

OALCF Task Cover Sheet

Task Title: Locate, Read and Prepare a New Recipe

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ___ Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence <input checked="" type="checkbox"/>	
Task Description: The learner chooses the recipe and then makes the recipe with the tutor/instructor present. This task allows them to decide if it's from a package or from scratch.	
Competency: A: Find and Use Information B: Communicate Ideas and Information C: Understand and Use Numbers	Task Group(s): A1: Read continuous text B3: Complete and create documents C3: Use measures
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information A2.1: Interpret very simple documents to locate specific details B3.1b: Create very simple documents to display and organize a limited amount of information C3.1: Measure and make simple comparisons and calculations	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Kitchen facilities to make the recipe• Ingredients or package for making the recipe• The recipe tasks will need to be done in two parts to allow for purchasing of the ingredients• If the learner searches the internet for recipes Use Digital Technology can be added to the Indicators and descriptors• Skill building activities: review the Latke Recipe also found in Independence – Level 1• This activity could also be used for an A3 task by having the learner watch a cooking show or instructional video to get the recipe and observe how it is made	

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Learner Information and Instructions:

1. Find a new recipe you want to make. This can be from a cookbook, food package, family member, friend, or the Internet. It should have six steps or less and can have pictures.
2. Read through the recipe and think about all the items you will need to make it.
3. Make a list of all the food items you will need to make the recipe. Identify any items which you need to buy and make a grocery list.
4. Make a list of all the equipment items you will need to make the recipe. Identify any equipment items which you need to buy or borrow.
5. Show your recipe and both lists to your tutor. (If there are things you need to buy, tasks will continue later)
6. Gather together all the necessary items, including food items, and cooking/baking equipment and utensils.
7. Prepare the recipe in a kitchen. This should be done with your tutor present.
8. When you are finished preparing the recipe enjoy the results together!

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Performance Descriptors		Needs Work	Completes task with support of practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> decodes words and makes meaning of sentences in a single text 			
	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> follows the sequence of events in straightforward chronological texts 			
A1.2	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
A2.1	<ul style="list-style-type: none"> scans to locate specific details 			
	<ul style="list-style-type: none"> interprets brief text and common symbols 			
	<ul style="list-style-type: none"> locates specific details in simple documents, such as labels and signs 			
	<ul style="list-style-type: none"> identifies how lists are organized (e.g. sequential, chronological, alphabetical) 			
B3.1b	<ul style="list-style-type: none"> follows conventions to display information in lists, labels, simple forms, signs (e.g. text is legible) 			
C3.1	<ul style="list-style-type: none"> recognizes values in number and word format 			
	<ul style="list-style-type: none"> uses common measuring tools 			
	<ul style="list-style-type: none"> interprets and represents measures using whole numbers, decimals and simple common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$) 			
	<ul style="list-style-type: none"> interprets and represents measures using symbols and abbreviations (e.g. "t" as teaspoon and "c" as cup) 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Instructor (print)

Learner Signature