNNER

Materials:

1-yard decorative fabric

Matching thread

Sewing kit

Sewing machine

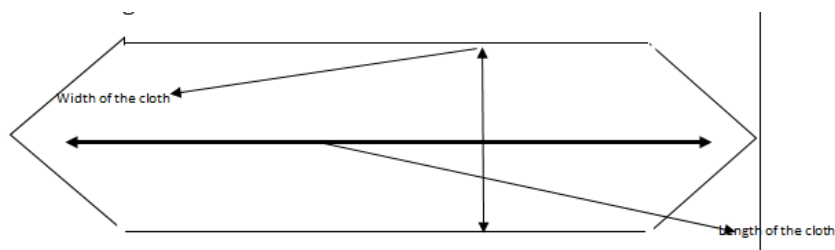
Iron and ironing board

Tassels or any end-dangling accessory



Procedure:

1. Lay down your cloth on the table then fold it lengthwise with the wrong side out. Pin all the edges together.
2. Using the pattern illustrated below, pin the pattern over the cloth and mark all sides using a dressmaker's carbon underneath the folded cloth.



3. Mark  $\frac{1}{2}$  inch allowance all around the pattern. This is where you are going to cut the cloth.
4. Remove the pattern from the cloth and sew around the marked area leaving a 4-inch gap so that you can turn the runner right side out.

5. Snip the corners before turning right side out.
6. Push out the corner using pencil or knitting needle. Press the fabric to flatten all the edges and corners.
7. Run a line of stitches around the edge of the runner. This will close the inch gap left to turn the runner right side out and to give it a much more polished look.
8. Sew the tassels or accessories on both ends of the runner for accent.

## D

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**Learning Task 1.** Arrange the following steps on how to make pattern in linens. Number the steps from 1-9. Write the numbers on the lines before each step.

- \_\_\_\_\_ Lay down fabric flat on the table and position the different pattern pieces. You must take note of the grain line or design of the cloth.
- \_\_\_\_\_ Sew pieces together to form the shape or design wanted.
- \_\_\_\_\_ Start with a sketch, drawing, or a photographic image of a linen product or clothing scaled into the desired size you want.
- \_\_\_\_\_ Pin the pattern on the cloth and start tracing.
- \_\_\_\_\_ Using correct measurements, scale the sketch or drawing on the pattern paper. The linens and curves determine how the article or clothing is broken down into sections.
- \_\_\_\_\_ Cut the patterns paper to achieve the actual shape and size of the different parts of the product. We call these pattern pieces templates that can be used in mass production.
- \_\_\_\_\_ Pattern can be modified on the original template to achieve the necessary size you want. You can make it smaller or bigger by just decreasing or increasing the scale.
- \_\_\_\_\_ Mark the needed allowances for sewing.
- \_\_\_\_\_ Cut the fabric on the lines for allowance.



# E

**Learning Task 2:** Make a creative household linen of your choice like napkin, pillowcase or table runner. Use the project plan in this lesson. Submit your output. Refer to the scorecard below.

Scorecard	Points	Score
A. Safety Practices (25%)		
1. Washed hands before working	5	
2. Light is coming from the left shoulder	5	
3. Used proper materials and tools	10	
4. Work area was maintained clean and orderly	5	
B. Workmanship (50%)		
1. Correct and tidy	20	
2. Right tightness of stitches (not loose or tight)	15	
3. Able to execute the desired design	15	
C. Overall Design (25%)		
1. Neat and appealing	15	
2. Right color combination	10	
<b>Total</b>	<b>100%</b>	

# A

**Learning Task 3:** Write an essay about your experience in making creative household linen of your choice. Write down how you feel about what you did. Do this on a sheet of pad paper. Refer to the rubrics below.

LEVELS	POINTS	INDICATORS
Exemplary	5	The essay is impressive. A distinctive and sophisticated application of knowledge and skills are evident.
Strong	4	The essay exceeds the standard throughout and effective application of knowledge and skills are evident.
Proficient	3	The essay meets the standard; acceptable and it displays the application of essential knowledge and skills
Developing	2	The essay does not meet the standard; show, basic but inconsistent application of knowledge and skills; works needs further development
Emerging	1	The essay shows partial application knowledge and skills; lacks depth incomplete and needs considerable development; errors and omissions.

## Markets Finished Household Linens in Varied/ Creative ways

### Lesson

# I

### Marketing Household Linen Products

The best way to market a product in the marketplace is through advertising a promotion. This is used to attract customers to buy the products or services.

Promotion means telling the people about your product and service. Common strategies in promoting linen products are as follows:

1. Print media-product logo, brand name, and information are published in magazines, newspapers, brochures, or flyers.
2. Product display-this is promoting products that are being showcased in exhibits, products fairs, and other events.
3. Internet marketing- this is promoting and advertising products using technology such as e-mails, blogs and social media sites.

### Technology in Advertising Household Linen Products

The following can be used to advertise your linen products using technology:

1. E-mail marketing-advertising using an e-mail is a method that you should take advantage of. You may send marketing-oriented information using e-mail to get the attention of the people about your new linen products.
2. Blogging- this is an online journal where you can record your thoughts on various topics that you want to talk about. Having a blog your business enables you to share what you are an expert in or good at.
3. Social Media- this method can be time consuming but promoting your business through social media as part of your marketing strategy will help give you reach more contacts or potential customers.

### Costing of Household Linen Products

One method of costing the product is called cost-plus pricing. This method covers all the expenses plus the desired profits you want to get the total selling price. This method is being used by many manufactures. See below the formula for getting the total selling price.

### Recording Transactions of Marketing Household Linens

Daily transactions such as purchases made, and expenses incurred in the production of selling your products must always be recorded no matter how small the amount is.

$$\text{TOTAL COST OF MATERIALS} + \text{PROFIT} = \text{TOTAL SELLING PRICE}$$

## Recording Transactions of Marketing Household Linens

Daily transactions such as purchases made, and expenses incurred in the production of selling your products must always be recorded no matter how small the amount is.

A **columnar notebook or a simple organizer** can serve as your daily record for all the expenses, sales, and profits gained from selling your household linen products.

### D

**Learning Task 1:** Give the examples of technology in Advertising Household Linen Products. Write your answer in a sheet of pad paper.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Learning Task 2:** Fill the blanks with the correct answers. Choose your answers from the list inside the word box.

1. \_\_\_\_\_ are fabric household items intended for daily use like bedding, tablecloth, and towels. It refers to any cloth material used throughout the home.
2. \_\_\_\_\_ such as purchases made, and expenses incurred in the production of selling your products must always be recorded no matter how small the amount is.
3. Preparing a \_\_\_\_\_ for household linens makes one's work easier and correct.
4. Drafting \_\_\_\_\_ of household linens is as important as drafting for clothing.
5. There are many commercially made household linens found in the \_\_\_\_\_.
6. Most customers are attracted to buy the product because of the \_\_\_\_\_.
7. A \_\_\_\_\_ is a term, symbol, design, or combination of these that identifies the product.

8. The best way to support a product in the \_\_\_\_\_ is through advertising or promotion.
9. A \_\_\_\_\_ serves as the container for the product and the focus was on the daily ability to protect the product.
10. Modern families are thinking of ways and means to increase their \_\_\_\_\_.

income	package	marketplace	brand name
packaging	market	patterns	project plan
Daily Transactions	Linens		

## E

**Learning Task 3:** Answer the following questions. Write your answer in a sheet of pad paper.

1. Why families are thinking of ways and means to increase their income?
2. How important to a business to promote a product?
3. Why do we need to have a brand name in promoting a product?
4. How will you use technology in marketing your household linens?

## A

**Learning task 4:** In a sheet of pad paper. Write a short essay about how you markets finished household linens in varied/creative ways.

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# Different Ways and Tools and Equipment Used in Food Preservation

## I

### Lesson

Philippines is given a gift of having abundant resources which are the primary sources of our food. However, there are times that the supply is very abundant, unable to be consumed, resulting to spoilage. It is such a waste to let this happen. In order to prevent this, we must be knowledgeable on how we can store them. This module will help you on how to do food preservation.

#### Food Preservation

Food preservation is the prevention of food spoilage, which is caused by the growth of microorganism in foods. This is used to extend the shelf life of food products.

Some ways to preserve food are the following: drying, salting and freezing.

#### Ways of Food Preservation

**1. Drying** is a food preservation method wherein water is drawn out of the food either naturally (placing food under the sun) or artificially (using an oven and setting the drying temperature) under 50-60°C. The moisture removal prevents the growth of microorganisms that causes decay, thus, prevents food spoilage. It can be traced on the idea of Egyptians and an ancient way of food preservation.

Fruits, vegetables, fishes and meats can be dried. It is recommended to cut the food into small pieces in order to dry quickly. Depending on the type of food and size, the length of drying time may vary.

**2. Freezing** is placing the food under very low temperature to prevent the growth of microorganisms and maintaining the freshness and nutrients of food. Freezing can be used in meat, fish, fruits, and vegetables.

**3. Salting** it is a method of preserving food by using salt. It is commonly used in meat, poultry, fish, and seafood.

There are three common methods of salting: dry salting, brine salting and combination method. In the first method, dry salt is rubbed on fish/meat directly while in brine salting, the fish/ meat is immersed in concentrated brine; this method can be used in producing salted eggs. In combination method dry salt is rubbed on fish/ meat followed by immerse in brine solution.

#### Why Preserve Foods?

1. It extends the shelf life of food by preventing spoilage.

2. It keeps the nutrients and texture of food.
3. Seasonal fruits are made available whole year round.
4. It can be a source of income.

Food preservation requires not only the food that you will preserve but also the tools and equipment that you need to carry out in the process. Here are some of the tools that you need to prepare if you will start preserving food:

1. **Mixing tools**—are tools used to mix the ingredients in food preservation.
2. **Cutting tools**—are tools used to cut, chop, and peel the food.
3. **Measuring tools**—are tools used to measure the ingredients needed in preserving food.

#### **Other tools and Equipment**

- Colander and strainer—used for draining ingredients
- Pots and pans
- Pressure Canner—used for processing and preserving low acid food.
- Salinometer—used to determine brine concentration
- Food Processor—pulverizes hard food like nuts and seeds
- Containers—used for storage of preserved food

#### **Factors in Selecting Food for Preservation**

##### **For fruits and vegetables:**

1. Sort the fruits or vegetables and determine whether it is unripe, ripe, or over ripe.
2. Wash the fruits/ vegetables thoroughly.
3. Peel the fruits/ vegetables and cut it to your preferred size.

##### **For meat, poultry, and seafood:**

1. Check freshness of meat.

##### **Signs that Meat is Bad**

- Red Meat- has distinct, pungent smell, sticky/ slimy to touch, presence of greenish-brown or grey color in skin.
- Poultry-has grey coloring of skin, have foul smell, has slimy texture and sticky film.
- Seafood—has foul odor, has squishy or mushy texture when poked, has slimy, slippery film on the surface, has bluish or greyish color.

2. Use the preservatives (salt, sugar, vinegar, etc.) needed to prevent immediate spoilage. Some examples of meat preserved with salt or sugar are bacon, sugar-cured ham, bacon, and corned beef.
3. Fish is preserved but can be split into two. It must be washed thoroughly and make sure that the blood and slime is removed.

### **Safety Rules in Food Preservation**

To avoid contamination, safety handling of food for preservation must be observed. Here are some rules that you must follow:

1. Wash and rinse food thoroughly using clean water.
2. Wash all the tools and utensils to be used. You may also sterilize them if needed.
3. Use different chopping boards and knives for raw and cooked food.
4. Secure the cooking equipment. Make sure it is dry before using.
5. Use kitchen towel or potholder in handling hot food.
6. Secure the cover of all the food containers.
7. Cook food thoroughly.

## **D**

**Learning Task 1:** Identify the food preservation method that requires the following processes. Write your answer in a sheet of pad paper.

1. Gwen got kamias on their backyard. She sliced the kamias and arranged them on a tray. She put the tray under the sun afterwards.
2. Aling Joy bought four kilos of pork in the market. After cleaning them, she cut it into different sizes and put them in containers. Then, she put them in the freezer.
3. Angela put the sliced mangoes inside the oven with a temperature of 50 degrees Celsius.
4. After harvest, Mang Kanor made a brine solution that he poured on the jars with eggs. He secured the jars tightly and let the eggs soaked for three weeks.
5. It is food preservation technique used in daing na bangus.

**Learning Task 2:** Given the following raw main ingredients, choose the possible food preservation method to be used and the product that can be made. Write your answers on a separate sheet of paper.

Raw Ingredient	Way of Food Preservation (Drying, Salting, Freezing)	Product
Eggs		
Fish		
Mango		
Pork		
Strawberry		

**E**

**Learning Task 3:** Now that you know how to preserve food, look for available resources in your place that can be preserved which you think will meet community demands. Using the food that is available, select the food preservation technique which do you think is most applicable. Apply the principles and skills in food processing and observe safety rules as well. After this activities, write your experience in your sheet of pad paper.

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**A**

**Learning Task 4:** What do you feel after you perform the learning task 3? Give some importance of food preservation. Explain your answer in a sheet of pad paper.

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## Conducting Simple Research to Determine Market Trends and Demands in Preserved/ Processed

### Lesson

# I

In this lesson, you are expected to conduct simple research to determine market trends and demands in preserved/ processed foods and assess preserved/processed food as to the quality using the rubrics.

### Conducting Simple Research for Market Trends

One benefit of food preservation is that it can be an income generating activity. To cope with the demands of the market, one must do a simple research to help determine the things to be prepared. Doing survey can be a big help. Some things that you need to consider are:

- the kind of food preferred by customers
- the price of the product
- the appearance of the product and
- the quality and taste

### Assessment of Finished Products Using a Rubric

Rubrics are also used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students.

NAME OF PRODUCT: _____				
CRITERIA	EXCELLENT 10-8	FAIR 7-5	POOR 4-2	SCORE
Cooking Procedures	All the procedures are followed correctly.	The procedures are followed with some minor errors	Majority of the procedures are not followed.	
Food Appearance	The preserved food is cooked just right and with appeal.	The preserved food is over-cooked/ undercooked and lacking in appeal.	The preserved food is burnt and has no appeal.	
Palatability	The food prepares is well-blended and flavorful.	The food prepared is somewhat under seasoned and lacking in flavor.	The food prepared is bland and not well blended.	
Safety	All the safety rules in food preservation is observed.	Some of the safety rules for food preservation are not followed.	Most of the safety rules for food preservation are not followed.	
TOTAL				

# D

**Learning Task 1:** Give the things that you need to consider in conducting simple research. Write your answer in a sheet of pad paper.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# E

**Learning Task 2:** Search in the internet or make an interview to your parents about the market trends and demands in preserved/ processed foods. Make a simple report about it. Write your answer in a sheet of pad paper.

# A

**Learning Task 3:** Write your answer in a separate sheet of paper.

A \_\_\_\_\_ is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, \_\_\_\_\_ or \_\_\_\_\_ in the classroom, or to measure their attainment against a consistent set of criteria.

**I**

Lesson

**Creative Ways of Packaging Preserved Food Products**

Packaging materials for food preserves should be creative and attractive. Depending on the food's size, shape, consistency, and whether it is solid or liquid, packaging should be durable and nonhazardous.

Packaging of food preserves may be enhanced by using colorful wrappers printed fabrics, ribbons, applique designs on top of jars, doilies, among others.

**Marketing Preserved Food Products**

Doing various marketing strategies is the best way to sell your preserved food products. The following are marketing strategies usually done for selling preserved food products.

1. Print media- This refers to advertisement of preserved food products on newspapers, magazines, brochures, and flyers.
2. Product display- This is promoting preserved food products in exhibits and bazaars.
3. Internet marketing- This is promoting preserved food products on the internet through blogs, e-mails, and social networking sites.

**D**

**Learning Task 1:** Give five creative packaging materials that you can apply to food preserved that will not harm the environment.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Learning Task 2:** Give the benefits of three marketing strategies for preserved food products. Write your answer in a sheet of pad paper.

\_\_\_\_\_

\_\_\_\_\_

# E

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**Learning Task 3:** If the statement is correct, write T; if it is not write F. Write your answer in a sheet of pad paper.

1. You can use any packaging material you want.
2. You do not need to add mark-up to get the selling price.
3. Place or location is very important in conducting a business.
4. The role of traders is to act as the link to the producer and distributor.
5. You do not need capital if you want to sell some preserved food for a livelihood.

# A

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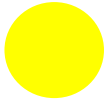
**Learning Task 4:** Using your knowledge in ICT. Market your preserved food using social media platforms. Tag your EPP-TLE teacher in your product. Make a journal of your observation about it. Write in a sheet of pad paper.

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# Answer Key

<p><b>WEEK 5</b></p> <p><b>Learning Task 1</b> -Pupils varied answer</p> <p><b>Learning Task 2</b> 1. Linens 2. Daily transactions 3. Project plan 4. Patterns 5. Market 6. Packaging 7. Brand name 8. Market place 9. Package 10. Income</p> <p><b>Learning Task 3</b> -Pupils varied answer</p> <p><b>Learning Task 4</b> -Pupils varied answer</p>	<p><b>WEEK 1</b></p> <p><b>Learning Task 1</b> 1. True 4. True 5. True 2. False</p> <p>(time and experience that help family to perform duties and responsibilities)</p> <p>1. True 2. True</p> <p><b>Learning Task 2</b> 1. MR 3. NR 5. NR 2. HR 4. HR</p> <p><b>Learning Task 3</b> -Pupils varied answer</p> <p><b>Learning Task 4</b> -Pupils varied answer</p> <p><b>Learning Task 5</b> -Pupils varied answer</p>
<p><b>WEEK 6</b></p> <p><b>Learning Task 1</b> 1. Drying 4. Salting 2. Freezing 5. Drying 3. Drying</p> <p><b>Learning Task 2</b> 1. salting - salted egg 2. Salting - dried fish 3. Drying - dried man-go 4. Freezing - frozen meat 5. Freezing - frozen fruits</p> <p><b>Learning Task 3</b> -Pupils varied answer</p> <p><b>Learning Task 4</b> -Pupils varied answer</p>	<p><b>WEEK 2</b></p> <p><b>Learning Task 1</b> -Pupils varied answer</p> <p><b>Learning Task 2</b> -Pupils varied answer</p> <p><b>Learning Task 3</b> -Pupils varied answer</p> <p><b>Learning Task 4</b> Sewing aid -pincushion, needle threader, thimble</p> <p><b>Measuring Tools</b> tape measure, ruler, ripper</p> <p><b>Marking Tools</b> -tracing wheel, tailor's chalk, dressmakers gauge Cutting Tools -pinking shears, scissors, seam</p>
<p><b>WEEK 7</b></p> <p><b>Learning Task 1</b> -Pupils varied answer</p> <p><b>Learning Task 2</b> -Pupils varied answer</p> <p><b>Learning Task 3</b> 1. rubrics 2. Learning standards 3. Learning objectives</p>	<p><b>WEEK 3</b></p> <p><b>Learning Task 1</b> 1. Agree 4. Agree 2. Agree 5. Agree 3. Disagree</p> <p><b>Learning Task 2</b> -Pupils varied answer</p> <p><b>Learning Task 3</b> 1. D 4. D 2. D 5. B 3. A</p> <p><b>Learning Task 4</b> -Pupils varied answer</p>
<p><b>WEEK 8</b></p> <p><b>Learning Task 1</b> -Pupils varied answer</p> <p><b>Learning Task 2</b> -Pupils varied answer</p> <p><b>Learning Task 3</b> 1. F 4. T 2. F 5. T 3. T</p> <p><b>Learning Task 4</b> -Pupils varied answer</p>	<p><b>WEEK 4</b></p> <p><b>Learning Task 1</b> 5, 9, 1, 6, 2, 3, 4, 7, 8</p> <p><b>Learning Task 2</b> -Pupils varied answer</p> <p><b>Learning Task 3</b> -Pupils varied answer</p>

# PIVOT Assessment Card for Learners

## Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



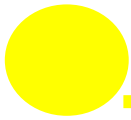
- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

## Distribution of Learning Tasks Per Week

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the ear tag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.

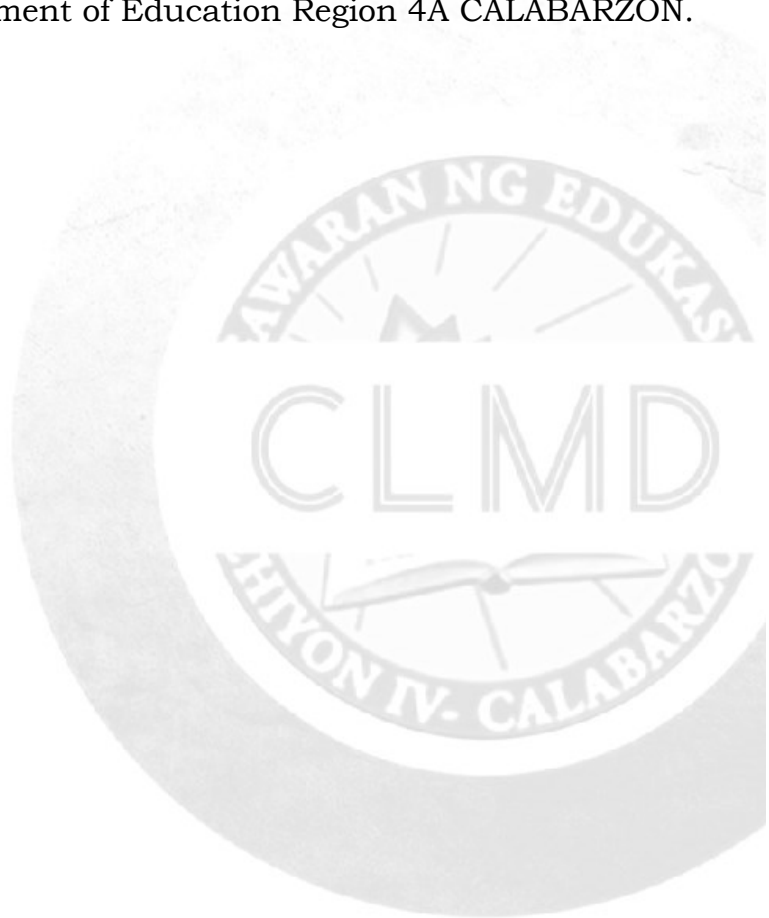


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<https://tinyurl.com/Concerns-on-PIVOT4A-SLMs>

