

Kitchen Introduction Unit Test

Summary

Testing the student's knowledge on Kitchen Safety, Sanitation, Equipment, Measuring, Cooking Terms, Abbreviations, Substitutions, Equivalents, Reading and Parts of a Recipe, and the Microwave Oven.

Main Core Tie

Food And Nutrition

[Strand 2 Standard 1](#)

Additional Core Ties

Food And Nutrition

[Strand 2 Standard 3](#)

Food And Nutrition

[Strand 2 Standard 2](#)

Food And Nutrition

[Strand 2 Standard 4](#)

Food And Nutrition

[Strand 1 Standard 1](#)

Food And Nutrition

[Strand 1 Standard 2](#)

Food And Nutrition

[Strand 1 Standard 3](#)

Time Frame

1 class periods of 90 minutes each

Group Size

Individual

Materials

Handouts:

Test 1

Equipment:

Red pens or pencils for correcting

15 kitchen tools for the students to name and identify on question 60 - measuring spoons, pastry blender, metal spatula, French knife, tongs

Background for Teachers

The teacher will need to have a good understanding on the information given on the test. This basic information is critical for the student to know and understand as they will be able to apply it during the class for the remainder of the semester.

Student Prior Knowledge

The student needs to understand the basics of kitchen safety and sanitation, reading and following a recipe, measuring, cooking terms, abbreviations, substitutions, equivalents, and using and operating

the microwave as they apply it everyday in class during the semester.

Intended Learning Outcomes

The student will identify kitchen equipment, its use and care; how to use and operate a microwave oven in the preparation of foods; identify appropriate abbreviations and substitutions, cooking terms, equivalents, calculate recipe-size adjustments and demonstrate proper measuring techniques when preparing recipes. They will apply safety and sanitation rules and guidelines in maintaining a safe working environment and preventing food-borne illness and contamination.

Instructional Procedures

Give the students a few minutes to study and review their notes before handing out the test.

Pass out the tests to the students. Read and review the test with the students explaining the different questions. The majority of the test is self-explanatory.

Explain question #60. After the students have been working on the test for ten or fifteen minutes, the teacher will stop the students and hold up some kitchen items for them to identify by the correct name. Have on a tray covered with a dishtowel fifteen items for them to identify by its correct name. To begin with, I hold up a salad fork. I ask the students to tell me out loud what the proper name is for this fork. Many of them will say it is a fork. Then I hold up a dinner fork and tell them this is a dinner fork or fork. The one I am originally holding up is a salad fork. This is how specific I am for this section. I ask for any questions before I begin. I then proceed to hold up each item so everyone can see. After I have completed going through all fifteen items, I ask for any repeats.

Question 61, the students are to identify their individual unit first, as each unit may be organized and arranged differently without opening or looking into the drawers or cupboards. They need to identify where each of the items are located in their unit - top drawer left of stove, upper cupboard right of sink. (The teacher needs to know where each of the items are located in each unit)

Question 62, the student must give the correct substitution of a food and its proper amount.

Allow the students enough time to complete the test. It is a long test and students will need extra time to finish.

When all of the test are completed, orally correct the test having the students use a red pen or pencil.

Turn corrected tests in to be recorded and red pens or pencils.

Authors

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