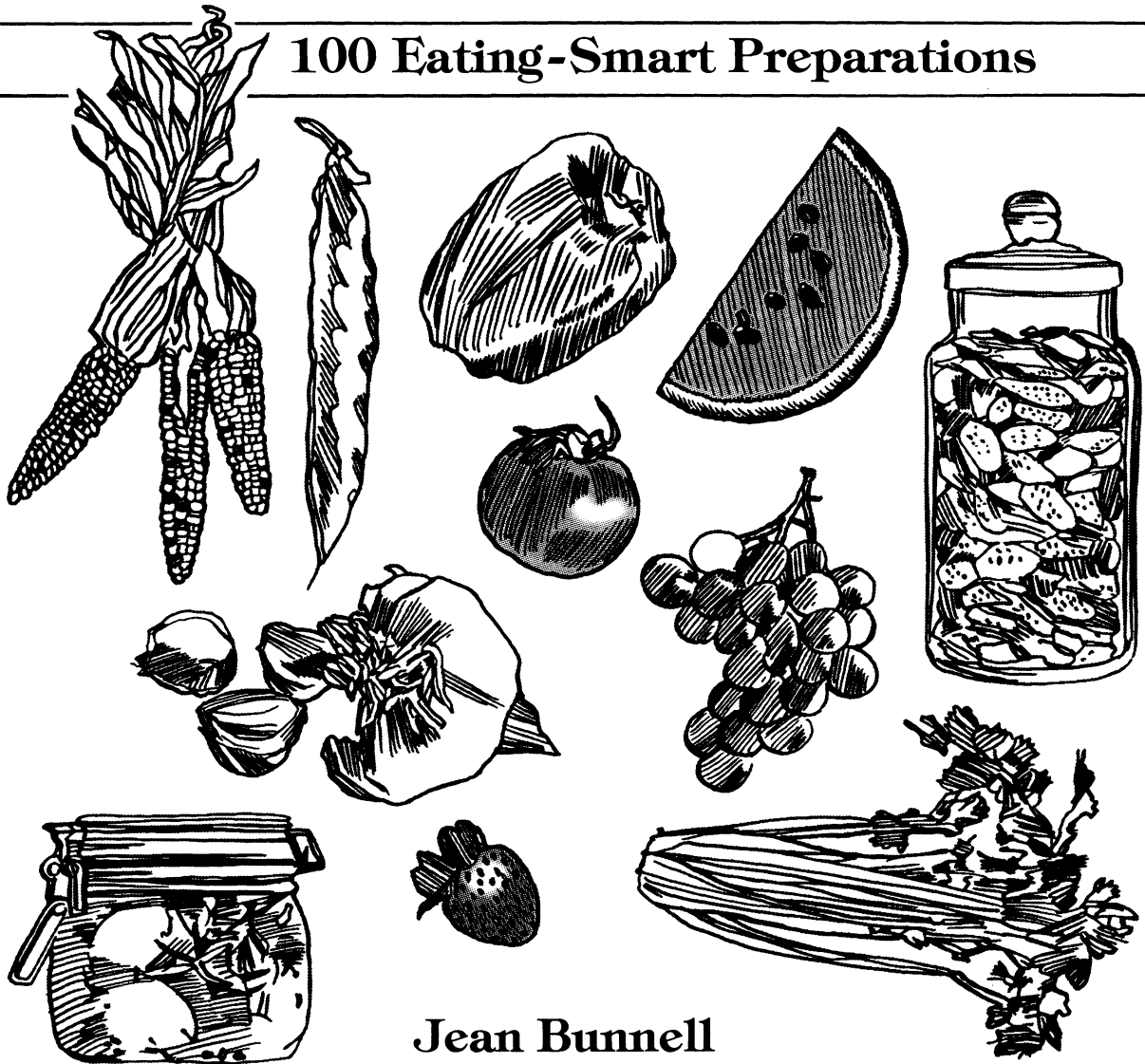


# Light and Tasty Cooking Labs

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100 Eating-Smart Preparations

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Jean Bunnell

Illustrations by Paola Lazzaro















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PORTLAND, MAINE

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	Indicates easiest recipes
	Indicates recipes that require more cooking skills
	Indicates most involved recipes
	Indicates recipes that can be adapted to a 2-day lab

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## To the Teacher

With today's increasing emphasis on health and good eating, many teenagers are becoming more interested in their diets. This group of 100 recipes provides you with a wide variety of healthful recipes to use with your classes. Recipes are divided into nine categories: main dishes, soups, sandwiches, meats, vegetables, dressings and dips, breads, beverages, and desserts.

Recipes in this collection have been chosen to appeal to teenagers, including such standard favorites as spaghetti, hero sandwiches, and potato chips. Care has been taken to use low-cost and readily available ingredients. Recipes are for small amounts (most make four servings) to encourage maximum student involvement in preparing each dish.

Some recipes are very easy and can be prepared by beginning cooks. These are indicated with a ♪. Recipes requiring a little more cooking skill are marked with ♫. The most involved recipes are shown with ♫♫. While all the dishes can be prepared in under an hour, some of the more complex recipes can be split into 2-day labs. These recipes are indicated by a 2 and specific instructions are included on the *Teacher Preparation Sheet*.




Each recipe is accompanied by a *Student Activity Sheet* which includes a list of ingredients and utensils needed. Clear, step-by-step directions are given. A blank line beside each direction encourages students in cooking groups to plan who will take responsibility for each step in completing the recipe.

The *Teacher Preparation Sheet* for each recipe features a shopping list. Amounts of each item to purchase are listed for classes of 16, 20, 24, 28, and 32 students. Notes are included for any necessary pre-class preparation. Suggestions are also given for ways to divide responsibilities among members of the cooking groups.

Beyond the specific recipes, an additional goal of this book is to help students learn to prepare healthy foods. Skills and techniques used in preparing the dishes in this book can be applied to other recipes. The chart on page *xiv* offers ideas for choosing and adapting recipes for better health. Since abbreviations for measures are used throughout, a reproducible chart of abbreviations is included on page *xv*. Feel free to make as many copies as you need.

## How to Use This Book

*When selecting a recipe to use with your class, consider these questions:*

- Is it a recipe your students will enjoy making and eating? Many teenagers have quite limited food preferences. You may need to choose very traditional recipes for them. Other students will enjoy trying a larger variety of recipes and experimenting with foods new to them.
- Do your students have enough cooking experience to complete the recipe successfully? Students come with a wide range of cooking skills. Some have been cooking since they could hold a mixing spoon. Others have trouble opening the wrapper on a frozen dinner. To help you select recipes that match your students' abilities, each recipe is marked according to difficulty.  recipes are the easiest.  recipes will require more cooking skills.  recipes are most involved.
- Are students familiar with all the cooking vocabulary and preparation methods? Note which items will need explanation and demonstration when you go over the recipe with your students the day before they actually cook. You may want to make the recipe ahead of time at home so you can advise students of any potential trouble areas.
- Is there enough class time to complete the recipe? While all the recipes can be prepared in under an hour, classroom realities often slow things down. Depending on the abilities and concentration levels of your students, some of the more involved recipes may be best completed over two days. These recipes are marked with a 2 and specific suggestions are given for dividing the preparation steps.
- Are ingredients readily available in your area? Every effort has been made to include only ingredients that are widely available. If you do not have easy access to a particular ingredient, consider using a substitute ingredient, or avoid using that recipe with your class.
- Will the expense of the ingredients fit your budget? Try to coordinate your choice of recipe with what is being featured in the grocery stores. If chicken is on sale, select a chicken recipe. Use recipes calling for fruits or vegetables that are in season.
- What utensils are available in your cooking lab? A list of needed utensils is given with each recipe. Again, there is some flexibility. A skillet may be substituted for a wok. Perhaps a fork or spoon would work as well as a whisk. Be flexible and adapt recipes to your situation.



## **Photocopy the recipe.** Make a copy for each student.

*On the class day before cooking day, go over the recipe with your students. This will allow students to start cooking immediately at the beginning of the class period on cooking day.*

- Distribute copies of the recipe.
- Read the recipe together, explaining terms and demonstrating methods and techniques as necessary.
- Divide the students into cooking groups. A group of four students cooking together usually gives everyone a chance to get involved in preparation. However, you may have to alter the number of students in a group, depending on your situation.
- Help the students decide who should be responsible for each step of the recipe. They can use the blank line beside each direction to assign responsibility for each step. To help you with this, a suggested division of responsibilities is listed on each *Teacher Preparation Sheet*. (Note that several steps can often be done simultaneously by several students. For example, in preparing spaghetti, someone can start the pasta while others are making the sauce. Or, if several vegetables need to be prepared, students can each work to prepare one of the vegetables. Point out to students ways in which they can efficiently divide the tasks.)
- If you are splitting the recipe into a 2-day lab, explain to students what will be done on which day.
- Assign clean-up duties.
- Collect the recipes at the end of the period. This will ensure that all the recipe sheets get to class on cooking day!

## **Shop for necessary ingredients.**

- With each recipe, there is a complete shopping list that indicates how much of each ingredient you will need to purchase. Amounts are given for classes having from four to eight cooking groups.
- Some items, such as spices, flour, etc., may be on hand in your cooking lab. Check the cupboards before you buy unnecessary ingredients.
- Perishable items will need to be purchased specifically for class.
- You may not be able to buy the exact amount specified in the shopping list. For example, if a recipe calls for  $\frac{1}{4}$  lemon and you have 5 cooking groups, the shopping list will indicate  $1\frac{1}{4}$  lemons. Obviously you would have to purchase 2 whole lemons.
- Make substitutions or additions to the recipes as needed or desired. If you have an overstock of green beans, by all means substitute them for the vegetable specified in the recipe. If you do not have a garlic press, use powdered garlic or garlic granules. If your students turn green at the thought of spinach pasta, use plain. Feel free to adapt the recipes so they will best fit your situation.

### **Before class:**

- Do any cooking ahead as may be indicated on the *Teacher Preparation Sheet*. When it is necessary for the teacher to cook any ingredients before class, it is highlighted with a **Cook**.
- Divide ingredients as indicated on the *Teacher Preparation Sheet* and distribute to the individual cooking groups.
- Some ingredients, such as molasses, soy sauce, or juice concentrate, would be messy to divide, so make the containers available to all the cooking groups in a central location. Students can then measure their own ingredients from the original containers.

### **On cooking day:**

- Return recipe sheets to the students.
- Supervise “cooks,” offering suggestions and encouragement when necessary.
- Sample the finished products.
- Discuss with students their results. Did they have trouble with any part of the recipe? How was the result? Would they make changes in the recipe if they prepared it again? What might be served with this dish?

### **Some variations for using the recipes in this book:**

- Have each member of the groups work independently to make one item of a complete menu. For instance, one student could make spaghetti, another could make bread, a third student might make a salad, and a fourth student could prepare dessert. By the end of class, each group will have a complete meal for four people. Some suggested menus are given on the following page; students can also create their own menus.
- With more capable students who do not need much supervision, try a “Sampler Day.” Have each group make a different recipe—then all the groups can share samples of the foods they have prepared. This strategy works particularly well with salad dressings. One group might prepare ingredients for a tossed salad bar. Other groups could make different kinds of dressings. Students could each have a salad and try the different dressings. Try a “Sampler Day” with dip recipes, breads, or even main dishes or desserts!

# ***Menu Suggestions***

*Using the Recipes in This Book*

## ***Menu #1***

Spaghetti (p. 34)  
Tossed Salad  
with Vinaigrette Dressing (p. 156)  
Orange Nog (p. 186)  
Chocolate Angel Food Cupcakes (p. 200)

## ***Menu #2***

Egg Drop Soup (p. 62)  
Sesame-Oat Crackers (p. 172)  
Oriental Beef and  
Vegetable Stir-Fry (p. 27)  
Crunchy Fruit Parfait (p. 206)

## ***Menu #3***

Meal in a Packet (p. 25)  
Blueberry Muffins (p. 164)  
Iced Apple-Mint Tea (p. 184)  
Citrus Cups (p. 202)

## ***Menu #4***

Pita Hero (p. 86)  
Baked Potato Chips (p. 110)  
T. J. Pizzazz (p. 192)  
Granola Cookies (p. 212)

## ***Menu #5***

Stuffed Shells (p. 38)  
Parmesan Steamed Vegetables (p. 124)  
Cranberry Punch (p. 180)  
Light Chocolate Mousse (p. 218)

## ***Menu #6***

Corn Chowder (p. 60)  
Apple-Tuna Toasts (p. 76)  
Hot Tomato Bouillon (p. 182)  
Tropical Fruit Bowl (p. 224)

## ***Menu #7***

Tuna Loaf (p. 104)  
Greek Potato Salad (p. 118)  
Herb-Baked Tomatoes (p. 120)  
Hot-Fudge Sundae (p. 214)

## ***Menu #8***

Rainbow Slaw (p. 128)  
Chicken Tacos (p. 80)  
with Salsa (p. 150)  
Pink Drinks (p. 190)

## ***Menu #9***

Salad with  
Cucumber-Herb Dressing (p. 144)  
Chili (p. 58)  
Whole-Wheat Corn Muffins (p. 174)  
Baked Apples (p. 196)

## ***Menu #10***

Fish and Spinach Pie (p. 17)  
Cottage-Cheese Biscuits (p. 168)  
Cucumber-Orange Salad (p. 114)  
Fruit Tarts (p. 208)

## Ginger Pork and Cabbage



### SHOPPING LIST

(4 students per group)	16 students	20 students	24 students	28 students	32 students
pork chops	8	10	12	14	16
large onions	4	5	6	7	8
chicken-flavored bouillon granules	4 tsp	5 tsp	6 tsp	7 tsp	8 tsp
soy sauce	2 oz	2½ oz	3 oz	3½ oz	4 oz
powdered ginger	2 tbsp	7½ tsp	3 tbsp	10½ tsp	4 tbsp
cornstarch	½ cup	10 tbsp	¾ cup	14 tbsp	1 cup
cabbage	2 heads	2½ heads	3 heads	3½ heads	4 heads

#### A suggested division of responsibilities

- Student A: steps 1, 2, 3
- Student B: steps 4, 5, 6
- Student C: steps 7, 8, 9, 10, 11, 12
- Student D: steps 13, 14, 15, 16

#### Before class

1. Provide each group with 2 pork chops.
2. Provide each group with an onion.
3. Cut cabbage heads in half and provide each group with ½ head.

#### NOTE

1. Students can measure water, bouillon, soy sauce, ginger, and cornstarch from the original containers.

## Ginger Pork and Cabbage

Makes 4 Servings

### Directions

#### Ingredients

**2 pork chops**  
**large onion**  
 **$\frac{1}{2}$  cup water**  
**1 tsp chicken-flavored  
bouillon granules**  
**1 tbsp soy sauce**  
 **$\frac{1}{2}$  tsp powdered  
ginger**  
**2 tbsp corn starch**  
 **$\frac{1}{2}$  head cabbage**

#### Utensils

cutting board  
sharp knife  
non-stick skillet with cover  
wooden spoon  
paper towel  
small mixing bowl  
mixing spoon

- \_\_\_\_\_ 1. Cut bones away from **2 pork chops**. Cut meat into small cubes.
- \_\_\_\_\_ 2. Heat skillet. Cook pork over medium heat, stirring constantly.
- \_\_\_\_\_ 3. When meat is no longer pink, remove from pan and drain on paper towel.
- \_\_\_\_\_ 4. Peel **onion**. Slice onion and put in skillet.
- \_\_\_\_\_ 5. Add 2-3 tbsp water to skillet.
- \_\_\_\_\_ 6. Cook over medium heat, stirring constantly, until onion is softened.
- \_\_\_\_\_ 7. Measure  $\frac{1}{2}$  **cup water** into small mixing bowl.
- \_\_\_\_\_ 8. Measure **1 tsp chicken bouillon** into mixing bowl.
- \_\_\_\_\_ 9. Measure **1 tbsp soy sauce** into mixing bowl.
- \_\_\_\_\_ 10. Measure  $\frac{1}{2}$  **tsp ginger** into mixing bowl.
- \_\_\_\_\_ 11. Measure **2 tbsp cornstarch** into mixing bowl.
- \_\_\_\_\_ 12. Mix sauce together in small mixing bowl and add to skillet.
- \_\_\_\_\_ 13. Remove core from **cabbage** and chop cabbage.
- \_\_\_\_\_ 14. Add cabbage to skillet. Stir thoroughly and cook 10-12 minutes over medium heat until cabbage is cooked.
- \_\_\_\_\_ 15. Return pork to skillet and heat through.
- \_\_\_\_\_ 16. Serve with rice.

## Chicken-Vegetable Soup



### SHOPPING LIST

(4 students per group)	16 students	20 students	24 students	28 students	32 students
14-oz cans tomatoes	4 cans	5 cans	6 cans	7 cans	8 cans
carrots	16	20	24	28	32
onions	4	5	6	7	8
chicken bouillon	$\frac{1}{4}$ cup	5 tbsp	6 tbsp	7 tbsp	$\frac{1}{2}$ cup
dried thyme	4 tsp	5 tsp	6 tsp	7 tsp	8 tsp
ground sage	2 tsp	$2\frac{1}{2}$ tsp	3 tsp	$3\frac{1}{2}$ tsp	4 tsp
black pepper	1 tsp	$1\frac{1}{4}$ tsp	$1\frac{1}{2}$ tsp	$1\frac{3}{4}$ tsp	2 tsp
chicken drumsticks	16	20	24	28	32

#### A suggested division of responsibilities

Student A: steps 1, 4

Student B: step 2

Student C: steps 3, 5

Student D: steps 6, 7

#### Before class

- Cook**
1. Cook chicken drumsticks. Drain. Provide 4 drumsticks for each cooking group.
  2. Provide 1 can of tomatoes for each group.
  3. Provide 4 carrots for each group.
  4. Provide 1 onion for each group.

#### NOTES

1. Students can measure chicken bouillon, dried thyme, ground sage, and black pepper from the original containers.
2. This recipe can be completed as a 2-day activity. On the first day, have students in each group cook their own chicken. Chicken can be stored overnight in the refrigerator for making the soup the next day.

## Chicken-Vegetable Soup

Makes 4 Servings

### Ingredients

**2 cups water**  
**1 14-oz can tomatoes**  
**4 carrots**  
**1 large onion**  
**1 tbsp chicken bouillon**  
**1 tsp dried thyme**  
 **$\frac{1}{2}$  tsp ground sage**  
 **$\frac{1}{4}$  tsp black pepper**  
**4 chicken drumsticks, cooked**

### Directions

- \_\_\_\_\_ 1. Cut up tomatoes.
- \_\_\_\_\_ 2. Wash carrot. Slice in thin slices. (No need to peel.)
- \_\_\_\_\_ 3. Peel onion. Chop.
- \_\_\_\_\_ 4. In saucepan, combine **2 cups water, 14-oz. can tomatoes, 4 sliced carrots, 1 chopped onion, 1 tbsp chicken bouillon, 1 tsp crushed dried thyme,  $\frac{1}{2}$  tsp ground sage, and  $\frac{1}{4}$  tsp black pepper.**
- \_\_\_\_\_ 5. Put saucepan over heat and bring to boil. Cover and simmer for 15 minutes.
- \_\_\_\_\_ 6. Remove skin from **4 chicken drumsticks**. Discard skin. Remove chicken from bones. Cut chicken into bite-sized pieces.
- \_\_\_\_\_ 7. Add chicken to saucepan. Heat through.

### Utensils

saucepan with cover  
measuring cup  
can opener  
cutting board  
paring knife  
wooden spoon  
measuring spoon

## Greek-Style Pita Burgers



### SHOPPING LIST

(4 students per group)	16 students	20 students	24 students	28 students	32 students
firm tofu	1 lb	1 $\frac{1}{4}$ lb	1 $\frac{1}{2}$ lb	1 $\frac{3}{4}$ lb	2 lb
ground beef	2 lb	2 $\frac{1}{2}$ lb	3 lb	3 $\frac{1}{2}$ lb	4 lb
soy sauce	4 tsp	5 tsp	6 tsp	7 tsp	8 tsp
tahini dip & dressing mix	4 tsp	5 tsp	6 tsp	7 tsp	8 tsp
cornstarch	4 tsp	5 tsp	6 tsp	7 tsp	8 tsp
mung bean sprouts	4 cups	5 cups	6 cups	7 cups	8 cups
4" pita rounds	16	20	24	28	32

#### A suggested division of responsibilities

- Student A: steps 1, 2, 6, 7
- Student B: steps 3, 4, 5, 13
- Student C: steps 8, 9, 10, 11, 12
- Student D: steps 14, 15

#### Before class

1. Divide tofu into  $\frac{1}{4}$ -lb chunks and give one to each group.
2. Divide ground beef into  $\frac{1}{2}$ -lb packages and give one to each group.
3. Provide each group with 1 cup mung bean sprouts.
4. Provide each group with 4 pita rounds.

#### NOTES

1. Students can measure soy sauce, water, tahini dip, and cornstarch from original containers.
2. Tahini dip & dressing mix is available in the gourmet section of the supermarket.



## Greek-Style Pita Burgers

Makes 4 Servings

### Directions

#### Ingredients

- $\frac{1}{4}$  lb firm tofu**
- $\frac{1}{2}$  lb lean ground beef**
- 1 tsp soy sauce**
- $\frac{1}{4}$  cup water**
- 1 tsp tahini dip  
and dressing mix**
- 1 tsp cornstarch**
- 1 cup mung bean sprouts**
- 4 4" pita rounds**

#### Utensils

- bowl
- fork
- measuring spoons
- non-stick skillet
- wooden spoon
- small dish
- sharp knife

- \_\_\_\_\_ 1. Rinse **tofu** in cold water. Drain and blot dry. Put in bowl.
- \_\_\_\_\_ 2. Use a fork to flake the tofu.
- \_\_\_\_\_ 3. Add  $\frac{1}{2}$  **lb ground beef** to the bowl.
- \_\_\_\_\_ 4. Measure **1 tsp soy sauce** into the bowl.
- \_\_\_\_\_ 5. Blend tofu, ground beef, and soy sauce together.
- \_\_\_\_\_ 6. Spoon meat mixture into the skillet.
- \_\_\_\_\_ 7. Cook over medium heat, stirring frequently, until beef is lightly browned.
- \_\_\_\_\_ 8. Measure  $\frac{1}{4}$  **cup water** into small dish.
- \_\_\_\_\_ 9. Measure **1 tsp tahini dip & dressing mix** into dish.
- \_\_\_\_\_ 10. Measure **1 tsp cornstarch** into small dish.
- \_\_\_\_\_ 11. Mix the ingredients in the dish and add to the skillet.
- \_\_\_\_\_ 12. Stir and cook until the mixture is slightly thickened.
- \_\_\_\_\_ 13. Stir in **bean sprouts** and heat through.
- \_\_\_\_\_ 14. Cut **4 pita rounds** open along edge.
- \_\_\_\_\_ 15. Spoon beef mixture into the pita round.

## Blueberry Muffins



### SHOPPING LIST

(4 students per group)	16 students	20 students	24 students	28 students	32 students
flour	$2\frac{2}{3}$ cups	$3\frac{1}{3}$ cups	4 cups	$4\frac{2}{3}$ cups	$5\frac{1}{3}$ cups
sugar	$\frac{1}{2}$ cup	$\frac{5}{8}$ cup	$\frac{3}{4}$ cup	$\frac{7}{8}$ cup	1 cup
baking powder	4 tsp	5 tsp	2 tbsp	7 tsp	8 tsp
ground cinnamon	$\frac{1}{2}$ tsp	$\frac{5}{8}$ tsp	$\frac{3}{4}$ tsp	$\frac{7}{8}$ tsp	1 tsp
ground nutmeg	$\frac{1}{2}$ tsp	$\frac{5}{8}$ tsp	$\frac{3}{4}$ tsp	$\frac{7}{8}$ tsp	1 tsp
blueberries, fresh or frozen	$1\frac{1}{3}$ cups	$1\frac{2}{3}$ cups	2 cups	$2\frac{1}{3}$ cups	$2\frac{2}{3}$ cups
eggs (small)	4	5	6	7	8
orange juice	8 oz	10 oz	12 oz	14 oz	16 oz
vegetable oil	$\frac{1}{4}$ cup	5 tbsp	6 tbsp	7 tbsp	$\frac{1}{2}$ cup
paper liners	16	20	24	28	32

#### A suggested division of responsibilities

Student A: steps 1, 3, 5, 7, 15

Student B: steps 2, 4, 6, 8, 16

Student C: steps 9, 11, 13, 17

Student D: steps 10, 12, 14

#### Before class

1. Divide blueberries into  $\frac{1}{3}$ -cup packages and give a package to each group.
2. Provide each group with an egg.
3. Provide each group with 4 paper liners.

#### NOTE

1. Students can measure flour, sugar, baking powder, cinnamon, nutmeg, orange juice, and vegetable oil from the original containers.

## Blueberry Muffins

Makes 4 Muffins

### Directions

#### Ingredients

$\frac{2}{3}$  cup flour

2 tbsp sugar

1 tsp baking powder

$\frac{1}{8}$  tsp cinnamon

$\frac{1}{8}$  tsp nutmeg

$\frac{1}{3}$  cup blueberries  
(fresh or frozen)

1 small egg

$\frac{1}{4}$  cup orange juice

1 tbsp vegetable oil

#### Utensils

medium bowl

measuring cup

measuring spoons

mixing spoon

small bowl

muffin pan

4 paper liners

- \_\_\_\_\_ 1. Preheat oven to 400°.
- \_\_\_\_\_ 2. Measure  $\frac{2}{3}$  cup flour into medium bowl.
- \_\_\_\_\_ 3. Measure 2 tbsp sugar into medium bowl.
- \_\_\_\_\_ 4. Measure 1 tsp baking powder into medium bowl.
- \_\_\_\_\_ 5. Measure  $\frac{1}{8}$  tsp cinnamon into medium bowl.
- \_\_\_\_\_ 6. Measure  $\frac{1}{8}$  tsp nutmeg into medium bowl.
- \_\_\_\_\_ 7. Mix dry ingredients well.
- \_\_\_\_\_ 8. Measure  $\frac{1}{3}$  cup blueberries into dry ingredients.
- \_\_\_\_\_ 9. Break egg into small bowl.
- \_\_\_\_\_ 10. Measure  $\frac{1}{4}$  cup orange juice into small bowl.
- \_\_\_\_\_ 11. Measure 1 tbsp vegetable oil into small bowl.
- \_\_\_\_\_ 12. Mix liquid ingredients.
- \_\_\_\_\_ 13. Pour liquid ingredients into dry ingredients.
- \_\_\_\_\_ 14. Stir gently, just until ingredients are blended.
- \_\_\_\_\_ 15. Put paper liners in 4 muffin cups.
- \_\_\_\_\_ 16. Divide batter among 4 muffin cups.
- \_\_\_\_\_ 17. Bake 20-25 minutes.

## Hot-Fudge Sundae



### SHOPPING LIST

(4 students per group)	16 students	20 students	24 students	28 students	32 students
sugar	1 cup	$1\frac{1}{4}$ cups	$1\frac{1}{2}$ cups	$1\frac{3}{4}$ cups	2 cups
cocoa	1 cup	$1\frac{1}{4}$ cups	$1\frac{1}{2}$ cups	$1\frac{3}{4}$ cups	2 cups
low-fat milk	1 cup	$1\frac{1}{4}$ cups	$1\frac{1}{2}$ cups	$1\frac{3}{4}$ cups	2 cups
eggs	2	2	2	3	3
vanilla extract	1 tsp	$1\frac{1}{4}$ tsp	$1\frac{1}{2}$ tsp	$1\frac{3}{4}$ tsp	2 tsp
vanilla ice milk	4 pt	5 pt	6 pt	7 pt	8 pt
maraschino cherries	16	20	24	28	32

#### A suggested division of responsibilities

- Student A: steps 1, 5, 10
- Student B: steps 2, 6, 7
- Student C: steps 3, 8, 11
- Student D: steps 4, 9

#### Before class

1. Provide each group with 4 cherries.

#### NOTES

1. Break eggs into small dish and mix with a fork. Students can measure the required amount of egg from this dish.
2. Students can measure sugar, cocoa, milk, and vanilla extract from the original containers.
3. Students can get ice milk from the freezer as needed.

## Hot-Fudge Sundae

Makes 4 Servings

### Directions

#### Ingredients

$\frac{1}{4}$  cup sugar

$\frac{1}{4}$  cup cocoa

$\frac{1}{4}$  cup low-fat milk

1 tbsp egg

$\frac{1}{4}$  tsp vanilla extract

1 pt vanilla ice milk

4 maraschino cherries

- \_\_\_\_\_ 1. Measure  $\frac{1}{4}$  cup sugar into saucepan.
- \_\_\_\_\_ 2. Measure  $\frac{1}{4}$  cup cocoa into saucepan.
- \_\_\_\_\_ 3. Measure  $\frac{1}{4}$  cup milk into saucepan.
- \_\_\_\_\_ 4. Measure 1 tbsp egg into saucepan.
- \_\_\_\_\_ 5. Mix all ingredients until smooth.
- \_\_\_\_\_ 6. Place saucepan over very low heat. Bring to a near-boil, stirring constantly. Do not boil.
- \_\_\_\_\_ 7. Remove from heat. Cool slightly.
- \_\_\_\_\_ 8. Measure  $\frac{1}{4}$  tsp vanilla into sauce. Mix well.
- \_\_\_\_\_ 9. Spoon ice milk into 4 dessert dishes.
- \_\_\_\_\_ 10. Pour sauce over ice milk.
- \_\_\_\_\_ 11. Top each sundae with a cherry.

#### Utensils

small saucepan

measuring cups

measuring spoons

wooden spoon

4 dessert dishes

large spoon