

.....  
**ASSIGNMENT SHEET**  
 .....

**READING A RECIPE**

DATE DUE \_\_\_\_\_

NAME \_\_\_\_\_ HOUR \_\_\_\_\_

**DIRECTIONS:** Complete all activities. A challenge Project must be completed to earn an 'A' on this unit. Put your unit together in the order listed below.

TEACHER    STUDENT

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1. SCRAMBLED COOKING TERMS (20)
2. THE MEASURING MATCH (20)
3. DOUBLING A RECIPE (20)
4. FUNCTIONS OF INGREDIENTS (20)
5. TEST
6. MANAGEMENT OF CLASS TIME AND ROOM (20)
7. SUMMARY SHEET (3 points per day)
8. CHALLENGE PROJECT(S) (30 EACH)

HOME COOKING

TOTAL

GRADE

SUMMARY SHEET

Name \_\_\_\_\_ Class \_\_\_\_\_

Day One

- 1.
- 2.
- 3.

Day Two

- 1.
- 2.
- 3.

Day Three

- 1.
- 2.
- 3.

Day Four

- 1.
- 2.
- 3.

Day Five

- 1.
- 2.
- 3.

## CLASSIFY COOKING TERMS

During a class discussion, define the following terms. Classify them into the correct cooking category: Moist Heat, Dry Heat, or Cooking in Fat.

**BAKE**--To cook in an oven.

**POACH**--To cook gently in a hot liquid below boiling.

**BARBECUE**--To cook meat slowly over coals or in the oven basting with a highly seasoned sauce.

**ROAST**--To cook uncovered by dry heat in an oven.

**BLANCH**--To dip foods in boiling water very quickly so that it can be peeled easily.

**SAUTE**--To cook uncovered in a small amount of fat.

**BOIL**--To cook a liquid until bubbles rise constantly and break on the surface.

**SCALD**--To heat a liquid to just below the boiling point.

**BRAISE**--To cook meat slowly in a covered utensil in liquid. Often the meat is browned first.

**SCALLOP**--To cook foods in a cream sauce.

**BROIL**--To cook under direct heat or over coals.

**SIMMER**--To cook in liquid just below the boiling point.

**PAN FRY**--To cook in an uncovered skillet with a small amount of fat.

**STEAM**--To cook over steam rising from boiling water.

**PAR BROIL**--To cook uncovered in a skillet pouring off excess fat as it accumulates.

**STEW**--To cook long and slowly in liquid.

### MOIST HEAT

BLANCH

BOIL

BRAISE

STEW

POACH

SCALD

SCALLOP

SIMMER

STEAM

### DRY HEAT

BAKE

BARBECUE

BROIL

ROAST

PAR BROIL

### COOKING IN FAT

PAN FRY

SAUTE

## COUNTRY RECIPES

Most foods undergo some preparation before being served. There are as many different recipes as there are ways to prepare food. Some recipes are complicated and some simple. What do you think about these recipes?

### CHICK'N 'N DUMPLIN'S

COVER ONE BIG OLE FAT HEN WID WATER 'N SIMMER WID ONE SPRIG EACH OF PARSLEY 'N THYME PLUS 2 TBSP. CHOPPED PARSLEY. . . SALT 'N PEPPER. COOK KIVERED TIL TENDER.

### DUMPLIN'S

1 CUPPA BUTTERMILK	1 BEAT UP PIG
1/2 TSP. SODIE	1 PINCHA SALT
FLOUR ENUFF TO MAKE STIFF BATTER.	

KINDA BREAK UP CHICK'N. . . GIT HIM ABOILIN' AGIN. . . DROP A SPOONFUL OF DUMPLINS AT A TIME IN . . . COOK FUR ABOUT 20 MIN. BUT DON'T TAKE THE LID OFF. IT'S DELECTABLE!

WHAT IS WRONG WITH THE ABOVE RECIPE?

### ELEPHANT STEW

SERVES 3,800

1 medium elephant  
2 rabbits (optional)

Salt and pepper to taste. Cut elephant into small bite-sized pieces. Add enough brown gravy to cover. Cook over kerosene fire for about four weeks at 465 degrees. This will serve 3,800 people. If more are expected, then two rabbits may be added. Do this only in an emergency. Most people don't like hare in their stew.

WHAT IS WRONG WITH THE ABOVE RECIPE?

**EQUIVALENTS QUIZ**

It is important to know basic equivalents in order to have the recipe turn out correctly. Give the following quiz orally, as an introduction to equivalents.

1. How many tablespoons in 1 cup? (16)
2. How many teaspoons in 1 tablespoon? (3)
3. How many tablespoons in 1 stick of butter or margarine? (8)
4. How many tablespoons in 1/4 cup? (4)
5. How many tablespoons in 1/3 cup? (5-1/3)
6. How many teaspoons in 1 cup? (48)
7. If you didn't have a 1/8 cup measure, how would you measure it?  
(Use half a 1/4 cup or 2 Tablespoons.)
8. If you doubled a recipe that called for 3 teaspoons of salt, how would you measure it? (2 Tablespoons)
9. If you doubled a recipe that called for 2 Tablespoons of flour, how would you measure it? (1/4 cup)
10. One stick of margarine equals what part of a cup? (1/2)
11. How many ounces in one pound? (16)
12. How many pints in a quart? (2)
13. How many quarts in a gallon? (4)
14. How many cups in a pint? (2)
15. How many liters in a quart? (1.06)

**SUMMARY QUESTIONS:**

1. HOW MANY TABLESPOONS ARE THERE IN A CUP?  
(16)
2. HOW MANY TABLESPOONS ARE THERE IN ONE STICK OF BUTTER?  
(8)
3. HOW MANY TEASPOONS ARE THERE IN ONE TABLESPOON?  
(3)

## FOODS LAB GUIDELINES

Why are rules necessary when working in the kitchen? What should be the consequences of breaking the classroom rules? Why is a lab planning sheet necessary? What should be done with the completed lab sheet? You will be required to earn a certain number of lab points as part of your grade in this class. They can be earned in many different ways.

### PERSONAL APPEARANCE

Just as chefs have uniforms for their jobs, you should wear suitable clothing when preparing food. Do not wear coats or long-sleeved jackets in the kitchen units. An apron is a must for protecting your clothing.

Hair in food is not appetizing even if it is your own. Tie back hair to avoid the possibility of loose hairs garnishing your food.

Wash your hands with soap and water and dry them with paper towels before cooking. Dish towels are to be used for dishes and not for hand towels.

### WORKING IN THE KITCHEN

Never borrow ingredients or equipment from another kitchen unit. If something is missing, ask the teacher to get it for you.

Always wash dishes in hot, soapy water. When you clean up, make sure the utensils and tools are clean and dry before you put them away.

Use a tray to carry the ingredients you will need from the supply table to the kitchen unit. Make sure you check the recipe carefully before you come to the supply table so that you will bring the equipment and tools needed for measuring.

Always sweep the dirt into a corner and then use a dust pan to brush up the dirt. Do not sweep it onto a carpeted area.

**TIMESAVING TIPS**

1. Read the recipe all the way through before beginning.
2. Get all the ingredients and equipment out before beginning.
3. Grate food on wax paper.
4. Pare fruits and vegetables over a paper towel that can then be thrown away.
5. Use as few utensils and appliances as possible.
6. Wash preparation dishes while the product is cooking.
7. Put used dish cloths and towels in the washer after use.
8. Hang up aprons when finished. (If they are dirty, check with the teacher before putting in washer. Any linen or aprons left on the floor after the lab reduces everyones' lab score by ten points.)
9. Assume responsibility. Example: If the flour cannister is empty, fill it up.

**THESE ARE MERELY SUGGESTED GUIDELINES. YOU MAY POST YOUR PARTICULAR CLASSROOM RULES IN A CONVENIENT SPOT, OR GIVE EACH STUDENT A COPY OF THEM.**

## READING A RECIPE=====

MOTIVATOR

## FOR PERFECT RESULTS

**DISCUSSION:** (It is advisable to have pertinent information on a chart or chalkboard.)

Cooking is an art as well as a science. Good food is produced from precise cooking methods. A recipe is a blueprint--a pattern to follow in preparing foods. Some recipes are simple, like a cottage on the seashore and some recipes are complicated, like a mansion in Beverly Hills.

Using a tested, standardized recipe will save time, food, and embarrassment. Follow the instructions carefully and you will produce a high-quality product every time.

A useful recipe has two parts:

1. An ingredient list, with the exact amounts used. (Usually, the ingredients are listed in the order they will be used.)
2. Directions for use.

The ingredients and directions follow special rules which are based on scientific principles. Every time you prepare food you are performing a science experiment.

Without science, your muffins would not raise, and your yogurt wouldn't be thick. Science tells us that protein will coagulate or become firm when heated. At high temperatures, it will toughen due to loss of water.

Before beginning to cook:

1. Read through the entire recipe first.
2. Assemble the ingredients.
3. Collect the utensils.
4. Preheat the oven. (if called for in recipe)
5. Measure and mix carefully.

Why should you follow these steps?

Why do some recipes fail?

1. You failed to read the entire recipe before beginning to cook.
2. You measured inaccurately.
3. You misread or did not understand the cooking terms.
4. You guessed at the baking temperature.
5. You forgot to put in one ingredient.
6. You substituted one ingredient for another and did not do it correctly.
7. You failed to double or half a recipe correctly.
8. You did not use a tested recipe.



**READING A RECIPE-----FOR PERFECT RESULTS, continued**

Before you can prepare food by using a recipe, you need to learn some abbreviations, cooking terms and appropriate measuring techniques.

See if you know the following abbreviations: (Use the measuring flash cards for a visual.)

c = cup

pt = pint

qt = quart

gal = gallon

t or tsp = teaspoon

T or Tbsp = tablespoon

oz = ounce

lb = pound

doz = dozen

sq = square

F = degrees Fahrenheit

hr = hour

min = minute

**SUMMARY QUESTIONS:**

1. LIST THE STEPS IN FOLLOWING A RECIPE CORRECTLY.
  1. Read through the entire recipe first.
  2. Assemble the ingredients.
  3. Collect the utensils.
  4. Preheat the oven.
  5. Measure and mix carefully.
  
2. WHAT ARE THE TWO BASIC PARTS TO A GOOD RECIPE?  
An ingredient list. Directions for use.
  
3. WHAT ARE THE TWO CORRECT ABBREVIATIONS FOR TEASPOON?  
t. and tsp.

## MEASUREMENTS FLASH CARDS

Place the following equivalents and abbreviations on flash cards. Put the answers on the backs. Before class begins, or as a review, let students review them daily.

## CARDS

## ANSWERS

1. 1/4 Cup = ? Tbsp.	4
2. 1/3 Cup = ? Tbsp.	5-1/3
3. 1 Cup = ? Tbsp.	16
4. 1 Tbsp. = ? tsp.	3
5. 6 tsp. = ? Tbsp.	2
6. 1 pint = ? Cups	2
7. 2 Tbsp. = ? Cup	1/8
8. ? Tbsp. = 1/2 Cup	8
9. ? pints = 1 Quart	2
10. ? Quarts = 1 Gallon	4
11. 1 Pound = ? Ounces	16
12. T. = ?	Tablespoon
13. Tbsp. = ?	Tablespoon
14. tsp. = ?	Teaspoon
15. 1 cube butter = ? Tbsp.	8
16. Oz. = ?	Ounce
17. Pkg. = ?	Package
18. Sq. = ?	Square
19. Lb. = ?	Pound
20. Min. = ?	Minute
21. C = ?	Cup
22. 9 tsp. = ? Tbsp.	3

READING A RECIPE-----MOTIVATOR

## CHEC MODULE #20--FOOD PROCESSING TECHNICIAN

Divide the class into groups. Give each group a petri dish and have them find a sample of cells from a different area in the school, ie. drinking fountain, food sample, hairbrush. Show them how to operate the modules by using CHEC Module #20 and use their samples in the incubator. Check dishes daily for about a week to compare results.

READING A RECIPE=====

MOTIVATOR

## HOW TO DOUBLE A RECIPE

### CLASS DISCUSSION:

Today we are going to learn about reading and following a recipe correctly. We are going to make some apple crisp.

(Display scrambled poster recipe with no amounts.) Who would like to help me? Have two students come up and try to begin making the recipe. What is wrong with this recipe?

#### SCRAMBLED APPLE CRISP

apples  
brown sugar  
flour  
oats  
cinnamon  
nutmeg  
butter

Bake until golden brown.

Recipes must give amounts of ingredients and explain how to put the recipe together.

Visualize biting into some chocolate cake that has not got enough sugar--or too much salt. Does it taste good? Now think about biting into some delicious sweet, rich chocolate cake where all the ingredients have been added in the correct amounts.

Is it important to measure ingredients in a recipe correctly?

If we make a recipe and like it, we can repeat it successfully time after time, because we are using the same amounts in standard measuring utensils.

If we are going to have company for dinner, we may need to increase the amount a recipe will make so there is enough food for everyone. Let's take our basic apple crisp recipe and use multiplication facts to double it. (Do this on the board.)

#### APPLE CRISP

5 cups sliced tart apples (about 6 apples)  
3/4 cup brown sugar  
1/2 cup flour  
1/2 cup oats  
3/4 tsp. ground cinnamon  
3/4 tsp. ground nutmeg  
1/3 cup margarine

#### TOPPING

3/4 cup flour  
1/2 cup sugar  
1/3 cup margarine

## READING A RECIPE-----HOW TO DOUBLE A RECIPE, continued

To double a recipe, we multiply the amount of each ingredient by 2. Many measurements in recipes are fractions and require that we change 2 to its fraction form (2/1) before multiplying. After multiplying, we reduce the fraction if necessary.

Example: Double 1/4 c.

$$2 \times 1/4 \text{ or } \frac{2}{1} \times \frac{1}{4} = \frac{2}{4} \text{ or } \frac{1}{2}$$

On the board, double the entire recipe. Then make a double batch of Apple Crisp to demonstrate measuring skills.

**SUMMARY QUESTIONS:**

1. IF YOU DOUBLED A RECIPE CALLING FOR 3/4 CUP SUGAR, HOW MUCH WOULD YOU USE?  
(1-1/2 cups)
2. IF YOU DOUBLED A RECIPE CALLING FOR 1/3 CUP FLOUR, HOW MUCH WOULD YOU USE?  
(2/3 cup)
3. IF YOU DOUBLED A RECIPE CALLING FOR 1-1/2 TEASPOONS VANILLA, HOW WOULD YOU MEASURE IT?  
(1 Tablespoon)

## APPLE CRISP

### APPLE CRISP

5 cups sliced tart apples (about 6 apples)  
 3/4 cup brown sugar  
 1/2 cup flour  
 1/2 cup oats  
 3/4 tsp. ground cinnamon  
 3/4 tsp. ground nutmeg  
 1/3 cup margarine

### TOPPING

3/4 cup flour  
 1/2 cup sugar  
 1/3 cup margarine

**CAKE:** Heat oven to 375 degrees. Boil sliced apples in 1/2 cup water in microwave for five minutes to soften. Arrange apples in greased 9 x 12 pan. Mix remaining ingredients together well and sprinkle over apples. Add topping. Bake about 30 min. (12 min. in microwave). Serve warm with whipped topping or ice cream.

**TOPPING:** Melt margarine. Mix flour and sugar together. Pour in melted margarine and mix together until crumbly.

- \_\_\_\_\_ 1. Peel and slice three apples.
- \_\_\_\_\_ 2. Peel and slice three apples.
- \_\_\_\_\_ 3. Set oven to BAKE--375 degrees.
- \_\_\_\_\_ 4. Measure 1/2 cup water. Place in glass bowl.
- \_\_\_\_\_ 5. Place sliced apples in glass bowl. Microwave for five minutes.
- \_\_\_\_\_ 6. Measure 3/4 cup brown sugar. Place in bowl.
- \_\_\_\_\_ 7. Measure 1/2 cup flour. Place in bowl.
- \_\_\_\_\_ 8. Measure 1/2 cup oats. Place in bowl.
- \_\_\_\_\_ 9. Measure 3/4 tsp. cinnamon. Place in bowl.
- \_\_\_\_\_ 10. Measure 3/4 tsp. nutmeg. Place in bowl.
- \_\_\_\_\_ 11. Measure 1/3 cup margarine. Place in bowl.
- \_\_\_\_\_ 12. Mix all ingredients together well.
- \_\_\_\_\_ 13. Grease 9 x 12 pan.
- \_\_\_\_\_ 14. Arrange apple slices in pan.
- \_\_\_\_\_ 15. Sprinkle ingredients in bowl over apples.
- \_\_\_\_\_ 16. Place apple crisp in oven. Turn on timer.

### TOPPING

- \_\_\_\_\_ 17. Melt 1 stick margarine in microwave.
- \_\_\_\_\_ 18. Mix 1-1/2 c. flour and 1 c. sugar together.
- \_\_\_\_\_ 19. Mix flour, sugar and margarine together until crumbly.

READING A RECIPE-----INDIVIDUALIZED ACTIVITY

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

### SCRAMBLED COOKING TERMS

**DIRECTIONS:** Unscramble the following cooking terms. List the real word on the left and then give its proper definition on the right. Use your textbook, as a reference. **WORDS MUST BE SPELLED CORRECTLY TO RECEIVE CREDIT.**

	<u>REAL WORD</u>	<u>DEFINITION</u>
1. HACOP	_____	_____
2. NAPLOIRB	_____	_____
3. DRESH	_____	_____
4. ROLIB	_____	_____
5. CEDI	_____	_____
6. FIST	_____	_____
7. MEBNIOC	_____	_____
8. RNFYAP	_____	_____
9. MERAC	_____	_____
10. SERAIB	_____	_____
11. BECU	_____	_____
12. HIPW	_____	_____
13. CEERBABU	_____	_____
14. LIVERS	_____	_____
15. DIFLON	_____	_____
16. RYF	_____	_____
17. DALCS	_____	_____
18. NECIM	_____	_____
19. TUSAE	_____	_____
20. WEST	_____	_____

READING A RECIPE-----INDIVIDUALIZED ACTIVITY

### SCRAMBLED COOKING TERMS--KEY

1/2 points for unscrambling the term and spelling it correctly. 1/2 point for giving the correct definition.

1. **POACH**--To cook gently in a hot liquid below the boiling point.
2. **PAN BROIL**--To cook uncovered in an ungreased or lightly greased skillet.
3. **SHRED**--To grate food coarsely by rubbing it on a grater.
4. **BROIL**--To cook under direct heat or over coals.
5. **DICE**--To cut into very small cubes.
6. **SIFT**--To put dry ingredients through a sifter to aerate.
7. **COMBINE**--To mix two or more ingredients together.
8. **PANFRY**--To cook in an uncovered skillet with a little fat.
9. **CREAM**--To beat until smooth and creamy with a spoon or mixer.
10. **BRAISE**--To cook meat slowly in a covered utensil in a small amount of liquid.
11. **CUBE**--To cut into small squares.
12. **WHIP**--To beat very rapidly and incorporate air into a mixture.
13. **BARBECUE**--To roast over hot coals. Often, a hot, spicy sauce is basted over the food as it cooks.
14. **SLIVER**--To cut in long, thin pieces.
15. **FOLD IN**--To combine two or more mixtures by gently cutting down through the mixture, across the bottom, and then up to the top.
16. **CUT IN**--To mix shortening and flour together with a pastry blender or two knives.
17. **SCALD**--To heat a liquid to just below the boiling point.
18. **MINCE**--To cut a food into very small bits or pieces.
19. **SAUTE**--To cook uncovered in a small amount of fat.
20. **STEW**--To use high heat to brown meat.



READING A RECIPE-----INDIVIDUALIZED ACTIVITY

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

### THE MEASURING MATCH

**DIRECTIONS:** Place the letter from Column B in front of Column A that best matches it.  
**ANSWERS MAY BE USED MORE THAN ONCE.**

#### COLUMN A

1. \_\_\_ Baking Soda
2. \_\_\_ Milk
3. \_\_\_ Powdered Sugar
4. \_\_\_ Butter
5. \_\_\_ Shortening
6. \_\_\_ Baking Powder
7. \_\_\_ Brown Sugar
8. \_\_\_ Syrup
9. \_\_\_ Granulated Sugar
10. \_\_\_ Flour
11. \_\_\_ t. or tsp.
12. \_\_\_ Tbsp. or T.
13. \_\_\_ 16 Oz.
14. \_\_\_ Qt.
15. \_\_\_ 2 tablespoons
16. \_\_\_ 1/4 cup
17. \_\_\_ 3 teaspoons
18. \_\_\_ Gallon
19. \_\_\_ c.
20. \_\_\_ 1/3 cup

#### COLUMN B

- A. Spoon into dry measuring cup and level.
- B. When in stick form, cut on lines indicated.
- C. Crush any lumps. Dip in measuring spoon and level.
- D. Sift. Spoon into dry measuring cup and level.
- E. Pour into liquid measuring cup.
- F. Crush any lumps. Pack firmly into dry measuring cup. Level.
- G. Can be measured in a liquid measuring cup by putting in water first of put in a dry measuring cup and level.
- H. Teaspoon
- I. 5 Tbsp. plus 1 tsp.
- J. Four quarts
- K. Tablespoon
- L. 1/8 cup
- M. Two pints
- N. 4 Tablespoons
- O. 16 Tablespoons
- P. Pound

## THE MEASURING MATCH--KEY

- |                              |   |
|------------------------------|---|
| 1. <u>C</u> Baking Soda      | A. Spoon into dry measuring cup and level.  |
| 2. <u>E</u> Milk             | B. When in stick form, cut on lines indicated.  |
| 3. <u>A</u> Powdered Sugar   | C. Crush any lumps. Dip in measuring spoon and level.   |
| 4. <u>B</u> Butter           | D. Sift. Spoon into dry measuring cup and level.  |
| 5. <u>G</u> Shortening       | E. Pour into liquid measuring cup.  |
| 6. <u>C</u> Baking Powder    | F. Crush any lumps. Pack firmly into dry measuring cup. Level.  |
| 7. <u>F</u> Brown Sugar      | G. Can be measured in a liquid measuring cup by putting in water first of put in a dry measuring cup and level. |
| 8. <u>E</u> Syrup            | H. Teaspoon   |
| 9. <u>A</u> Granulated Sugar | I. 5 Tbsp. plus 1 tsp.  |
| 10. <u>D</u> Flour           | J. Four quarts  |
| 11. <u>H</u> t. or tsp.      | K. Tablespoon   |
| 12. <u>K</u> Tbsp. or T.     | L. 1/8 cup  |
| 13. <u>P</u> 16 Oz.          | M. Two pints  |
| 14. <u>M</u> Qt.             | N. 4 Tablespoons  |
| 15. <u>L</u> 2 tablespoons   | O. 16 Tablespoons   |
| 16. <u>N</u> 1/4 cup         | P. Pound  |
| 17. <u>L</u> 3 teaspoons     |   |
| 18. <u>J</u> Gallon          |   |
| 19. <u>O</u> c.              |   |
| 20. <u>L</u> 1/3 cup         |   |

READING A RECIPE-----INDIVIDUALIZED ACTIVITY

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

## DOUBLING A RECIPE

DIRECTIONS: After the class demonstration, fill in the blanks below. Standard measuring equipment includes:

A--1 cup, B--1/2 cup, C--1/3 cup, D--1/4 cup, E--1/8 cup

F--1 Tablespoon, G--1 teaspoon, H--1/2 teaspoon, I--1/4 teaspoon

AMOUNT	DOUBLE THIS AMOUNT	EXPLAIN HOW YOU WILL MEASURE THIS AMOUNT MOST EFFICIENTLY USING STANDARD DRY MEASURING EQUIPMENT
--------	--------------------	--

Example:

2 cups

4 cups

A four times

1. 3/4 cup

2. 1/3 cup

3. 1/4 cup

4. 3 Tbsp.

5. 2 tsp.

6. 1-1/2 tsp.

7. 3/4 tsp.

8. 2/3 cup

9. 1-1/4 cup

10. 2 Tbsp.

READING A RECIPE-----\*\*\*\*\*KEY\*\*\*\*\*

### DOUBLING A RECIPE--KEY

**DIRECTIONS:** After the class demonstration, fill in the blanks below. Standard measuring equipment includes:

A--1 cup, B--1/2 cup, C--1/3 cup, D--1/4 cup, E--1/8 cup

F--1 Tablespoon, G--1 teaspoon, H--1/2 teaspoon, I--1/4 teaspoon

AMOUNT	DOUBLE THIS AMOUNT	EXPLAIN HOW YOU WILL MEASURE THIS AMOUNT <u>MOST EFFICIENTLY</u> USING STANDARD DRY MEASURING EQUIPMENT
Example: 2 cups	4 cups	A four times
1. 3/4 cup	1 1/2 cups	A and B
2. 1/3 cup	2/3 cup	C twice
3. 1/4 cup	1/2 cup	B
4. 3 Tbsp.	6 Tbsp.	D and F twice
5. 2 tsp.	4 tsp.	F and G
6. 1-1/2 tsp.	3 tsp.	F
7. 3/4 tsp.	1 1/2 tsp.	G and H
8. 2/3 cup	1 1/3 cups	A and C
9. 1-1/4 cup	2 1/2 cups	A twice and B
10. 2 Tbsp.	4 Tbsp.	D

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

## FUNCTIONS OF INGREDIENTS

It is important to know what each ingredient contributes to a finished food product. By changing the proportions, a different product can be achieved. Knowing the functions will help you achieve the results you want.

**LEAVENING AGENTS:** Leavening agents produce air or gas. The gas is trapped by the cells in the mixture. When the product is heated, the gas expands and makes the product rise. Heat then causes the flour to set and gives the product its final shape. The four leavening agents are: air, steam, carbon dioxide gas and yeast.

**AIR** Air is trapped in a mixture when you sift flour, cream fat and sugar, beat egg whites or beat the batter.

**STEAM** When steam is used, the product is baked at a high temperature so the water turns to steam and makes the product rise.

**CARBON DIOXIDE GAS** Carbon dioxide gas is produced by baking soda or baking powder. Baking soda must have an acid such as vinegar or lemon juice added or the product will taste bitter and have dark brown spots on the top of it. Baking powder was the first convenience food ever invented. It is a mixture of baking soda and an acid.

**YEAST** Yeast is actually a plant. It reproduces very quickly if it has moisture, warmth and food. Warm water is added to dissolve the yeast and sugar is usually added for food. The product is then kept warm so it will rise or reproduce very quickly.

**FLOUR:** Baked products gain their basic structure from flour. Wheat has an exceptional ability to bind ingredients together into batters and doughs in baked products. Other cereal grains do not have the structural properties to hold baked products together. Wheat has a substance called gluten which gives the dough elasticity and holds the gas bubbles of the leavening agent.

**LIQUIDS:** Liquids used in batters and doughs are usually water, milk, sour milk or sour cream. Liquids help the gluten develop. It cannot work until a liquid is added. Liquids help dissolve some dry ingredients like salt, sugar and leavening agents. Liquid supplies the moisture that yeast needs to grow. Liquids also produce steam during baking which helps a product rise. Some liquids contribute flavor and extra nutrients.

**FAT** Fat makes the product rich and tender. It adds flavor and helps brown the crust. The most popular fats are: butter, margarine, shortening, vegetable oil and lard (made from hog fat.) Each fat adds a slightly different flavor and texture to the final product. Fats add 9 calories per gram and contributes most of the calories to a food.

**SWEETENERS** Sweeteners give flavor and help the crust to brown. Some of the most common sweeteners are: granulated sugar, brown sugar, powdered sugar, honey, molasses and corn syrup. Sugars add 4.5 calories per gram used.

**EGGS** Eggs can serve many different functions in food products.

1. **NUTRIENTS:** Eggs add proteins, vitamins and minerals.
2. **COLOR:** The rich yellow color of eggs add color, texture and flavor.
3. **THICKENER:** Eggs thicken liquids in foods like custards, and puddings.
4. **BINDING AGENT:** Eggs bind foods together or coat food for frying.  
Example: meat loaves, breading for fried foods.
5. **LEAVENING AGENT:** Eggs act as a leavening agent. Example: popovers, crepes.
6. **EMULSIFYING AGENT:** Eggs also act as an emulsifying agent which holds a liquid and oil together so they do not separate. The proteins in the egg yolk surround the globules of oil and keep them from separating.  
Example: mayonnaise, cakes, popovers.

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

## FUNCTIONS OF INGREDIENTS

DIRECTIONS: Read the student guide, then fill in the blanks.

1. Leavening agents produce \_\_\_\_\_ gas or air.
2. The four leavening agents are air, steam, carbon dioxide gas and \_\_\_\_\_.
3. Air is trapped in a mixture when you \_\_\_\_\_ flour, \_\_\_\_\_ fat and sugar and beat egg whites.
4. During baking, high temperatures turn liquids to \_\_\_\_\_ which makes the product rise.
5. Carbon dioxide gas is produced by adding baking soda or \_\_\_\_\_ to a product.
6. \_\_\_\_\_ was the first convenience food made.
7. \_\_\_\_\_ is actually a plant.
8. Yeast needs three things to grow. They are: 1. \_\_\_\_\_  
2. \_\_\_\_\_ and 3. \_\_\_\_\_.
9. Food products gain their basic structure from \_\_\_\_\_.
10. \_\_\_\_\_ is the kind of grain used most often.
11. Wheat produces \_\_\_\_\_ which gives elasticity to products and holds them together.
12. Liquids help the \_\_\_\_\_ in flour to develop.
13. Liquids also \_\_\_\_\_ some dry ingredients.
14. Steam is produced by adding liquids and baking at a \_\_\_\_\_ heat.
15. Fats makes products rich and \_\_\_\_\_.
16. The most popular fats are \_\_\_\_\_, margarine, shortening, oil and lard.
17. Fats add \_\_\_\_\_ calories per gram.
18. Eggs are used for NUTRIENTS, COLOR, THICKENING, BINDING, LEAVENING AND \_\_\_\_\_.
19. An example of eggs used as a leavening agent is \_\_\_\_\_.
20. An example of eggs used as an emulsifying agent is \_\_\_\_\_.

READING A RECIPE-----\*\*\*KEY\*\*\*

## FUNCTION OF INGREDIENTS--KEY

ONE POINT FOR EACH CORRECT NUMBER. 20 POINTS TOTAL POSSIBLE.

1. Leavening agents produce CARBON DIOXIDE gas or air.
2. The four leavening agents are air, steam, carbon dioxide gas and YEAST.
3. Air is trapped in a mixture when you SIFT flour, CREAM fat and sugar and beat egg whites.
4. During baking, high temperatures turn liquids to STEAM which makes the product rise.
5. Carbon dioxide gas is produced by adding baking soda or BAKING POWDER to a product.
6. BAKING POWDER was the first convenience food made.
7. YEAST is actually a plant.
8. Yeast needs three things to grow. They are: 1. WARMTH  
2. MOISTURE and 3. FOOD.
9. Food products gain their basic structure from FLOUR.
10. WHEAT is the kind of grain used most often.
11. Wheat produces GLUTEN which gives elasticity to products and holds them together.
12. Liquids help the GLUTEN in flour to develop.
13. Liquids also DISSOLVE some dry ingredients.
14. Steam is produced by adding liquids and baking at a HIGH heat.
15. Fats makes products rich and TENDER.
16. The most popular fats are BUTTER, margarine, shortening, oil and lard.
17. Fats add NINE calories per gram.
18. Eggs are used for nutrients, color, thickening, binding, leavening and EMULSIFYING.
19. An example of eggs used as a leavening agent is POPOVERS OR CREPES.
20. An example of eggs used as an emulsifying agent is MAYONNAISE,  
POPOVERS. OR CAKES.



REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW

## READING A RECIPE REVIEW GAME

**Equipment Needed:** Numbered squares of construction paper from 1-40, and a copy of the questions for each student.

**Directions:** Divide the class into two teams. Assign one scorekeeper to come to the board and keep score. Appoint a captain for each team.

A student from one team turns over a numbered card. The teacher reads that question to the team. The team discusses the answer and tells the captain. The captain is the only one allowed to give the answer for the team.

The team is given 10 points for the correct answer. If he/she gives the incorrect answer, the same question is then asked to the other team for double the amount of points. The captain is allowed to call out "Double or Nothing" at any time before a card is drawn. If he/she is correct the team receives double the points they have. If they are incorrect, they lose all their points.

As cards are drawn, they should be placed in a separate pile, until all the cards have been used. If time runs out, handouts should be taken home to complete as homework. Students are encouraged to write the correct answers on their sheets as a review for the test. You may also want to count this review as an assignment.

REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW

Name \_\_\_\_\_ Class \_\_\_\_\_

### READING A RECIPE REVIEW

1. What are the two correct abbreviations for tablespoon?
2. What are the two correct abbreviations for teaspoon?
3. What are the two main parts to every good recipe?
4. Which one of these steps does NOT need to be done before beginning a recipe?
  - A. Read through the entire recipe first.
  - B. Wash your hands.
  - C. Assemble all the ingredients and equipment.
  - D. Preheat the oven.
5. What dry measuring cups should be used to measure  $\frac{3}{4}$  cup brown sugar?
6. What dry measuring cups should be used to measure  $\frac{2}{3}$  cup mayonnaise?
7. What measuring spoons should be used to measure 4 teaspoons salt?
8. Name two ways to measure shortening.

Double the following amounts.

- |                         |                         |                            |
|-------------------------|-------------------------|----------------------------|
| 9. $\frac{1}{4}$ cup =  | 10. $\frac{1}{3}$ cup = | 11. $\frac{3}{4}$ tsp. =   |
| 12. $\frac{3}{4}$ cup = | 13. $\frac{2}{3}$ cup = | 14. 1- $\frac{1}{4}$ cup = |
24. What do leavening agents do to a food product?

### MATCHING

- |       |            |   |
|-------|------------|---|
| _____ | 15. BASTE  | A. Used as a thickener, binding agent, emulsifying agent.                     |
| _____ | 16. SCALD  | B. To cook gently in a hot liquid   |
| _____ | 17. BROIL  | C. To combine by cutting down the middle, across the bottom and up to the top |
| _____ | 18. POACH  | D. To cook meat slowly in a covered liquid                                    |
| _____ | 19. FOLD   | E. For straining coarse foods   |
| _____ | 20. SAUTE  | F. To brush liquid over food as it cooks                                      |
| _____ | 21. BRAISE | G. To heat a liquid to just below the boiling point                           |
| _____ | 22. EGGS   | H. Serrated cutting implement   |

REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW--REVIEW

## FOOD BASICS REVIEW--KEY

ONE POINT FOR EACH CORRECT ANSWER. 40 POINTS TOTAL POSSIBLE.

1. What are the two correct abbreviations for tablespoon?  
T. or Tbsp.
2. What are the two correct abbreviations for teaspoon?  
t. or tsp.
3. What are the two main parts to every good recipe?  
LIST AND AMOUNT OF INGREDIENTS, INSTRUCTIONS
4. Which one of these steps does NOT need to be done before beginning a recipe?
 

A. Read through the entire recipe first.	B. Wash your hands.
C. Assemble all the ingredients and equipment.	<u>D. Preheat the oven.</u>
5. What dry measuring cups should be used to measure  $\frac{3}{4}$  cup brown sugar?  
1/2 CUP PLUS 1/4 CUP
6. What dry measuring cups should be used to measure  $\frac{2}{3}$  cup mayonnaise?  
USE 1/3 CUP TWICE
7. What measuring spoons should be used to measure 4 teaspoons salt?  
ONE TABLESPOON PLUS ONE TEASPOON
8. Name two ways to measure shortening.  
IN A DRY MEASURING CUP  
IN A LIQUID MEASURING CUP BY THE WATER DISPLACEMENT METHOD

Double the following amounts.

- |  |   |   |  |
|--|---|---|--|
| 9. $\frac{1}{4}$ cup = $\frac{1}{2}$ CUP     | 10. $\frac{1}{3}$ cup = $\frac{2}{3}$ CUP   | 11. $\frac{3}{4}$ tsp. = 1 $\frac{1}{2}$ TSP.   |  |
| 12. $\frac{3}{4}$ cup = 1 $\frac{1}{2}$ CUPS | 13. $\frac{2}{3}$ cup = 1 $\frac{1}{3}$ CUP | 14. 1- $\frac{1}{4}$ cup = 2 $\frac{1}{2}$ CUPS |  |

24. What do leavening agents do to a food product?  
MAKE A PRODUCT RISE AND BECOME LIGHT

### MATCHING

- |                |   |
|----------------|---|
| _F_ 15. BASTE  | A. Used as a thickener, binding agent, emulsifying agent.                     |
| _G_ 16. SCALD  | B. To cook gently in a hot liquid   |
| _E_ 17. BROIL  | C. To combine by cutting down the middle, across the bottom and up to the top |
| _B_ 18. POACH  | D. To cook meat slowly in a covered liquid                                    |
| _C_ 19. FOLD   | E. To cook under direct heat  |
| _H_ 20. SAUTE  | F. To brush liquid over food as it cooks                                      |
| _D_ 21. BRAISE | G. To heat a liquid to just below the boiling point                           |
| _A_ 22. EGGS   | H. To cook uncovered in a little fat  |

TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

**READING A RECIPE TEST****WRITE THE ANSWERS ON YOUR OWN PAPER.****MULTIPLE CHOICE**

2. The two correct abbreviations for tablespoon are:
  - A. Tbsp. and Tblsp.
  - B. Tbsp. and T.
  - C. Tbspn. and Tbsp.
  
3. How many Tablespoons are there in a cube of margarine?
  - A. 6
  - B. 8
  - C. 10
  
4. The displacement method of measuring shortening involves:
  - A. A glass measuring cup and water
  - B. A dry measuring cup and water
  - C. A bathtub
  
5. Poaching is often used when cooking:
  - A. Eggs and asparagus
  - B. Eggs and fish
  - C. Beans and fish
  
7. Scalding a food is done:
  - A. Just below the boiling point
  - B. At the boiling point
  - C. Just above the boiling point
  
8. When preparing a recipe, folding is often used when mixing:
  - A. Whipping Cream and Egg Whites
  - B. Butter and Sugar
  - C. Salad Dressing and Lettuce
  
9. When preparing a recipe, a food to "saute" might be:
  - A. Eggs
  - B. Bread
  - C. Onions
  
10. Which set of cooking terms involves "MOIST" heat?
  - A. Bake, Blanch, Broil
  - B. Blanch, Braise, Scald
  - C. Braise, Barbecue, Simmer

TEST - TEST - TEST - TEST - TEST - TEST - TEST

READING A RECIPE, continued

15. To double a recipe calling for 1/4 cup flour you would use:  
 A. 1/8 cup  
 B. 1/2 cup  
 C. 3/4 cup
16. To double a recipe calling for 1-1/2 teaspoons you would use:  
 A. 3 teaspoons  
 B. 1 tablespoon  
 C. 1/2 teaspoon, 1/4 teaspoon
17. To measure out 3/4 cup flour you would use:  
 A. 1/2 cup plus 1/4 cup  
 B. 1/4 cup twice plus 1/8 cup  
 C. 1 cup minus 2 Tablespoons

**MATCHING**

- |           |                 |   |
|-----------|-----------------|---|
| _____ 21. | Eggs            | A. Air, steam, carbon dioxide, yeast          |
| _____ 22. | Flour           | B. Used to bind, add color, emulsify, thicken |
| _____ 23. | Leavening Agent | C. Gives bulk to a product, contains gluten   |
| _____ 24. | Fats            | D. Butter, margarine, shortening, lard, oils  |

**TRUE OR FALSE**

- \_\_\_\_\_ 25. There are six teaspoons in a tablespoon.
- \_\_\_\_\_ 28. There are sixteen teaspoons in a cup.
- \_\_\_\_\_ 29. The first thing to do before beginning to cook is wash your hands.
- \_\_\_\_\_ 30. The two main parts to a good recipe are:  
 a. a list and amount of ingredients and  
 b. instructions for putting them together.

TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST - TEST

### READING A RECIPE TEST--KEY

TWO POINTS FOR EACH CORRECT ANSWER. 70 POINTS TOTAL POSSIBLE.

2. The two correct abbreviations for tablespoon are:  
A. Tbsp. and Tblsp.  
B. Tbsp. and T.  
C. Tbspn. and Tbsp.
3. How many Tablespoons are there in a cube of margarine?  
A. 6  
B. 8  
C. 10
4. The displacement method of measuring shortening involves:  
A. A glass measuring cup and water  
B. A dry measuring cup and water  
C. A bathtub
5. Poaching is often used when cooking:  
A. Eggs and asparagus  
B. Eggs and fish  
C. Beans and fish
7. Scalding a food is done:  
A. Just below the boiling point  
B. At the boiling point  
C. Just above the boiling point
8. When preparing a recipe, folding is often used when mixing:  
A. Whipping Cream and Egg Whites  
B. Butter and Sugar  
C. Salad Dressing and Lettuce
9. When preparing a recipe, a food to "saute" might be:  
A. Eggs  
B. Bread  
C. Onions
10. Which set of cooking terms involves "MOIST" heat?  
A. Bake, Blanch, Broil  
B. Blanch, Braise, Scald  
C. Braise, Barbecue, Simmer
15. To double a recipe calling for 1/4 cup flour you would use:  
A. 1/8 cup  
B. 1/2 cup  
C. 3/4 cup

TEST - TEST - TEST - TEST - TEST - TEST - TEST

READING A RECIPE, continued

16. To double a recipe calling for 1-1/2 teaspoons you would use:  
 A. 3 teaspoons  
B. 1 tablespoon  
 C. 1/2 teaspoon, 1/4 teaspoon
17. To measure out 3/4 cup flour you would use:  
A. 1/2 cup plus 1/4 cup  
 B. 1/4 cup twice plus 1/8 cup  
 C. 1 cup minus 2 Tablespoons

MATCHING

- |                                  |   |
|----------------------------------|---|
| <u>__B__</u> 21. Eggs            | A. Air, steam, carbon dioxide, yeast          |
| <u>__C__</u> 22. Flour           | B. Used to bind, add color, emulsify, thicken |
| <u>__A__</u> 23. Leavening Agent | C. Gives bulk to a product, contains gluten   |
| <u>__D__</u> 24. Fats            | D. Butter, margarine, shortening, lard, oils  |

TRUE OR FALSE

- FALSE 25. There are six teaspoons in a tablespoon.
- FALSE 28. There are sixteen teaspoons in a cup.
- TRUE 29. The first thing to do before beginning to cook is wash your hands.
- TRUE 30. The two main parts to a good recipe are:  
 a. a list and amount of ingredients and  
 b. instructions for putting them together.

Name \_\_\_\_\_

Class \_\_\_\_\_

**HOME COOKING**

Select two recipes to prepare at home. LIST THE TIME SPENT ON EACH RECIPE.

**STEPS IN PREPARING A RECIPE**

- Step 1: Read the entire recipe first.
- Step 2: Assemble ingredients.
- Step 3: Assemble equipment.
- Step 4: Measure accurately. Follow the recipe.
- Step 5: Clean up.

**WRITE A SHORT PARAGRAPH DESCRIBING THE FINAL PRODUCT.****NAME OF RECIPE****RECIPE # 1 TIME STARTED: \_\_\_\_\_ TIME FINISHED:****Parent's Signature: \_\_\_\_\_ COMMENTS:****RECIPE # 2 TIME STARTED: \_\_\_\_\_ TIME FINISHED:****Parent's Signature: \_\_\_\_\_ COMMENTS:**