Recipe Comprehension

Description
In this activity students will gain the ability to properly read and comprehend a recipe, to identify its parts and sections, and to convert a standardized recipe to either increase or decrease the yield. Students will also be introduced to the proper *mise en place* involved in following the directions of any recipe.

Lesson Objectives
Students will be able to:
- identify different recipe formats
- identify and name the parts of a recipe
- develop proper reading skills to read a recipe
- understand sensory descriptions used in the ingredients or in the directions of a recipe
- follow the directions in any basic recipe
- convert a recipe to desired yield, and
- *mise en place* a recipe.

Assumptions
The teacher will:
- become familiar with the different recipe formats
- become familiar with the specific sections of a recipe
- understand the term sensory description, and
- understand the meaning of *mise en place*.

Safety Considerations
Throughout this activity the students should demonstrate safe and sanitary practices.

Terminology

*ingredients*: The ingredients of a recipe are all of the foods and flavourings that are combined to create a dish.

*method/directions*: The method or directions of a recipe are the instructions on how to prepare a dish.

*serving*: A serving is the quantity of a food given at one time to one person. In the Canada Food Guide, a serving is the recommended amount of a food you should eat each day.

*yield*: The yield of a recipe is the number of servings it will create.
**Estimated Time**
2 70-minute classes

**Recommended Number of Students**
Up to 24

**Facilities**
Home Economics teaching lab and/or Culinary Arts teaching kitchen

**Materials**
- overhead transparencies (or digital files) with recipes in the three different formats
- class handout: narrative recipe for the class to prepare
- aprons
- food (to be determined by the recipes chosen by the teacher)

**Resources**
- worksheets created by the teacher
- recipe chosen by the teacher

Demonstrating Skills And Knowledge

Procedure
This activity is an introduction of how to properly read, comprehend, convert, and mise en place a recipe.

Students will use this information throughout the course.

Day 1: Recipe Comprehension (Teacher-led Activity)
The teacher will outline the parts of a recipe and will then ask the students to look at three recipes in different formats. Which one is the easiest to read? The hardest?

Students will then convert a recipe to a new yield.

Day 2: Following a Recipe
The teacher will hand out a recipe that the students will prepare in their groups. Before the students begin, the teacher will read over the steps for following a recipe (e.g., read over the entire recipe, gather all necessary supplies and equipment, prepare according to the directions, and determine doneness).

In their groups, the students will then mise en place and prepare the recipe following the correct steps.

While the students are working on their recipe reading and comprehension skills, the teacher will observe and look for the students using proper recipe skills.

Evaluation Guidelines
Safety: This is a continuing objective. Students should be working in a safe and sanitary way.

Tools and equipment: This is a continuing objective that will be assessed using formative methods. The students will show evidence of proper procedures involved in the preparation of the recipe.

Recipe comprehension: While this is a continuing objective that will be assessed in practical labs, the student can be evaluated for correct mise en place and its timely production and for the final product.

Extension Activities
Students will be continuously evaluated on this Activity Plan throughout the course.
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