

# Milk and Dairy, Day 2

## Summary

A comprehensive four day unit on the study of milk and dairy products, preparation guidelines and techniques, selection and care of dairy products.

## Main Core Tie

Food And Nutrition

[Strand 4 Standard 3](#)

## Time Frame

1 class periods of 90 minutes each

## Group Size

Individual

## Materials

Handouts:

Potato Soup Lab Sheet

Lab Planning Sheet

Mostly About Milk

Visual display of different empty milk cartons and cans of milk products.

Poster of the recipes for the three different white sauces-thick, medium and thin.

Demonstration to make 1 cup medium white sauce:

2 tbs. butter

2 tbs. flour

1/4 tsp. salt

dash pepper

1 cup milk

small saucepan

heavy plastic spoon for stirring

liquid 1 cup measuring cup  
tablespoon

1/2 teaspoon

metal spatula

rubber spatula

Pre-cut and measure out the butter for the number of students in the class for a half recipe for 1 1/2 tbs. butter for thick, 1 tbs. butter for medium, 1/2 tbs. butter for thin. (If I have a unit of four students, I would assign one to do thick, one to do medium and two to do thin)

Each student will then need their own equipment to prepare a half recipe of their assigned white sauce to compare within their group. They will also need 1/2 cup milk, 1/8 tsp. salt, dash pepper, and up to 2 tbs. flour depending on the amount of flour called for in the recipe.

## Background for Teachers

The teacher needs to have a basic understanding of milk and milk products, the different types available, how to use and prepare correctly, selection and care of milk products.

## Student Prior Knowledge

The student needs to know the different types of milk products and their characteristics, how to use

and prepare milk and milk products, and select and care for dairy products.

### Intended Learning Outcomes

The student will identify and practice how to select and prepare milk and milk products, a standard serving size for milk and milk products, terms associated with milk and milk products and how to use and care for these dairy foods. They will know how to prepare a basic white sauce and know the differences between a thick, medium or thin and what it is used for.

### Instructional Procedures

Continue and finish the lecture notes on Milk and Dairy from the previous class so the students can complete their study sheet-Grades of milk, uses of milk, principles of milk cookery, milk substitutes, and stretching the milk dollar, ways to reduce the fat content in recipes calling for milk products and preparing a white sauce.

Demonstrate and explain what a white sauce is and how it compares to making a gravy. Identify the three different types and what each is used for. Prepare the white sauce and let them look at it.

Plan lab using lab planning sheet and hand out the potato soup lab. Make sure the students rotate the responsibilities. Read and go over lab for next time with the students. The students will attach the completed lab sheet to the completed lab recipe and turn both in stapled together before leaving.

If a student is absent for today to individually prepare their own white sauce for credit, assign them to prepare the white sauce for next time for the soup for makeup credit.

If they would like to prepare clam chowder, they can bring their own clams from home; or broccoli or cheese.

Everyone will half the recipe for the corn bread and bake it in a muffin tin.

Give students time to fill out papers after they have done their lab assignment, but go over lab first while you have the students together.

Handout: Mostly About Milk. Have the students find the words in the word search and then use the clues and complete the blanks with the correct term as it relates to milk and dairy products. To be due when identified.

Individual Lab Assignment: Assign each student in each unit either, thin, thick, or medium white sauce. If there are four students in the unit, have the extra person prepare a thin. Each student will individually prepare their own 1/2 recipe of the assigned white sauce and have it checked off by the teacher. They will have only one chance. If it burns, they get a zero, if it is lumpy, grade it accordingly. It will be worth 25 points. If a student is absent, they can make it up during the lab next class time only.

Precut butter on a plate for the 1/2 recipe of the thick, medium and thin. Call up those students who are making thick first and distribute the butter, then the medium and lastly the thin. Once the butter has been given, no more. Each student needs to make their own powdered milk or use milk from the refrigerator or what you prefer in the class.

They will need to use their small sauce pans, small fry pan, medium sauce pans, bottom of double boiler or whatever pans you have available so each student can make their own.

Have the student bring up their pan to have checked when completed. Have them keep their white sauce until their entire group is finished, so they can compare the difference between the sauces.

They can either eat the sauce plain or throw it out.

Be sure they clean up their units and especially the milk slops on the stove. Turn in lab sheets and with what time is left, they can work on their Mostly About Milk.

### Authors

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