Lab Framework

Text:Cord

Unit number and title:

Short Description: Unit 9 – Using Ratios and Proportions

Developed by: Dana Lybeck

Contact Information: danalybeck@Selah.

Date: January 19, 2008

Lab Title
DOUBLE YOUR RECIPE

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**
  To use proportion to decide new measurements of a specific recipe.
- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)
  Measurement terms, multiplying fractions, addition, temperature, time, basic cooking instructions and vocabulary.
- **Vocabulary**
  Measurement terms such as teaspoon, tablespoon, cup, cube, convert, degrees,
- **Materials List**
  Recipe, oven, ingredients, kitchen utensils and clean up supplies.
- **GLEs (State Standards) addressed**
  Math:
  1.1.8: Apply estimation strategies in situations involving multi-step computations of rational numbers using addition, subtraction, multiplication, division, powers, and square roots to predict or determine reasonableness of answers.

  1.2: Understanding and apply concepts and procedures from measurements

  1.2.3: Apply unit conversions within measurement systems, U.S. or metric, to maintain an appropriate level of precision.

  2.1.1: Formulate questions to be answered to solve a problem

  2.2.2: Apply mathematical concepts and procedures from number sense, measurement, geometric sense, probability and statistics, and/or algebraic sense to construct solutions

  3.1.1: Analyze, compare, and integrate mathematical information from multiple sources

- **Leadership Skills**
  - Set an example of appropriate behavior
  - Strive to do the best job possible
  - Work cooperatively with others
  - Be an active participant

  Participate in all aspects of the lab including clean up.
  Reading: (Reading)
  Writing: (Writing)
- **SCAN Skills/Workplace Skills**

- **Set-up information**
  With a partner, compute proportions to greater quantity. Select products needed and measurement tools. Proceed with recipe and clean up.
- **Lab organization**(-Grouping/leadership opportunities/cooperative learning expectations; -**Timeline required)**
  Know your kitchen, where things go, leave kitchen in a better condition than you found it. Be respectful and helpful to others.
- **Teacher Assessment of student learning** (scoring guide, rubric)
  Recipe written in original form with proportions doubled in margin to be turned in. Participation and cooperation. No rubric needed.
- **Summary of learning** (to be finished after student completes lab)
  -discuss real world application of learning from lab
  -opportunity for students to share/present learning
  To use specific measurements to produce a doubled recipe.
- **Optional activities**
  Share recipes and make proper changes for proportion.
- **Career Applications**
  Catering, Culinary Field, Family and Individual Living.

LAB TITLE:_____
STUDENT INSTRUCTIONS:

- **Statement of problem addressed by lab**
- **Grouping instructions and roles**
- **Procedures** – steps to follow/instructions
- **Outcome instructions**
- **Assessment instructions** (peer-teacher)

Lab Data Collection

Student: _____ Date: _____

Unit: _____

Lab Title:

Criteria: Write the problem/objective in statement form

Data Collection: Record the collected/given data

Calculations: Complete the given calculations to solve for an answer(s)

Summary Statement:

Other Assessment(s)