

EXERCISE 1

DIRECTIONS: Read or review the scenario. Answer the questions. Circle the word or phrase that goes in the blank.

1. The first step in cooking is to read the _____ from beginning to end.
recipe measurement preparations
2. The items used to make a food or beverage are called _____.
directions ingredients staples
3. _____ is an example of an abbreviation.
cup lb ounce
4. _____ ingredients do not need to be used in a recipe.
Optional Required Abbreviated
5. The order of words that describe an ingredient affect _____.
temperature flavor preparation
6. _____ time is the amount of time needed in an oven or on the stovetop.
Prep Cooking Standing
7. A set of nested measuring cups for dry ingredients would not include a _____ measure.
1 cup 4 cups 1/2 cup
8. When measuring _____, it should be packed in the cup.
powdered sugar milk brown sugar
9. _____ should be measured at eye-level.
Liquid Sugar Flour
10. The servings listed in a recipe may not be the same size as those in the _____.
directions MyPyramid staples

TEACHER DIRECTIONS

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Read the sentence in the activity. Ask learners to look for the sentence within the section that tells the answer. Either read or ask someone to read that sentence. Reread the target sentence in the activity and the options. Ask a reader to choose the correct response. Reread the target sentence in the activity with the correct option.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently.

After each sentence or after the activity is complete, ask learners to explain or give examples. For instance, after the first sentence "The first step in cooking is to read the recipe from beginning to end" the teacher could ask questions such as "Why is this the first step? What is your favorite recipe? What recipes can you prepare?"

More advanced learners can explain the other words or use them in verbal or written sentences.

KEY

1. recipe
2. ingredients
3. lb
4. optional
5. preparation
6. cooking
7. 4 cup
8. brown sugar
9. liquid
10. MyPyramid

This activity was developed through a USDA Team Nutrition Training Grant for the Louisiana Department of Education Division of Nutrition Assistance by Rhonda H. Atkinson.

EXERCISE 2

DIRECTIONS: Think about what you learned about the reading recipes. Answer the following questions. When possible, use complete sentences.

1. Why does Kay want to learn how to cook? _____

2. What's the difference between required and optional ingredients? _____

3. How does the order of words in ingredients affect preparation? _____

4. Find 3 words or phrases in the story that you think are most important to reading recipes.

List the words or phrases:

(1) _____

(2) _____

(3) _____

Write a sentence with each word or phrase.

(1) _____

(2) _____

(3) _____

5. Which is more exact--cooking in an oven or cooking on a stovetop? Why? _____

6. What kitchen measuring tools have you used? _____

Based on the description in the story, did you use them correctly? Why or why not?

7. How is measuring dry ingredients different from measuring liquids? _____

8. Complete the following chart based on your experience.

Measuring Abbreviations I Already Knew	Measuring Abbreviations I Learned

9. Review the steps in preparing a recipe. Complete the following chart based on your experience.

Steps I Already Knew and Used	Steps I Learned

10. Write a recipe for a food you often make on a separate piece of paper. It can be a simple recipe like peanut butter and jelly sandwiches or cereal and milk. It can be a harder recipe like cookies or stew. Include the title, list of ingredients, and directions for preparation. Include the number of servings your recipe makes. Include which utensils are needed to make the recipe. Include prep and cooking times.

TEACHER DIRECTIONS for EXERCISE 2

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Lower-level learners may respond verbally.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently with written responses. Encourage learners to discuss responses verbally as a class or in small groups.

KEY

Answers may vary but should include basic information.

1. Kay wants to learn to cook so she can help feed the family after the new baby comes.
2. Required ingredients must be used. Optional ingredients do not have to be used. They will change the recipe or add flavor.
3. Directions for an ingredient should be carried out in the same order as the words are given.
4. *Answers vary.*
5. Cooking in an oven is more exact. An oven's thermostat can be adjusted to specific temperatures. Stovetop knobs show more general levels of heat. These are not as exact.
6. *Answers vary.*
7. Dry ingredients are measured using nested measuring cups or measuring spoons. All dry ingredients (except brown sugar) should be spooned into the cup. A knife should be used to level the ingredient with the top of the cup or spoon. Brown sugar should be packed into the cup. A knife should be used to level the brown sugar with the top of the cup. A two- or four-cup measure with a pouring spot should be used with liquids. The liquid should be at mark for the correct amount

when seen from eye level. Liquids should not be poured over a mixing bowl.

Spills can affect the amount of liquid in a recipe.

8. *Answers vary.*

9. *Answers vary.*

10. *Answers vary.*

This activity was developed through a USDA Team Nutrition Training Grant for the Louisiana Department of Education Division of Nutrition Assistance by Rhonda H. Atkinson.