

MEASURING OVERVIEW

The intent of the measuring unit is to help the student identify the difference between standard measuring cups and spoons, and know which ingredients must be measured in a liquid measuring cup or a dry measuring cup. They will realize that using standard measuring cups and spoons correctly will produce a more accurate product.

Some of the materials used in this unit were selected from "Measuring for Cooking" (Janus Books). These materials are prepared to meet the needs of the students with disabilities. Therefore, purchasing of this material is strongly suggested. Some of the information does require adjustment to meet the individual needs of the students as it may be too advanced for the lower functioning students. For the most part, however, it challenges all of the students.

The material includes a glossary of terms, thought questions, crossword puzzle, identification of measuring cups and spoons, practical experience of measuring, comparing amounts, adding different measurements together and a review.

To introduce this unit, the video "Measuring Common Kitchen Ingredients" (Franklin Clay Films) works well. Follow the film with a demonstration on how to measure liquids in a liquid measuring cup. It is helpful to point out the different marker lines used to measure $\frac{1}{4}$ cup, $\frac{1}{2}$ cup, $\frac{3}{4}$ cup, 1 cup, $\frac{1}{3}$ cup and $\frac{2}{3}$ cup on a one cup liquid measuring cup. Then have each student demonstrate how to measure a different amount of water for the class.

To help the student visualize reading the marker lines more clearly on the liquid measuring cup, it is suggested to place a few drops of food coloring in the water or place tape at the different designated lines. This is easier for the student to see.

Next students work on the worksheet packet with the peer tutor. When the worksheets are finished, the students complete a review sheet until all students are caught up. In addition, a home assignment is also given to allow reinforce measuring liquids.

Upon completion of the preparatory experiences, the students participate in a practical cooking lab where a liquid item is prepared. The Orange Julius recipe in the guide has been adapted for all liquid ingredients. A home cooking assignment is also given. Other recipes are included in the guide for additional experiences as time allows.

Other units the student will benefit from may include two activities in the Janus Books, "Measurements on Containers" and "Equivalents". Using different size containers, the students can visualize and compare the

difference. They can discuss the ingredients that would be found in each container.

The filmstrip, "Measure-up" (Butterick Publishers), is an excellent review for the students to begin talking about dry measuring. After viewing the filmstrip, demonstrate the proper methods to measure dry ingredients using standard measuring cups. Explain and compare the set of nest cups- 1/4 cup, 1/3 cup, 1/2 cup, and 1 cup and the set of measuring spoons -1//4 tsp., 1/2 tsp., 1 tsp., and 1 Tbs.

Demonstrate how to sift flour and explain the reason flour is sifted emphasizing the terms "heap it full" and "level off". It is important to also demonstrate how to pack brown sugar and shortening into a cup . Discourage using the water displacement method for measuring shortening because it can be very messy and is a difficult task for the Special Ed student. Throughout each demonstration, it is important to emphasize that when measuring ingredients, measure over another container to prevent spilling on the counter. Allow the student to practice each technique in front of the class by measuring an ingredient using the standard measuring cups and spoons.

With the help of the peer tutor, the "Dry Measuring Cups" packet (Janus Books) provides good information to enhance learning. Also assign a worksheet and home cooking experience to review measuring dry ingredients. The student may continue review with the activities "Measuring Spoons" and "Measuring Shortening with Dry Measuring Cups" (Janus Books). Follow up with a review sheet and home assignment using measuring spoons.

Included in the guide are several recipes that provide measuring practice for lab experiences. The time of day may influence the type of recipe selected. It is suggested that a minimum of two lab experiences be conducted. The Soft Pretzels and Chocolate Chip Cookies are two favorites. If the Chocolate Chip Cookies are prepared in class, assign this recipe as a home cooking experience for their families.

A written test on measuring is included to check comprehension upon completion of this unit.

Another area to cover with measuring is how to read and follow a recipe. Using refrigerator cookie dough, the student follows the worksheet instructions to prepare the cookies. While using recipe samples, the students will identify the different parts of a recipe - name, ingredients, directions, and yield. Again, Janus Books information "Recipes Make Cooking Easier " and "What's in a Recipe" are good activities A good sandwich to demonstrate is the Cheese Melt Sandwich because it is basic, nutritious, and generally easy to prepare. Throughout the demonstration, emphasize that the cheese is on the inside ONLY and butter is on the outside. This may be difficult for some students to prepare. Often the bread is burned, or the

butter is inside. It is suggested that the teacher monitor this lab experience closely. It will take some students several attempts to prepare it correctly. Follow up with a home cooking assignment.

At the conclusion of the term, select one or two recipes for the students to prepare in a practical lab. This reviews technique and concepts for the students. In addition, the teacher can see the individual ability of each student and areas of concern.

As a final review, the students participate in a lab preparing an attractive well-balanced meal using specific ingredients (milk, cheese, bread, butter, carrot, celery, potato chips). The intent is that the student will take these ingredients and logically figure out the most appropriate meal. It is recommended that they will prepare carrot and celery sticks, a glass of milk, chips and a Cheese Melt Sandwich. The end result is inciteful. Relating past experiences, some students are unable to create a whole meal. Some cook the carrots and celery. Others put the butter and cheese on the inside of the bread. One student correctly prepared the sandwich to the cooking point but forget how to turn on the stove and left it uncooked in the frying pan. Another student put the cheese, carrots, celery and chips between the two slices of bread. He couldn't understand why everything kept falling out. This continues to remind the teacher of the differences in how these students formulate ideas and follow through. It is critical that the teacher remain constantly aware of this.

Since there are many topics that can be taught, coverage will depend upon the predetermined individual goals and objectives. It is evident that the Janus Books have many great resources. Their purchase and use is strongly recommended.

Included in the guide is a final test that may be given at the end of the semester .