

 **Instructional Targets**

**Math Standards for Number and Quantity: Quantities**

- **Reason Quantitatively and Use Units to Solve Problems:** Express quantities to the appropriate precision of measurement.

**Math Standards for Life Skills for Measurement**

- **Life Skills for Measurement:** Select units and use measurement tools to solve problems accurately in the context of a daily living activity.

**Reading Standards for Informational Text**

- **Key Ideas and Details:** Summarize a sequence of events or steps in a text.

**Standards for Speaking and Listening**

- **Comprehension and Collaboration:** Initiate and participate in grade level and age-appropriate discussion on diverse topics to: Express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.

**Standards for Daily Living**

- **Food Preparation and Handling:** Safely prepare basic foods using appropriate kitchen tools.
- **Nutrition:** Recognize basic foods and/or meals that make up a balanced diet.

 **Differentiated Tasks**

**Level 3** Students will...

- Independently use measurement tools in daily living skill activities.
- Describe the sequence of events from a text or list the steps of a procedure.
- Share information and opinions, ask and answer questions and make comments during a group discussion.
- Identify and use appropriate tools and/or ingredients to safely prepare basic meal items.
- Identify food items and/or meals to create a balanced diet.

**Level 2** Students will...

- Identify and use measurement tools appropriate for a supported daily living task.
- Use picture supports to identify a sequence of events from a text or list the steps of a procedure.
- Use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.
- Use picture supports to select tools and ingredients to prepare basic meal items.
- Use picture supports to identify food items and/or meals to create a balanced diet.

**Level 1** Students will...

- Select a measurement tool for a daily living task.
- Select a picture to identify an event from a text or a step from a procedure (single option or errorless choice).
- Participate in conversational exchanges, using communication technology and picture supports.
- Recognize tools and/or ingredients to actively participate in preparation of basic meal items (may be matching or errorless choice).
- Select foods and/or meals to create a balanced diet (may be errorless choice).

 **Topic Connection**

Throughout this unit, students have learned about about ecosystems and food chains. This lesson introduces students to the forest ecosystem and how it provides humans with sources of food—including the ingredients needed to make Forest Salsa. NOTE: Always consider student food allergies when making a recipe.



**Topic Words**



ecosystem    food    forest



**Recipe Words**

add	cook	measure	stir
bake	cup	more	tablespoon
beat	less	pour	teaspoon

\* Power Words





Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4
<p><b>Instructional Activities</b></p>	Introduce the Recipe	Prepare to cook	Cook and Eat	Review the Recipe
<p><b>?</b> See how these activities fit into the <b>Suggested Monthly Plan</b>.</p>				
<p><b>ULS Materials and Resources</b></p>	<p><b>Recipe</b></p> <p><b>Picture/Word Cards</b> </p> <ul style="list-style-type: none"> <li>vegetable oil</li> <li>sugar</li> <li>cinnamon</li> <li>wheat tortillas</li> <li>grapes</li> <li>apples</li> <li>strawberries</li> <li>blueberries</li> <li>honey</li> </ul>	<p><b>Recipe</b></p> <p><b>Recipe Sequencing Activity</b></p> <p><b>Recipe Sequencing Cards</b> </p>	<p><b>Recipe Picture/Word Cards</b> </p> <ul style="list-style-type: none"> <li>vegetable oil</li> <li>sugar</li> <li>cinnamon</li> <li>wheat tortillas</li> <li>grapes</li> <li>apples</li> <li>strawberries</li> <li>blueberries</li> <li>honey</li> </ul> <p><b>Standards Connection</b> <b>Core Task 6.8</b></p>	<p><b>Recipe Review</b></p> <p><b>Picture/Word Cards</b> </p> <ul style="list-style-type: none"> <li>vegetable oil</li> <li>sugar</li> <li>cinnamon</li> <li>wheat tortillas</li> <li>grapes</li> <li>apples</li> <li>strawberries</li> <li>blueberries</li> <li>honey</li> </ul> <p><b>Core Task 2.4</b></p>
<p><b>Core Materials Tasks:</b> 5.0, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9</p> <p><b>Instructional Guides:</b> <a href="#">Mathematics</a></p> <p><b>Instructional Tools:</b> <a href="#">Math Pack / Cooking</a></p>				
<p><b>Additional Materials</b></p>	<p><b>Food Items (serves 4)</b></p> <p>1 T vegetable oil, 2 T sugar, ¼ t cinnamon, 4 (8-in) wheat tortillas, 1 C grapes, halved, 1 C apples, diced, 1 C strawberries, diced, ½ C blueberries, 1 T honey</p>		<p><b>Cooking Tools</b></p> <p>small bowl, knife, pastry brush, baking sheet, large bowl, spoon</p>	

\*Always consider student food allergies and dietary restrictions when preparing recipes.

 **Instructional Target**

**Standards for Speaking and Listening**

- **Comprehension and Collaboration:** Initiate and participate in grade level and age-appropriate discussion on diverse topics to: Express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.






**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"><li>• Introduce this activity by asking a focus question about the recipe. For example, ask, "What can we follow to help us cook something— recipe or dictionary?" Discuss students' responses.</li><li>• Explain to students that a recipe includes a list of ingredients, or things needed, and directions. Tell students that they will follow a recipe to make Forest Salsa.</li><li>• Explain to students that after reading the ingredients and recipe, they will prepare a shopping list to get the ingredients needed to make the Forest Salsa. For example, say, "We will be reviewing a recipe for Forest Salsa. Your job is to listen to the steps of the recipe."</li><li>• Review the learning goal with students: <b>I will learn how to make Forest Salsa.</b></li></ul>
<b>Model</b>	<ul style="list-style-type: none"><li>• Display the recipe. Point to the list of ingredients and say, "This part of the recipe tells us what we need to make Forest Salsa." Read the list of ingredients aloud.</li><li>• Next, point out the numbered steps. Explain, "This part of the recipe tells us how to make Forest Salsa." Read the steps aloud.</li><li>• Discuss how important it is to make sure you have everything necessary to make a recipe before starting.</li><li>• Model how to review the ingredients to make a shopping list. For example, say, "What do I need to get in order to make this recipe?" Review ingredients, making note of what is needed and what is already provided.</li></ul>
<b>Provide Practice</b>	<p><b>Level 3:</b> Have the student participate in identifying the ingredients needed. Have the student independently create a shopping list of ingredients.</p> <p><b>Level 2:</b> Have the student use pictures to identify the ingredients needed. Have the student use picture supports to create a shopping list of ingredients.</p> <p><b>Level 1:</b> Have the student select a picture of an ingredient from the recipe. Have the student select a picture to identify an ingredient for the shopping list.</p>
<b>Review</b>	<ul style="list-style-type: none"><li>• Review the shopping list, ensuring all ingredients and tools are accounted for.</li></ul>
<b>Extension</b>	<ul style="list-style-type: none"><li>• Discuss with students ways that the items may be obtained. This may include a community outing, shopping online or using items that you already have on hand. Plan an activity to obtain the ingredients.</li></ul>



**Check Understanding** 

-  **Level 3:** Can the student identify the ingredients needed for the recipe? Can the student independently create a shopping list of ingredients?
-  **Level 2:** Can the student use picture supports to identify ingredients needed in the recipe? Can the student use picture supports to create a shopping list of ingredients?
-  **Level 1:** Can the student choose a picture of an ingredient? Can the student choose a picture of an ingredient to place on a shopping list?



## Instructional Target

### Reading Standards for Informational Text

- **Key Ideas and Details:** Summarize a sequence of events or steps in a text.



## Instructional Routine



### Introduce

- Introduce this activity by asking a focus question about the recipe. For example, ask, "What could happen if a recipe is not followed in order?" Discuss students' responses.
- Reread the recipe steps. Discuss the importance of doing the steps in the correct order.
- Tell students that they will be putting the steps of the recipe in the proper order. For example, say, "We need to make a recipe card for Forest Salsa. Your job is to put the steps of the recipe in order."
- Review the learning goal with students: **I will put the steps of the recipe in order.**

### Model

- Display the Recipe Sequencing Activity.
- Ask questions such as, "What will we do first? What will we do last? What do we need to do after we place the tortilla wedges on a cookie sheet?"
- Model placing a few of the steps in order on the Recipe Sequencing Activity.

### Provide Practice

#### ***Provide the student with the Recipe Sequencing Activity.***

**Level 3:** Have the student describe and put the steps of the recipe in order.

**Level 2:** Have the student use picture supports to put the steps of the recipe in order.

**Level 1:** Have the student select a picture from a single choice or errorless field to identify a step of the recipe.

### Review

- Review the order of the recipe steps. Explain why it is important to do steps in order. Ask students, "What would happen if we did the steps out of order?"



## Check Understanding



**Level 3:** Can the student describe and put the steps of the recipe in order?



**Level 2:** Can the student use picture supports to put the steps of the recipe in order?



**Level 1:** Can the student select a picture from an errorless field to identify a step of the recipe?

 **Instructional Targets**

**Math Standards for Number and Quantity: Quantities**

• **Reason Quantitatively and Use Units to Solve Problems:** Express quantities to the appropriate precision of measurement.  
**Standards for Life Skills for Measurement**

• **Life Skills for Measurement:** Select units and use measurement tools accurately to solve problems in the context of a daily living activity.

**Standards for Daily Living**

• **Food Preparation and Handling:** Safely prepare basic foods using appropriate kitchen tools.






**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>Introduce this activity by asking a focus question about the recipe. For example, ask, "The recipe calls for 1 cup of grapes. What do we have to do to make sure we have 1 cup of grapes—add or measure?" Discuss students' responses.</li> <li>Explain to students that we need to measure ingredients correctly and accurately. Measuring is a count of how many units are needed to fill, cover or match an object or area being measured.</li> <li>Tell students that they will be making Forest Salsa. It will be their job to follow the recipe and measure the ingredients correctly.</li> <li>Review the learning goal with students: <b>I will use measuring tools to make a recipe.</b></li> <li>Optional: Use Core Tasks 6.0, Mealtime Job List to assign responsibilities during this activity.</li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>Review Core Task 6.8, Food Prep.</li> <li>Present and identify the measuring tools needed for a recipe: measuring cups and spoons.</li> <li>Remind students of how important accurately measuring and following steps are in making a recipe.</li> <li>Model how to accurately fill and measure each type of tool.</li> <li>Remind students of why there are various sizes of measuring tools. For example, say "Measuring cups help us to measure a larger amount of an ingredient. Measuring spoons help us measure smaller amounts of an ingredient."</li> <li>Use the Standards Connection to explore more about comparing volume and measurement.</li> </ul>
<b>Provide Practice</b>	<p><b>Display Core Task 6.8. Provide students with the Recipe.</b></p> <p><b>Level 3:</b> Have the student make the recipe using measuring tools and supports as needed.  <b>Level 2:</b> Have the student select the appropriate measuring tools to use in making the recipe. Have the student match objects with the same volume of measurement. For example, have student measure the same volume of cinnamon. Point out how the measurements are the same (match).  <b>Level 1:</b> Have the student select a measuring tool used in the recipe from an errorless field of choice. With support, have the student compare two measured volumes and choose which is larger. Have the student match objects of the same size and shape. For example, display one 8-inch tortilla and ask the student to find the matching tortilla from a field or single choice.</p> <p>NOTE: The following Core Tasks can be used during or after cooking: Core Tasks 6.1: Set table, 6.2: Wash Dishes, 6.3: Dry Dishes, 6.9: Mealtime Manners, 6.4: Clear Table, 6.5: Put Away Food, 6.6: Clear Counters, 6.7 Sweep Floor</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>Complete the recipe and eat.</li> </ul>



**Check Understanding** 

-  **Level 3:** Can the student use measuring tools while making a recipe?
-  **Level 2:** Can the student select appropriate measuring tools to be used in making a recipe? Can the student match objects of the same volume?
-  **Level 1:** Can the student select a measuring tool from an errorless field used in making a recipe? Can the student match objects of same size and shape?

 **Instructional Targets**

**Standards for Speaking and Listening**

- **Comprehension and Collaboration:** Initiate and participate in grade level and age-appropriate discussion on diverse topics to: Express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.

**Standards for Daily Living**

- **Nutrition:** Recognize basic foods and/or meals that make up a balanced diet.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce this activity by asking a focus question about the recipe. For example, ask, "What recipe did we cook—cupcakes or Forest Salsa?" Discuss students' responses.</li> <li>• Remind students that everyone has different tastes they like and dislike. Simply because someone does not like a recipe does not mean it is a bad recipe.</li> <li>• Discuss USDA MyPlate with students. Review the basic food groups and discuss what types of food are in those food groups. Use the MyPlate Poster in Core Task 2.4 to provide a visual.</li> <li>• Tell students that they will be reviewing the recipe. Explain that their job will be to tell others if they liked the recipe and to decide if the recipe is healthy.</li> <li>• Review the learning goals with students: <b>I will share my opinions about the recipe. I will decide if the recipe was healthy.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display the Recipe Review.</li> <li>• Model how to fill out the review. Share your personal opinion about the recipe with everyone.</li> <li>• Explain to students how to decide if the recipe was healthy or not. For example, ask "What ingredients were in this recipe? Where are those ingredients on MyPlate? Does the recipe have too many of certain food groups?" Use the MyPlate Poster in Core Task 2.4 and the Picture/Word Cards to provide visual.</li> </ul>
<b>Provide Practice</b>	<p><b>Display Core Task 2.4 and provide each student with a Recipe Review and any alternate forms of writing needed.</b></p> <p><b>Level 3:</b> Have the student share an opinion about the completed recipe. Have the student identify if the recipe was healthy or not.</p> <p><b>Level 2:</b> Have the student use picture supports to share an opinion about the completed recipe. Have the student use picture supports to identify if the recipe was healthy or not.</p> <p><b>Level 1:</b> Have the student use assisted technology and picture supports to share an opinion. Have the student respond to a food choice.</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Allow students to share their recipe reviews with other students.</li> <li>• Encourage discussion of what made the recipe good or bad. Ask for suggestions to add to the recipe to make it better.</li> </ul>



**Check Understanding** 

- **Level 3:** Can the student share an opinion about the completed recipe? Can the student identify the healthiness of the recipe?
- **Level 2:** Can the student use picture supports to share an opinion about the completed recipe? Can the student use picture supports to identify the healthiness of the recipe?
- **Level 1:** Can the student use assisted technology and picture supports to share an opinion about the recipe? Can the student respond to a food choice?

**Instructional Targets**

**Math Standards for Number and Quantity: Quantities**

- **Reason Quantitatively and Use Units to Solve Problems:** Express quantities to the appropriate precision of measurement.

**Math Standards for Life Skills for Measurement**

- **Life Skills for Measurement:** Select units and use measurement tools accurately to solve problems in the context of a daily living activity.

**Building Blocks to Algebra:** Recognize and compare numbers showing the symbols  $>$ ,  $<$  or  $=$ .

**Differentiated Tasks**

**Level 3** Students will...

- Independently use measurement tools in daily living skill activities.
- Compare two numbers and use symbols to indicate  $>$ ,  $<$  or  $=$

**Level 2** Students will...

- Identify and use measurement tools appropriate for a supported daily living task.
- Compare two groups of objects and determine which group is bigger, smaller or equal in amount.

**Level 1** Students will...

- Select a measurement tool for a daily living task.
- Count a set of objects to determine which group has more, less or an equal amount.



**Learning About Ounces**

The page below shows several items that are measured in ounces. Present real examples of these items and have students determine each item's weight in ounces. Use the Comparing Ounces Practice page to compare the weight of the different items. Continue this activity and extend interest by introducing a variety of objects.

Lesson 20 - Measure It!  
Standards Connection A

20  
Standards Connection A

**Comparing Ounces**

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HS, Unit 10, Life Science, Knowing Our Ecosystems  
Lesson 20, Measure It!, Title

Lesson 20 - Measure It!  
Standards Connection A

20  
Standards Connection A

**Comparing Ounces Practice**

How many ounces is item 1?  ounces

How many ounces is item 2?  ounces

Which one is heavier?

ounces

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HS, Unit 10, Life Science, Knowing Our Ecosystems  
Lesson 20, Measure It!, Title

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**Level 2** Students will...

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- Compare two groups of objects and determine which group is bigger, smaller or equal in amount.

**Level 1** Students will...

- Select a measurement tool for a daily living task.
- Count a set of objects to determine which group has more, less or an equal amount.













## Learning About Equivalents

The Equivalency Chart reviews equivalent measurements. Review the chart with students. Then, use the Equivalency Chart Practice page to have students practice finding equivalent amounts. Present students with dried beans or rice and measuring tools and encourage real practice of measuring and finding equivalents.

Lesson 20 - Measure It!  
Standards Connection B

20  
Standards Connection B

### Equivalency Chart

1 cup 	½ pint 
2 cups 	1 pint 
4 cups 	1 quart 
2 quarts 	½ gallon 
4 quarts 	1 gallon 
2 half gallons 	1 gallon 

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HS, Unit 8, Life Topics, Unit Topic, Lesson 20, Measure It!, Title

Lesson 20 - Measure It!  
Standards Connection B

20  
Standards Connection B


### Equivalency Chart Practice

1 cup



=

1 pint



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HS, Unit 8, Life Topics, Unit Topic, Lesson 20, Measure It!, Title



RECIPE

SNACK



# Forest Salsa



NEED

1 T vegetable oil



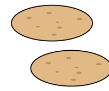
2 T sugar



¼ t cinnamon



4 (8-in) wheat tortillas



1 C grapes, halved



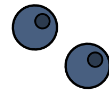
1 C apples, diced



1 C strawberries, diced



½ C blueberries



1 T honey



small bowl



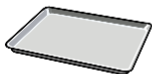
knife



pastry brush



baking sheet



large bowl



spoon



\* Always consider student food allergies and dietary restrictions when preparing recipes.

1. Preheat oven to 350 degrees.

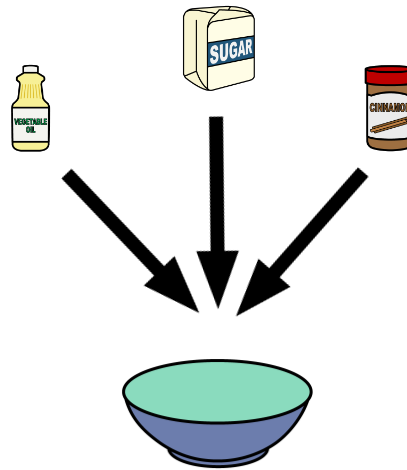


350°

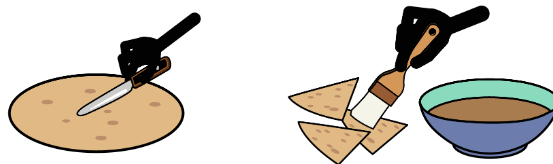
# Forest Salsa



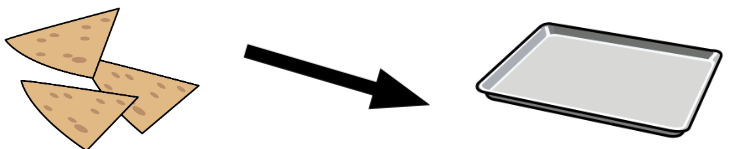
2. Put oil, sugar and cinnamon into small bowl.



3. Cut each tortilla into 8 wedges. Brush wedges with cinnamon-sugar mixture.



4. Put wedges onto baking sheet.



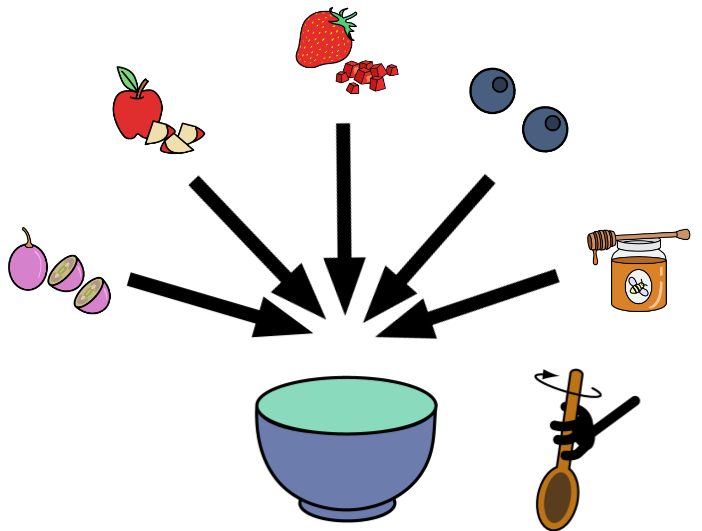
5. Bake wedges for 5-7 minutes or until golden.



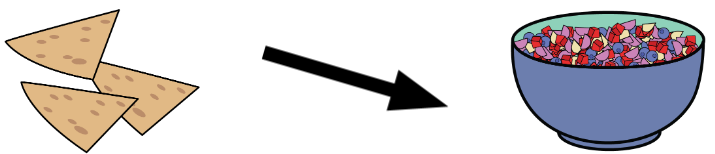
# Forest Salsa



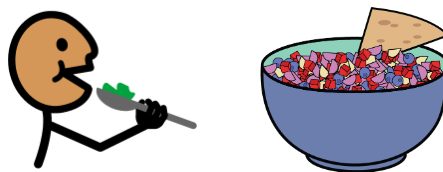
6. Put grapes, apples, strawberries, blueberries and honey into large bowl. Stir.



7. Dip wedges into salsa.



8. Eat.





# Forest Salsa

1.

2.

3.

4.

5.

6.

7.

8.



# recipe review

Recipe: \_\_\_\_\_

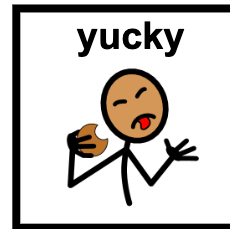
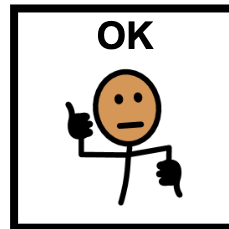
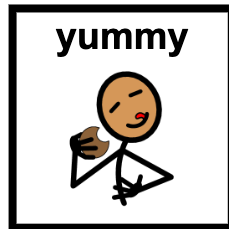
Reviewed by: \_\_\_\_\_

What was in it?

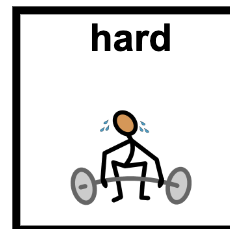
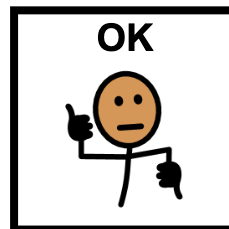
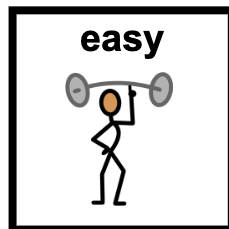


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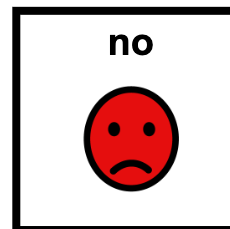
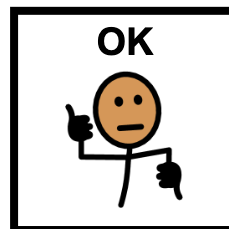
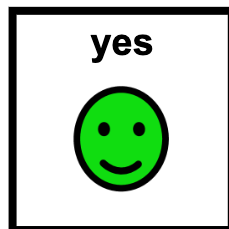
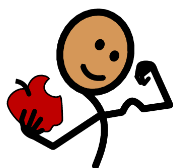
How did it taste?



How was it to make?



Was it healthy?





vegetable oil



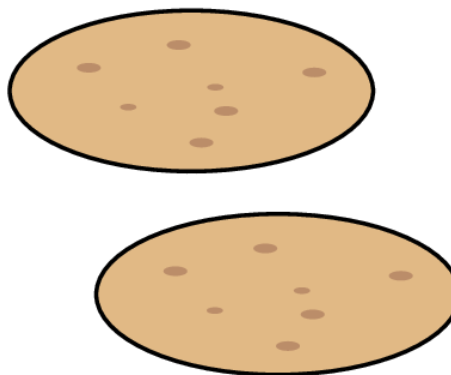
sugar



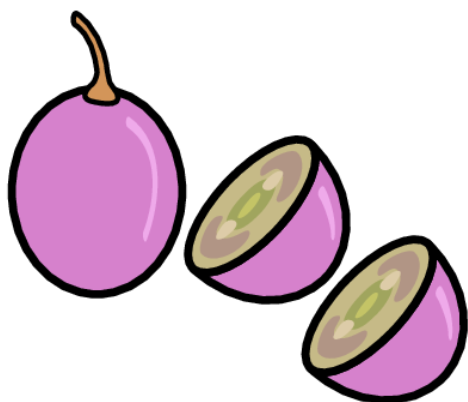
cinnamon



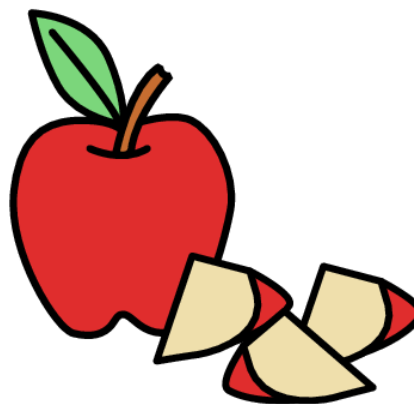
wheat tortillas



grapes

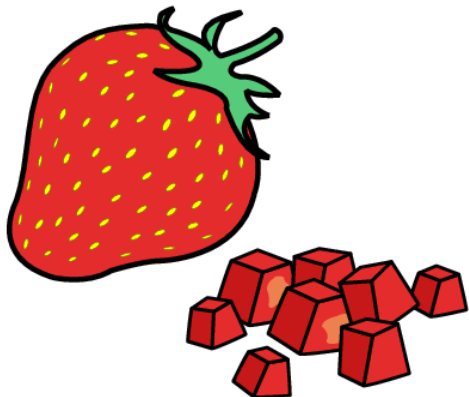


apples

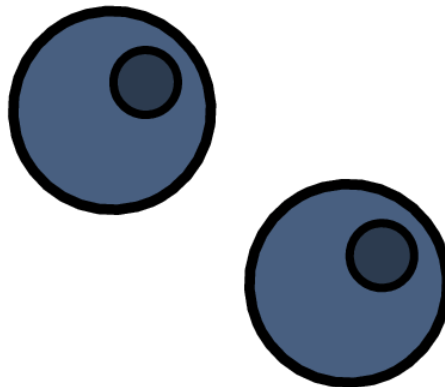




strawberries



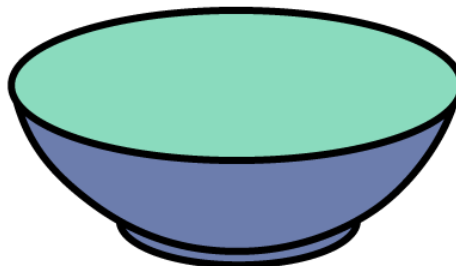
blueberries



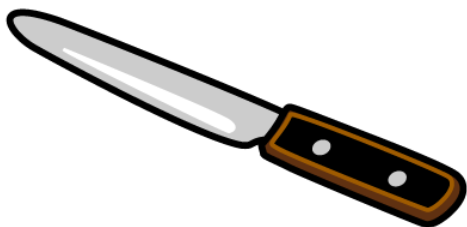
honey



small bowl



knife

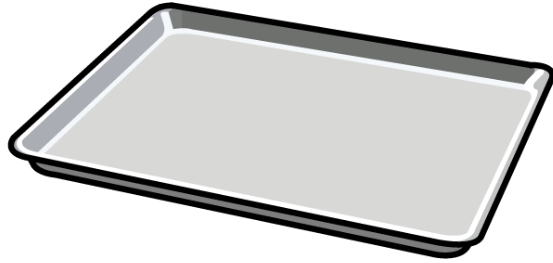


pastry brush

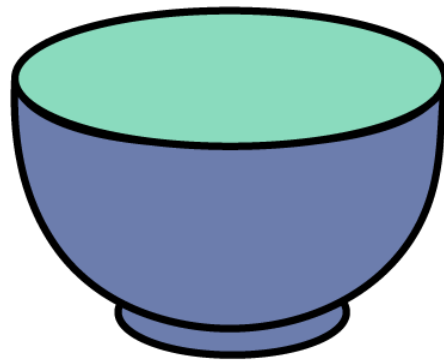




baking sheet



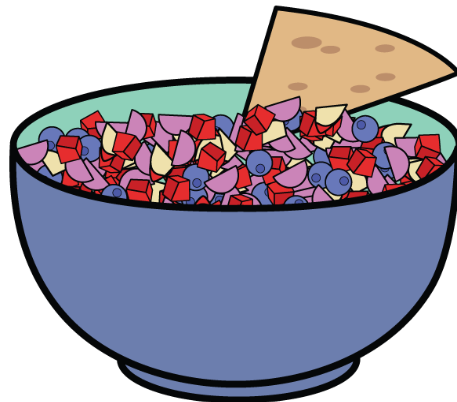
large bowl



spoon



Forest Salsa



vegetable oil



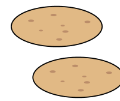
sugar



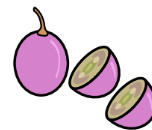
cinnamon



wheat  
tortillas



grapes



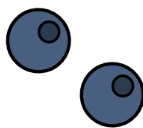
apples



strawberries



blueberries



honey







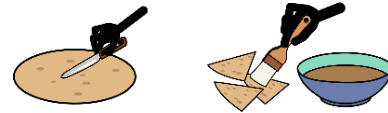
Preheat oven to 350 degrees.



Put oil, sugar and cinnamon into small bowl.



Cut each tortilla into 8 wedges. Brush wedges with cinnamon-sugar mixture.



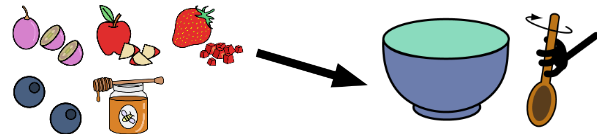
Put wedges onto baking sheet.



Bake wedges for 5-7 minutes or until golden.



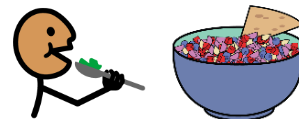
Put grapes, apples, strawberries, blueberries and honey into large bowl. Stir.



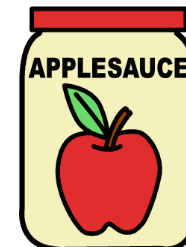
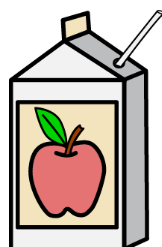
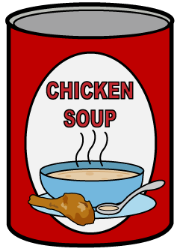
Dip wedges into salsa.



Eat.



# Comparing Ounces



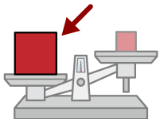
# Comparing Ounces Practice



How many ounces is item 1? \_\_\_\_\_ ounces



How many ounces is item 2? \_\_\_\_\_ ounces



Which one is heavier? \_\_\_\_\_

\_\_\_\_\_








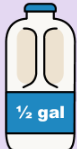




**ounces**



\_\_\_\_\_

**ounces**

# Equivalency Chart

<b>1 cup</b> 	<b>1/2 pint</b> 
<b>2 cups</b> 	<b>1 pint</b> 
<b>4 cups</b> 	<b>1 quart</b> 
<b>2 quarts</b> 	<b>1/2 gallon</b> 
<b>4 quarts</b> 	<b>1 gallon</b> 
<b>2 half gallons</b> 	<b>1 gallon</b> 

# Equivalency Chart Practice

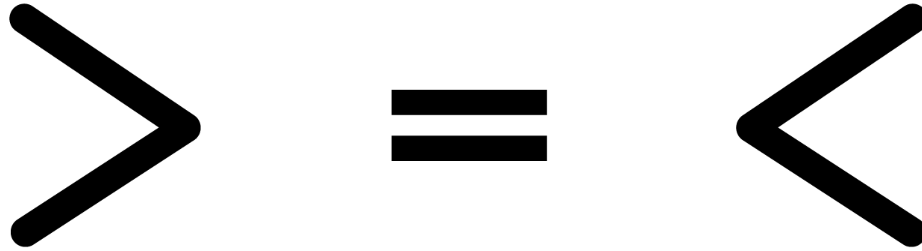



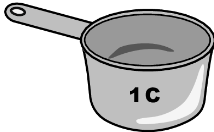
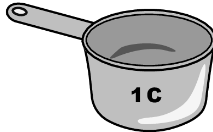

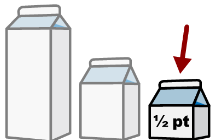
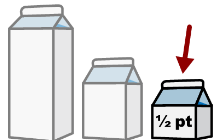
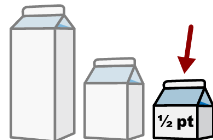
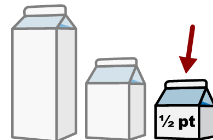
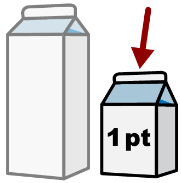
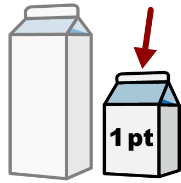
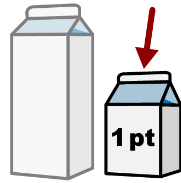
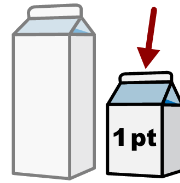
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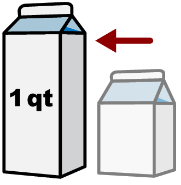
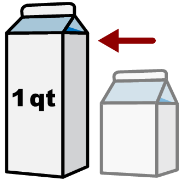
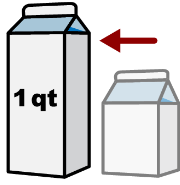
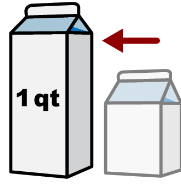




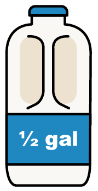
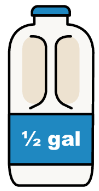
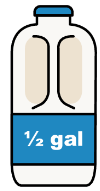
For hands-on instruction, print, cut out and laminate.



1 cup 	1 cup 	1 cup 	1 cup 
$\frac{1}{2}$ pint 	$\frac{1}{2}$ pint 	$\frac{1}{2}$ pint 	$\frac{1}{2}$ pint 
1 pint 	1 pint 	1 pint 	1 pint 



For hands-on instruction, print, cut out and laminate.

<p>1 quart</p> 	<p>1 quart</p> 	<p>1 quart</p> 	<p>1 quart</p> 
<p>1 gallon</p> 	<p>1 gallon</p> 	<p>1 gallon</p> 	<p>1 gallon</p> 
<p>1/2 gallon</p> 	<p>1/2 gallon</p> 	<p>1/2 gallon</p> 	<p>1/2 gallon</p> 