Preparing Food

Overview

Students need to know how to prepare meals and handle food safely, both for living on their own and for many jobs. In these activities, students will learn skills for preparing meals and following recipes.

LESSON OBJECTIVE

In this lesson, students will learn how to work in a kitchen and follow a simple recipe.

SKILLS

- Identifying kitchen appliances and utensils
- Identifying clean and safe kitchen practices
- Reading and comprehending directions in recipes
- Understanding how to shop for recipe ingredients
- Adjusting recipe measurements to increase or decrease servings
- Following the steps of a recipe in sequence

ALIGNMENT WITH TRANSITION SKILLS INVENTORY

- Primary: I-7, pages 269–270; I-8, pages 272–273; I-9, pages 275–276; and I-10, pages 278–279 in the *Transition Skills Inventory*.
- Secondary: D-3, pages 72–74; D-5, 76–77; D-6, pages 78–80; D-7, pages 81–83; D-8, pages 85–87; D-13, pages 102–105; D-16, pages 112–113; D-17, pages 114–117; D-18, page 118; I-1, pages 252–254; I-2, pages 255–257; I-3, pages 258–260; I-4, pages 261–263; I-6, pages 267–268; and I-11, page 281 in the *Transition Skills Inventory.*

CONNECTIONS TO OTHER LESSONS

- "Shopping for Ingredients" see *Going Grocery Shopping*.

Vocabulary

- Appliances
- Balanced diet
- Cookbook
- Cutting board
- Double
- Freezer
- Germs
- Half
- Ingredients
- Measurement
- Preparation
- Recipe
- Refrigerator
- Servings
- Utensils

Class Discussion Questions

- What food(s) do you prepare at home?
- What does it mean to follow a recipe?
- What do you think could be dangerous in a kitchen?
- How can you keep your kitchen safe and clean?
- What does it mean to have a healthy and balanced diet?

Activities

Activity 1: Identifying Items Found in a Kitchen

Objective
- Identify appliances and utensils found in a kitchen

Materials
- Student Book, page 41, and a pencil

1. Look at the list below. Write the name of each kitchen item below on the board and use the questions to discuss them.
   - Refrigerator, Freezer: What is the difference between a refrigerator and a freezer? What kinds of foods do you keep in a refrigerator? in a freezer? What kinds of foods do you not need to put in a refrigerator or freezer?
   - Pot, Pan: What is the difference between a pot and a pan? What are some foods to cook in a pot? What can you cook in a pan?
   - Stovetop, Oven: What is the difference between cooking on a stovetop and cooking in an oven? Which part of a stovetop or oven do you use to fry chicken? to bake chicken? to broil chicken?
   - Utensils: What are some examples of eating utensils? of cooking utensils? What does a spatula look like? What is a peeler?
   - Measuring Cups, Measuring Spoons: Why do cooks need to use measuring cups and measuring spoons? What are some ingredients that you might put in a measuring cup? a measuring spoon?
2. Describe common kitchen scenarios. Have the students use words and actions to show what to do. (If you are using Student Book, page 41, the students may also point to the appropriate item in the scene.) Examples:
   - The label on a package of meat says, "Use or freeze by (name today's date.)" That's today. What do you do?
   - You want to make a tuna casserole, but you're not sure of the steps. What do you do?
   - The cookies have baked in the oven and are ready to be taken out. How can you take them out safely?
   - A recipe calls for $\frac{1}{2}$ teaspoon of flour. What utensil should you use?

   If you are using the Student Book, go to page 41. Read the list of items with the students. As they name and number each item, use the questions from Step 1 to prompt discussion of kitchen tasks.

Check for Understanding
- Can the student name and identify basic kitchen appliances and utensils?
- Does the student understand how basic appliances and utensils are used?

Activity 2: Practicing Hygiene in the Kitchen

Objectives
- Recognize the need for personal hygiene in the kitchen
- Identify rules for food safety

Materials
- Cutting boards (or pictures of them from a kitchen catalog)
- Labels from food items (optional)

1. Ask the students what the following statement means to them: "Germs in a kitchen can make us sick." Help the students to understand that raw foods, garbage, countertops, and hands all carry germs, so cleanliness is very important.
2. To stress the importance of hand washing before working in the kitchen and after handling food, have the students demonstrate, if a sink is available, proper hand-washing techniques. Use the following steps:
   - First, remove hand jewelry and roll up long sleeves.
   - Next, wet hands with warm, running water.

- Then add soap. Rub hands for about 20 seconds. Scrub under fingernails.
- After that, rinse off soap.
- Finally, dry hands with a clean towel.

Emphasize that hands must be washed after coughing or sneezing, using the bathroom, playing with pets, and playing or working outdoors. Have the students tell why a person should not brush or comb hair in a kitchen. (Brushes, combs, and hair all carry germs.)

3. If possible, provide a variety of labels from packaged foods to show examples of instructions for safe handling, as well as warnings. Discuss the meaning and purpose of each instruction. Examples:
   - Rinse well under cold water before serving.
   - Place in a microwave-safe container.
   - Refrigerate leftovers immediately or discard.
   - Thaw in refrigerator or microwave.
   - Cook thoroughly.
4. Describe and role-play kitchen scenarios involving cleanliness. For each one, ask the students what to do to keep germs from spreading. Offer prompts to elicit complete answers, as needed. Examples:
   - Imagine that I have just poured some beef stew into a pot. Some of the stew spilled onto the countertop. What should I do next? (Clean up the spill with a kitchen spray or soapy water and a paper towel.)
   - Imagine that I've just finished mixing raw eggs in a bowl. I've poured the eggs into a frying pan. What should I do with the bowl? (Wash the bowl in hot water and dish soap. Let it air-dry, or dry with a paper towel or clean dishtowel.)
   - Imagine that I've taken some raw chicken legs out of a package. I've put the chicken legs in a baking pan. What should I do before I turn on the oven and put the pan inside? (Wash your hands with warm water and soap.)
5. Display a plastic and/or wood cutting board, or a picture from the home section of a catalog.
   - Ask the students what kinds of foods can be chopped on a cutting board. As they suggest fruits and vegetables, list their items in one column on the board. As they suggest meats, poultry, and fish, list the items in a different column.
   - Point out that it is a good idea to use two different cutting boards—one for column 1 items, and one for column 2 items. Ask the students for likely reasons. (Raw meats, poultry, and fish have germs that could spread to other kinds of foods if the same cutting board were used.)
6. Have the students share what they know about good health habits in the kitchen. They may create a Health Tips sheet summarizing the rules for kitchen hygiene.

Check for Understanding

- Can the student describe the best way to wash hands when preparing food?
- Can the student identify ways to prevent germs from spreading when working in the kitchen?
- Can the student summarize safe health habits in the kitchen?

Activity 3: Staying Safe in the Kitchen

Objective
- Understand basic rules for kitchen safety

1. Discuss the following topics with your class. Give the students a chance to think about and respond to each point.
   - If something spills on the floor, why should you sweep or mop up quickly? (You could slip on the spill.)
   - If a pot is cooking on the stove, why should you turn the handle toward the stove? (You could bump into the pot and knock it off.)
   - Why should you always have oven mitts nearby? (You could burn your hands trying to hold a hot pot.)
   - Why should you not wear long draping sleeves near a stovetop? (Your clothing could catch fire.)
   - What is the proper way to hold a knife when cutting food? (With the blade away from you and far from your fingers.)

   Have the students discuss brief safety rules and list the answers for the class. This list can be copied to post in the student's home kitchen.
2. Discuss fire safety. Make sure that the students know these basic guidelines and can describe why each is important:
   - Food that is cooking should be checked on frequently.
   - Paper products and cloth should be kept far away from stovetops.
   - Toasters and other appliances that use heat come with safety instructions that should be read and kept in a handy place.

   The U.S. Fire Administration website offers videos showing safe cooking behaviors, which you may want to preview and then view with the students.

Check for Understanding
- Can the student identify basic rules for kitchen safety?
- Can the student read and understand safe handling labels on foods?

Activity 4: Understanding Recipe Directions

Objective
- Understand basic recipe directions

Materials
- Cookbooks or printed recipes, if available
- Recipe ingredients (optional)

1. Have the students listen as you say directions typically found in recipes. Ask the students to explain or show how to carry out each individual direction line. Demonstrate for the students, if needed. Examples of individual direction lines:
   - Defrost the frozen beans before cooking.
   - Peel and slice the onion.
   - Bake the chicken wings until they are brown.
   - Preheat the oven to 350°.
   - Boil 3 eggs. Then mash the egg yolks with a fork.
   - Measure 2 tablespoons of milk into a small bowl.
   - Cover the mixture with plastic wrap and chill for 10 minutes in the refrigerator.
2. Encourage the students to share similar directions that they have followed to prepare food. Have more able readers read aloud direction lines they find in cookbooks and recipes.

If the student has difficulty with multiple-part directions: Focus on one verb at a time, such as *defrost, peel, slice*. Emphasize these words in the steps and then help define each term with the student.

Check for Understanding
- Does the student understand food-preparation actions?
- Can the student demonstrate actions in recipe directions?

Activity 5: Identifying Parts of a Recipe

Objective
- Recognize the parts of a basic recipe

Materials
- Student Book, page 42, and a pencil
- Copies of reproducible, "Strawberry-Banana Smoothie," at end of lesson

1. Distribute copies of the reproducible, "Strawberry-Banana Smoothie," at the end of this lesson.
2. Explain that a recipe is a set of directions that tells how to prepare or cook a particular food. Prompt the students to recall places that they have seen recipes, such as in cookbooks, on food containers, in magazines, on the Internet.
3. As you point to each part of the recipe, read it aloud with the students, and ask questions to elicit understanding. Examples of questions:
   - What does the title of a recipe tell you? Why is the title important?
   - What are ingredients? What ingredients do you need to follow this recipe? Why are ingredients listed first in a recipe?
   - What is another way of saying "Preparation"? Why are the steps numbered under "Preparation"? What appliance do you need to follow the steps in this recipe?
   - What are servings? How many servings does this recipe make? What would you need to do if you wanted to make more servings?
4. If you are using the Student Book, go to page 42. Have the students work independently to answer the questions about the recipe.

If the student has limited reading skills: Repeat each part of the direction as needed as the student follows along. Have the student repeat the step back to you and ask questions after each step to ensure that he or she understands the directions.

Check for Understanding
- Can the student identify the main parts of a recipe?
- Can the student explain the purpose of each part of a recipe?

Activity 6: Shopping for Ingredients

Objective
- Use a recipe to determine what ingredients must be purchased

Materials
- Copies of reproducible, "Strawberry-Banana Smoothie," at end of lesson
- Paper
- Grocery store flier (optional)

1. Distribute copies of the reproducible, "Strawberry-Banana Smoothie," at the end of this lesson. Have the students look at the recipe for the strawberry-banana smoothie. Recall with the students that a recipe is a set of directions with a series of steps. A recipe tells how to prepare a particular food.
2. Have the students read aloud the title of the recipe and locate the list of ingredients. Remind them that the ingredients are the foods that are needed to make the item in the title.
3. Have the students work in pairs to look over the list of ingredients and decide what foods must be purchased to make the recipe. Ask them to write a shopping list.
4. As the students work on their shopping lists, make sure they understand that foods are not usually packaged in the same amounts shown in a recipe. Talk about—or show, if a grocery store flier is on hand—how strawberries are usually sold. Tell the students to choose the appropriate size of the item for the amount in the recipe.
5. Have partners compare their shopping lists.

If the student has limited reading skills: In step 2, read the recipe aloud as the student follows the list of ingredients. Ask the student to repeat back the ingredient after you say it aloud.

Check for Understanding

- Can the student identify the ingredients in a recipe and the quantity needed?
- Can the student make a shopping list to match a list of ingredients?

Activity 7: Adjusting Recipes for Different Servings

Objective

- Adjust a recipe for a different number of servings

Materials

- Student Book, page 43, and a pencil
- Measuring spoons, if available

1. If you are using the Student Book, go to page 43. Otherwise, copy this recipe on the board to display to the students.

   Applesauce

   Ingredients:

   - 3 red apples
   - 1 tablespoon (tbsp.) lemon juice
   - 1 teaspoon (tsp.) brown sugar
   - 1 teaspoon (tsp.) cinnamon

   Preparation:

   1. Peel the apples.
   2. Cut the peeled apples into small pieces.
   3. Put the apple pieces into a blender. Add the lemon juice. Blend together until the mixture is smooth.
   4. Add the sugar and cinnamon, and blend again.
   5. Pour the mixture into two bowls and serve.

   Preparation Time: 10 minutes

   2 servings

2. Read aloud the recipe with the students.
3. Display a tablespoon and a teaspoon, or draw pictures of the two spoons on the board. Point out the recipe abbreviations for tablespoon and teaspoon. Write T. (for tablespoon) and t. (for teaspoon) on the board, to show other common abbreviations, and have the students match each abbreviation to its name and spoon.
4. Explain that cooks often make changes in ingredient amounts because they want to make more or fewer servings. Ask a series of questions, like those below, to lead the students to understand that doubling the number of servings requires doubling each ingredient. Drawing pictures may help students understand the concept.
   - How many servings does this recipe make? (2)
   - How much sugar is needed to make two servings? (1 teaspoon)
   - To make four servings, I need twice as much sugar. Why? (you have two times the number of servings, so you need twice as much of each ingredient)
   - How much sugar do I need for four servings? (2 teaspoons)
   - How many apples do I need for four servings? (6)
5. Continue with a similar series of questions to help the students understand how to make a single serving (using half of each ingredient).
6. If you are using the Student Book, go to page 43. Have the students complete the page at their own pace after the classroom discussion.

Check for Understanding

- Can the student identify different types of measurement and recognize the abbreviations for them in recipes?
- Does the student understand why one would double and halve a recipe?
- Can the student appropriately multiply (double) and divide (halve) measurements?

Activity 8: Making a Recipe

Objective
- Follow basic recipe directions

Materials
- Copies of reproducible, "Strawberry-Banana Smoothie," at end of lesson
- Slips of paper
- Ingredients for strawberry-banana smoothie recipe
- Measuring cups
- Blender
- Plastic knife
- Small glasses to share

1. Distribute copies of the reproducible, "Strawberry-Banana Smoothie," at the end of this lesson.
2. Take the following steps to follow the recipe with your group.
   - Break down the steps further for the students, using your knowledge of their abilities. Write the tasks in numerical order on separate slips of paper. Examples:
     1. Wash the strawberries.
     2. Fill up $1\frac{1}{2}$ cups with the yogurt. Cut bananas with the plastic knife. Pour into the blender.
   - Review the recipe with the students. Guide them to figure out how to adjust the quantities of ingredients to make as many servings as needed for the full group of students.
   - Lay out the ingredients and utensils. Have the students wash their hands.
   - Distribute individual steps in the recipe (on the slips of paper) to the students. Have them take turns with each step of the process, until one student takes the final step of pouring the mixture into glasses for everyone to enjoy.

If the student has limited fine motor skills: Have the student organize the different elements of the recipe and, if possible, read the directions for the other students to follow.

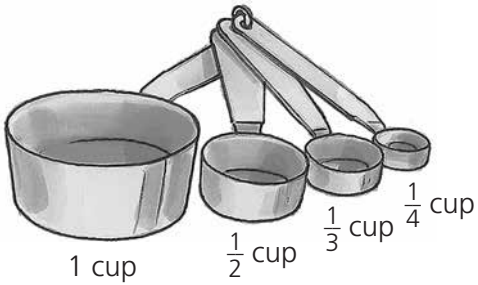
Check for Understanding
- Can the student measure ingredients correctly in a recipe?
- Can the student follow the recipe in sequence?
- Does the student know how to adjust recipes given different servings?

Activity 9: Using Equivalent Measurements

Objectives
- Recognize fractional parts that make a whole
- Understand equivalent fractions

Materials
- Sets of plastic measuring cups (1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup)
- Plastic pitcher of water
- Set of measuring spoons

1. Provide sets of plastic measuring cups, if available, for the students to use to compare amounts, or make drawings on the board based on the images below.



2. Ask the students questions about relative sizes. For example:
   - Which cup holds the most? (1 cup)
   - Which cup holds the least amount? ($\frac{1}{4}$ cup)
   - Which holds more, $\frac{1}{2}$ cup or $\frac{1}{3}$ cup? ($\frac{1}{2}$ cup)

3. Have the students experiment with equivalent measurements using cups of water. Encourage them to make predictions. The students can pour water to show these equivalencies, for example:
   - two $\frac{1}{2}$ cups equal 1 cup
   - two $\frac{1}{4}$ cups equal $\frac{1}{2}$ cup
   - four $\frac{1}{4}$ cups equal 1 cup
   - three $\frac{1}{3}$ cups equal 1 cup
4. The activity can be extended with a set of measuring spoons. Have the students determine how many teaspoons equal one tablespoon. (3 tsp = 1 tbsp)

Check for Understanding

- Can the student identify and compare different sizes of measuring cups?
- Can the student make correct predictions about equivalent measurements?

Extension Activities

1. Provide opportunities for the students to practice using kitchen utensils. Display commonly used utensils, such as a peeler, a grater, and a spatula. Have the students use the utensils with real food. Demonstrate how to use a knife properly. Show the students how you point the blade away from yourself, keep your fingers from the blade when cutting, and store knives with the blade facing down. If possible, have the students practice cutting with plastic knives.
2. Have pairs of students create kitchen safety posters. Their posters might illustrate and label how to wash hands, how to wash utensils and surfaces in the kitchen, and how to store leftovers. Have the students give a class presentation about their posters.
3. Internet websites have answers to almost every how-to question about food preparation, from how to make sure poultry is cooked enough, to how to chop an onion without crying. Have the students formulate how-to food preparation/recipe questions that interest them. Direct them to trustworthy websites where they can, working independently, find answers. Have them share their findings with the class.
4. Encourage the students to collect interesting, nutritious recipes. Suggest that they copy the recipes on index cards or paper to collate in a recipe box or, if they are using the Internet, collect the recipes in a folder on their desktop. Alphabetize the recipes or group them by kind of meal or course. The students may like copies of the classroom "cookbook" to use at home.

5. Invite the students to bring in favorite recipes from home (alternatively, the students can use cookbooks, periodicals, or the Internet). Have each student "chef" identify ingredients and summarize the steps to prepare. Invite the students to share dishes native to their family's heritage for an in-class food festival. The students make the recipes at home with their family, then bring in a sample of the finished product for a class potluck. Post a copy of the recipe at each food station.

6. Invite the students to depict a balanced meal on a white paper plate. Have students collect restaurant menus from the community or Internet for ideas. The students can print out or cut out pictures, or draw foods on the plate, along with labels of the items. Encourage the students to keep track of their food choices and exercise for one day.

7. Provide copies of simple recipes, like the applesauce or smoothie recipes in the activities, for the students to read. Copy the ingredients list on the board. Have the students look at the amount of each ingredient. Tell the students they will use their math skills to adjust the recipe to double the number of servings. Have the students work in small groups to do the math. Write the new amounts of each ingredient on the board in a different color. Now tell the students that they have to cut the original servings amount in half. Record these new numbers in another color for the students to see and compare. Help the students work through both sets of computations as needed.