



Task-based Activity Cover Sheet

Task Title: Follow instructions in a recipe

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes___ No___	
Goal Path: Employment___ Apprenticeship___ Secondary School___ Post Secondary ___ Independence ✓	
Task Description: Understand a recipe.	
Competency: A: Find and Use Information	Task Group(s): A1: Read continuous text A2: Interpret documents
Level Indicators: A1.2: Read texts to locate and connect ideas and information A2.1: Interpret very simple documents to locate specific details	
Performance Descriptors: see chart or click here	
Links to skill building activities: see the last page or click here	
Materials Required: <ul style="list-style-type: none">• Optional skill-building activity: Bridging the Employment Gap: Kitchen Help -Measuring Ingredients• Recipe provided• Pen and extra paper if needed	
ESKARGO: Reading Strategies – Decoding and Comprehension Enhancement <ul style="list-style-type: none">• Uses context cues and personal experience to gather meaning from the text• Scans text to locate simple information• Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words	



Prepared for: Cementing Integration Project – QUILL Learning Network 2015

- Draws on personal experience and on reading experience to gather meaning from the text

Forms and Conventions – Find Information/Research/Understand Types of Texts

- Skims to understand type of text
- Reads text having concrete information in familiar, concrete wording; some simple inferential meaning
- Locates multiple pieces of information in familiar text with everyday content and personal and/or general relevance
- Uses various conventions of formal texts to locate and interpret information (e.g., headings, index, parts of a letter, reference materials, etc.)

Comprehension – Read to Understand/Retell

- Identifies the topic and purpose of a piece of writing
- Follows written instructions
- Locates multiple pieces of information in simple texts
- Makes low-level inferences
- Obtains information from detailed reading

Interpretation – Read and Apply Understanding

- Makes judgements (predictions, conclusions) using evidence from the text

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes.

With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important



Task Title: Follow instructions in a recipe

Recipes are often used when an individual is cooking or baking. Look at the Hidden Berry Cupcakes recipe.

Learner Information and Tasks:

Task 1: How many bowls do you need for this recipe?

Task 2: One dry ingredient is flour. Highlight, circle or underline three more dry ingredients.

Task 3: When do you fold in the oats?

Task 4: How long should the cupcakes bake and how will you know when they are done?

Task 5: How do you add the fruit spread to the cupcakes?



Hidden Berry Cupcakes

Quaker Cooking



Servings: Makes 16 Cupcakes

Prep Time: 15 minutes

Cooking Time: 18 minutes

Dessert

INGREDIENTS:

- 1 3/4 Cup(s) all-purpose flour
- 1 1/3 Cup(s) granulated sugar
- 1 Tablespoon(s) Baking Powder
- 1/2 Teaspoon(s) Salt
- 1/3 Cup(s) (5-1/3 tablespoons) butter, softened
- 2/3 Cup(s) milk
- 1 Tablespoon(s) vanilla
- 1 Cup(s) Quaker® Oats (quick or old fashioned, uncooked)
- 1/2 Cup(s) seedless strawberry or raspberry fruit spread
- 3 Egg(s)

PREPARATION:

Heat oven to 350°F. Line 16 medium muffin cups with paper or foil baking cups; set aside. In large bowl, combine flour, sugar, baking powder and salt. Add butter and beat with electric mixer on low speed until crumbly, about 1 minute. In medium bowl, combine eggs, milk and vanilla; add to flour-butter mixture. Beat on low speed until incorporated, then on medium speed 2 minutes. Gently fold in oats. Divide batter evenly between muffin cups, filling each about 3/4 full. Bake 18 minutes or until a wooden pick inserted in center comes out clean. Remove from pan; cool completely on wire rack. Using small sharp knife, cut out a cone-shaped piece from the center of each cupcake, leaving a 3/4-inch border around edge of cupcake. Carefully remove and reserve cake pieces. Fill each depression with a generous teaspoon of fruit spread. Top with reserved cake pieces; sift confectioners' sugar over tops of cupcakes.

<http://www.quakeroats.com/cooking-and-recipe/hidden-berry-cupcakes.aspx>



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Answer Key

Learner Information and Tasks:

Read the recipe for Hidden Berry Cupcakes and answer questions.

Task 1: How many bowls do you need for this recipe?

Two bowls – one large and one medium

Task 2: One dry ingredient is flour. Highlight, circle or underline three more dry ingredients.

They can circle the following ingredients in the list of ingredients or in the preparation section:

- Sugar
- Baking Powder
- Salt

Task 3: When do you fold in the oats?

After the dry and wet ingredients have been beaten on medium speed for 2 minutes (the learner could copy the previous text from the recipe or summarize as above)

Task 4: How long should the cupcakes bake and how will you know when they are done?

The cupcakes bake for 18 minutes or until a wooden pick inserted in the center comes out clean

Task 5: How do you add the fruit spread to the cupcakes?

Using a small sharp knife, cut out a cone-shaped piece from the center of each cupcake, leaving a $\frac{3}{4}$ inch border around edge of cupcake. Carefully remove and reserve cake pieces. Fill each depression with a generous teaspoon of fruit spread. (it does not have to be exact but should still follow the above process)



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> reads more complex texts to locate a single piece of information 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative and informational texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
A2.1	<ul style="list-style-type: none"> scans to locate specific details 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Instructor (print)

Learner Signature



Skill Building Activities

Links to online resources:

- http://kidshealth.org/kid/stay_healthy/food/read_a_recipe.html# (An easy-to-read document with pointers on how to follow a recipe)
- <http://www.wikihow.com/Follow-Any-Recipe> (A photo essay illustrating the steps to follow a recipe)
- <http://www.bbc.co.uk/skillswise/topic/reading-and-understanding/resources/11> (A series of worksheets and quizzes on how to find understanding while reading)
- <http://www.learnnc.org/lp/pages/7822> (Lessons that allow learners to practise reading and interpreting recipes)

LearningHUB Courses available:

- **Reading & Writing, Independent Study**
 - Reading, Level 2, Assignments 1-3 (assigned by practitioner after assessment)
- **Math, Independent Study**
 - 301 Fractions Assignment 1 & 2 (assigned by practitioner after assessment)
 - 401 Measurement Assignment (assigned by practitioner after assessment)
- **Reading & Writing, Independent Study, Short Courses**
 - Feeding Your Family (Moodle)
- **Live classes (SABA):**
 - Reading Comprehension
 - Fractions in Everyday Life

***To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): https://www.learninghub.ca/get_registered.aspx

***To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%2023,%202014%20revision.pdf>