

Foods II Introductory Review

Summary

A review at the beginning of the semester to assess the student's skill level to determine to what extent we need to cover the basics in kitchen equipment, microwave cooking, abbreviations, terminology, equivalents, substitution, measuring, recipe size adjustments, safety, first-aid, food sanitation and food-borne illness.

Time Frame

1 class periods of 90 minutes each

Group Size

Individual

Materials

Handouts:

Study Sheet I

Foods II Pre-Test

Cooking Terms II Crossword Puzzle

Background for Teachers

The teacher needs to have skills and understanding in kitchen management identifying basic kitchen equipment, microwave cooking, abbreviations, food-preparation terminology, equivalents, calculate recipe-size adjustments, measuring, safety and sanitation rules to maintain a safe working environment to prevent food-borne illness and contamination.

Student Prior Knowledge

The student needs to understand how to use kitchen equipment, microwave cooking, identifying abbreviations, cooking terms, equivalents, substitutions, proper measuring techniques, safety and sanitation practices to maintain a safe working environment.

Intended Learning Outcomes

The student will demonstrate proper use and care of kitchen equipment and the microwave oven; identify abbreviations, equivalents, substitutions, and cooking terms; practice proper measuring techniques; maintain a safe working environment by applying safety and sanitation guidelines.

Instructional Procedures

Hand out to the students the Pre-Test. Confirm to the students that this test is to see what they know or don't know from what they learned in Foods I. The test will be corrected at the end of the hour, but it will not be graded. The test can be used as a resource or reference for information that they should know or can be used later in the class.

Read and explain the format with the students on what they are to do on the different sections of the test. Allow the students adequate time to complete the test.

Orally, correct the test and go over the answers together. I like to have the students write in the correct answers as it is being corrected. Explain in detail any concept that they do not understand. Hand out the study sheet for the first test. The students will need to know this information for the test. Identify the test date.

With what time is left at the end of class, pass out the Cooking Term II Crossword Puzzle that they

can work on together in their groups or by themselves. Identify the date that it will be corrected.

Authors

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