

Cooking to Learn

PCI964

Integrating Reading and Writing Activities.

Product Type: Binder

Authors: Lorraine Coxson and Crystalyn Anderson

Number of Pages: 290 pages

Age Appropriate Level: Elementary, Middle School, High School, Adult, Special Ed

Reproducible: Yes

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Basic reading skills are fun and easy using this valuable "hands-on" life skills program for students of varying ages and abilities. *Cooking to Learn* is designed to provide a practical way to increase reading comprehension, vocabulary, expressive and written language, problem solving, math, and science skills. Students will enjoy the simple routines of preparing recipes for one or more people, making the program ideal for individual or small group use. Teachers will appreciate the inexpensive ingredients used in all the recipes.

Using 29 reproducible cooking activities, this unique program allows each student to work at their own level of ability. Students are rewarded with a sense of accomplishment as they identify and assemble ingredients, follow step-by-step instructions, and complete a finished product. Students also develop self-esteem as they experience increased independence by learning a skill that is meaningful and useful. Afterwards, they complete activity worksheets relating to the task they just completed. As skill levels increase, these activities progress from multiple choice to short answer to essay and cloze activities.

Co-authored by a speech-language pathologist and a special education teacher, *Cooking to Learn* integrates language and reading skills. Each well-organized lesson is clearly illustrated for emergent readers; the lessons are also non-illustrated for students who have already mastered basic reading skills. Each lesson is structured as follows:

- Materials needed (food and cooking items)
- Directions (preparing the food)
- Comprehension questions (multiple choice)
- Comprehension questions (short answer)
- Cloze activity (fill-in-the-blanks)
- Writing activity (essay)

This highly flexible program can be used with groups of individuals with varying ability levels. Students can complete the same cooking activity, and then work on assignments at their appropriate skill level. Activities can be tailored to focus on a particular skill. For example, students can go shopping for ingredients and use money and math skills; social skills can be developed by eating in a group or by preparing and presenting the food for others.

Cooking to Learn comes in a sturdy, three-ring binder with tabbed sections. Some recipes provide directions for a single serving, while many others make multiple servings. Each cooking activity takes between 45 minutes to an hour to complete. Sample recipes include:

Breakfast. Cinnamon rolls, cinnamon toast, French toast, strawberry banana waffle

Lunch/dinner. Grilled cheese sandwich, macaroni and cheese, pita sandwich, pizza, quesadillas, ravioli

Snacks/desserts. Banana split, cookies, fruit salad, nachos, parfait, stuffed celery, trail mix

Drinks. Chocolate milk shake, fruit smoothie, raspberry orange blend, root beer float

Activity worksheets feature questions such as:

- How many materials did you use?
- What did you preheat the oven to?
- Write the steps you took to prepare the item.
- What shape was the piece of bread?
- How is an ice cream scoop different from a spoon?

Special Features

Activities should be performed under the supervision of an adult as items such as knives and hot cooking surfaces are used. Teachers should carefully evaluate what job duties each student can complete independently and safely.

PCI964 Cooking To Learn \$59.95

Cooking to Learn

Integrated Reading and Writing Activities

by
Lorraine Coxson
Crystalyn Anderson



PCI educational publishing

This product is available through PCI Educational Publishing at 1-800-594-4263

AUTHORS

Lorraine Coxson
Crystalyn Anderson

EDITOR

Melissa Britt

ILLUSTRATOR

Barry Mullins

DESIGNER

Donna K. Prado

ART DIRECTOR

Lisa Zambrano

CREATIVE DIRECTOR

Jason Risner

EXECUTIVE CREATIVE DIRECTOR

Larry Felder

EXECUTIVE EDITOR

Janie Haugen



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INTRODUCTION

Cooking To Learn was 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. Each lesson integrates these areas in a meaningful way for students. To develop money and math skills, students can go shopping for the ingredients needed for each recipe. Social skills can also be developed by eating in a group or by presenting the food for others.

Each recipe has been tested in the classroom with students of varying educational abilities. All are able to experience success, as the program allows them to work at their own level of instruction. Participants also feel a sense of accomplishment at having an end product. Self-esteem grows as the students develop increased independence at a skill that is part of their daily lives. Learning becomes meaningful to them, which increases their motivation to learn. The structure of each lesson helps participants learn the routine of the cooking activity. This increases success because they know what is expected. As skill levels increase, the expectation can be raised by providing a new level of work. Students can progress from multiple choice to short answer to essay and cloze activities. Any combination of these activities can be provided for each individual. Groups with different levels of abilities can all be challenged and feel successful while completing the same cooking activity, yet working on assignments that are at their individual levels.

Have fun cooking to learn!

SUGGESTED USE

Some of the recipes in *Cooking to Learn* provide directions for a single serving, while many provide directions for multiple servings. Therefore, these activities may be used with individuals or small groups. Single serving activities have “Serves: One” at the top of the first page for that recipe. Multiple serving activities have “Serves: Small group” at the top of the first page for that recipe. Students are instructed to evenly share the prepared food on multiple serving recipes. If the recipe requires an odd number of food items, inform students they can offer the extra item to someone outside their group. If the group has only two or three people, group members can share the prepared food with several students. Accommodations can be made as needed. It takes between 45 minutes and one hour to complete a cooking activity. The amount of time will depend on the amount of writing each participant is required to complete.

When starting an activity, students first need to identify all of the necessary items for the lesson. This can be done by having all of the necessary ingredients in one box or bag. If performing a group activity, students can then take turns finding the items. Have the participants read and complete each direction. This helps develop reading comprehension.

During the activities make sure students return unused portions of perishables to the freezer or refrigerator as soon as they finish using them. If needed, have the students place the unused food items in plastic wrap, sealed plastic storage bags, or plastic storage containers. Leave time for participants to clean up remaining food items and wash dishes.

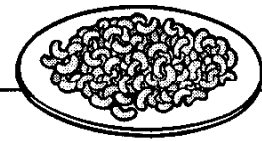
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After the cooking and eating activities are finished, assign each student the appropriate writing activity (or activities) that can be completed in the amount of time available. Each student can receive a different amount or level of work depending on his or her ability.



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 job duties each student can complete independently.

Macaroni & Cheese



MATERIALS NEEDED / DIRECTIONS

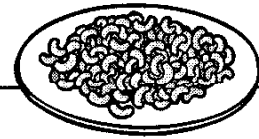
Serves: Small group (split the macaroni and cheese evenly among group members)

Food Items	Cooking Items
water box of macaroni & cheese (with dry cheese mix) butter (in a squeeze bottle) milk	measuring cup large saucepan timer long-handled wooden spoon strainer oven mitt dinner plates (one for each person) stove

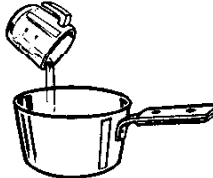
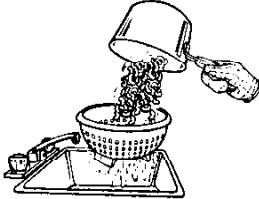
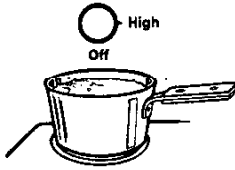
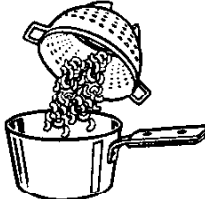
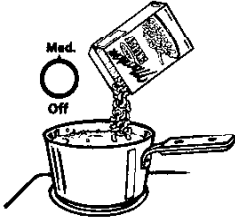
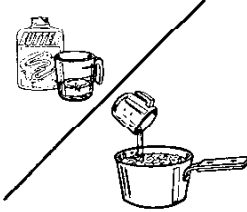
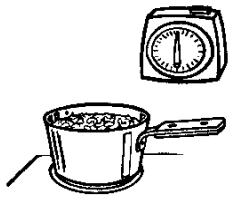
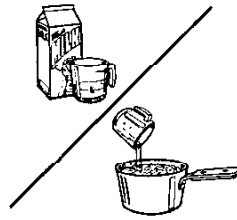
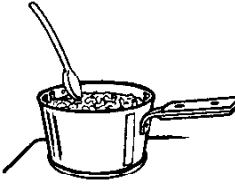
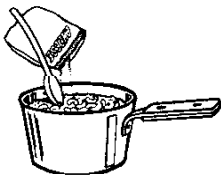
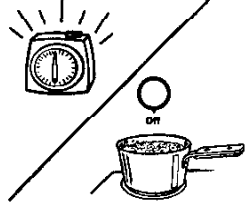
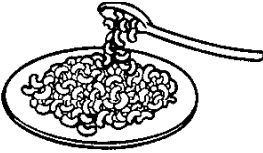
Directions

1. Pour 6 cups of water into the large saucepan.
2. Place the saucepan on a stove-top burner and turn the heat to high.
3. When the water boils, pour in the macaroni and turn the heat to medium.
4. Set the timer for 8 minutes and let the macaroni cook.
5. Use the wooden spoon to stir the macaroni every 1 to 2 minutes.
6. When the timer rings, turn off the burner.
7. Place the strainer in the sink and, using the oven mitt, drain the macaroni and water.
8. Pour the macaroni back into the saucepan.
9. Add 1/4 cup of butter to the macaroni.
10. Add 1/4 cup of milk to the macaroni.
11. Add the cheese mix and stir with the wooden spoon.
12. Use the wooden spoon to place 1 serving of macaroni and cheese on each plate.

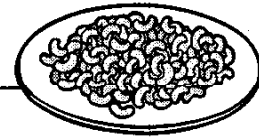
Macaroni & Cheese



DIRECTIONS

<p>1</p>  <p>Pour 6 cups of water into the large saucepan.</p>	<p>7</p>  <p>Place the strainer in the sink and, using the oven mitt, drain the macaroni and water.</p>
<p>2</p>  <p>Place the saucepan on a stove-top burner and turn the heat to high.</p>	<p>8</p>  <p>Pour the macaroni back into the saucepan.</p>
<p>3</p>  <p>When the water boils, pour in the macaroni and turn the heat to medium.</p>	<p>9</p>  <p>Add 1/4 cup of butter to the macaroni.</p>
<p>4</p>  <p>Set the timer for 8 minutes and let the macaroni cook.</p>	<p>10</p>  <p>Add 1/4 cup of milk to the macaroni.</p>
<p>5</p>  <p>Use the wooden spoon to stir the macaroni every 1 to 2 minutes.</p>	<p>11</p>  <p>Add the cheese mix and stir with the wooden spoon.</p>
<p>6</p>  <p>When the timer rings, turn off the burner.</p>	<p>12</p>  <p>Use the wooden spoon to place 1 serving of macaroni and cheese on each plate.</p>

Macaroni & Cheese



COMPREHENSION QUESTIONS

Circle the correct answer.

6 How long did you cook the macaroni?

A. 8 hours

B. 8 minutes

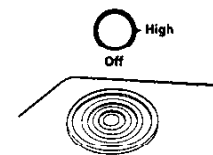
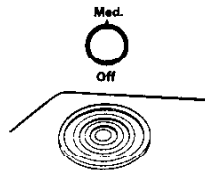
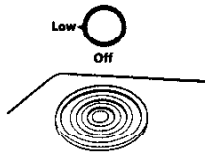
C. 8 seconds

7 What did you turn the stove-top burner to for boiling the water?

A. low

B. medium

C. high

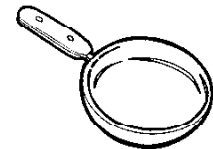
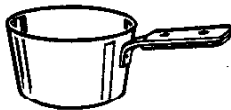


8 Where did you put the macaroni after you cooked it?

A. saucepan

B. plate

C. frying pan

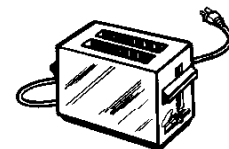
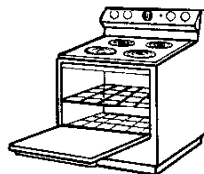
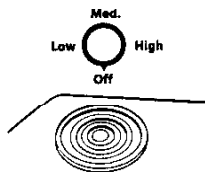


9 Where did you cook the macaroni & cheese?

A. stove-top burner

B. oven

C. toaster

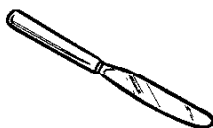


10 What did you mix the ingredients with?

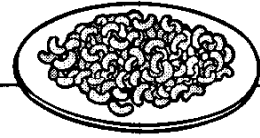
A. dinner knife

B. dinner fork

C. wooden spoon



Macaroni & Cheese



CLOZE ACTIVITY

Fill in the blanks with the words below.

milk	water	drained	macaroni
butter	boiled	cheese mix	stir

First the group poured six cups of _____ into the large saucepan.

We placed the pan on a stove-top burner and turned the heat to high. We waited until the water _____, poured in the _____, and turned the heat to medium. Then we set the timer for eight minutes and let the macaroni cook. We used the wooden spoon to stir the macaroni every 1 to 2 minutes. When the timer rang, we turned off the burner. Using the oven mitt, we _____ the water from the macaroni with the strainer. Next we poured the macaroni back into the pan and added the _____ and _____. We opened the packet of _____ and added it to the macaroni. Finally we used the wooden spoon to _____ the ingredients and to place one serving of macaroni on each plate.