

Cooking to Learn 3

Recipes from Around the World

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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 forks tablespoons 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 can opener microwave oven hand-held electric mixer <p>Food Storage</p> <ul style="list-style-type: none"> plastic containers (various sizes) plastic storage bags 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 forks dinner knives teaspoons <p>Plasticware</p> <ul style="list-style-type: none"> drinking cups forks knives spoons 	<p>Dishes</p> <ul style="list-style-type: none"> bread & butter plates dinner plates salad plates bowls <p>Paper Goods</p> <ul style="list-style-type: none"> dessert plates dinner plates bowls paper napkins paper towels
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Australian Cloud

FACT SHEET



About Australia

- Australia is the smallest continent.
- Australia is surrounded by the Indian Ocean and the South Pacific Ocean. Its closest neighbors are New Zealand and New Guinea.
- The capital of Australia is Canberra.
- The official language of Australia is English.
- Weather ranges from tropical in the north of Australia, to arid and dry in the central part of the country, to temperate in the south. The seasons are opposite of the seasons in North America, with winter from June to September and summer from December to March.
- The basic unit of Australian money is the Australian dollar.
- People in Australia eat a wide variety of meat, vegetables, and tropical fruits. They have some special desserts called lamingtons and pavlova. Many children like eating vegemite and damper bread.
- Anzac Day, April 25, celebrates the day when Australian and New Zealand troops landed in Gallipoli, Turkey, during World War I. Another important holiday is Australia Day, January 26, celebrating the day British ships first arrived in Australia.
- There are many unique animals in Australia. It is home to the koala, kangaroo, platypus, and many kinds of poisonous snakes.
- The native people of Australia are called Australian aborigines. They invented the boomerang.

Australian Cloud



MATERIALS NEEDED / DIRECTIONS

Serves: Small group (split the Australian Cloud evenly among group members)

Food Items	Cooking Items
pre-made pound cake can of chocolate frosting shredded coconut	cutting board dinner knife plate

Directions

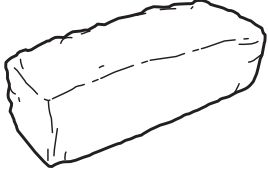

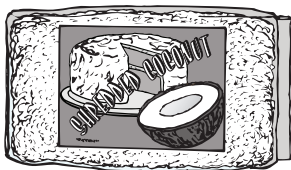
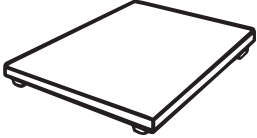
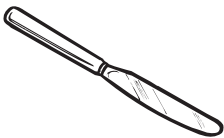

1. Unwrap the pound cake, and place it on the cutting board.
2. Use the dinner knife to cut the cake into thick slices.
3. Place each slice on a plate.
4. Open the can of chocolate frosting.
5. Use the dinner knife to put chocolate frosting on each slice of pound cake.
6. Open the bag of coconut, and sprinkle coconut on the top of the frosted pound cake slice.
7. Repeat with each slice of pound cake.

Australian Cloud



MATERIALS NEEDED

Serves: Small group (split the Australian Cloud evenly among group members)

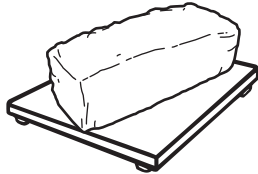
Food Items	Cooking Items
 <p data-bbox="321 588 630 625">pre-made pound cake</p>  <p data-bbox="305 850 646 888">can of chocolate frosting</p>  <p data-bbox="349 1113 604 1150">shredded coconut</p>	 <p data-bbox="1047 588 1242 625">cutting board</p>  <p data-bbox="1058 850 1226 888">dinner knife</p>  <p data-bbox="1107 1113 1182 1150">plate</p>

Australian Cloud



DIRECTIONS

1



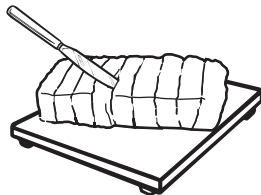
Unwrap the pound cake, and place it on the cutting board.

7



Repeat with each slice of pound cake.

2



Use the dinner knife to cut the cake into thick slices.

3



Place each slice on a plate.

4



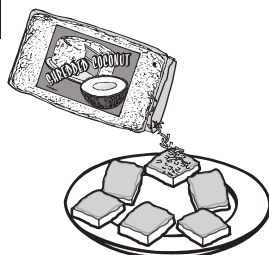
Open the can of chocolate frosting.

5



Use the dinner knife to put chocolate frosting on each slice of pound cake.

6



Open the bag of coconut, and sprinkle coconut on the top of the frosted pound cake slice.

Australian Cloud



COMPREHENSION QUESTIONS

Circle the correct answer.

<p>1 What did you make?</p> <p>A. Austrian Strudel</p> <p>B. American Dream</p> <p>C. Australian Cloud</p>	<p>6 What did you use to frost the cake?</p> <p>A. dinner knife</p> <p>B. microwave</p> <p>C. tablespoon</p>
<p>2 How many different food and cooking items did you use?</p> <p>A. 6</p> <p>B. 7</p> <p>C. 8</p>	<p>7 What did you put the cake on to cut it?</p> <p>A. plate</p> <p>B. cutting board</p> <p>C. dinner knife</p>
<p>3 Circle 3 materials you used.</p> <p>A. dinner knife</p> <p>B. cutting board</p> <p>C. blender</p> <p>D. microwave</p> <p>E. plate</p>	<p>8 What shape was the plate?</p> <p>A. circle</p> <p>B. triangle</p> <p>C. square</p>
<p>4 Did you use frosting or ice cream to make the Australian Cloud?</p> <p>A. frosting</p> <p>B. ice cream</p>	<p>9 What did you use that was white, small, and sweet?</p> <p>A. cake</p> <p>B. frosting</p> <p>C. coconut</p>
<p>5 What did you put on the cake first?</p> <p>A. coconut</p> <p>B. butter</p> <p>C. frosting</p>	<p>10 What color was the frosting?</p> <p>A. brown</p> <p>B. blue</p> <p>C. white</p>

Australian Cloud



COMPREHENSION QUESTIONS

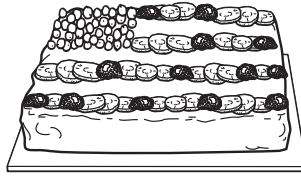
Circle the correct answer.

1 What did you make?

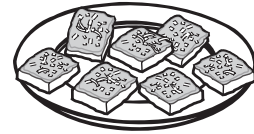
A. Austrian Strudel



B. American Dream



C. Australian Cloud



2 How many different food and cooking items did you use?

A. 6

B. 7

C. 8

6

7

8

3 Circle 3 materials you used.

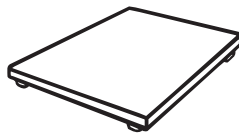
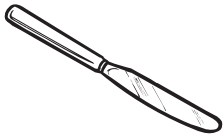
A. dinner knife

B. cutting board

C. blender

D. microwave

E. plate



4 Did you use frosting or ice cream to make the Australian Cloud?

A. frosting

B. ice cream



5 What did you put on the cake first?

A. coconut

B. butter

C. frosting

