



Purpose: To teach basic kitchen terms and food preparation skills.

Lesson 1 - Food Storage

Purpose: To identify storage practices to keep food safe.

Instructor's Note: It is not always possible to tell whether a food is safe to eat by its smell or taste. Improperly stored food can become unsafe to eat and cause illness, if eaten. Keep raw meats separate from other foods in your refrigerator and shopping basket.

Storage Tips:

- Keep refrigerators, freezers and food cupboards clean to prevent contamination.
- Arrange items in the refrigerator and freezer to allow the cold air to circulate freely.
- Once opened, store dried food in airtight containers in a cool, dry place.
- Store canned foods in a cool, dry place. Once cans are open, remove the food inside and store in a covered container in the refrigerator.
- Always move cans and packages to the front of the cupboard and place newly bought food behind.
- Read the label to find out where the food manufacturer recommends storing the product.
- Chill food promptly after shopping.
- Clean hands and kitchen surfaces often.
- Check “best before” dates and buy only what can be eaten before the “best before” date.



You will need:

Food models or food pictures from magazines or flyers

Activity 1 – Where to Store Food

Literacy Stage 1

1. Talk about foods that may become unsafe if not properly stored.
Examples:
 - Leftovers sitting out on the counter for longer than two hours
 - Fresh meat stored in the refrigerator for a week
 - Bread kept in the cupboard for two weeks
2. Hold up food models or pictures and ask learners if the foods will spoil easily or if they are foods that may become unsafe with improper storage.
3. Ask learners what they can do to keep food safe.
Examples:
 - To keep leftovers safe, refrigerate them and use them up within three days or freeze them.
 - To keep the meat safe, store in the freezer.
4. Handout [Activity Sheet 4.1: Food Storage](#). Ask learners to write the appropriate number or numbers beside each food. Talk about the answers.

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Lesson 1 - Food Storage continued...



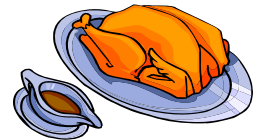
You will need:

Five slices of bread
1/2 cup cooked peas
One raw meat patty
1/2 cup milk
Water
Brown paper bag
Waxed paper
Plastic wrap
Four plates or storage containers

Activity 2

Literacy Stage 2

1. Talk about food spoilage.
2. Do the following experiments with the group to show the signs of food spoilage (or do in advance if necessary). These signs might be mold, bad smell or drying out.
 - Moisten a slice of bread with water. Expose it to the air for two days. Add a little moisture at intervals. Examine it at the end of three days and explain what has happened to it.
 - Wrap one piece of bread in brown paper, one in waxed paper and one in plastic wrap. Leave the three pieces of bread at room temperature and look at them after two days.
 - Set out two portions of cooked peas. Leave one portion uncovered and on the counter. Cover the rest and place in the refrigerator. Examine both portions after two days and compare them.
 - Divide a raw meat patty in half. Refrigerate one half and leave the other half at room temperature. Look at them after one or two days and compare.
 - Leave milk out at room temperature over two days.
3. Ask learners to write down what they see and smell. Discuss observations.



Activity 3

Literacy Stage 3

1. Ask learners if they have ever had a problem with their refrigerator keeping food cold enough. Ask learners what the signs are that the refrigerator is not working properly?
Examples:
 - Milk and beverages are not cold
 - Milk spoils quickly
 - Meat in the freezer section is not frozen hard
 - Ice cream is very soft
2. Hand out [Resource Sheet 4.1: Refrigerator Storage Times for Some Foods](#). Read it together as a group. Talk about each of the foods and how they can be stored.
3. Ask learners to write a short paragraph on why it is important to store food properly.

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Lesson 2 - Food Safety

Purpose: To demonstrate the importance of food safety.

Instructor’s Note: Personal hygiene and proper food handling are very important to ensure food safety.

Important tips:

- Personal hygiene – hands and nails should be washed before and after preparing food.
- Buy only government inspected meat, poultry and pasteurized milk.
- Use leftovers within three days or freeze them to use later.
- Thaw foods in the refrigerator or in the microwave, not at room temperature.
- Prepare raw meat away from other foods. Never put cooked meat on the same plate that was used for raw meat.
- Cook hamburger and other ground meat until cooked through and no trace of pink remains (160°F/70°C for ground beef, and 175°F/80°C for ground chicken/turkey).
- Cook poultry until no trace of pink remains (180°F/82°C for whole stuffed chicken/turkey and 170°F/77°C for chicken/turkey pieces).
- Never refreeze food that has been thawed unless you have cooked it first.

Tip: Go to www.canfightbac.org for more information on food safety and the *FightBAC!*® Program. Printable fact sheets are available on this site.

You will need:
Flip chart or white board

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Activity 1

Literacy Stage 1

1. Talk to learners about food handling and personal hygiene. Tell them that hands and fingernails must always be washed before and after cooking. Explain that sometimes hands need to be washed during food preparation as well.

Wash Hands After:

- blowing their nose
 - handling raw or unwashed food
 - smoking
 - touching a pet
 - going to the toilet
 - changing a diaper
 - answering the phone
2. Write a “Wash Hands After” list on a flip chart or white board. Talk about each suggestion that is made.
 3. Ask learners to copy down the list.



Wash Hands

Lesson 2 - Food Safety continued...



Tip: For more information of food safety visit www.canfightbac.org

You will need:

- Ground beef
- Cook top and fry pan
- Spoon

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Literacy Stage 2

Activity 2

1. Tell learners about food safety in the kitchen and what they can do to keep their food safe.
2. Hand out [Activity Sheet 4.2: Danger in the Kitchen](#). Ask the learners to circle the unsafe things they see in the picture. (See answers on second page of worksheet.)
3. Ask learners to make a list of the unsafe things they found. Discuss what they found.

Literacy Stage 3

Activity 3

1. Talk about the safe handling of raw ground meats.
2. Hand out [Resource Sheet 4.2: Safe Handling and Cooking of Ground Meat](#). Read it together as a group. Discuss points.
3. Show learners how to cook ground beef safely. Ask them to write the safety rules for handling raw meat. Review with learners.



Lesson 3 - Measures

Purpose: To teach measuring techniques, using both liquid and dry measuring tools, and to explain when it is important to measure accurately (e.g. baking).

Instructor's Note: Ingredients can be measured using imperial units such as cups, tablespoons and teaspoons or the metric system using liters and milliliters. Most recipes give the quantities in both metric and imperial measures. Accurate measuring is very important for baking. Using a liquid measure for a dry ingredient or a dry measure for a liquid ingredient is less accurate.

Tip: Practice in measuring ingredients is a useful exercise to help develop math skills.



Measuring Equipment – Imperial Measures

Abbreviations:

Teaspoon = tsp

Tablespoon = tbsp

Cup = c

Measuring Equipment – Metric Measures

Abbreviations:

Millilitres = mL

Litres = L

How to Measure Dry Ingredients

Measure dry ingredients by spooning them directly into a dry measure and filling it to overflowing. Then a straight edge spatula or knife is used to level off the ingredient that is above the rim.

How to Measure Solid Fat

Butter, margarine, shortening and lard can be pressed firmly into a dry measure and leveled off at the rim. Sometimes margarine, butter and shortening packages have lines on them to show the measured amounts.

How to Measure Liquids

Place the measuring cup on a flat surface and read at eye level. The top measuring line is a little below the rim so that the liquid will not spill over.

Note: Some learners may not have any measuring cups or spoons. If they are not able to buy them then suggest the following alternatives. A medium size coffee mug or clear glass can be used in place of a measuring cup. Lines should be marked on the outside where it would be 1/4 full, 1/2 full and 3/4 full. A soup spoon can be used for a tablespoon measure and a regular teaspoon can be used for a teaspoon measure.

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Lesson 3 – Measures continued...



You will need:

Imperial and metric measuring cups
Table knife
Salt
Flour
Water

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Literacy Stage 1

Activity 1

1. Place dry measures and liquid measures on a table. Show learners each set and talk about the differences between dry and liquid measures.
2. Ask learners, in turn, to choose what they would use to measure a specific amount of an ingredient. For example, ask them what they would use to measure a 1/2 cup (125 mL) of flour or 1 teaspoon (5 mL) of vinegar, etc.

Note: When the learners are able to do this well, you can make it more difficult by asking them for amounts that require more than one measure (e.g. 1+1/2 cups or 375 mL white sugar).

3. Show learners some measuring tools. Ask them to write down whether it is a dry or liquid measure and how much it would hold.

Literacy Stage 2

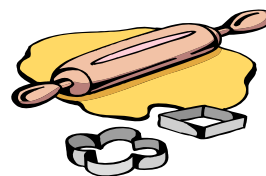
Activity 2

1. Review dry and liquid measures.
2. Handout [Activity Sheet 4.3: Measuring Ingredients – Imperial](#) or [Activity Sheet 4.4: Measuring Ingredients - Metric](#).
3. Ask the learners to match the measure to the ingredients. Discuss their answers.

Literacy Stage 3

Activity 3

1. Set out the dry measure set and a table knife in one area with some dry ingredients such as salt and flour.
2. Set the liquid measures in another area with some water.
3. Set the small measures and a table knife in a third area with both dry ingredients and water.
4. Show learners where the amounts are marked on each measure. Demonstrate at each area how to measure the ingredients.
5. Ask learners to measure both dry and liquid ingredients for various amounts. When learners are able to do this well, you can make it more difficult by asking them to measure amounts that require more than one measuring tool (e.g. 1+1/2 tsp. or 7 mL salt).
6. Ask learners to write down the differences between dry and liquid measures. Discuss their answers.



Lesson 4 - Kitchen tools and equipment

Purpose: To teach the names and uses of basic cooking equipment and how to use it.

Instructor's Note: Some learners may be completely unfamiliar with the tools for cooking. Others may need to learn vocabulary for utensils they already know how to use. Others may need to learn how to use appliances and other equipment. Talk to the learners to find out what they need and want to learn.



Tip: If learners are unfamiliar with the names of kitchen equipment, repeat the word several times and ask them to repeat it.

You will need:
A variety of kitchen tools
Flip chart or white board

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Literacy Stage 1

Activity 1

1. Show learners different kitchen tools and ask them to name the items. Write the names of the tools on a flip chart or white board.
2. Hand out [Activity Sheet 4.5: Kitchen Equipment](#). Ask learners to match the words with the pictures.

Literacy Stage 2

Activity 2

1. Hand out [Resource Sheet 4.3 : Setting Up a Kitchen – Basic Equipment](#). Read it together as a group. Talk about each section. Ask for additions to the list.
2. Hand out [Activity Sheet 4.6: Kitchen Equipment Crossword](#). Ask learners to fill in the crossword puzzle.

Literacy Stage 3

Activity 3

1. Show learners different kitchen tools and ask them to name the items. Write the names of the tools on a flip chart or white board.
2. Give each learner a simple recipe. Read the recipe aloud as a group. See [Now You're Cooking!](#) and select either Metric or Imperial recipes from these cookbooks. Examples: **Grilled Cheese Sandwich, Bannock, Chili Con Carne**
3. Ask learners to write a list of all the equipment they would need to make the recipe. Discuss their choices.



Lesson 5 – Preparing and Cooking Food

Purpose: To teach general cooking terms and techniques needed to follow recipes and prepare foods.

Instructor’s Note: Learners may need help getting organized to prepare a recipe even after they have learned cooking terms and techniques.

They need to:

- Wash their hands
- Wash the counter
- Collect equipment
- Collect ingredients
- Work through the recipe, one step at a time

How to Teach Cooking

- Work with small groups, no more than four learners to one instructor.
- Give each learner an opportunity to do all of the steps in a recipe.
- Start with simple recipes appropriate to learners’ ability and gradually work towards preparing a simple meal.
- Ask learners what they would like to prepare. Keep in mind their specific situation and use simple, nutritious recipes that they will be able to make at home.



Tip: Learners may not need to know the definitions of all the terms, but will need to know how to do the procedures.

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Activity 1

Literacy Stage 1

1. Hand out [Resource Sheet 4.4: Words Used in Preparing Food](#). Read it together as a group. Go over each of the terms and demonstrate them if possible.
2. Hand out [Activity Sheet 4.8: Cooking Words](#). Ask learners to fill in the blanks to complete the sentences. Discuss the answers.

Lesson 5 – Preparing and Cooking Food continued...



Tip: Encourage learners to try making simple recipes at home.

You will need:

Flip chart or white board
Cooking facilities and equipment
Recipe ingredients

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Literacy Stage 2

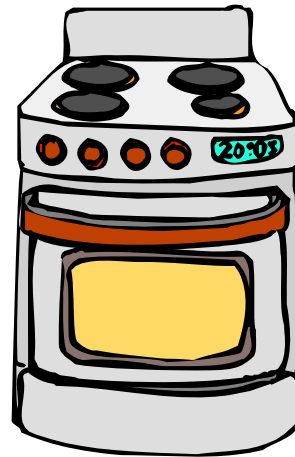
Activity 2

1. On a flip chart or white board, write down ten words used in preparing foods. Ask learners what they think the words mean. Discuss their answers.
2. Review the terms used in the preparation of food.
3. Hand out [Activity Sheet 4.7: Food Preparation Word Search](#). Ask learners to find and circle the words.

Literacy Stage 3

Activity 3

1. Review the terms used in the preparation of food.
2. Hand out [Activity Sheet 4.9: Cooking Methods](#). Ask learners to write all the different ways each food can be cooked. Discuss the answers.
3. Choose a simple recipe to prepare with learners that will show various methods of food preparation and cooking procedures. See [Now You're Cooking!](#) and select either Metric or Imperial recipes from these cookbooks. Examples: **Hamburger, Macaroni and Cheese, Lazy Day Stew.**
4. Give learners a copy of the recipe. Tell learners what each word means and then demonstrate it.
5. If possible, let learners prepare the food and cook it.



Lesson 6 - Microwave cooking

Purpose: To teach use of a microwave for cooking food.

Instructor's Note: Microwave ovens are particularly good for cooking vegetables, making cream sauces and soups, reheating leftovers and hot beverages. They can also be used for many other foods such as cookies, cakes and meats but the colour, flavour and texture is not the same as when cooked in an oven.

Using a microwave oven shortens the cooking time and saves energy when small quantities of food are being prepared. Often food can be cooked and served in the same dish.

You will need:

Cooking facilities and equipment
A microwave
Microwave safe dishes
Flip chart or white board

Activity 1

Literacy Stage 1

1. Hand out [Resource Sheet 4.5: Microwave Safety](#). Read it together as a group.
2. Talk about each of the safety points.
3. Hand out [Resource Sheet 4.6: Microwave Cookware](#). Read it together as a group. Discuss each point.
4. Have some examples of microwave cookware to show learners. Show them how to test if a dish is microwave safe.

Activity 2

Literacy Stage 2

1. Hand out [Resource Sheet 4.7: Microwave Cooking Techniques](#). Read it together as a group.
2. Go over each of the points and explain how microwave cooking is different from using a regular oven.
3. Ask learners to write down the differences.

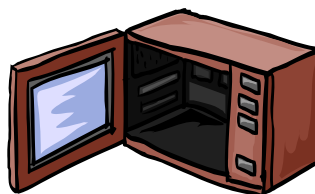
Activity 3

Literacy Stage 3

1. Find a simple recipe to use with learners. See [Now You're Cooking!](#) and select either Metric or Imperial recipes from these cookbooks. Examples: **porridge, carrots, baked fish, or vanilla pudding.**
2. Write the ingredients and equipment needed on a flip chart or white board. Tell learners what each word means and then show learners how to prepare the recipe.
3. If possible, let the learners prepare the food and use the microwave to cook it.
4. Ask learners to write down the recipe(s) so that they can try them at home.

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Food Storage

Mark the number of the storage places(s) where you would keep these foods. A food may be stored in more than one place.

1. cupboard

2. refrigerator

3. freezer

Example:

Cheese slices 2

Pork chop 2 and 3

canned peas _____

dry rice _____

wieners _____

milk _____

dry oatmeal _____

dry macaroni _____

hamburger _____

eggs _____

fresh carrots _____

canned beans _____

leftover meatloaf _____

ice cream _____

cereal _____

leftover chili _____

bread _____

onions _____



Refrigerator Storage Times for Some Foods (40°F or 4°C)

Keep refrigerated food from spoiling or becoming unsafe to eat with these short but safe time limits.

Eggs* (stored in carton)	“best before” date or 3 weeks
Mayonnaise* (opened jar)	2 months
Ground meats (uncooked)	1 day
Stewing meat, short ribs stir fry strips, kabobs	2 days
Casseroles, meat pies, sauces	2 - 3 days
Roasts, steaks	3 days
Whole chicken/turkey	2 - 3 days
Chicken/turkey pieces	2 - 3 days
Variety meats (liver, kidney, heart)	1 - 2 days
Cooked meats, poultry	3 - 4 days
Cold cuts, wieners*, sausages*	3 - 4 days
Bacon*	1 week

Adapted from the Chill Out Meat and Poultry Handling and Storage Guide, a pamphlet from the Canadian Partnership for Consumer Foods Safety Education.

*Adapted from the Food Storage in the Home sheet, a reference from the Winnipeg Hydro Home Economists, 2000



Danger in the Kitchen

There are 11 dangerous or unsafe things happening in this kitchen. Circle as many as you can find.





1. sneezing without covering nose and mouth
2. messy hair
3. dirty hands and fingernails
4. dirty apron and shirt
5. unwashed dishes
6. food – uncovered cake and bread, opened tin, chicken left on table
7. dirty towel
8. dirty can opener
9. insects
10. dirty floor, table counter
11. cracked glass

Safe Handling and Cooking of Ground Meat

Food poisoning can occur when improperly cooked ground meat is eaten. Bacteria that cause the illness are called E.Coli. They are found on the outside surface of raw meat. When meat is ground, the bacteria are mixed all through the meat.

E.Coli bacteria are killed by cooking. If hamburger is not cooked thoroughly in the centre, some of the bacteria are not killed. Freezing ground meat will not kill the bacteria.

This type of food poisoning causes cramps, diarrhea, vomiting and mild fever. If people get very ill from E.Coli bacteria, there may be damage to kidneys and intestines or they may even die.

Tips for safe meat handling

1. Choose packages of meat that are cold and tightly wrapped without tears or holes.
2. Check labels for a “packaged on” date or “best before” date. Quality and food safety decrease after the “best before” date.
3. Ask the cashier to pack meat with any frozen food items to keep them cold longer.
4. Pick up meat, poultry, refrigerated and frozen foods last. Get these foods home and into a refrigerator or freezer **immediately**.
5. Promptly put store-wrapped meat into the meat compartment or on a plate on the bottom shelf of the refrigerator so it can’t drip onto other foods.
6. Immediately freeze any meat that you don’t plan to use within one to three days.
7. Before handling raw meat, wash hands with soap and water for at least 20 seconds. Remember to wash hands, utensils, cutting board and work surface after handling raw meat. Clean cutting board with hot water and soap after each use.
8. **Never** defrost meat at room temperature. Thaw meat in the refrigerator or microwave. Meat thawed in the microwave should be cooked right away. Do not refreeze thawed meat unless it has been cooked first.
9. Do not put cooked meat on a plate or cutting board that was used for raw meat. Use a clean plate for cooked meat.
10. Prevent cross-contamination by using a separate cutting board for meats and poultry.

Adapted from the Chill Out Meat and Poultry Handling and Storage Guide, a pamphlet from the Canadian Partnership for Consumer Foods Safety Education.

Measuring Ingredients – Imperial

Measuring Utensils

1. dry measure – 1/4 cup (c.)
2. dry measure – 1/2 c.
3. dry measure - 1 c.
4. liquid measure - 1 c.
5. liquid measure - 2 c.
6. liquid measure - 4 c.
7. small measure – 1/4 teaspoon (tsp.)
8. small measure – 1/2 tsp.
9. small measure - 1 tsp.
10. small measure - 1 tablespoon (tbsp.)



Write the numbers of the measures needed to measure the following ingredients.

Example:

1 c. sugar 3

1+1/2 tsp. nutmeg 8 and 9

3/4 c. water _____

2 tbsp. corn starch _____

1 tsp. vanilla _____

1 c. oil _____

1 tbsp. baking soda _____

1 tsp. vinegar _____

3/4 c. brown sugar _____

4 tsp. baking powder _____

1+1/2 tsp. pepper _____

2/3 c. shortening _____

1/4 c. milk _____

1/2 c. raisins _____

1/3 c. lemon juice _____

1 c. flour _____

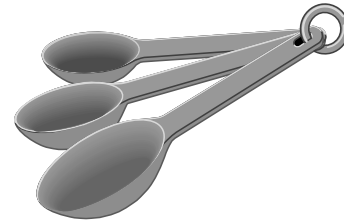
1/2 tsp. salt _____

1 tsp. cinnamon _____

Measuring Ingredients – Metric

Measuring Utensils

1. dry measure - 50 millilitres (mL)
2. dry measure - 125 mL
3. dry measure - 250 mL
4. liquid measure - 250 mL
5. liquid measure - 500 mL
6. liquid measure - 1 000 mL
7. small measure - 1 mL
8. small measure - 2 mL
9. small measure - 5 mL
10. small measure - 15 mL
11. small measure - 25 mL



Write the numbers of the measures needed to measure the following ingredients.

Example:

250 mL sugar 3

7 mL nutmeg 8 and 9

175 mL water _____

25 mL corn starch _____

5 mL vanilla _____

250 mL oil _____

15 mL baking soda _____

5 mL vinegar _____

175 mL brown sugar _____

20 mL baking powder _____

3 mL pepper _____

150 mL shortening _____

25 mL milk _____

125 mL raisins _____

75 mL lemon juice _____

250 mL flour _____

2 mL salt _____

5 mL cinnamon _____

Kitchen Equipment

Match the words with the pictures. Write the names on the lines.

kettle
sauce pan
knife

whisk
wooden spoon
can opener

measuring spoons
toaster
ladle

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

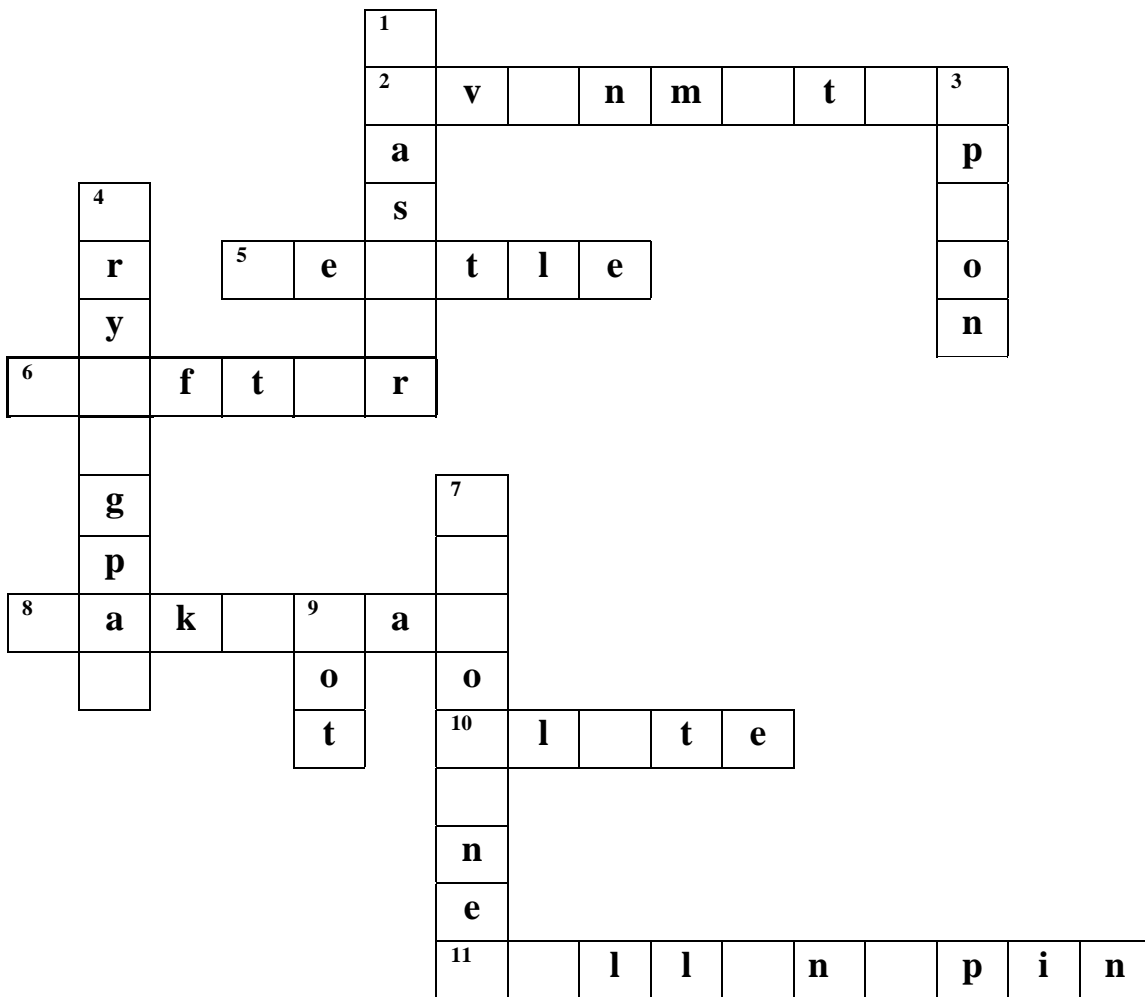
Setting Up a Kitchen – Basic Equipment

When setting up a kitchen for the first time, you need some basic items. Here is a guideline for a household of two people.

Tableware	4 large plates 4 small plates 4 soup/cereal bowls 4 cups 4 glasses	4 knives 4 forks 4 teaspoons 4 soup spoons	salad bowl casserole with lid medium bowl platter
Cookware	small pot with lid medium pot with lid large pot with lid	fry pan with lid baking sheet baking pan	
Utensils	mixing bowl plastic cutting board can opener peeler small knife large knife bread knife	large spoon slotted spoon flipper/lifter spatula measuring cup measuring spoons	hot pads oven mitts grater colander tongs masher
Small Appliances	kettle toaster mixer		
Cleaning	dish rack and drain board 2 tea towels 2 dish clothes pot scrubber		



Kitchen Equipment Crossword



Across

2. oven mitts

5. kettle

6. lifter

8. cake pan

10. plate

11. rolling pin

Down

1. toaster

3. spoon

4. frying pan

7. can opener

9. pot

Words Used in Preparing Food

Bake: Cook in oven.

Beat: Mix rapidly in an under and over movement with a spoon or fork, or round and round with a beater.

Blend: Mix two or more ingredients until smooth.

Boil: Cook in steaming liquid in which bubbles break the surface.

Broil: Cook under the broiler (top element in an oven or toaster oven).

Combine: Mix together.

Chill: Allow food to become thoroughly cold by putting it in the refrigerator or other cool place.

Chop: Cut into pieces with knife or chopper.

Coat: Cover with thin layer of flour, fine crumbs, icing sugar or crushed nuts.

Cool: Let stand at room temperature until no longer hot.

Cream: Combine ingredients by pressing them against the inside of the bowl or beating with a mixer until smooth.

Dissolve: Mix a dry ingredient into a liquid until the whole mixture is liquid.

Drain: Pour off liquid or fat

Flour: Dust greased pans with flour until well coated. Shake out extra flour that does not stick to the greased pans.

Fry: Cook in small amount of fat in skillet.

Grate: Rub against grater to cut into small pieces.

Grease: Spread bottom and sides of pan with butter, oil or shortening.

Knead: Press dough with the heel of your hands, fold it towards you, turn it, and repeat.

Mix: Combine ingredients by stirring.

Peel: Take off outer skin, for example, from a potato or orange.

Roast: Cook in oven.

Roll-out: Flatten with a rolling pin.

Shred: Cut into very thin strips with a knife or grater.

Sift: Put through flour sifter or fine sieve.

Simmer: Cook liquid that is almost boiling or to cook something in liquid, for example, cooking potatoes in water.

Slice: Cut into a thin, flat slice.

Stir: Mix round and round with spoon.

Food Preparation Word Search

Find and circle each word below. Look across and down.

- | | | |
|--------|--------|-------|
| bake | beat | boil |
| melt | clean | cook |
| fry | cut | cream |
| brown | heat | cool |
| blend | recipe | roast |
| medium | | |



r	o	a	s	t	a	q	s	t
p	c	u	t	c	r	b	d	k
f	r	y	o	n	e	l	m	v
f	e	t	c	b	c	e	e	j
z	a	v	o	c	i	n	d	m
u	m	e	o	b	p	d	i	p
a	b	a	k	e	e	r	u	o
w	r	b	c	a	m	e	m	b
c	o	o	l	t	y	o	m	y
i	w	i	e	g	k	k	e	f
b	n	l	a	l	d	q	l	r
x	j	h	n	h	e	a	t	e

Answers: Activity Sheet 4.7

Cooking Words

Use one of the cooking words below to complete the sentences.

Cooking Words:

greased	cut	mixed
turned	stirred	peeled
washed	poured	rinsed

Example:

Gary cut the carrot into sticks.

1. Karen _____ milk into the cup.
2. Gerry _____ the pork chop over.
3. Debbie _____ the skin off the onion.
4. Elsie _____ the lettuce with water.
5. Martha _____ the cake pan before adding the batter.
6. Ron _____ the hamburger with an egg.
7. Percy _____ the grapefruit in half.
8. Linda _____ the broccoli in water.
9. Fred _____ the stew with a wooden spoon.



Cooking Methods

Fill in the blanks below with the **numbers** to show all of the ways the food can be cooked.

- | | |
|----------|--------------|
| 1. fry | 5. bake |
| 2. boil | 6. roast |
| 3. broil | 7. microwave |
| 4. steam | |



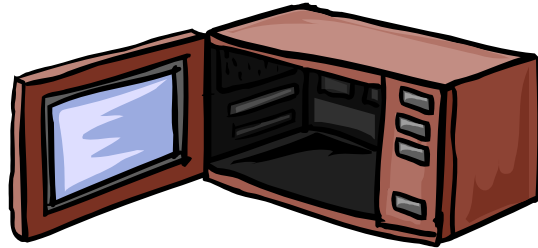
Example:

Green beans – 2, 4, 7

- | | |
|-----------------|-------------------------|
| bacon _____ | hamburger _____ |
| chicken _____ | pork chops _____ |
| broccoli _____ | carrots _____ |
| potato _____ | corn on the cob _____ |
| muffins _____ | peas _____ |
| fish _____ | cabbage _____ |
| spaghetti _____ | rice _____ |
| eggs _____ | apple pie _____ |
| onions _____ | oatmeal _____ |
| hot dog _____ | macaroni & cheese _____ |

Microwave Safety

- √ Plug the cord into a three prong (grounded) outlet. In some cases a new outlet may be needed.
- √ Use oven mitts when removing dishes from the microwave.
- √ Take care when uncovering a dish after cooking. Lift the cover so that the steam escapes away from you so that you do not get burned.
- √ Wash the inside of the microwave oven with a damp soapy cloth. If food has been cooked on, heat a cup of water in the microwave until it steams to soften the food and make it easier to clean.



- X Never operate a microwave oven if the door or door seal is damaged.
- X Plastic margarine and yogurt containers are **not recommended** for the microwave.
- X **Never heat baby bottles or baby food jars in the microwave.** They heat unevenly and may burn the baby or even explode.
- X **Never microwave food in narrow necked bottles or closed containers.** They may crack or even explode.
- X **Never turn the microwave oven on if there is no food in it.** It could damage the oven. You can keep a cup of water in the microwave to prevent damage if it is turned on by mistake.
- X Never use metal cookware, metal twist ties, or metal trimmed dishes in the microwave.

Microwave Cookware

- Cookware made especially for the microwave can be purchased. Heat resistant glass cookware such as Pyrex and Corning Ware are microwave safe.
- Microwaves pass right through some materials such as glass, porcelain, paper, and some plastics. This makes them good materials for microwave cookware.
- Dishes that have metal trim should **not** be used in the microwave.
- Plastic containers especially designed for the microwave are available.
- Plastic spoons and whisks are available for use in the microwave. They are useful because they can be left in the food during cooking.
- Certain foods such as soups, sauces, and cereals need a deep container to prevent boiling over.
- Round dishes are better for the microwave than square or rectangle. The food in the corners of square or rectangle dishes tends to overcook.

To test if a dish is microwave safe: Put the dish to be tested in the microwave. Pour $\frac{1}{2}$ cup (125 mL) of cold water in an ovenproof one cup glass measure. Place it beside, but not touching, the dish to be tested. Microwave on High one minute. The water should be very warm or even hot. If the container being tested is cool or only slightly warm, it is safe to use in the microwave. If it is hot, **do not** use in the microwave.

Microwave Cooking Techniques

- **Foods overcook quickly** in the microwave. Always start with the shortest time suggested and increase, if necessary.
- **Larger quantities** of food **take a longer time** to cook in the microwave than smaller amounts.
- **Cover food** for faster and more even cooking, and to prevent spatters. If it is covered with **plastic wrap**, it **should be vented**. This means that there must be a space for the air to escape, either a hole in the wrap or a spot at the edge where it is not fastened down. Waxed paper or a microwave-safe plate can also be used as a cover.
- Food may be **wrapped in paper towels** to absorb fat from food as it cooks.
- Potatoes should **be arranged in a circle** with the larger ones closer to the outside and smaller ones closer to the centre of the circle.
- **Pierce the skins** of foods cooked whole such as potatoes, squash or apples. If this is not done, steam may build up and cause the food to burst.
- When cooking unevenly shaped foods such as whole chicken, small strips of aluminum foil may be used as a shield to prevent parts of the food from overcooking. Place foil pieces at least one inch apart from each other and the walls of the microwave.
- **Pierce the yolk of an egg** to prevent it from exploding when cooking in the microwave.
- Tender cuts of meat cook best in the microwave. Marinate less tender cuts of meat overnight in tomato juice or other marinade. Cook at Medium or Medium-High power.

This resource is for educational use and may be duplicated for individual or group learning.
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