

## Alternative Lab Make-Up

Name \_\_\_\_\_ Hour \_\_\_\_\_

Lab \_\_\_\_\_ Date \_\_\_\_\_

1. Take the recipe your teacher gave you and try your hand at the math we have been working on. Using the chart below, list all the ingredients, the original amount asked for and divide the recipe in half—and then double it. **BE SURE TO LABEL!!!**

[illegible]

2. List all the equipment you would need for this recipe and the ingredient it's used for. Be sure to read carefully and walk yourself through as if you were really cooking!

EQUIPMENT NEEDED	FOODS TO USE WITH THIS EQUIPMENT

3. List 5 vocabulary words (i.e. whisking, beating, sautéing, etc.) and define each word.

VOCAB WORD	DEFINITION

4. Find a similar recipe in a cookbook or online and print it out (or photo copy). Be sure to think of the unit we are doing when selecting a recipe. Answer the following questions using complete sentences!

- a. On the recipe you found to compare to the class recipe, circle all of the equipment needed and underline all of the cooking techniques.

- b. Identify two similarities your recipe has with the recipe your teacher provided.
  
- c. Identify two differences your recipe has with the recipe your teacher provided.
  
- d. Which recipe is more user friendly for the class to make and why?
  
- e. Why did you select this recipe?
  
- f. Identify five different ingredients and explain the different function of each. Please choose different types of ingredients so they are not all the same function. (i.e. all spices). The different functions would be flavor, moistener, binding, structure, color and tenderizer.

Ingredient	Function/Reason

- g. Make up **4** pre-lab questions for the recipe you found **AND** answer them. Make them thoughtful questions. Think about the ones your teacher gives you!