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Recipes for Teaching English as a Second Language

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Recipes For Teaching English
As A Second Language

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Abstract: An experienced based approach for teaching ESL to children. It will include cooking experiences and practical exercises for building, speaking, listening, and writing skills.

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Introduction

This cookbook is designed to provide the ESL teacher with a supplemental source of activities that can add interest and variety to the regular ESL curriculum.

Each activity lists the recipe, the foods needed, the directions for preparing the recipe, new vocabulary list, the equipment needed and teaching suggestions. The teacher and students may use each activity as presented or they may expand the activities to meet the students' present learning needs.

These recipes were chosen because they use a variety of foods, they appeal to both young and older children and they can be prepared with equipment that can be carried into a regular classroom; a kitchen is not necessary. A portable cooking cart containing the items shown in Appendix III is more than adequate to provide the utensils needed for most cooking experiences.

These recipes were initially tested for their effectiveness in language learning at the Riyadh International School, Riyadh, Saudi Arabia. They were used with beginning, intermediate, and advanced student levels of achievement so a natural flow of language could be observed at the different levels. In some recipes, structures could be easily manipulated to coincide with the present curriculum. In others,

a particular recipe had to be found that would demonstrate a structure that was to be taught. During the experimentation stage of writing this IPP, the idea that this was such a natural way to teach and learn English kept appearing.

Cooking is fun. It is an activity that all students can participate in. It provides a common experience that can be shared, talked about, and used as a basis for introducing new language. Through experiences, language has real meaning that will be understood and digested.

Suggestions for the Teacher

1. Plan pre-activities for the students to prepare them for the cooking experience.
2. Read the recipe thoroughly and be familiar with all the steps involved.
3. Have the ingredients and utensils assembled before the cooking experience begins.
4. Encourage the children to talk during all phases of the activity.
5. Be sure every student is involved in some way with the cooking experience.
6. Be sure every student tastes the end result of the experience.
7. Since the students often come from culturally different environments, it will be necessary to demonstrate the instructions and use of the utensils.
8. To reinforce the directions, the teacher may want to use a picture format (i.e. each step drawn on poster paper) for the first two or three cooking experiences.
9. Check with your school librarian for books or filmstrips about the cooking activity you are presenting. Each institution has their own collection that can be utilized.
10. Incorporate examples of the grammatical structures

you want to teach in your speech when talking to the students throughout the experience.

Suggestions for the Student

1. Students should always wash their hands before the cooking experience begins.
2. Students should have an apron or an old big shirt to wear to avoid dirtying their clothes.
3. Students should be able to work in a group setting.
4. Students can often help in the purchase of the food necessary for the activity.
5. Students should be encouraged to bring in their favorite recipes to share with the class.
6. Students should be taught how to clean up after an activity. This in itself introduces a lot of vocabulary, concepts and cultural knowledge.
7. Every student should participate in each experience so they will have a vested interest in it.

Safety Hints

1. Teach the students how to hold and use a knife properly. Always monitor this activity.
2. Discuss heat with the students. Show them how hot electric appliances get.
3. Provide tables and chairs that are child-sized so the student can participate in all phases of the activity safely.
4. Always use a chopping board for slicing, dicing, chopping or mincing.
5. Always have a roll of paper towels handy to mop up any spills that might occur.

Pancakes

	<u>Toppings</u>
4 cups pancake mix	syrup
4 eggs	cinammon/sugar
1/2 cup cooking oil	powdered sugar
2 cups milk	chopped fruit
cooking oil to grease pan	

1. Place pancake mix, eggs, oil and milk in large bowl.
2. Stir until large lumps disappear.
3. Fry on hot, greased griddle or electric fry pan.
4. Flip over when edges start to dry.

Vocabulary

stir
 fry
 flip
 measure
 lump
 disappear
 edge
 dry
 greased

Equipment

measuring cup
 bowl (medium size)
 stirring spoon
 spatula
 electric griddle or
 electric skillet

Teaching Suggestions

1. Talk about the shape of the pancakes.
2. Count how many pancakes are made.
3. Talk about "turning over" or flipping the pancakes.
4. Talk about the different toppings that can be put on the pancakes.
5. Practice "Do" questions by encouraging students to ask "Do you like syrup on your pancakes?"
6. Compare the size of the pancakes.
7. Read Pancakes, Pancakes! by Eric Carle which tells about everything from gathering the wheat to cooking the batter.
8. Read The Perfect Pancake by Virginia Kahl where a beggar tricks the best cook in town by pretending that something is wrong with every pancake.
9. Practice food-related antonyms -
 - thick - thin
 - soft - hard
 - light - heavy
 - lumpy - smooth
 - off - on
 - cooked - raw
10. Read Little Bear's Pancake Party by Janice Brustlein.

11. Read Potato Pancakes All Around by Marilyn Hirsh. A combination of joke, recipe and traditional Hanukkah scenario that tells about Samuel and making potato pancakes.

Fried Cookies

3 tablespoons soft butter	1/4 teaspoon salt
1/2 cup brown sugar	1/2 cup wheat germ
1 cup white flour	3 tablespoons honey
2 tablespoons powdered milk	1/2 cup raisins
1 teaspoon baking powder	1/2 cup sunflower seeds
1 teaspoon cinnamon	1 egg

1. Mix sugar and butter together in large bowl.
2. Sift flour, powdered milk, baking powder, cinnamon and water into the bowl.
3. Mix well.
4. Then add wheat germ, egg, honey, raisins, and sunflower seeds.
5. Mix together with your hands.
6. Shape dough into little balls, using flour on your hands and on the table.
7. Roll balls in flour.
8. Flatten each ball.
9. Melt one tablespoon batter in electric fry pan at 300°.
10. Fry cookies until golden brown on one side (about 5 minutes).
11. Then turn them over and fry about 2 minutes on the other side.

12. Remove cookies from pan.
13. Let them cool.

Vocabulary

mix
together
sift
shape
flatten
roll
melt
drain
cool

Equipment

measuring spoons
tablespoon
teaspoon
measuring cup
large bowl
electric fry pan
spatula
paper towels

Fried Cookies

Teaching Suggestions

1. Discuss differences between no-bake, bake and fried cookies.
2. Discuss differences between hot/cool/cold.
3. Count the cookies.
4. Discuss "how much" and "how many."
5. Discuss shapes.
6. Discuss differences between powdered milk, canned milk, and homogenized milk.
7. Read Arthur's Christmas Cookies by Lillian Hoban.

Arthur decides to make Christmas cookies for his family
but a disastrous mistake happens.

Marshmallow Crispy Squares

4 cups miniature marshmallows

1/2 cup butter

5 cups rice krispies cereal

1. Grease the 12 x 7 pan with butter.
2. Combine marshmallows and butter in a large pot. Cook on medium heat, stirring constantly until the marshmallows are melted.
- *3. Add food coloring or unsweetened Kool-Aid for color and flavor.
4. Remove from heat and add cereal. Stir until well coated.
5. Spread into buttered pan. Cool. Cut into squares.

Vocabulary

grease

combine

medium heat

constantly

coated

square

sticky

Equipment

measuring cup

pot (4 quart)

baking pan (12 x 7)

mixing spoon

hot plate

electric skillet

Marshmallow Crispy Squares

Teaching Suggestions

1. Following directions.
2. Discuss differences between low, medium and high heat.
3. Discuss the texture of the marshmallow. (soft, white)
4. Practice "should" and "ought to" by having the students ask each other questions like "Should you eat marshmallow crispy squares before dinner?"
5. Discuss where rice is grown and the form that rice is usually eaten.

Taco Salad

1 head lettuce	1 8oz. cup sour cream
3 tomatoes	1 10oz. package taco chips
1 onion chopped	1 bottle taco sauce
1 8oz. package of cheddar cheese, grated	
1 lb. ground beef cooked	
1 bell pepper chopped	
1 avocado	

1. Brown ground beef in electric skillet. Drain grease. Add taco sauce.
2. Tear head of lettuce into bite size pieces.
3. Chop onion.
4. Quarter tomatoes.
5. Grate cheese
6. Chop bell pepper.
7. Cube avocado.
8. Crunch taco chips.

Vocabulary

package

bottle

head

cup

grate

Equipment

large bowl

6 small bowls

knives

electric skillet

grater

quarter

large mixing spoons

chop

crunch

smooth

rough

soft

hard

Taco Salad

Teaching Suggestions

1. Discuss the differences between chop, quarter, grate and crunch.
2. Talk about the descriptions of the vegetables.
3. Have the students cut pictures of vegetables from magazines and make a salad collage.
4. Have the students draw a vegetable putting a face on it. Then, write a poem about the vegetable.
5. Compare fresh, frozen and canned vegetables.
6. Discuss containers - package, bottle, pound, head, etc.
7. Discuss which vegetables grow under the ground and which vegetables grow above the ground.
8. Practice "how much" and "how many."
9. Talk about using the articles "a" and "an."
10. Practice What questions - What are you doing? I am chopping the onions.

11. Play vegetable Bingo. Give each student a bingo card with different vegetables drawn on it. As the vegetable names are called out, a marker is placed on the picture.

12. Teach the colors of the vegetables.

13. Teach the texture of the vegetables (rough, smooth, etc.).

Melon Ball Salad

- 1 watermelon
- 1 cantaloupe
- 1 honeydew melon
- 2 bananas
- 1 cup seedless grapes (washed)
- 3 tablespoons frozen orange juice concentrate
- 2 tablespoons frozen lemonade concentrate

1. Scoop out 3 cups watermelon balls.
2. Scoop out all the cantaloupe into balls.
3. Scoop out all the honeydew melon into balls.
4. Combine melon balls and grapes in large mixing bowl.
5. Add frozen juices and mix well.
6. Slice and add bananas just before serving.

Vocabulary

scoop
frozen
concentrate
combine
serve
wash
seed

Equipment

measuring cup
melon scoop
large mixing bowl
tablespoon
knife

skin

peel

slice

Melon Ball Salad

Teaching Suggestions

1. Discuss cardinal numbers by counting the melon balls.
2. Have students tell which fruit they like best and make a graph. Use this graph to practice good, better than, and best.
3. Teach the circle shape.
4. Teach "alike" and "different" comparing and contrasting the different types of melons.
5. Practice singular and plural nouns (seed, seeds, etc.).

Fruit Salad

2 oranges	2 peaches
2 pears	1 bunch of seedless grapes
2 apples	1/4 cup lemon juice
2 bananas	2 tablespoons honey

(You may substitute any fruits that are available.)

1. Peel oranges. Separate into sections. Cut sections into 2 or 3 pieces. Take out seeds.
2. Wash pears and apples. Core and slice. Cut slices into 2 or 3 pieces.
3. Peel peaches. Core and slice. Cut slices into 2 or 3 pieces.
4. Wash grapes.
5. Peel bananas and slice.
6. Mix the lemon juice and honey in a separate dish.
7. Pour over the fruit mixture.
8. Toss lightly in large bowl.
9. Chill until ready to eat.

Vocabulary

sections
core
wash
slice

Equipment

large mixing bowl
knife
serving bowls

toss

slightly

pour

chill

seeds

Fruit Salad

Teaching Suggestions

1. Have students write a list of the fruits in the salad beginning with the fruit they eat most often and ending with the fruit they eat least. Then use the adverbs of frequency to describe the fruits.

2. Have students write a descriptive paragraph or tell orally all the descriptive words about a particular fruit.

3. Have the students put the fruit words in alphabetical order.

4. Start a seed collection. Display the collection where comparisons can be discussed.

5. Visit a fruit market, where fruit for the salad can be bought. Before the visit, discuss what and how much or how many fruits will be bought.

6. Play 20 question game using fruit as the category. Divide the class into two teams. One team asks yes/no questions and then guesses the missing fruit. The other team answers the questions with yes or no.

7. Practice this, that, these and those.

Funny Bunny Salad

1 head lettuce	maraschino cherry
1 can pear halves	raisins
marshmallows	carrot sticks

1. Shred lettuce.
2. Drain pear halves.
3. Place a nest of shredded lettuce on individual salad plates.
4. Place pear half on lettuce (cut side down).
5. Make a tail on the large end of the pear with the marshmallow.
6. Use half a cherry for the mouth.
7. Use 2 raisins for the eyes.
8. Use the carrot sticks for the ears.

Vocabulary

shred
 drain
 half
 nest
 place
 plate
 individual
 soft
 hard

Equipment

can opener
 peeler
 knife
 grater
 individual plates

Funny Bunny Salad

Teaching Suggestions

1. Practice ordinal numbers by having the students follow directions while making their bunny.
2. Learn the parts of the face. (eyes, ears, nose, etc.)
3. Have the students "talk" through their bunny faces about what it is like to be a bunny.
4. Practice possessives and possessive adjectives.

Raggedy Ann Salad

fresh or canned peach halves	(body)
small celery sticks (or carrot sticks)	(arms and legs)
half a hard boiled egg	(head)
raisins	(eyes, nose, shoe buttons)
piece of a cherry or red hots	(mouth)
grated yellow cheese	(hair)
ruffled leaf lettuce	(skirt)

1. Place peach half on dish with rounded side up.
2. Place half of hard boiled egg at one end of peach half.
3. Put small celery sticks on peach half to form arms and legs.
4. Place raisins on egg half to form eyes, and nose.
5. Place cherry or red hots on egg half to form mouth.
6. Use grated cheese for hair.
7. Use ruffled leaf lettuce to make skirt.

Vocabulary

fresh
boiled
canned
box
leaf

Equipment

can opener
peeler
knife
grater
individual plates

body parts

arm head
legs nose
mouth hair
skirt shoes

rounded

Raggedy Ann Salad

Teaching Suggestions

1. Practice ordinal numbers by following directions.
(First--then instruction.)
2. Learn body parts.
3. Practice using preposition "on."
4. Using TPR, practice pointing to the different
body parts.
5. Talk about other fruits or vegetables that could
be used instead of the ones listed.

Jack-O-Lantern Jell-O Mold

orange jello	apple slices
grapes	cherry
coconut	mayonnaise

1. Mix jello according to package instructions.
2. Grease the inside of paper cups lightly with mayonnaise.
3. Pour jello into cups and refrigerate.
4. Turn jello out of cup onto an individual plate.
5. Decorate using grapes for eyes, apple slices for mouth, cherry for nose and coconut for hair.

Vocabulary

refrigerate
refrigerator
decorate
parts of face
lightly
pour

Equipment

measuring cup
mixing spoon
electric hot pot
mixing bowl
paper cups
plates

Jack-O-Lantern Jell-O Mold

Teaching Suggestions

1. Learn parts of the face.
2. Discuss Halloween and how Americans celebrate this holiday.

3. Discuss the differences between freezing, cold, warm and hot.
4. Discuss other flavors of jello and the fruit they are named after.
5. For a writing exercise, have the students list the words that describe the texture, taste, feel, and smell of jello. Then using these words, write a paragraph about jello.
6. Discuss a smiling face vs. a frowning face. Then practice the impersonal "it" using "It is smiling" or "It is frowning."

Applesauce

8 apples

2/3 cup water

1/2 cup honey

1. Wash the apples.
2. Peel the apples.
3. Cut each apple into quarters.
4. Put the apples, water and honey into the crock-pot.
5. Turn the crock-pot on medium and let cook for 3 hours.

Vocabulary

wash

stir

peel

taste

cut

done

sauce

wait

Equipment

crock-pot or

electric skillet

knife

peeler

measuring cup

Applesauce

Teaching Suggestions

1. Count the quarters.

2. Discuss the different kinds/colors of apples.
3. Read the story of Johnny Appleseed. LeSuer, Meridel. Little Brother of the Wilderness, Alfred J. Knopf, 1947. Easy to read biography of Johnny Chapman (Johnny Appleseed).
4. Have the students draw a mural of Johnny Appleseed planting the trees. Each student will then present his part of the drawing to the class.
5. Practice questions that require a yes or no answer, i.e., Is it done? Yes, it is. No, it isn't.
6. Discuss eating it chilled, warm or hot.

Stuffed Apples

1 large apple	1 large apple
1 small jar of peanut butter	1 jar of prepared cheese spread

1. Wash and dry apple.
2. With a corer, remove the core and seeds from the center of the apple.
3. With a spoon, stuff the apple with the peanut butter or cheese spread.
4. Lay the apple on its side and cut it into 4 or 5 slices.
5. Arrange the slices on a plate.

Serves 4 or 5. (Use as many apples as necessary for the number of people to be served.)

Vocabulary

wash
dry
remove
core
center
seeds
stuff
slice

Equipment

corer
spoon
knife
plate

Stuffed Apples

Teaching Suggestions

1. Practice requests and offers with "would," i.e.,
Would you like an apple slice? Yes, I would or No, I
wouldn't.
2. Practice the conjunction "or," i.e., Would you
like a cheese apple slice or a peanut butter slice?
3. Discuss Apples by Nonny Hogrogian. A picture book
without words showing the process of apples growing.
4. Practice "do" in the question mode, i.e., Do you
want an apple slice?

Pudding

instant pudding mix 3 oz.

2 cups milk

1. Empty pudding into a jar.
2. Pour milk into jar.
3. Shake until thickened.
4. Pour into 4 oz. paper cups.

Vocabulary

shake

pour

powder

package

empty

thickened

smooth

Equipment

quart jar with lid that tightens

4 oz. paper cups/spoons

measuring cup

Pudding

Teaching Suggestions

1. Discuss consistency.
2. Practice "ing" form of verbs - I am pouring the milk in the jar.
3. List the different flavors of pudding and talk about where the flavors come from.

4. Have students draw pictures showing the sequence of the activity. Then have the students tell about the activity using their pictures.

5. Have students use the sequence pictures to write a structured story about the activity.

Spinach Dip

1 cup mayonnaise
 1 cup sour cream
 1 small can water chestnuts (sliced)
 1 package of Knorr's dried vegetable soup or Lipton's dried
 onion soup
 1 small box frozen, chopped spinach
 raw vegetables or crackers to be dipped

1. Thaw and drain spinach.
2. Squeeze dry with paper towel.
3. Mix all ingredients together.
4. Dip vegetables or crackers into dip.

Vocabulary

thaw
 chopped
 drain
 raw
 squeeze
 box
 package
 can
 sliced
 frozen

Equipment

measuring cup
 can opener
 paper towels
 mixing bowl
 knife
 mixing spoon

dip

dried

Spinach Dip

Teaching Suggestions

1. Have picture of each step drawn on an index card. Student will then put the cards in order and tell how the dip was made.

2. Practice do tag questions with yes/no answers. You do want some, don't you? Yes, I do, or No, I don't.

Cheese Sticks

1 cup flour	3/4 cup grated cheese
1/2 teaspoon cinnamon	1 egg, beaten
1 teaspoon baking powder	1 tablespoon milk
1/4 cup butter	

1. Mix flour, cinnamon and baking powder.
2. Cut in butter until crumbly.
3. Stir in cheese, egg and milk.
4. With lightly floured hands, roll teaspoon of dough into a stick.
5. Place one inch apart on ungreased cookie sheet.
6. Bake at 375° for 8 to 10 minutes. Makes one dozen.

Vocabulary

stick
 straight
 beat
 crooked
 cut
 stir
 floured
 roll
 inch
 ungreased
 dozen

Equipment

toaster oven
 measuring cup
 teaspoon
 grater
 fork
 tablespoon
 mixing bowl
 cookie sheet

Cheese Sticks

Teaching Suggestions

1. Discuss where cheese comes from.
2. Play scrambled instructions. Have the instructions written on sentence strips. The students put them in order.
3. When making the cheese sticks, assign one student to add each ingredient. Then after the activity is completed practice the passive voice, i.e., the flour was added by John.

Popcorn

popcorn

butter/margarine

salt

1. Measure popcorn for particular popper.
2. Turn popper on.
3. Wait
4. Salt to taste.

Vocabulary

pour

measure

kernels

wait

salt

add

Equipment

popcorn popper

paper cups

Popcorn

Teaching Suggestions

1. Using the five senses, examine popcorn.

Taste - both popped and unpopped.

Feel the differences between popped and unpopped corn.

See the difference between popped and unpopped corn.

Smell the corn popping.

Hear the sounds of popping corn.

2. Write an experience story about the classes experience with popcorn. Using the past tense.
3. Dramatize the life of a popcorn kernel from the package to being eaten.
4. Fill a cup with popcorn and have students guess how many kernels there are. Then count the kernels.
5. Practice factual conditional sentence, i.e., If the popcorn gets hot, it pops.

Popcorn Balls

4 quarts popped popcorn
 3 cups Karo syrup
 4 tablespoons butter or margarine

1. Pop popcorn and measure into large mixing bowl.
2. Pour syrup in electric skillet and stir until it comes to a boil.
3. Continue stirring until it forms a hard ball when dropped in water. (260°)
4. Turn off heat.
5. Mix margarine into syrup.
6. Pour over popcorn.
7. Butter hands and shape into balls when syrup is cool.
8. Wrap individual balls in waxed paper.

Makes 12 large balls.

Vocabulary

ball

wrap

Equipment

popcorn popper

measuring cup

tablespoon

large mixing bowl

waxed paper

Popcorn Balls

Teaching Suggestions

1. Examine sizes and shapes of popcorn balls, using comparatives and superlatives.
2. Study the different kinds of wrapping, i.e., aluminum foil, seran wrap, waxed paper, plastic wrap.
3. Demonstrate the concepts of some, any, a few, a lot.
4. Make snowmen or other objects from the popcorn balls.
5. Let the students imagine they are a popcorn ball and tell where they would roll, using the place prepositions (on, over, under, etc.).

Peanut Butter

2 pounds roasted peanuts in shell

4 tablespoons peanut oil (more if necessary)

1. Shell the peanuts.
2. Pour the peanuts into the blender.
3. Pour 4 tablespoons of peanut oil into blender.
4. Blend on high speed until smooth.
5. Spread on crackers or bread.
6. Eat.

Vocabulary

spread

high

speed

smooth

chunky

oil

blend

turn on

turn off

Equipment

blender

knife

tablespoons

2 mixing bowls

Peanut Butter

Teaching Suggestions

1. Talk about shelling the peanuts or taking the shell

off the nuts. How are other foods prepared for use?

2. Read Peanut by Millicent E. Salsam. It tells how the peanut grows. Have students illustrate the life of a peanut and tell their classmates about their illustration.

3. Discuss compound words and make a list of food related compound words.

4. Practice present continuous tense while making the peanut butter and spreading it on the crackers.

Un-Candy

1 cup peanut butter	1/4 cup honey
1/4 cup wheat germ	3/4 cup chopped nuts
1 tablespoon frozen orange juice	1/2 cup chopped dates or raisins
2 cups shredded coconut	1/2 cup powdered milk

Optional: 1/2 cup mini chocolate chips

1. Combine all ingredients except 1 cup of coconut.
2. Chill dough.
3. Roll 1 teaspoon of dough into a ball.
4. Roll balls in coconut.
5. Store in airtight container.

Vocabulary

combine

chill

dough

roll

store

airtight

shredded

ingredients

Equipment

measuring cup

tablespoon

large mixing bowl

teaspoon

Un-Candy

Teaching Suggestions

1. Following directions.

2. Have students write a commercial trying to sell Un-Candy.
3. Have students write the recipe on a big chart for a writing and reading activity.
4. Count the number of balls.
5. Make a list of favorite snack foods and desserts.
6. Practice subject pronouns, i.e., I like Un-Candy. He likes Un-Candy.
7. List other un-words and discuss meaning.

Appendix I

Weights and Measures

3 teaspoons = 1 tablespoon	1 cup = 8 fluid ounces
4 tablespoons = 1/4 cup	1 cup = 1/2 pint
8 tablespoons = 1/2 cup	2 cups = 1 pint
12 tablespoons = 3/4 cup	4 cups = 1 quart
16 tablespoons = 1 cup	4 quarts = 1 gallon

Metric Conversions

5.0 milliliters = 1 teaspoon
15.0 milliliters = 1 tablespoon
0.24 liter = 1 cup
0.95 liter = 1 quart
0.45 kilogram = 1 pound

Appendix II

Cooking Terms

Bake - Cook in an oven

Beat - Mix vigorously with a spoon

Blend - Combine 2 or more ingredients

Boil - Cook in a liquid to the bubbling stage

Chop - Cut into pieces

Dice - Cut into very small pieces (1/4 inch or less)

Drain - Pour off liquid

Flour - Spread flour on pan or hands so that they are covered
lightly

Grease - Spread butter, oil or shortening on bottom and
sides of pan

Melt - Heat until liquid

Mince - Cut into tiny pieces (1/8 inch or less)

Simmer - Cook over low heat

Toss - Mix lightly

Slice - Thin broad piece cut from a larger object

Peel - Remove the outer layer

Quarter - Cut into 4 equal parts

Core - Take out the center part of the fruit

Thaw - Change from a frozen solid to a liquid by warming

Chill - Lower the temperature

Crumble - To break into small parts

Empty - Remove contents of

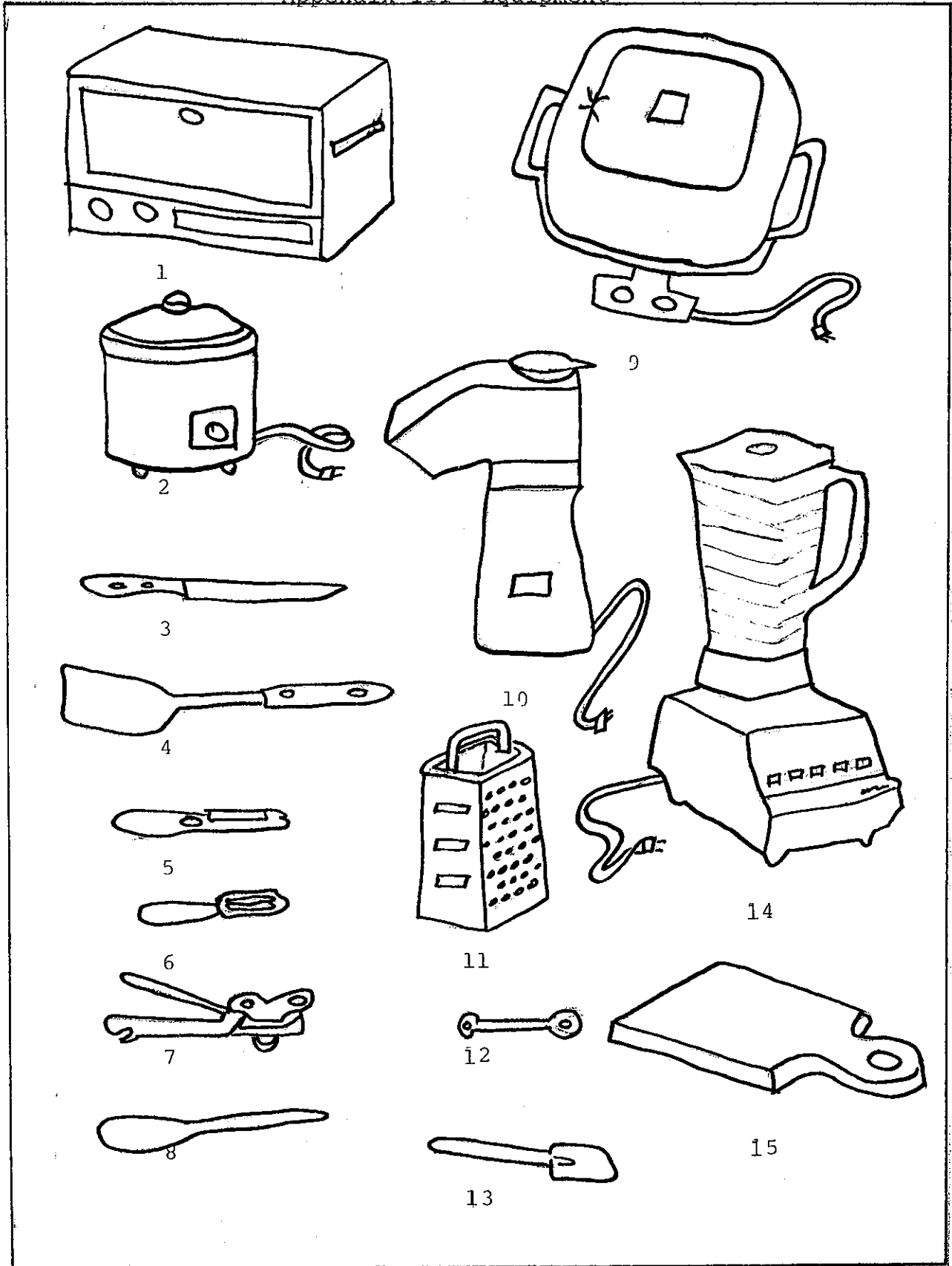
Shake - To move to and fro with short, jerky movements

Shred - A long, irregular strip cut or torn off

Fry - To cook over direct heat in hot oil or fat

Cube - Cut in $1/4$ to $1/2$ inch squares of 6 equal sides

Appendix III Equipment

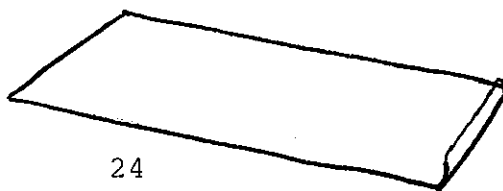




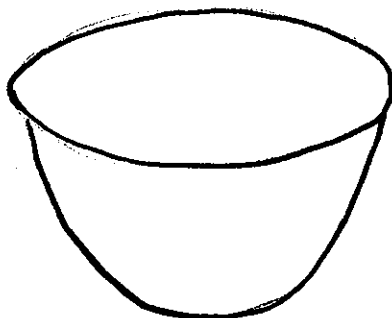
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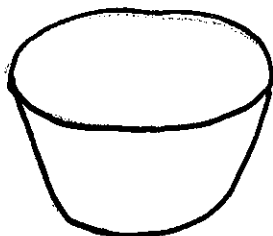
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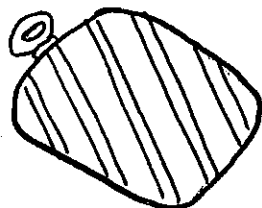
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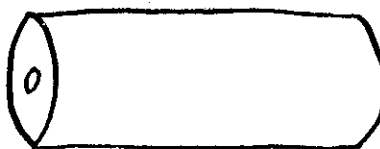
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Appendix III
Equipment Guide

- 1 toaster oven
- 2 crock-pot
- 3 knife
- 4 spatula
- 5 apple corer
- 6 peeler
- 7 can opener
- 8 spoon
- 9 electric fry pan
- 10 popcorn popper
- 11 grater
- 12 melon ball scoop
- 13 rubber scraper
- 14 blender
- 15 cutting board
- 16 measuring cup
- 17 large mixing bowls
- 18 pot holder
- 19 napkins
- 20 measuring spoons
- 21 small mixing bowls
- 22 paper towels
- 23 individual serving bowls
- 24 baking sheet
- 25 quart jar with lid