**FOODS AND NUTRITION II – COOKING TERMINOLOGY REVIEW**

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| **OBJECTIVE:** Select appropriate equipment to use for specific product preparation and culinary applications. Identify and demonstrate different knife cuts. Review and apply appropriate abbreviations, techniques, equivalents, calculate recipe-size adjustments, and proper measuring techniques with correct equipment. | **STANDARD:**Students will review and apply the skills of kitchen management, safety and sanitation.  |

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| **MOTIVATOR** | **DESCRIPTION:**Bell Ringer Question | **MATERIALS:**Bell Ringer Cards |
| **TIME: 5 min.** |
| **CONTENT:**1. Have the students answer the following question on their bell ringer cards, “How do you properly store a knife?”
2. When done, have the students return their cards to the class basket.
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| **ACTIVITY 1****(Competitive)** | **DESCRIPTION:**Abbreviations and Equivalents Review | **MATERIALS:***COOKING TERMINOLOGY REVIEW PACKET*Cooking Terminology Packet Answer KeyCooking Terminology PowerPoint PresentationCandy or other prize for the winner |
| **TIME: 15 min.** |
| **CONTENT:**1. Handout the “Cooking Terminology Review” packet to the students.
2. This portion of the packet is a review. Turn it into a competitive game, in that the first student to complete each section wins a prize. Review the answers with the class when all the students have completed each section.
3. Have the students complete the Recipe Race worksheet.
4. Have the students define the given abbreviations.
5. Have the students complete the gallon equivalents in the given chart.
6. Have the students complete the cup equivalents in the given chart.
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| **PROCESS QUESTIONS:**1. Know how to double and half a recipe.
2. Know various abbreviations.
3. Know the gallon equivalents.
4. Know the cup equivalents.
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| **REFERENCES:**Information found in the Foods & Nutrition II Curriculum Guide – Utah State Office of Education |
| **ACTIVITY 2****(Individualistic)** | **DESCRIPTION:**Kitchen Equipment Review | **MATERIALS:***COOKING TERMINOLOGY REVIEW PACKET*Cooking Terminology Packet Answer KeyCooking Terminology PowerPoint Presentation |
| **TIME: 15 min.** |
| **CONTENT:**1. Have the students fill out their packet and answer the questions found on the PowerPoint presentation in regards to knives, stand electric mixers, food processor, blenders and thermometers.
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| **PROCESS QUESTIONS:**1. How do you safely and properly sanitize, store and cut with knives?
2. Identify a Kitchen Aid and what it would be used for.
3. Identify a Bosch and what it would be used for.
4. Identify a food processor and what it would be used for.
5. Identify a blender and what it would be used for.
6. Identify an immersion blender and what it would be used for.
7. What are internal temp thermometers used for?
8. How do you calibrate a thermometer?
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| **REFERENCES:**Information found in the Food & Nutrition II Curriculum Guide – Utah State Office of Education |

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| **ACTIVITY 3****(Individualistic)** | **DESCRIPTION:**Culinary Applications | **MATERIALS:***COOKING TERMINOLOGY REVIEW PACKET**STUDENT KNIFE SKILLS*Cooking Terminology Packet Answer KeyCooking Terminology PowerPoint PresentationChef KnifeCutting BoardFood for Lab: Carrots (one per student) Basil Leaves (one per student) |
| **TIME: 30 min.** |
| **CONTENT:**1. Discuss with the students the purpose and use of a chef knife and paring knife. Have them take notes throughout the discussion and demonstration.
2. Discuss and demonstrate the following knife cuts to the students:
	1. Julienne
	2. Brunoise
	3. Small Dice
	4. Medium Dice
	5. Diagonal
	6. Chiffonade
3. Now have the students divide into their kitchen units and practice each of the cuts demonstrated. Hand out the “Student Knife Skills” and evaluate their work.
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| **PROCESS QUESTIONS:**1. How do you properly hold a chef knife?
2. What is a chef knife used for?
3. What is a paring knife used for?
4. What is the size of a Julienne knife cut?
5. What is the size of a Brunoise knife cut?
6. What is the size of a Small Dice knife cut?
7. What is the size of a Medium Dice knife cut?
8. What is the degree to which a Diagonal knife cut should be made?
9. How do you make a chiffonade knife cut?
 |
| **REFERENCES:**Information found in the Food & Nutrition II Curriculum Guide – Utah State Office of Education |

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| **SUMMARY:**It is important to know and understand your equivalents and abbreviations when cooking in the kitchen. It is also essential to understand the different pieces of kitchen equipment and their proper uses. Understanding the different knife cuts brings versatility to your cooking. |

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| **STUDENT EVALUATION:**The students are to fill out their packets completely. The students will also be evaluated on their knife cutting skills in a lab. The student knife skills worksheet will be completed and turned in before the end of the hour. |

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| **TEACHER EVALUATION:** |

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| **OPTIONAL ACTIVITY:**1. Equivalents Relay Race Game (see attachment for instructions)
2. Equivalents Bingo Game (see attachment for instructions)
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