

INTRODUCTION

Cooking to Learn 3: Recipes from Around the World is the third installment in the popular *Cooking to Learn* series. These programs are designed to provide a “hands on,” practical way to help students increase reading comprehension, vocabulary, expressive language, problem solving, written language, math, and science skills. These skills are incorporated into each recipe-based lesson. To complete a lesson, students prepare a selected food or drink. To do so, students read the recipe, measure foods using kitchen measurement tools, choose the specific cooking items to use, and much more. To develop money and math skills, students can shop for the ingredients needed for each recipe. Students can also enhance their social skills by presenting the food they prepare during class to one another and by eating this food in a group setting. *Cooking to Learn 3: Recipes from Around the World* also can be used to develop social studies skills, as each lesson includes interesting facts about the recipe’s origin country or area.

Cooking to Learn 3: Recipes from Around the World has recipes representative of several different regions and cultures. These recipes include food items commonly used by residents of the region represented. All materials for each recipe should be available at local grocery stores. Each recipe has been tested in the classroom with students of varying educational abilities. Field tests have shown that all students are able to experience success, as the program allows each participant to work at his or her individual level of instruction. Participants feel a sense of accomplishment as they serve and eat an end product with each lesson. Learning becomes meaningful to the students, which increases their motivation to learn. Self-esteem grows as the students develop increased independence at cooking, a skill that is part of their daily lives.

The structure of each lesson helps the participants establish a routine for cooking and preparing food. This set structure increases the students’ success because they know what is expected of them in each lesson. As the students’ skill levels increase, expectations can be raised by providing new, more challenging levels of work. Students can progress from multiple-choice questions to short-answer questions, and then to cloze activities, and how-to essays. This program allows students with different levels of abilities to continually be challenged and to feel successful while completing the same cooking activities because the worksheets are tailored to fit each student’s individual abilities.

Have fun cooking to learn!

SUGGESTED USE

The recipes in *Cooking to Learn 3: Recipes from Around the World* are designed to yield either one serving or multiple servings. Therefore, these activities can be completed by an individual or by a small group. Recipes that yield a single serving have the label “Serves: One” at the top of their respective first pages, while recipes that yield multiple servings have the label “Serves: Small group.” Whenever a recipe yields multiple servings, students within a group should evenly share the prepared food. If a recipe yields a number of servings that cannot be shared evenly among group members, then the students should offer the extra servings to students outside of their group. Accommodations for distributing the prepared food can be made as needed.

When starting a lesson, students should first identify the items they will need to complete the cooking activity. The identification process can be completed in many ways. One suggested way is to place all necessary food and cooking items in a bag or box. If an individual is completing the activity, he or she can go through the box or bag, remove each item, and identify it. If a group is completing the activity, the individuals can take turns removing items from the bag or box and identifying them. After identifying the necessary items, the students should read and complete each direction on the recipe. By doing so, the students will develop their reading comprehension skills.

Monitor the students as they complete the activities, making sure that they return unused portions of perishables to the refrigerator or freezer as soon as they are finished using them. If necessary, have the students place the unused portions in plastic wrap, plastic storage bags, or plastic storage containers. After the students have completed the activity and eaten the prepared food, assign a writing activity (or activities) that can be completed in the time remaining in the class period to each student. Students can receive varying amounts or levels of work based on their individual abilities.

Each lesson takes between 45 minutes and one hour to complete. This amount of time will vary depending on the amount of writing that the students are required to complete. Allot time for the students to put away any leftover food items, wash dishes, and clean the preparation area.



WARNING: These activities should be performed under the supervision of an adult as many contain the use of knives, stoves, and hot food. Care should always be taken to evaluate what duties within each lesson individual students can complete independently.

INDEX OF SKILLS

When using *Cooking to Learn 3*, students will learn many skills. These skills may vary depending on each student's ability level and the range of activities that he or she can complete independently. The skills that students will acquire by completing the lessons in *Cooking to Learn 3* are listed below. They are organized according to the five major components of each lesson: making the recipe, answering the multiple-choice questions, answering the short-answer questions, completing the cloze activity, and completing the writing activity.

Recipe

- Use picture clues to read written directions
- Read written directions
- Follow directions
- Measure designated amounts of food
- Coordinate work with a team

Multiple-Choice Questions

- Recall information about the recipe
- Select the correct answer from several answer choices
- Eliminate incorrect answers

Short-Answer Questions

- Answer questions about the recipe
- Write using complete sentences

Cloze Activity

- Identify the correct word or words to complete a sentence
- Identify the meanings of words in context

Writing Activity

- Write a how-to paper
- Use transitional words in writing
- Sequence events
- Write using complete sentences

CORRELATIONS TO STANDARDS

Cooking to Learn 3 meets the following standards:

- Understand cause/effect relationships
- Recognize and pay attention to details
- Use sequencing skills
- Use summarization skills
- Compare/contrast different items
- Classify and categorize items in text
- Improve and practice written vocabulary
- Write and use expressive language
- Use basic counting skills
- Use measuring and temperature skills

KITCHEN ITEMS

Below is a list of kitchen items needed to complete the activities in this program. The items needed for each recipe are indicated in the "Cooking Items" section of the "Materials Needed" lists.

<p>Cooking Items</p> <ul style="list-style-type: none"> basting brush cookie sheet cutting board ice cream scoop measuring cup(s) measuring spoons mixing bowls (various sizes) oven mitts paper towels pizza cutter pizza pan serving bowls (various sizes) spatula (rubber) spatula strainer straws timer wooden kabob sticks wooden spoon (long-handled) 	<p>Flatware</p> <ul style="list-style-type: none"> dinner knives tablespoons forks teaspoons <p>Dishes</p> <ul style="list-style-type: none"> bowls dinner plates drinking glasses <p>Appliances</p> <ul style="list-style-type: none"> blender oven can opener hand-held microwave electric mixer <p>Food Storage</p> <ul style="list-style-type: none"> plastic containers plastic storage bags (various sizes) plastic wrap
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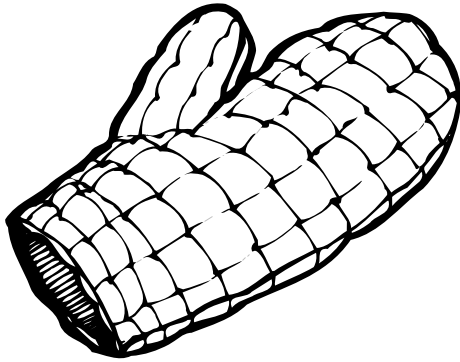
SERVING ITEMS

The foods in this program can be served on various sizes of everyday dishes or paper plates and eaten using silverware or plastic utensils. Most recipes do not list the required eating utensils, so the group will need to have some combination of the following dishes and silverware to eat the prepared food.

<p>Flatware</p> <ul style="list-style-type: none"> dessert spoons dinner knives dinner forks teaspoons <p>Plasticware</p> <ul style="list-style-type: none"> drinking cups knives forks spoons 	<p>Dishes</p> <ul style="list-style-type: none"> bread & butter plates salad plates dinner plates bowls <p>Paper Goods</p> <ul style="list-style-type: none"> dessert plates paper napkins dinner plates paper towels bowls
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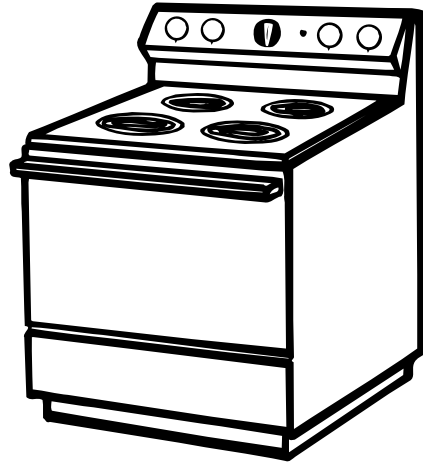
Safety Rules

1



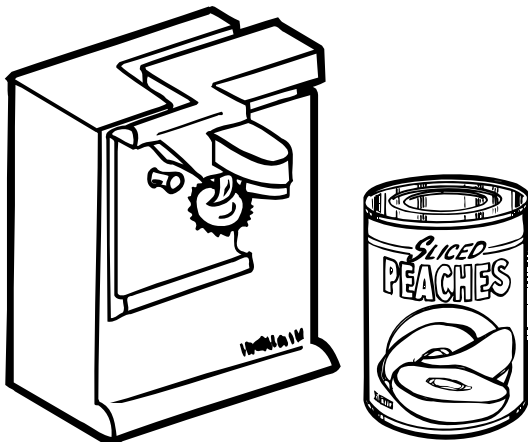
Use oven mitts when needed.

2



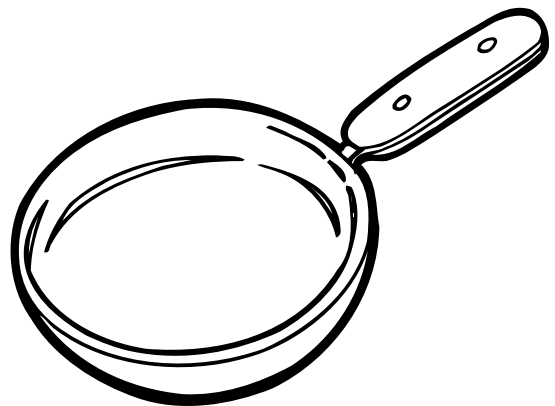
Always turn the stove-top burners and the oven off.

3



Be careful when opening cans and throwing away the lids.

4



Turn pan handles to the back of the stove.

Using the Assessment Checklist (optional)

The assessment checklist (on page 10) provides an easy way to document students' progress with the recipes in *Cooking to Learn 3: Recipes from Around the World*. For easy reference, photocopy an assessment checklist for each student in the class. Place each student's checklist in a file folder. As each recipe is completed, update each student's checklist.

Assessment Checklist												
COOKING TO LEARN 3												
NAME: Lisa Alvarez												
CODES												
✓ = Mastery												
X = Nonmastery												
	Made Recipe	Used Picture Clues	Multiple-Choice Questions	Used Picture Clues	Date Accomplished	Short-answer Questions	Date Accomplished	Cloze Activity	Date Accomplished	Writing Activity	Date Accomplished	COMMENTS
Australian Cloud	✓	Y	9	Y	9/30	6	9/30	7	10/1	✓	10/1	
Austrian Strudel	✓	Y	9	Y	10/3	8	10/3	7	10/4	X	10/5	
Brazilian Bananas	✓	N	7	N	10/9	10	10/9	6	10/10	✓	10/11	
Canadian Pizza	✓	Y	10	N	10/14	9	10/14					
Chinese Chicken Salad												

Completing the Checklist

Using the checklist, teachers can document which recipes a student completes. Additionally, they can record how the student performs on the multiple-choice and short-answer questions and the cloze and writing activities. Since students may complete some of the activities on different days, a column has been provided next to each activity for the teacher to record the date the activity was accomplished.

In the column entitled "Made Recipe," teachers should place a ✓ to indicate mastery and an X to indicate nonmastery. Mastery indicates that the student successfully followed the steps of the recipe and made an edible end product. Since the program offers two versions of each recipe, one with picture clues and one without, a column has been provided for teachers to indicate whether or not the student completed the recipe using the picture clues.

In the column for the multiple-choice questions, teachers should note how many questions the student answered correctly. Since the multiple-choice questions can also be completed with or without picture clues, a column has been provided for teachers to indicate whether or not the student completed the questions using the picture clues.

In the column for the short-answer questions, teachers should note how many questions the student answered correctly. In the column for the cloze activity, teachers should note how many of the eight words provided were filled in correctly in the activity.

In the column for the writing activity, teachers should place a ✓ to indicate mastery and an X to indicate nonmastery. Mastery indicates that the student successfully wrote a sequential account of how he or she completed the recipe.