



Attainment's

Look 'n Cook Lesson Plans

Ellen Sudol Catalano

Look 'n Cook Win/Mac CD

This book includes a CD containing this complete book in PDF form for you to review and print out pages from your computer. This PDF (portable document format) requires Acrobat Reader to access.

○ If you already have Acrobat Reader software on your computer, open Acrobat Reader, then open the **LooknCookLessons.pdf** on the CD.

○ To install Acrobat Reader for Windows, run **ARINSTALL.EXE**. After installation, open Acrobat Reader, then open **LooknCookLessons.pdf**.

○ To install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open **LooknCookLessons.pdf**.



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Introduction

Dear LOOK 'n COOK User:

This specialized cooking program was written for independent use at home, or as an educational, cooking, and shopping curriculum for schools, group homes and day services facilities.

I've enjoyed developing **LOOK 'n COOK** through experimentation over many years. So, I know how, over time, the program will be enhanced by your creative ideas and input, whether you use it in your own kitchen, or in a instructional setting.

I hope you enjoy the **LOOK 'n COOK** experience as much as I have!

Ellen Sudol Catalano

Ellen Sudol Catalano





Objective

The Look 'n Cook Program teaches food preparation, meal planning and shopping skills to people with learning or memory problems, non-readers and people with little or no cooking experience. It uses easily recognizable fresh and brand name products, step-by-step pictures to illustrate recipes and color-coding.

Because of its easy to follow format, Look 'n Cook is adaptable for a wide range of users, making it appropriate for classrooms from primary to high school, day services facilities, group homes and private homes.

Program Format

The center of the Look 'n Cook teaching program is this Curriculum Guide. It contains 40 lessons in eight units. Each lesson is designed for a 1½ - 2 hour class period. Complete one lesson weekly and the Program lasts one school year.

Refer to one of the lessons. They are sectioned: **TOPIC, RECIPE, OBJECTIVES, MATERIALS NEEDED** and **PROCEDURES**. The recipes reinforce the topics of the lessons and offer the student a wide variety of cooking experiences. Similar recipes can often be substituted.

The **PROCEDURES** for each lesson vary according to **TOPIC** and **RECIPE**. However, some **STANDARD PROCEDURES**, page 9, are given for every lesson to encourage consistency and routine in the kitchen.

Unit I, Lessons 1–8, introduces cooking terminology, familiarization with kitchen equipment and safety. Students learn to recognize and match color-coded objects in the recipes with those in the kitchen. They learn how to set the table, prepare some simple recipes and serve the food they cook.

Units II-V, Lessons 9–27, introduce the food groups: Dairy, Protein Foods, Fruits and Vegetables, and Grains. Each unit gives examples of items in each food group, explains how to prepare a wall chart and shopping cards for those foods, indicates where to find the items in the supermarket and shows how to prepare the food.

Units VI-VIII, Lessons 28–40, emphasize nutritional breakfast, lunch and dinner menu-planning based on using a variety of foods.

Additional Materials Needed

Besides the kitchen equipment listed on pages 10 and 11 of the Look 'n Cook Cookbook, the following materials are required:









- ☐ Ingredients for each recipe
- ☐ Photocopies of the recipe
- ☐ Marking pens to mark off steps of a recipe when completed
- ☐ Apron for each participant

Program Preparation

Follow the charts on pages 7 and 8 of the cookbook to color-code your stove, oven, measuring cups and measuring spoons. If you have an electric frying pan, toaster oven or hot plate, color-code them according to the stove-top and oven charts. Next, consider constructing or purchasing placemats for use with each lesson, like the one illustrated on the next page. See "Related Products," page 115.

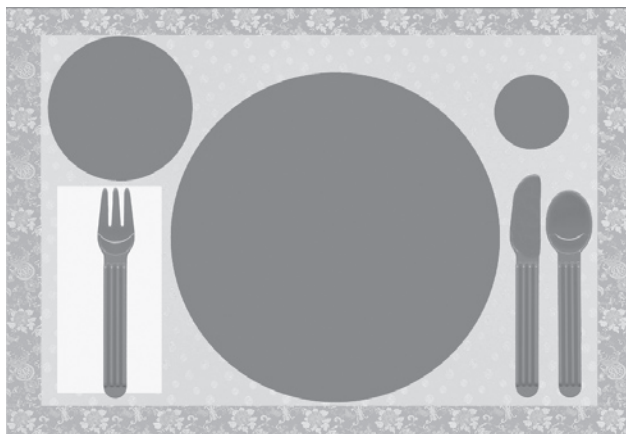
Color-Code Equipment

To color-code your utensils, put colored waterproof plastic tape on the handles of your measuring cups and spoons. If any cooks have problems with color discrimination, use symbols instead of (or in addition to) color-coding.

red		1 cup	■	red		1 Tablespoon	■
yellow		1/2 cup	●	yellow		1 teaspoon	●
blue		1/3 cup	▲	blue		1/2 teaspoon	▲
green		1/4 cup	★	green		1/4 teaspoon	★



Example of a Picture Placemat

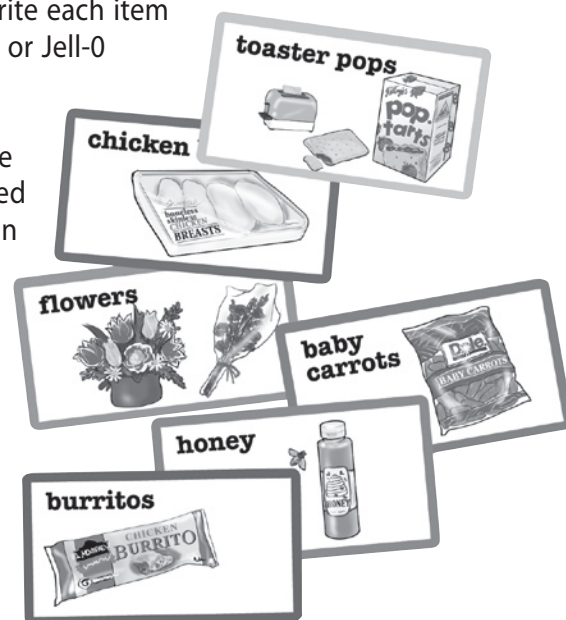


Shopping Cards

To make shopping cards, it's helpful to maintain a picture file clipped from homemaking magazines, newspapers, brand-name coupons, or supermarket circulars. Using business-size envelopes, write each item on the outside; for example, Shake 'n Bake or Jell-O Gelatin. Then, instruct the class to look for these items in the literature, clip them out and you insert them in the envelopes. Glue the pictures onto the index cards as needed for each recipe. Store the shopping cards in the file box.

Free time at the end of a class period is a good time to work on the picture file and shopping cards. Or, if grocery shopping is a part of your student curriculum, prepare the shopping cards in conjunction with a trip to the supermarket.

To purchase Shopping Cards, see "Related Products," page 115.



Standard Procedures

The following procedures are suggested for use with every class. They are referred to as standard procedures in each lesson plan.

- ☐ Students wash their hands
- ☐ Students put on their aprons
- ☐ Students take out their Look 'n Cook Cookbooks or recipe photocopies
- ☐ Teacher explains and discusses the lesson's topic with the class.
- ☐ Students set out the necessary ingredients and utensils, following instructions at the top of the recipe, crossing out each item as it's placed on the table.
- ☐ Students prepare the recipe(s) using the markers to cross out each step as completed.
- ☐ Students set the table using the picture placemats and utensils needed for the food being served.
- ☐ Students serve and eat the food.
- ☐ Students clear and clean the table and work area, wash and dry the dishes.
- ☐ Students wipe off the recipe page or dispose of photocopies.
- ☐ Teacher reviews the lesson's topic and recipes with the students.
- ☐ Teacher makes any preparations for the next lesson.

Dietary Restrictions

Some of your students may have specific dietary restrictions that need to be considered when planning cooking lessons.

- ☐ allergies
- ☐ religious/cultural preferences
- ☐ medical requirements

Contact parents or guardians at the beginning of each semester to gather information on each student's dietary needs.



UNIT I

Program Preliminaries

Lesson 1

Use of placemats

Lesson 2

Use of stove top, color-coding and safety

Lesson 3

Use of color-coded measuring cups and spoons

Lesson 4

Use of time and introduction of term "boil"

Lesson 5

Use of oven, color-coding and oven mitts

Lesson 6

Use of electrical appliances

Lesson 7

Use of frying pan and introduction of term "fry"

Lesson 8

Review cooking terms: boiling, frying, baking





Lesson 3

Topic

Use of color-coded measuring cups and spoons.

Recipes

Tuna Salad Sandwich, page 30, Iced Tea, page 85. (or Instant Coffee, page 88).

Objectives

General-

- ☐ Be able to recognize the color-coded measuring cups and spoons.
- ☐ Follow the recipes for Tuna Salad Sandwich and Iced Tea.

Behavioral-

- ☐ Match the color-coded measuring cups and spoons to their corresponding pictures in the recipe.
- ☐ Prepare a sandwich following the recipes above and one or both of the drinks.
- ☐ Set the table using picture placemats and utensils needed for these recipes.

Materials Needed

- ☐ Tuna, lite mayonnaise, bread, salt, pepper
- ☐ $\frac{1}{4}$ cup (green), bowl, fork, knife
- ☐ Iced tea mix, glass, teaspoon, ice,
or instant coffee, teakettle, teaspoon, mug
- ☐ Color-coded measuring cups and spoons
- ☐ Pictured placemats, forks, knives, plates

Procedures

- ☐ Review the Standard Procedures, page 9.
- ☐ Present the color-coded measuring cups and spoons and emphasize their names.
- ☐ Have students choose the color-coded cups and spoons that match pictures in various recipes.
- ☐ Have the students choose the color-coded cups and spoons for Lesson 3 recipes.
- ☐ Supervise the students in preparing and serving today's recipes.

Tuna Salad Sandwich

1. Open the pouch of tuna.
2. Put the tuna in the bowl.
3. Add 1/4 cup (green) of light mayonnaise to the bowl.
4. Sprinkle salt and pepper in the bowl.
5. Mix together with the fork.
6. Take a slice of bread.
7. Spread some tuna mixture on the bread.
8. Cover with another piece of bread to make a sandwich.
9. Cut the sandwich in half. Serve.

30

Iced Tea

1. Put 1 cup (red) of water in the glass.
2. Add 2 teaspoons (yellow) of iced tea mix to the glass.
3. Stir with the spoon.
4. Add ice. Serve.

85

Instant Coffee

1. Put water into the teakettle.
2. Put the teakettle on the stove on high (red).
3. When the teakettle whistles...
4. Turn the stove OFF (white).
5. Put a spoonful of instant coffee into the mug.
6. Add hot water to the mug.
7. Stir.
8. Add milk or sugar if desired. Serve.

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Lesson 39

Topic

Planning a nutritious dinner menu.

Recipes

Baked Ham with Pineapple, page 49, StoveTop® Stuffing, page 59, Broccoli Spears, page 67 and low fat milk.

Objectives

General-

- ☐ Plan a dinner menu based on a healthy variety of foods.
- ☐ Follow the recipes above.

Behavioral-

- ☐ Recognize that ham is a Protein Food, stuffing (bread) is a Grains Food, broccoli is a Vegetable and pineapple is a Fruit, and milk is a Dairy Food.
- ☐ Following the recipes above, prepare and serve dinner.

Materials Needed

- ☐ Food wall charts
- ☐ 3 lb. ham, can of crushed pineapple
- ☐ Baking pan, carving knife, fork, scissors, aluminum foil, oven mitts
- ☐ StoveTop® Stuffing Mix, butter
- ☐ Pot with lid, fork, 1 cup (red), ½ cup (yellow), Tablespoon (red)
- ☐ 9 oz. package of frozen broccoli
- ☐ Pot with lid, ½ cup (yellow)
- ☐ Low fat milk
- ☐ Placemats, plates, knives, forks, spoons, glasses, napkins

Procedures

- ☐ Have students pick out shopping cards for today's recipes.
- ☐ Using the wall charts, have them indicate to which group each item belongs.
- ☐ Stress that all four groups are represented.
- ☐ Follow the Standard Procedures, page 9.
- ☐ Supervise students preparing (in order) and serving the Baked Ham, the Stove Top® Stuffing and the Broccoli Spears served with a glass of milk.

Baked Ham

350

1. Preheat the oven to 350 (blue).
2. Place the ham in the baking pan.
3. Use scissors to remove the plastic wrapping.
4. Open the crushed pineapple.
5. Pour the pineapple over the ham.
6. Tear off a piece of aluminum foil and cover the pan tightly.
7. Use oven mitts to put the pan in the oven.
8. Set the timer for 55 minutes.
9. When the bell rings ... turn the oven OFF (white).
10. Use oven mitts to remove the pan.
11. Use oven mitts to remove the aluminum foil.
12. Use the carving knife and fork to slice the ham. Serve.

55

49

Stove Top® Stuffing

1. Put 1 cup (red) and 1/2 cup (yellow) of water into the pot.
2. Add 2 Tablespoons (red) of butter to the pot.
3. Put the pot on the stove on high (red).
4. When the water boils ...
5. Open the Stuffing Mix and add to the pot.
6. Stir with the fork.
7. Put the lid on the pot.
8. Turn the stove OFF (white).
9. Set the timer for 5 minutes.
10. When the bell rings ... remove the lid.
11. Fluff with the fork. Serve.

59

Frozen Broccoli

1. Fill 1/2 cup (yellow) with water.
2. Put the 1/2 cup of water into the pot.
3. Unwrap the frozen broccoli and put into the pot.
4. Put the pot on the stove on high (red).
5. When the water boils ... put the lid on the pot.
6. Turn the stove down to low (blue).
7. Set the timer for 5 minutes.
8. When the bell rings ... turn the stove OFF (white).
9. Remove the lid. Serve.

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Explanation of Data Collection System

The Look 'n Cook Data System has three formats:

1.

The Cooking Report, to set, record and attain cooking goals.

2.

The Shopping Report, for shopping trip preparation, to assess shopping skills at the store and to keep as a permanent record for your files.

3.

The Home Report encourages communication with the student's home setting in a way the student can understand.

Pictures of the food items for the Home Report can be found in newspapers or magazines or photocopied from the Look 'n Cook recipe page.

Each of the data report sheets gives detailed directions on how to use it, with explanations of codes, charts and pictures.

Cooking Report



Instructor _____

Class Period _____

Name	Date	Goal

Cooking Data Sheet Directions:

The data sheet on the reverse side includes space to assess all aspects of a student's cooking performance. You may use all columns or select only the ones which are applicable.

Date and Name: Use one sheet per student or one sheet for each class.

Recipe: Title of recipe and page number in cookbook.

Lesson #: Number of lesson in the Instructor's Guide.

Recipe Steps: Each box represents a Look'n Cook recipe step.

Circle the box that corresponds to the last step of the chosen recipe to indicate the total number of steps in that recipe.

Use Performance Scale code or simply check each box if a step is completed correctly.

Performance Scale	
I	Independent
V	Verbal prompts needed
P	Physical prompts needed
U	Unable to complete
	Did not participate

Cooking Data Sheet

Date	Name	Recipe	Lesson #	Recipe Steps						Comments
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	
				1	2	3	4	5	6	
				7	8	9	10	11	12	

Shopping Report

Name _____

Instructor

Date _____

Students _____

Store _____

Escort(s) _____

Transportation Method _____

[illegible]

Items by Section of Grocery Store					
	Initials of shopper	Completed		Initials of shopper	Completed
Produce			Frozen Foods		
Dairy Case			Fresh Meat/Fish		
Non-Food			Prepared Meats		
Bakery			Cereal/Pasta		
Canned Food			Other		

Student Check List

Preparation

1. Has ID.
2. Has money.
3. Is appropriately dressed and groomed.
4. Has correct shopping cards or shopping list.
5. Other _____

Skills

1. Enters correct door.
2. Locates empty cart or basket.
3. Locates items on shopping cards or list.
4. Selects correct size and brand of items.
5. Takes items from shelves and carefully puts in cart or basket.
6. Goes to checkout counter when finished.
7. Puts items on counter appropriately.
8. Gives money to cashier when told the amount.
9. Waits for change and puts money in wallet or purse.
10. Picks up bags and leave store.

Behaviors

1. Walks through aisles without inappropriately touching items.
2. Seeks assistance when needed.
3. Maneuvers through aisles in a considerate manner.
4. Speaks to other appropriately.
5. Waits in line patiently.
6. Other _____

Name

Performance Scale

I	Independent
V	Verbal prompts needed
P	Physical prompts needed
U	Unable to complete
	Did not participate

Shopping Report

Use Performance Scale code OR check each box.

Home Report

Name _____

Instructor

Date _____



- **Report** to home on progress in school
- **Assignment** for cooking and shopping at home
- **Request** from home for school activity

Message:

[illegible]

Recipe _____ Picture of food Item(s)	<div data-bbox="77 1066 175 1276"></div> <div data-bbox="203 1117 328 1228"></div> <div data-bbox="100 1312 154 1480">Cooking</div> <div data-bbox="240 1285 295 1480">Shopping</div>	Notes _____ _____ _____ From Home _____ _____ _____ Date _____	Notes _____ _____ _____ From School _____ _____ _____ Date _____
Recipe _____ Picture of food Item(s)	<div data-bbox="376 1066 474 1276"></div> <div data-bbox="501 1117 626 1228"></div> <div data-bbox="397 1312 451 1480">Cooking</div> <div data-bbox="532 1285 587 1480">Shopping</div>	Notes _____ _____ _____ From Home _____ _____ _____ Date _____	Notes _____ _____ _____ From School _____ _____ _____ Date _____
Recipe _____ Picture of food Item(s)	<div data-bbox="677 1066 774 1276"></div> <div data-bbox="802 1117 927 1228"></div> <div data-bbox="695 1312 748 1480">Cooking</div> <div data-bbox="829 1285 885 1480">Shopping</div>	Notes _____ _____ _____ From Home _____ _____ _____ Date _____	Notes _____ _____ _____ From School _____ _____ _____ Date _____
Recipe _____ Picture of food Item(s)	<div data-bbox="976 1066 1073 1276"></div> <div data-bbox="1101 1117 1226 1228"></div> <div data-bbox="993 1312 1047 1480">Cooking</div> <div data-bbox="1128 1285 1183 1480">Shopping</div>	Notes _____ _____ _____ From Home _____ _____ _____ Date _____	Notes _____ _____ _____ From School _____ _____ _____ Date _____
Recipe _____ Picture of food Item(s)	<div data-bbox="1274 1066 1372 1276"></div> <div data-bbox="1399 1117 1524 1228"></div> <div data-bbox="1292 1312 1346 1480">Cooking</div> <div data-bbox="1427 1285 1482 1480">Shopping</div>	Notes _____ _____ _____ From Home _____ _____ _____ Date _____	Notes _____ _____ _____ From School _____ _____ _____ Date _____