

Lesson 1.7: Reading a Recipe

Unit: Unit 1, Kitchen Skills and Smart Eating (Nutrition and Wellness) **Topic:** 1.2 Tools, Measuring, and Recipes **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** Either (classroom or FACS lab; no food is handled)

Standards

- NYS module line: NYS N&W 1. Culinary Management d) Prepare a simple recipe
- CTE theme line: CTE PSI 1. Problem Solving e) Demonstrate personal development of problem-solving skills through practice of these skills in a variety of classroom applications
- NYS FACS Learning Standard 1 (Intermediate), Key Idea: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.; Performance Indicator: Students understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.
- CDOS Standard 3a Universal Foundation Skills: Basic Skills
- National FCS 3.0: 14.3.3 Show the ability to select, store, prepare, and serve food that is nourishing and looks good on the plate.

Enduring understanding and essential question

Big idea: A recipe is a set of instructions written by someone who is not in the room. Reading all of it before you touch anything is what keeps the lab on time and the food edible. **Essential question:** What can a recipe tell you before you start that would save you from a disaster?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given a printed recipe, label its seven parts (title, yield, ingredients in order of use, equipment, steps, time, temperature) and decode every abbreviation in it.
2. (Mid) Given a recipe for four, calculate the ingredient amounts for double and for half, using fractions, and write the new ingredient list.
3. (High) Given a recipe and a list of common mistakes, predict what would go wrong if a step were skipped or a tool were swapped, and justify the prediction with the part of the recipe that warns against it.

Vocabulary

Tier 2 (general academic): sequence, yield, predict, procedure Tier 3 (FACS): recipe, yield, ingredient, mise en place, preheat, abbreviation, double, halve. See the unit vocabulary list (Vocabulary 01.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Recipe Reading Practice handout, one per student: Handout 01.07 - Recipe Reading Practice.md (both Lab 1 recipes, Mug Cake with Hand-Whipped Cream and Scrambled Egg Tacos, with numbered parts and questions)
- One “what could go wrong” card set per pair (six cards; printed from the slides)
- The equivalents table from Lesson 1.6 posted on the board
- One mug, one skillet, and one sheet pan at the front for the wrong-pan demo (no food)
- Slides: Slides 01.07 - Reading a Recipe.md
- Setup notes: none beyond printing. Allergy check: no food today, but this is the day to read both Lab 1 recipes aloud and confirm the allergy list against them (egg, dairy, wheat). Note who needs a substitution before Lesson 1.8.

Pre-assessment

Yesterday’s Silent Measurement Challenge exit cards. The do now checks whether students read a recipe from top to bottom or jump to the steps.

Do now and hook (Time: 4 min)

On the board: “You get a new recipe. What is the first thing you read? What is the last thing? One sentence each.” Debrief: hand vote on “I read the steps first.” Hook: show the mug cake recipe with the yield covered. “This recipe makes one mug. There are seven of you at a station. If you do not read the yield, someone goes hungry.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: the seven parts	Project the Mug Cake recipe with the parts numbered. Name each part and say what it tells you: title (what it is), yield (how many it feeds), ingredients in order of use (the shopping list and the order you reach for them), equipment (what to	Label the seven parts on the handout copy of the Mug Cake recipe (Part 1) and write the full word next to each abbreviation.	8 min

	pull from the drawer map), steps (numbered, one action each), time (how long, and when to start), temperature (how hot, and preheat means before). Then the abbreviations: point to each one in the recipe and have the class say the full word.		
2. Guided discussion: mise en place	Define mise en place: everything measured, every tool out, before any heat. Show the slide of a station set up right and one set up wrong. Ask: "What is missing?" Connect to the drawer map and the Silent Challenge.	Read the equipment list of the Scrambled Egg Tacos recipe and write the mise en place list for it on the handout (Part 2): every ingredient measured into what, every tool out.	6 min
3. Practice: doubling and halving	Work one line with the class: 3 Tbsp flour doubled is 6 Tbsp; halved is 1 1/2 Tbsp. Then 1/4 tsp baking powder doubled is 1/2 tsp; halved is 1/8 tsp, and ask what spoon you would use. Release the practice set.	Complete the scaling table on the handout (Part 3): the mug cake recipe for 4 mugs (times 4, which is the station's real number) and the taco recipe for 4 people instead of 8 (halved). Show the fraction work.	8 min
4. Learning activity: what could go wrong	Hand each pair the six cards (skipped the preheat, used a skillet instead of a mug, packed the flour, put the eggs in on high heat, forgot	In pairs, read each card, find the recipe line, write the prediction on the handout (Part 4).	7 min

	the tortillas until the end, used a metal bowl in the microwave). Task: for each card, find the line in the recipe that warns against it and write what would happen. Do the wrong-pan card together first with the mug, skillet, and sheet pan at the front.		
5. Share and choose	Take one card per pair, quick round. Then the vote: which Lab 1 recipe does this class cook? State the constraints: the Mug Cake is microwave only and best for a first lab; the Tacos use the stove and need the Kitchen Safety Exam passed by everyone at the station. <i>[Sal: you may decide this by grade instead of by vote; grade 6 gets the Mug Cake.]</i>	Report one prediction. Vote. Write the chosen recipe at the top of the handout.	3 min

Questions to ask

Monitor understanding:

- What does “tsp” mean? “Tbsp”? “c”? Which one is bigger?
- Where in the recipe does it tell you how many people it feeds?
- Why are ingredients listed in the order you use them?
- What does preheat mean, and when do you do it?

Deepen learning:

- The recipe says medium-low heat for the eggs. What do you think happens on high, and why would the recipe writer care?
- If you doubled the tacos recipe for 16 people, what would you run out of first in our room: eggs, skillets, or time?
- A recipe online has no yield and no times. Would you trust it? What would you do before cooking it?
- Why do restaurant cooks do mise en place before the first order comes in?

Check for understanding

Whiteboard answers during Step 3: after each scaling problem, students hold up the answer. A “got it” answer for “1/4 tsp doubled” is “1/2 tsp” and for “3 Tbsp halved” is “1 1/2 Tbsp.” Anyone who writes “1.5” or “1 and a half” gets a yes. Anyone who holds up “3/2 tsp” needs the spoon in their hand to see it.

Closure (Time: 4 min)

3-2-1 exit card: 3 parts of a recipe from memory, 2 abbreviations and what they mean, 1 thing that could go wrong in Lab 1 that you will watch for. Three students read the “1” line aloud; those become the safety reminders on the station card. Sort into “got it” and “needs more.”

Differentiation and supports

- ELL: both recipes on the handout have the abbreviations spelled out in a margin note and a picture next to each equipment item; the handout has the Turkish, Portuguese, and Spanish words for recipe, ingredients, steps, and yield (see Vocabulary 01.md); sentence starter for the prediction column: “If you , **the** will ___.”
- IEP and 504 (general): a highlighter to mark the seven parts instead of labeling; the scaling table has the original amounts already filled in; a calculator is allowed; extended time on Part 3; pairs are chosen so a strong reader sits with each pair.
- Grade 6 support: label five parts (title, yield, ingredients, steps, time) and scale by doubling only; the “what could go wrong” set is four cards.
- Grade 8 stretch: scale the tacos recipe to 7 people (not a clean multiple; students round and defend the rounding) and write a fourth column, “how I would know it is going wrong before it is too late.” Stretch pairs also rewrite one recipe step that is unclear so a sixth grader could follow it.
- UDL checkpoint used: multiple means of representation (the recipe read aloud, projected with the parts colored, and printed) and multiple means of action and expression (label, highlight, or match).
- No-kitchen or no-machine alternative: this lesson runs in any room as written. The wrong-pan demo uses any three containers.

Assessment

Objective	Standards met	Learning task	Assessment (formative or
-----------	---------------	---------------	--------------------------

			summative; tool)
1. Label the parts and decode abbreviations	N&W 1. d); Std 1 PI A; National FCS 14.3.3	Handout Part 1, Step 1	Formative; handout checked against the key, daily work; summative on Assessment 01.2 (recipe reading station, five questions)
2. Scale a recipe by doubling and halving	N&W 1. d); CDOS 3a Basic Skills	Handout Part 3, Step 3	Formative; whiteboard answers during practice, handout scored against the key
3. Predict what goes wrong and justify with the recipe	PSI 1. e); N&W 1. d)	What could go wrong cards, Step 4	Formative; pair answers scored complete, partial, or missing; the predictions become the safety reminders on the Lab 1 station card

Homework

None. Optional: bring in a recipe from home (a photo on a phone is fine) and find the seven parts. Which part is missing? Many family recipes have no yield or no times.

Connections

ELA: a recipe is a procedural text, the same genre as a science lab procedure or assembly directions; the ELA teacher can use the seven parts as a text feature lesson and the “what could go wrong” cards as an inference task. Math: multiplying and dividing fractions, and the question of what to do when a recipe for 8 has to feed 7.

Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nyc-tecenter.org, June 2018), line 1. d). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 05, Problem Solving and Innovation, line 1. e). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 1, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- CDOS Intermediate Standard 3a, Basic Skills. Same file.

- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 14.3.3.
- Sal's own materials: the Mug Cake with Hand-Whipped Cream teacher recipe sheet (recipe_sheets_2026-05/education_teachingwork_6th_grade_mug_cake_recipe_sheet_2026_05.docx) and the Scrambled Egg Tacos lesson package (education_teaching_facs_lesson3_scrambledeggtacos_2026_03.docx), both in Education/TeachingWork/LessonPlans. The "What Could Go Wrong" box on his recipe cards is the model for Step 4.

Teacher notes

- If the period runs short, cut Step 4 to three cards and do the vote as an exit card. Never cut the yield hook or the mise en place slide; those two are what make Lab 1 Day 1 go fast.
- Common mistake: students double the yield line but not the time. Point out that a bigger batch in the same pan usually needs more time, and a second mug in the microwave does too; that is why the station card gives a new time for two mugs.
- The scaling table for the mug cake goes to 4 mugs because that is what a station of 7 makes in Lab 1 (pairs share a mug). Say that; it makes the math real.
- *[Sal: the vote in Step 5 is optional. Your sheets label the Mug Cake for grade 6 and the Tacos as grade 6 to 12. A first lab on the microwave is the safer opener for any grade; the Tacos work well as Lab 2 or for a grade 8 section that has already cooked with you.]*