
FOODS AND NUTRITION

TOPIC #15: Reading a Recipe **TIME PERIOD:** 1 day

CORE STANDARD #3: Technology: The students will identify the relationship of new technology available to the home, community, and school/workplace.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will demonstrate reading a recipe, following directions, and recognizing the reason(s) basic ingredients are used in recipes.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

- 20.0001-0409 Recognize the characteristics of an easy-to-use recipe.
- 20.0001-0410 Identify the importance of following directions.
- 20.0001-0446 State the functions of basic ingredients used in food products.

LIFE SKILLS:

- * Lifelong Learning
- * Complex Thinking
- * Effective Communication
- * Collaboration
- Responsible Citizenship
- * Employability

RELATED CAREERS:

Caterer
Homemaker/
Home Health Aide

OCCUPATIONAL CLUSTER:

Technical/Crafts; Family and Consumer Sciences
Scientific/Medical; Family and Consumer Sciences
Health Sciences

TOPIC #15: *Reading a Recipe**Teacher Information***LIST OF STUDENT ACTIVITIES:**

1. Sentence Scramble (Motivator)
- ▶ 2. Basic Rules for Choosing a Recipe
- ▶ 3. Characteristics of a Good Recipe
4. Rate the Recipe Wordsearch
- ▶ 5. Basic Rules for Following a Recipe
6. Recipe Scramble
7. Why Do We Add This?
- Quick Bread Food Demonstration
- Basic Cornbread or Muffin
8. Identification of Related Careers

SUPPLIES REQUIRED:

- Words for sentence to unscramble printed on card stock and cut apart (15.10-15.12)
- Overhead transparency (15.13)
Enlarged definition (15.14)
- Overhead transparency (15.15)
- Copies of student activity guide (15.16)
- Overhead transparency (15.18)
- Scrambled recipe strips cut apart and put in envelopes (15.19-15.21)
- Supplies for teacher demonstration (recipe ingredients) (15.22-15.24)
Equipment for teacher demonstration
- Copies of recipes and lab sheets for students (teacher generated)
Food items for recipe(s) chosen
- Career information (15.25)
Career posters (15.26-15.27)





PROCEDURE

CONCEPT: Being able to read a recipe is the first step toward successful cooking. Knowing the function of specific ingredients is the second important step in the food preparation process.

1. SENTENCE SCRAMBLE (MOTIVATOR)

The scrambled sentence in the motivator activity (pages 15.10-15.12) should be printed on card stock, cut apart, and taped to a bulletin board or a chalkboard. Have the students move the cards around until they are in order and make the following statement:

**"BEFORE YOU CAN BE A GOOD COOK,
YOU MUST FIRST LEARN TO READ A RECIPE."**

Discuss how this sentence is much like a recipe—before it makes any sense, it must be in the correct order. Before learning to cook, a person must also be able to read a recipe correctly.

OPTION: The teacher might choose to give each unit a scrambled sentence and give a prize to the first group that gets it together correctly.

2. BASIC RULES FOR CHOOSING A RECIPE

Using overhead transparencies of the basic rules for choosing a recipe (page 15.13), introduce the students to these guidelines. Discuss the reasons for these guidelines as they are presented. This will lead to the definition of term "recipe" (page 15.14).

RECIPE: A SET OF DIRECTIONS FOR PREPARING A FOOD PRODUCT

A recipe is a kind of plan, or blueprint, to guide you. Recipes tell you what ingredients to use and how to put them together.

BASIC RULES FOR CHOOSING A RECIPE

When you choose a recipe, ask yourself these questions:

1. Will the food appeal to the family or guests as well as you?
2. Do you have all the ingredients needed?
3. If not, can you stay within your budget if you have to buy more groceries?
4. Do I have enough time to make the recipe?
5. Do I have the cooking skills needed to make the recipe?



➤ 3. **CHARACTERISTICS OF A GOOD RECIPE**

Review the characteristics of a good recipe (page 15.15) with the students, discussing with them why each one is important. Part of one's cooking success depends on choosing and following good recipes.

CHARACTERISTICS OF A GOOD RECIPE

A. A good recipe has two parts:

1. A list of ingredients with the amounts used
2. The directions for making the food product

B. It includes the following things:

1. Ingredients listed in the order of their use.
2. Exact measurements (amounts) of each ingredient listed.
3. Simple, step-by-step directions with the steps listed in sequence.
4. Cooking time.
5. Cooking temperature.
6. Size of correct cooking equipment to use.
7. Number and size of servings recipe makes.
8. That the recipe be a tested one.

4. **RATE THE RECIPE WORDSEARCH**

Have students complete the RATE THE RECIPE wordsearch (page 15.16). Upon completion, go over the correct answers with the students.

➤ 5. **BASIC RULES FOR FOLLOWING A RECIPE**

Using an overhead transparency of page 15.18, discuss the importance of following a recipe as it is written. In order to do this, one must know the terms, understand the directions, be able to interpret abbreviations, etc. Substitutions can only be used successfully if the preparer knows the functions of each ingredient. A beginning cook shouldn't try to alter a recipe until he/she has had a lot of experience.

1. Read the entire recipe before doing anything.
2. Assemble necessary equipment and ingredients before beginning.
3. Preheat the oven, if necessary.
4. Follow the recipe directions step by step.
5. Know the meaning of cooking abbreviations, methods, and terms.
6. Use correct standard equipment to measure ingredients.

**6. RECIPE SCRAMBLE**

Divide the students into small groups. Provide each group with one of the scrambled recipes (pages 15.19-15.21). Cut the recipes apart on the dotted lines, and place each recipe in an envelope. Have the students sort the recipe strips into the correct order. This activity can be used as a filler activity while students are preparing food or when other activities or assignments have been completed.

7. WHY DO WE ADD THIS?

Choose a simple quick bread recipe—muffins, cornbread, nut bread, coffee cake—and demonstrate making the quick bread, telling the students about each ingredient as it is added. Tell why it is used, the effect on flavor, texture, etc. The teacher background information for this is provided on pages 15.22-15.24. Be sure to discuss the difference between baking powder and baking soda.

If time allows, the teacher may choose to have a quick bread lab and let the students experience making a simple quick bread. When each unit makes different recipes, it allows the students to observe differing experiences and broadens the learning base.

8. IDENTIFICATION OF RELATED CAREERS

Identify the careers related to reading recipes and planning by using the career information (pages 15.25) and the career posters (pages 15.26-15.27).

SUMMARY:

Before a person can prepare food successfully, it is necessary to learn how to read and follow a recipe, plan a schedule for food preparation, and understand the functions of the ingredients. People who work in food-related careers must be able to do all of these things.





CORE TEST QUESTION BANK

20.0001-0409 *Recognize the characteristics of an easy-to-use recipe.*

1. Put a check on the line before each item that identifies something you can learn from reading a recipe. (There are four (4) correct answers.)

_____	a.	How many tablespoons are in a cup
_____*	b.	The cooking temperature and time required for cooking
_____*	c.	The serving size and number of servings
_____*	d.	The food items needed to make the recipe
_____	e.	Food term definitions
_____*	f.	Step-by-step directions

2. Put a check on the line before each item that is a basic rule for following a recipe. (There are five (5) correct answers.)

_____*	a.	Read the entire recipe before you start
_____*	b.	Assemble the necessary cooking equipment and ingredients before you start
_____*	c.	Preheat the oven, if necessary
_____*	d.	Follow the recipe directions step by step
_____	e.	Learn the meaning of cooking abbreviations and terms
_____*	f.	Use correct standard equipment for measuring and preparing

3. The first part of a recipe should be:
 - a. The directions for mixing
 - b.* The list of ingredients

4. The second part of a recipe should be:
 - a.* The directions for mixing
 - b. The list of ingredients

5. A set of directions for preparing a food is called a:
 - a. Receipt
 - b.* Recipe
 - c. Receiver

20.0001-0410 *Identify the importance of following directions.*

1. Following the directions as written in a recipe:
 - a. Takes too much time
 - b. Doesn't make much difference in the product
 - c.* Helps to guarantee a better product
 - d. Is only necessary at school



CORE TEST QUESTION BANK

2. Following the directions as written in a recipe:
- Prevents wasting food
 - Allows you to organize ingredients and work
 - Doesn't really make any difference in the final product
 - * Both "a" and "b" answers are correct

20.0001-0446 ***State the functions of basic ingredients used in food products.***

1. Each ingredient in a recipe has a function. Knowing these functions is a part of food science. Match the name of the ingredient on the left with the functions listed on the right by putting the letter of the ingredient in the space before the function.

A.	Flour	___F___	Add moisture for mixing
B.	Eggs	___D___	Enhances flavor and slows growth of bacteria in bread
C.	Sugar		
D.	Salt	___G___	Cause tenderness in products
E.	Leavening agents	___C___	Adds flavor and aids in browning
F.	Liquids	___A___	Adds bulk, thickens, and provides structure
G.	Fats and oils	___B___	Serves as a binding agent; adds nutrition
		___E___	Cause products to rise

2. Baking powder, soda, and yeast are three different kinds of:
- * Leavening agents
 - Flours
 - Seasonings
 - Sweeteners
3. Milk and water are used in recipes to add:
- Coloring to the mixture
 - Bulk to the mixture
 - Seasoning to the mixture
 - * Liquid or moisture to the mixture
4. Leavening agents are used in recipes to:
- Add seasoning to the mixture
 - * Make the dough rise
 - Add liquid or moisture to the mixture
 - Make the mixture sweeter

**CORE TEST QUESTION BANK**

5. A good reason to learn the functions of some basic ingredients is:
 - a. It's a good way to be more successful in your cooking experiences
 - b. To understand why ingredients cause a recipe to work or not work
 - c. You can have more food to eat than usual
 - d.* Both a and b answers are correct

6. When water is added to the baking powder, the result is:
 - a.* The mixture fizzes and bubbles and the baking powder dissolves
 - b. The water sits on top of the baking powder and the two don't mix
 - c. The mixture makes a lot of steam
 - d. The mixture turns a funny color and curdles

7. The main difference between baking soda and baking powder is:
 - a. Baking powder requires the addition of acid to work
 - b.* Baking powder has the acid already added to it
 - c. Baking soda has the acid already added to it
 - d. None of the above are right

8. When baking soda is added to a flour mixture and the mixture is heated, it:
 - a. Adds acid to the mixture
 - b. Helps to hold the moisture in the mixture
 - c.* Releases carbon dioxide and causes the mixture to rise
 - d. Causes the yeast to act with the sugar

9. Baking soda (sodium bicarbonate) is an:
 - a.* Alkali
 - b. Acid
 - c. Additive for preservation
 - d. Additive for sweetening

10. When an acid such as lemon juice or vinegar is added to baking soda, the result is:
 - a. The mixture curdles
 - b. The mixture makes a strong odor that smells awful
 - c.* The mixture fizzes and bubbles and the baking soda dissolves
 - d. The two ingredients separate and don't mix

11. In order for double-acting baking powder to release all of its carbon dioxide, it requires:
 - a. The addition of a liquid only
 - b. The addition of heat only
 - c.* The addition of both liquid and heat
 - d. Time for refrigeration

**CORE TEST QUESTION BANK**

12. Flour is used to make a liquid mixture:
- a. Curdle when cooked
 - b. Fizz when cooked
 - c.* Thicken when cooked
 - d. Taste better when cooked

