# 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.



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## 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

Draz, John, and Christopher Koetke. *The Culinary Professional. 3rd ed*. Goodheart-Willcox, 2017. Pages 414–454.

# 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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