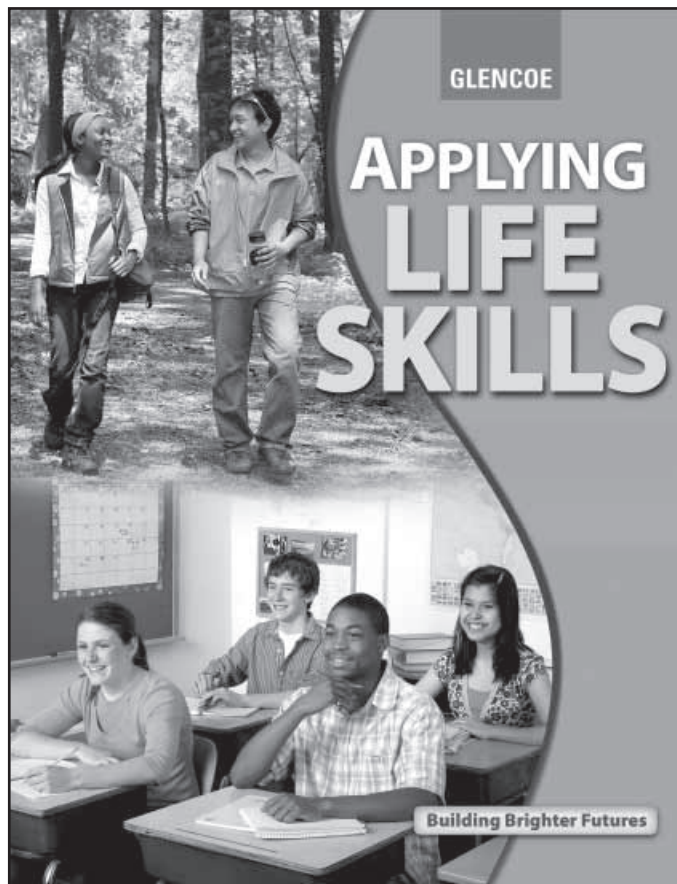


# Applying Life Skills

## Food and Nutrition Labs



Glencoe

## Safety Notice

The reader is expressly advised to consider and use all safety precautions described in this booklet or that might also be indicated by undertaking the activities described herein. In addition, common sense should be exercised to help avoid all potential hazards and, in particular, to take relevant safety precautions concerning any known or likely hazards involved in food preparation, or in use of the procedures described in *Food & Nutrition Labs*, such as the risk of knife cuts or burns.

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\* Recipes from *Applying Life Skills* textbook

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\* Recipes from *Applying Life Skills* textbook

# Teaching with *Food & Nutrition Labs*

The foods lab, with its tantalizing aromas and hands-on activities, is a favorite learning environment for many students. When labs run smoothly, students gain a sense of accomplishment while building their skills. Well-managed labs are an asset for students, the Family and Consumer Sciences Department, and the school.

## Lab Rationale

Labs provide multifaceted learning. Students develop skills for life as they plan, execute, and evaluate projects. They learn to apply new skills to everyday situations. Through teamwork, they practice working cooperatively.

As students learn about foods, they become better able to make effective nutrition and consumer decisions. They explore updated nutrition findings, learn about healthful eating, and prepare balanced meals. Investigating pertinent government guidelines and laws helps build a broader understanding of food and nutrition issues.

## Limited Budgets

Planning labs on a limited budget can be challenging. Creative thinking leads to new ideas for raising money and economizing. Students may have suggestions of their own. With the support of the school administration, students might sponsor a pancake breakfast, baked goods sale, or snack food sale to raise money. The following suggestions are useful for economizing:

- Save and use manufacturers' coupons when buying supplies, household products, and food for the department.
- When appropriate, cut the expense of costly food demonstrations by obtaining audiovisuals that teach specific food preparation techniques.
- Arrange for food demonstrations by inviting guest speakers from local organizations and such businesses as restaurants, bakeries, and supermarkets.
- Solicit food donations and other materials from area businesses.

- Have students think of less expensive substitutes for certain ingredients, such as crunchy cereals in place of nuts. Use generic brands.
- Familiarize yourself with school policies to determine which stores to use. As time permits, shop for specials. Stock up on paper goods and staples at warehouse stores.
- Identify stores that offer school discounts. Work with your school cafeteria to see whether you can get better prices through their vendors.
- As a class project, grow herbs for use in labs.
- Emphasize low-cost meal plans.

Students may ask whether they can collect money to purchase expensive food items, such as meat, fish, or out-of-season produce, or bring extra food from home to supplement foods purchased for labs. Doing so may cause students who cannot afford to contribute to feel uncomfortable, despite the generosity of others. You will need to use your own judgment in such situations.

## Planning Labs

A lab that goes well is probably the result of good planning. A poorly designed lab leads to confusion and unproductive moments. If students are asked to perform meaningless tasks, their interest and enthusiasm wane. They might not remain on task. On the other hand, tasks that are too challenging or too difficult for the time frame are frustrating. Well-planned and organized labs minimize such problems.

In an effective lab, students know what to do. They feel confident, challenged, and engaged as they participate in realistic and meaningful work. Tasks are coordinated so that class time is not wasted. Enough time is allowed for the tasks, keeping in mind that students usually need more time than teachers do to perform tasks.

By carefully planning labs ahead of time, lab sessions get off to a good start and have a better chance for success. Plans include what you must do as the teacher as well as student planning.

## Teacher Plans

Lab planning begins with some basic decisions. Here are a few that the teacher makes:

- **Will a complete meal or a single dish be prepared?** Serving a complete meal teaches meal management. Students learn how to coordinate the timing involved in preparing an entire meal. These labs help students apply nutrition concepts to meal planning. For example, they can learn how to incorporate a variety of food groups in their meal planning. When students have a chance to sample healthful recipes and discover how good they taste, they are more likely to choose them on their own. With the meal management approach, it may take a week to complete the learning activities, from planning and pre-preparation to preparation, cleanup, and evaluation. Planning must be fine-tuned for smooth execution.
- **What dishes and menus will be used?** Selecting foods that interest teens and can be prepared within the allotted time can be challenging. If possible, allowing students to make choices promotes their involvement. They need guidance, however, on costs and timing.
- **What if equipment and space are limited?** Plans must account for working around these obstacles. Students may have to rotate labs or stagger the preparation schedule, depending on the number of students and kitchens, the equipment, and the schedule. While some teams prepare foods on a particular day, others could work on related assignments, such as studying the role of nutrients in the meal. Some teams might observe and evaluate the management and preparation techniques of those who are preparing food. In general, students would much rather prepare food than work on other assignments. Thus, assignments must be interesting and meaningful to avoid discipline problems.

## Student Plans

Involving students in lab plans draws them into the work and increases their understanding of processes and products. They tend to be more engaged when they have helped with planning.

When students choose menus and recipes, they can do so within their lab teams, or the class as a whole can choose. If you pick dishes and menus yourself, you will need to go over the selections with the class.

Once students have the selected recipes, they should list the ingredients, their amounts, and the equipment needed. These, too, can be prepared by the whole class, or lab teams can create them individually. After market orders are prepared, students should give you copies to use in compiling a master market order. The chart on page 9, which organizes foods according to food categories, can be used for this purpose.

Each lab team needs a work plan to follow during the lab. The “Team Lab Guide” on pages 13 and 14 takes students through lab planning step by step. Instructions for making a work plan are included. Discuss with students how realistic their work plans are before finalizing them. Also be sure they understand the terms and procedures they will use.

## Lab Management

Because labs are tightly scheduled between other classes, every minute counts. If students are familiar with the lab routine, the lab should run smoothly.

## Before the Lab

For any lab, there are tasks to do ahead of time. Some require pre-preparation of foods. All require that basic rules and procedures be in place.

To ensure successful labs, establish clear behavior guidelines and expectations for your students before they start working. Make sure food safety and lab safety procedures are understood. Emergency information should be posted where it is easily visible. See pages 10 to 12 for handouts on safety.

Many teachers have students and parents sign a form that indicates safety information has been read and students agree to follow correct procedures. A form for this is on page 12.

Before the lab date, go over the menu and procedures with the class. Students need to have some knowledge in order to work independently, but they don’t need to know every last detail about nutrition, food preparation principles, and management in order to be successful. If you spend too much time on preliminaries, you may lose students’ interest.

## During the Lab

If arrangements have been well thought out, lab day should progress as planned. These tips can help you direct activities:

- **Giving assistance.** Establish a procedure that helps distribute your time fairly and leaves time for assisting those who really need it. You might have students write their name on the chalkboard when they need help. You can assist students in name order. Another approach is to have a set of numbered cards for students to pick up as they need help; call the numbers in sequence and move from student to student.
- **Promoting independence.** Handle interaction so that students work toward independence. For example, instead of answering questions directly, you can ask questions until the correct response becomes clear. Encourage them to ask “Is this what I do next?” rather than “What do I do next?” The first question implies the student has already given the problem some thought.
- **Including inspection.** If you allow a few minutes for inspection at the end of each foods lab, you can avoid many problems associated with disorderly labs. At the designated time, ask students to be in their kitchens with cabinet drawers and doors open. Randomly check three or four items to see whether they are clean and properly stored. Dismiss students only after their kitchen meets inspection standards.
- **Enforcing cleanliness.** Keeping the lab clean and orderly is everyone’s responsibility. Students can suggest jobs that need to be performed, which may vary from lab to lab. Duties can be rotated by using charts. Students should learn to clean up as they prepare foods.

## Evaluation

Each recipe in this booklet is followed by an activity page that helps students analyze the recipe they are working with. An activity linked to math, language arts, science, or social studies is included.

Helping students analyze and evaluate their lab experiences is as important as the actual lab. Remind them that evaluation is a step toward growth and self-improvement. Emphasize positive aspects of the lab before you discuss the areas that need improvement. Always try to end on a positive note.

Whether students are evaluating themselves or other students, different methods can be used. On evaluation forms for consecutive labs, emphasize different concepts, such as nutrition, cost of the menu, meal service, or other appropriate questions. See pages 15 and 16 for evaluation forms.

The following questions offer a less-structured format that promotes thoughtful answers:

- **Menu.** What factors contributed to a pleasing menu? How might the menu have been improved?
- **Work plan.** In what ways was the work plan helpful? What time-saving principles did members of the group use? How might the work plan have been improved?
- **Market order.** In what ways was the market order well planned? How might the market order have been more accurate?
- **Principles of cooking.** What principles of cooking did you practice because of your particular menu? What new principles did you learn during this lab?
- **Table setting.** Was your table setting attractive and appropriate for the foods served? What improvements would you suggest?
- **Cleanup.** In what ways was the cleanup managed efficiently? How might it work better?
- **Team interaction.** In what ways did team members work well together? How could the work load have been distributed more evenly? What would improve personal relationships among group members?

## Observational Skills

Labs provide the ideal backdrop to help students sharpen their observational skills and draw valid conclusions. During experimental labs, students can use the scientific method to explain each phenomenon observed.

To make comparisons meaningful, students must compare the effects that different procedures have on samples of the same test object. For example, in order to determine the effect that different cooking methods have on the color, texture, and flavor of a vegetable, set aside an uncooked piece of the vegetable to serve as a control against which the others can be judged.

Here are some other ideas for experimental labs:

- Purchase several varieties of ground meat, noting price differences. Form meat patties from each variety, weighing them to ensure equal weight. Cook samples to the same degree of doneness by sautéing and broiling. Weigh each portion after cooking. Compare their flavor, appearance, size, and weight. Form conclusions.
- Determine the influence of herbs and spices. Prepare the same recipe both with and without a particular herb or spice and with varying amounts of each. For example, prepare a sauce with and without curry powder or prepare tomato sauce for pasta with and without basil. Taste each product and describe the flavor differences. Ask students to form some general conclusions about the role of seasonings in food preparation.
- Compare how well different wraps (freezer wrap, cling wrap, plastic storage bags, wax paper) and different containers retain the flavor, texture, and freshness of foods. Use an uncovered portion of food as the control. After a certain time, compare the frozen or refrigerated foods. Ask students to write storage guidelines based on their observations.

## Demonstrations

Well-planned demonstrations can be an effective way to show procedures, to explain new techniques, and to establish standards. Demonstrations can also substitute for labs if time and funds are limited.

The objectives of the demonstration should be clear to the person presenting as well as to students. Students should be able to apply what they learned during the demonstration in their lab or at home.

Involve students in demonstrations by asking questions or having them tell relevant personal experiences. Allow them to take part in demonstrations by assisting or actually performing them, as long as they are well prepared.

To plan a demonstration, use these suggestions as a guide:

- Outline the material to be covered and determine the manner in which it is to be presented. Include an introduction, the major concepts to be covered, and a summary of the main points. Prepare a simple introduction that grabs attention.
- Develop a sequence and time schedule to follow. Allow sufficient time for questions and discussion. Student involvement in the preparation or presentation of the demonstration needs to be planned.

- Determine which steps can be completed ahead of time or eliminated from the actual demonstration. Preparing and measuring ingredients ahead helps a demonstration run smoothly. Spending too much time on repetitious and time-consuming tasks causes students to lose interest. However, be sure that no essential step is omitted. When time to prepare and completely cook a product is insufficient, a finished or partially finished product may be made in advance. Using this approach, all preparatory steps can be viewed and the finished product sampled within a limited time.
- List all items you need for the demonstration and check to see that they are available. Select the best equipment and practice using it. Be sure everything is in good working order and positioned for easy use and good viewing. Trays are ideal for lining up ingredients.
- Practice techniques ahead so that manipulation is smooth.
- Plan to display the finished product. If food will be sampled, have utensils ready and make provisions for a clean counter or table for serving. The impact of the demonstration is lost if the end product does not sell itself.

During the demonstration, follow these tips:

- Talking throughout the demonstration is not necessary. Stop talking when moving away from the group and when handling noisy equipment. Avoid extremely long pauses that may cause you to lose students' attention.
- Keep the work space neat and well organized.
- Summarize the highlights of the demonstration once the product has been completed.
- Pass samples around after the demonstration, not during the demonstration.

A well-planned and well-executed demonstration provides students with an excellent learning experience in the FCS classroom.



# Market Order

Foods	Amounts Requested by Lab Teams							Total Needed
	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	
<b>Protein Foods</b>								
<b>Milk/Milk Products</b>								
<b>Grains</b>								
<b>Vegetables</b>								
<b>Fruits</b>								
<b>Miscellaneous</b>								

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# Lab Safety Procedures

## To prevent falls and bumps...

1. Wipe up all spills immediately.
2. Use a sturdy step stool or ladder to reach items stored in high places.
3. Close cabinet doors and drawers.

## To prevent cuts...

1. Use knives and other sharp tools only for their intended purposes.
2. Keep sharp knives sharp. Dull knives cause more accidents than sharp ones.
3. Cut on a cutting board.
4. Slant the knife blade away from you when cutting.
5. Use a peeler when removing the skins of carrots, potatoes, and similar vegetables.
6. If a knife, scissors, or other sharp utensil falls, get out of its way. Never reach out to catch it.
7. Wash, dry, and store knives separately from other dishes and utensils.
8. Don't leave sharp knives covered with water in a sink.
9. Keep your fingers away from beaters and blades in appliances.
10. When opening cans, cut the lids completely off.
11. Sweep up broken glass immediately. Use a damp paper towel to carefully wipe up any small fragments.

## To prevent fires and burns...

1. Use salt or baking soda, *not water*, to put out a small grease fire. If the fire is large, use a fire extinguisher.

2. Keep flammable materials, such as towels, paper towels, and pot holders, away from the range and heating appliances.
3. If you smell gas, turn off all range and oven controls and immediately tell your teacher.
4. Keep the handles of pans on the range turned inward.
5. Use a dry pot holder to remove pans from the range.
6. When removing a pan cover, tilt the cover away from you. Do not hold your face directly over the pan.
7. Use a spoon or tongs, *not your fingers*, to remove food from hot liquid.
8. When removing a pan from the oven, pull the rack out. Don't reach into a hot oven.
9. Wear an oven mitt on each hand and use both hands to remove pans from the oven.
10. Turn off small appliances when not in use.
11. Store aerosol sprays and other flammable substances away from heat sources.
12. Make sure all range and oven controls are turned off before you leave the kitchen.

## To prevent electric shock...

1. Read appliance booklets to learn proper use and care before using appliances.
2. Keep electrical cords away from water and hot objects.
3. Plug the cord of a portable appliance into the appliance first, then the outlet.
4. Don't overload an electrical outlet by plugging in several cords at the same time.

5. Before using an appliance, make sure your hands are dry and that you are standing on a dry surface.
6. Unplug appliances before bringing metal objects in contact with working parts.
7. Unplug small appliances after use.
8. Unplug appliances before cleaning them. Do not put them in water unless the appliance is labeled “immersible.”
2. Never turn on the microwave when there is no food inside.
3. Do not heat sealed jars, cans, or bottles in the microwave.
4. Use a pot holder to remove food containers from the microwave.
5. Always lift off covers or plastic wrap away from you to avoid steam burns.
6. Distribute heat by stirring microwaved foods before serving them.

**To prevent microwave accidents...**

1. Never use a microwave if the door appears damaged.

---

## Food Safety Procedures

1. Place books, purses, and other personal items in an area of the classroom not used for food preparation.
2. Wear appropriate, clean clothing in the lab. Don't wear long, loose sleeves or dangling jewelry.
3. Wear a clean apron.
4. Tie back long hair.
5. If you have an open wound on your hands, cover it with a waterproof bandage or wear plastic gloves.
6. Wash your hands with warm water and soap before beginning the lab. Dry your hands on paper or cloth towels that are not used for drying dishes.
7. While working with food, avoid touching your hair, skin, face, etc.
8. Repeat hand washing when necessary, especially after coughing, sneezing, or using the restroom.
9. When possible, use a kitchen tool, not your hands, to complete tasks.
10. Use clean dish towels, dishcloths, pot holders, and oven mitts.
11. Wipe all countertops and tables at the beginning and end of each lab.
12. Wash dishes in hot, soapy water. Air dry or use a clean towel.
13. When tasting foods, use a spoon other than the one used for stirring. Use a clean spoon for each person tasting and for each time food is tasted.
14. After working with raw animal foods, scrub all areas and utensils with hot, soapy water and wash your hands.
15. Thoroughly cook foods to be served hot. Keep them hot until they are served.
16. Foods to be served cold must be kept cold until serving time.
17. Cover leftover foods and immediately store them in the refrigerator.

# Emergency Information and Safety Agreement

## Emergency Information

Location of lab fire extinguisher: \_\_\_\_\_

Location of lab fire blanket: \_\_\_\_\_

## Emergency Phone Numbers

Emergency number: **911**

If 911 isn't available in the area, call: \_\_\_\_\_

Fire Department \_\_\_\_\_ Poison Control Center \_\_\_\_\_

Ambulance \_\_\_\_\_ Police \_\_\_\_\_

---

## Safety Agreement

We have read and understand the "Lab Safety Procedures" and "Food Safety Procedures" for working in the foods lab. The student agrees to follow these procedures.

\_\_\_\_\_  
(Student printed name)

\_\_\_\_\_  
(Student signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent/guardian printed name)

\_\_\_\_\_  
(Parent/guardian signature)

\_\_\_\_\_  
(Date)

## Team Lab Guide

**Directions:** Good planning and organization will help your lab team work efficiently and effectively. As a team, follow these steps to complete each foods lab successfully.

### Planning Session

- Assign one person to be the recorder.** This person takes notes during the planning session and prepares written materials.
- Select the recipe (or recipes).** For some labs, the recipe may be selected for you.
- Analyze the recipe.** Ask questions or look up information about anything you don't understand.
- Make a market order.** Create a chart similar to the one below. The recorder should list ingredients under the appropriate categories and show the amounts needed. Give the chart to your teacher to use in making a class market order.

Foods Needed	Quantity Needed
Protein Foods: Ground beef	½ pound
Milk/Milk Products: Mozzarella cheese	4 ounces
Grains:	
Vegetables:	
Fruits:	
Miscellaneous:	

- Make an equipment list.** List the equipment you will need and make sure everything will be available on lab day.
- List all tasks to be done.** For now, the tasks can be in any order. Include pre-preparation, preparation, serving, and cleanup tasks. Don't forget about washing your hands, gathering equipment, measuring ingredients, and setting the table. Beside each task, write the estimated amount of time needed to do each task, as shown in this sample:

Tasks	Time Needed
Dice onion	5 minutes
Set table	10 minutes

- ❑ **Prepare a chart showing the work plan.** Write lab times in the left column, using five-minute intervals. For example, if your lab begins at 10:15, write 10:15 in the first box and put 10:20 in the second, 10:25 in the third, and so on. Write the names of the team members across the top, as shown in the sample chart below.

Food or Meal Service Time _____			
<b>Times</b>	<b>Amber's Tasks</b>	<b>Riley's Tasks</b>	<b>Shana's Tasks</b>
10:30	Set table	Dice onion	Measure seasonings
10:35	Set table	Break eggs Beat eggs	Dice bell peppers

Under each name, list the tasks each person will do during the times in the chart. Assign all the tasks that you listed earlier. Put tasks in the appropriate order. If a task takes 20 minutes, be sure to count back at least 20 minutes from the time it must be completed. By reading across the chart, you can see what everyone will be doing at any given time. Adjust the plan until the team is satisfied.

Ask these questions as you develop the work plan:

- What can be done before combining ingredients, such as preheating the oven, greasing pans, dicing ingredients, heating water, and melting fat?
- What tasks can be dovetailed, or done at the same time?
- Which steps will go faster if two people share the job?
- Does everyone have a job to do at all times?
- Can each job be done without getting in the way of completing other jobs?
- Will your lab team be able to finish within the allowed time?

## Lab Day

- ❑ **Post a copy of the work plan.** The plan should be located where everyone on the team can see it. Doing this ensures that everyone knows what to do. Record the time you start and finish the lab.
- ❑ **Follow the plan.** Refer to the work plan throughout the lab so that each person stays on schedule.

## Evaluation

- ❑ **After the lab, evaluate the lab experience.** You might be asked to evaluate how well the lab team handled the lab or the quality of the food you made. Use the evaluation sheet provided by your teacher to record this information, or follow other instructions.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Lab Team \_\_\_\_\_ Recipe \_\_\_\_\_

## Lab and Team Evaluation

**Directions:** Read the responsibilities listed in the chart. Rate how your team handled each one by entering one of the ratings below in the column on the right.

**3** = Team did very well.

**2** = Team efforts were satisfactory.

**1** = Team needs improvement in this area.

	<b>Lab and Team Responsibilities</b>	<b>Rating</b>
1	Planned the lab with input from all team members.	
2	Gathered ingredients at the beginning of the lab.	
3	Wore appropriate clothing in the lab.	
4	Followed established rules for lab behavior.	
5	Read and understood recipe(s) before beginning preparation.	
6	Followed standard measuring procedures.	
7	Listened carefully to directions before beginning work.	
8	Tried to solve problems before asking questions.	
9	Followed the "Clean as you go" rule.	
10	Used and handled appliances with care.	
11	Worked well together as a team (showed cooperation, good communication, flexibility when needed, respect, and positive reinforcement).	
12	Served attractive and delicious food.	
13	Set an attractive table.	
14	Used good table manners.	
15	Followed correct dishwashing procedures.	
16	Returned utensils and unused ingredients to the designated storage area.	
17	Followed good safety procedures in the lab.	
18	Left the lab in good condition.	
19	Followed the original work plan.	
20	Completed lab work and evaluation on time.	
<b>TOTAL</b>		

In what specific ways could your team have done better during this lab?

---



---



---

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Lab Team \_\_\_\_\_ Recipe \_\_\_\_\_

## Product Evaluation

**Directions:** Write the name of the food(s) you are evaluating in the top row of the chart. Use the scale below to rate each food. Place the rating for each standard in the corresponding column under each food.

**Rating scale:** 1 = poor 2 = fair 3 = average 4 = above average 5 = excellent

Standards	Food 1:	Food 2:	Food 3:	Food 4:
<b>Nutrition:</b> The food has positive nutritional qualities.				
<b>Flavor:</b> The food has a pleasing taste.				
<b>Aroma:</b> The food has a pleasing smell.				
<b>Texture:</b> The food has a good consistency.				
<b>Color:</b> The food is attractive in color.				
<b>Temperature:</b> The food was cooked to and served at the proper temperature.				
<b>Size and Shape:</b> The food is attractive in size and shape.				

Describe the best qualities of the food(s). \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How would you improve the food(s)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Blueberry Citrus Smoothie

**Yield**

4 servings

**Ingredients**

- 2 cups vanilla nonfat yogurt
- 1 cup frozen blueberries, thawed
- ½ cup orange juice
- ¼ cup nonfat dry milk
- 2 or more ice cubes

**Directions**

1. Place all ingredients in a blender or food processor.
2. Process just until smooth.
3. Pour into glasses and serve immediately.

**Tips**

- ❑ Using blueberries when still partially frozen makes smoothies thicker.
- ❑ Use more ice for thinner smoothies. Note that too much ice can dilute the flavor of the smoothie.

**Nutrition Analysis**

*Per Serving:* 170 calories, 0.5 g total fat, 0 g saturated fat, 0 g trans fat, 5 mg cholesterol, 125 mg sodium, 33 g total carbohydrate, 1 g dietary fiber, 32 g sugars, 9 g protein

*Percent Daily Value:* vitamin A 6%, vitamin C 30%, calcium 30%, iron 2%

## Analyzing the Recipe

**Directions:** Analyze the “Blueberry Citrus Smoothie” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. What is the purpose of the dry milk in this recipe? \_\_\_\_\_  
\_\_\_\_\_
2. Why must the smoothie be served quickly? \_\_\_\_\_  
\_\_\_\_\_
3. What different combinations of yogurt, fruit, and juice would you use to make different flavored smoothies?  
\_\_\_\_\_  
\_\_\_\_\_
4. What foods could you add to supply servings from other food groups? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**New terms.** The word *smoothie* is relatively new to the popular food vocabulary. Use a dictionary, cookbook, or Internet resources to find the meaning of these other recent additions:

1. Slow foods: \_\_\_\_\_  
\_\_\_\_\_
2. Functional foods: \_\_\_\_\_  
\_\_\_\_\_
3. Fast casual: \_\_\_\_\_  
\_\_\_\_\_
4. Eatertainment: \_\_\_\_\_  
\_\_\_\_\_

## Foolproof Cheese Soufflé

**Yield**

8 servings

**Ingredients**

Butter or margarine for greasing soufflé dish  
6 large eggs  
½ cup heavy whipping cream, not whipped  
¼ cup grated Parmesan cheese  
½ teaspoon prepared mustard  
½ teaspoon salt  
¼ teaspoon white pepper  
4 ounces sharp cheddar cheese, shredded  
11 ounces low-fat cream cheese, softened

**Directions**

1. Preheat the oven to 375°F.
2. Grease an ovenproof soufflé dish well.
3. Place the eggs, whipping cream, Parmesan cheese, mustard, salt, and pepper into a blender or a food processor fitted with the steel “s” blade. Process until well blended.
4. Add the cheddar cheese and process.
5. Add the cream cheese and process until light and smooth.
6. Spoon the mixture into the soufflé dish.
7. Bake for 40 to 45 minutes or until the top is slightly golden and springs back when gently tapped. Remove from the oven and serve immediately.

**Nutrition Analysis**

*Per Serving:* 270 calories, 22 g total fat, 12 g saturated fat, 17 g trans fat, 220 mg cholesterol, 480 mg sodium, 4 g total carbohydrate, 0 g dietary fiber, 1 g sugars, 14 g protein

*Percent Daily Value:* vitamin A 15%, vitamin C 0%, calcium 20%, iron 8%

## Analyzing the Recipe

**Directions:** Analyze the “Cheese Soufflé” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. What is leavening? What provides the leavening in this recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why do you think the recipe calls for white pepper? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What might result from adding the cheddar cheese and cream cheese in large chunks?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why should this dish be served immediately? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What are this recipe’s nutritional strengths and weaknesses? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**Word origins.** Learn the origins of the following words, which were imported into the American cooking vocabulary:

1. Soufflé: \_\_\_\_\_
2. Parmesan: \_\_\_\_\_
3. Cheddar: \_\_\_\_\_

## Waldorf Salad with Dried Cranberries

**Yield**

4 servings

**Ingredients**

- 2 medium green apples
- 1 medium, firm red apple
- 1 Tablespoon lemon juice
- 1 cup sliced celery
- ½ cup coarsely chopped walnuts
- ½ cup dried cranberries
- ½ cup plain, nonfat yogurt
- 1½ teaspoons honey
- 4 romaine lettuce leaves

**Directions**

1. Core the apples and cut into quarters. Cut the quarters into thin slices.
2. In a medium bowl, toss the sliced apples with lemon juice, which coats them and prevents browning.
3. Add the celery, walnuts, and cranberries.
4. Mix the yogurt and honey in a small bowl until well blended.
5. Add the yogurt mixture to the apples and toss until all the ingredients are coated.
6. Place each lettuce leaf on a salad plate. Distribute the salad among the plates, mounding neatly on the lettuce.
7. Serve immediately or refrigerate until needed.

**Tip**

- ❑ Some people are allergic to nuts. You can omit walnuts if you have any concerns about allergies.

**Nutrition Analysis**

*Per Serving:* 230 calories, 10 g total fat, 1 g saturated fat, 0 g trans fat, 0 mg cholesterol, 40 mg sodium, 36 g total carbohydrate, 6 g dietary fiber, 26 g sugars, 4 g protein

*Percent Daily Value:* vitamin A 15%, vitamin C 15%, calcium 8%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Waldorf Salad with Dried Cranberries” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Why do you think the apples are quartered before slicing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What does leaving the skins on the apples add to the recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Suppose you wanted to start preparing the salad a day in advance? Which steps would you do? Why would you wait to carry out the others?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why do you think the recipe includes lemon juice? \_\_\_\_\_  
\_\_\_\_\_
5. How would you change this recipe to serve as a dessert salad? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**New name.** Waldorf Salad was named for New York’s Waldorf Astoria Hotel, where it was invented in the 1890s. Cranberries are not part of the original recipe. Rename this version of the salad. Why did you choose this name? (Learn more about cranberries to think of ideas.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Fruited Stuffed Sweet Potatoes

### Yield

4 servings

### Ingredients

4 medium sweet potatoes	2 Tablespoons light brown sugar
8 dried apricots, chopped	$\frac{1}{8}$ teaspoon salt
$\frac{1}{2}$ cup dried cherries or cranberries	$\frac{1}{2}$ cup canned pineapple chunks, drained
$2\frac{1}{2}$ Tablespoons unsalted butter	$\frac{1}{4}$ cup walnut pieces
2 Tablespoons orange juice (freshly squeezed or prepared)	

### Directions

1. Preheat the oven to 400°F.
2. Scrub sweet potatoes and prick all over with a fork. Place on the middle oven rack and bake until tender, about 45 minutes. Let cool slightly.
3. Plump the dried fruit: In a small saucepan, cover the apricots and cherries or cranberries by 1 inch with cold water. Simmer until soft, about 15 to 20 minutes. Drain, let dry, and set aside.
4. Carefully cut off the top one-third of each sweet potato lengthwise. Gently scoop out the pulp, leaving a  $\frac{1}{4}$ -inch thick shell. Scoop out pulp from potato tops also. Discard the tops.
5. In a large bowl, mash the potato pulp with butter or margarine, orange juice, brown sugar, and salt.
6. Fill the sweet potato shells with hot mixture, mounding slightly.
7. Top the stuffed potatoes with plumped fruit and pineapple chunks.
8. Spray broiler pan with vegetable cooking spray. Place sweet potatoes on pan.
9. Preheat the broiler. Broil sweet potatoes just to heat toppings, about 1 to 2 minutes. Garnish with walnut pieces, if desired, and serve.

### Tip

- ❑ Sweet potatoes may be cooked in a microwave oven. Consult the owner's manual for suggested times and power settings.

### Nutrition Analysis

*Per Serving:* 580 calories, 17 g total fat, 6 g saturated fat, 0 g trans fat, 20 mg cholesterol, 150 mg sodium, 104 g total carbohydrate, 14 g dietary fiber, 35 g sugars, 10 g protein  
*Percent Daily Value:* vitamin A 790%, vitamin C 70%, calcium 15%, iron 30%

## Analyzing the Recipe

**Directions:** Analyze the “Fruited Stuffed Sweet Potatoes” recipe by answering the questions below. Then complete the “Science Exploration.”

1. Why are the dried fruits plumped? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What part of a meal or meal plan could this recipe fill? \_\_\_\_\_  
 \_\_\_\_\_
3. What other seasonings or flavorings might you add to this recipe? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. How could you prepare this recipe if you didn't have fresh sweet potatoes? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Science Exploration

**Sugar effects.** Place ½ cup sugar in a small saucepan. Shake the pan to distribute the sugar evenly over the bottom. Clamp a candy thermometer onto the side of the pan, making sure the thermometer bulb is in the sugar. Place the saucepan over low heat. Record the changes as the sugar reaches 320°F and again as it reaches 338°F. Then place the pan in a bowl of cold water. Note the results. Record your observations in the table below and answer the question that follows.

Changes in Sugar	At 320°F	At 338°F	When Chilled
Appearance			
Consistency			

Based on your findings, how do you think broiling affects this recipe?

\_\_\_\_\_

\_\_\_\_\_



## Carrot and Raisin Slaw

**Yield**

6 servings

**Ingredients**

- ½ cup raisins
- 1 cup water
- 1 flavored tea bag (mango or apple)
- 8 medium carrots
- ¾ cup finely diced celery
- ¼ cup finely diced onion
- ½ cup diced apple
- 1 teaspoon lemon juice
- ⅔ cup reduced-fat mayonnaise
- ¼ teaspoon celery seed
- ⅓ teaspoon salt
- ⅓ teaspoon ground black pepper

**Directions**

1. In a small saucepan, combine the raisins, water, and tea bag. Simmer until the raisins are plump, about 3 or 4 minutes.
2. Drain and cool the raisins, discarding the water and tea bag.
3. Peel and grate the carrots.
4. In a large bowl, toss the raisins, carrots, celery, onion, and apple with lemon juice.
5. Stir in the mayonnaise and celery seed. Season with salt and pepper.
6. Serve or refrigerate until needed.

**Nutrition Analysis**

*Per Serving:* 190 calories, 10 g total fat, 1.5 g saturated fat, 0 g trans fat, 10 mg cholesterol, 310 mg sodium, 25 g total carbohydrate, 4 g dietary fiber, 16 g sugars, 2 g protein

*Percent Daily Value:* vitamin A 280%, vitamin C 10%, calcium 10%, iron 15%

## Analyzing the Recipe

**Directions:** Analyze the “Carrot and Raisin Slaw” recipe by answering the questions below. Then complete the “Science Exploration.”

1. In what different ways might you prepare the fruit and vegetables to change the recipe’s appearance and texture?

\_\_\_\_\_

\_\_\_\_\_

2. What are two reasons for simmering the raisins as directed in Step 1? \_\_\_\_\_

\_\_\_\_\_

3. Why should the slaw be refrigerated if not served immediately? \_\_\_\_\_

\_\_\_\_\_

4. Do you consider this to be a seasonal or a “year-round” recipe? Explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Science Exploration

**Raisin weight comparison.** Repeat Step 1 in the recipe, omitting the tea bag. Weigh the raisins and water separately before simmering. Record each amount and the combined weight in the chart below. Weigh each ingredient after simmering. Write each amount and the combined weight in the table below.

Ingredient	Weight Before Simmering	Weight After Simmering
Raisins		
Water		
Raisins and Water		

Are the total weights before and after simmering the same? If not, what might explain the difference?

\_\_\_\_\_

\_\_\_\_\_

## Green Bean Salad

### Yield

8 servings (1 cup each)

### Dressing Ingredients

1 whole garlic bulb	2 Tablespoons chopped fresh oregano
Cooking spray	1 Tablespoon chopped fresh chives
½ cup light olive oil, divided	¼ teaspoon salt
¼ cup balsamic vinegar	¼ teaspoon ground black pepper

### Salad Ingredients

1 pound fresh, thin green beans, trimmed  
 1 medium Vidalia onion (or any sweet onion), thinly sliced (equal to 1½ cups)  
 1 can (15 ounces) pitted black olives, halved vertically

### Dressing Directions

1. Preheat the oven to 400°F.
2. Roast the garlic: Spray the bulb with cooking spray. Place the bulb on an ovenproof plate or container. Bake for 20 to 30 minutes, until cloves feel soft and tender to the touch. Remove from the oven. Cool the bulb enough to handle comfortably.
3. Squeeze each garlic clove into the bowl of a food processor or blender, release it from the skin. Process the garlic with 2 tablespoons of the olive oil to form a smooth paste. Add vinegar and process until well blended.
4. With the motor of the processor or blender running, add the remaining olive oil in a steady stream, processing until smooth.
5. Add oregano and chives. Mix well. Season with salt and pepper and set aside.

### Salad Directions

1. In a large pot of boiling water, cook green beans about 2 minutes, just until crisp-tender.
2. Remove the beans with a large slotted spoon. Then plunge them into a large bowl of ice water to stop the cooking process.
3. When the beans are cool, drain them in a colander and slice them on the diagonal (4 or 5 slices per bean).
4. In a large bowl, gently toss together the cut green beans, thinly sliced onions, and black olives.
5. Gently toss salad with dressing, coating evenly. Serve at room temperature.

### Nutrition Analysis

*Per Serving:* 300 calories, 28 g total fat, 2.5 g saturated fat, 0 g trans fat, 0 mg cholesterol, 630 mg sodium, 13 g total carbohydrate, 3 g dietary fiber, 4 g sugars, 1 g protein

*Percent Daily Value:* vitamin A 6%, vitamin C 10%, calcium 4%, iron 2%

## Analyzing the Recipe

**Directions:** Analyze the “Green Bean Salad” recipe by answering the questions below. Then complete the “Science Exploration.”

1. Why is the garlic roasted? \_\_\_\_\_  
\_\_\_\_\_
  
2. How does stopping the cooking process as described in Step 2 of the salad directions add to the recipe’s appeal?  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Why is it important to drain the beans well before tossing with the dressing?  
\_\_\_\_\_  
\_\_\_\_\_
  
4. With what other foods might you use with the dressing? \_\_\_\_\_  
\_\_\_\_\_

### Science Exploration

**Oil and vinegar.** Measure the same amount of oil and vinegar used in the recipe. Combine them in a small bowl and beat with a fork or whisk until blended. Pour into a clear glass and let the mixture sit. Observe the mixture after one, three, and five minutes. Record your observations in the table below.

	Time Lapse		
	One Minute	Three Minutes	Five Minutes
Observations			

Compare these results with the dressing you made using the salad dressing directions. What might explain the difference?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Roasted Zucchini, Artichoke, and Mushroom Salad

### Yield

6 servings

### Ingredients

- 2 medium zucchini
- 6 large mushrooms
- 1 Tablespoon olive oil
- 1 can (15 ounces, not marinated) artichoke hearts
- 3 Tablespoons olive oil
- 2 green onions
- 3 Tablespoons balsamic vinegar
- $\frac{1}{4}$  teaspoon salt
- $\frac{1}{4}$  teaspoon ground black pepper
- 2 Tablespoons toasted sesame seeds

### Directions

1. Preheat the oven to 425°F.
2. Cut the zucchini in half lengthwise. Cut each half into 4 pieces, making 16 pieces in all.
3. Wash the mushrooms and trim ends of the stems. Cut each in half.
4. Gently rub the zucchini and mushrooms with 1 Tablespoon olive oil. Place in a baking dish.
5. Drain the artichoke hearts and cut in half. Gently toss with 3 Tablespoons olive oil and place in the dish with the zucchini and mushrooms.
6. Roast the mixture until just tender, about 20 minutes. Let cool until easy to handle.
7. Finely slice the green onions.
8. Arrange roasted ingredients attractively on a serving dish. Splash with vinegar and sprinkle with green onions, salt, pepper, and sesame seeds. Serve at room temperature or slightly chilled.

### Nutrition Analysis

*Per Serving:* 150 calories, 11 g total fat, 1.5 g saturated fat, 0 g trans fat, 0 mg cholesterol, 280 mg sodium, 9 g total carbohydrate, 1 g dietary fiber, 3 g sugars, 4 g protein

*Percent Daily Value:* vitamin A 8%, vitamin C 30%, calcium 4%, iron 10%

## Analyzing the Recipe

**Directions:** Analyze the “Roasted Zucchini, Artichoke, and Mushroom Salad” recipe by answering the questions below. Then complete the “Science Exploration.”

1. Why do you think the recipe advises against using marinated artichoke hearts? \_\_\_\_\_  
\_\_\_\_\_
2. How would you decide which artichoke hearts or balsamic vinegar to buy if you’ve never used these items before?  
\_\_\_\_\_  
\_\_\_\_\_
3. How far in advance should you prepare the salad in order to serve it slightly chilled?  
\_\_\_\_\_  
\_\_\_\_\_
4. How is this recipe similar to and different from the recipe for crudités on page 85?  
\_\_\_\_\_  
\_\_\_\_\_

### Science Exploration

**Artichoke parts.** Obtain a fresh artichoke and slice it open lengthwise. Sketch a picture on a separate sheet of paper. Use a cook’s guidebook, a cookbook, or other resources to identify these parts: stem, bracts, receptacle, and choke. Then answer the questions below.

1. Which parts of the artichoke are edible?  
\_\_\_\_\_  
\_\_\_\_\_
2. How do the edible and inedible parts compare in appearance and structure?  
\_\_\_\_\_  
\_\_\_\_\_
3. What part of the artichoke plant do all of these structures make up?  
\_\_\_\_\_

## Hot Spinach Salad

**Yield**

4 servings

**Ingredients**

- 1 pound fresh spinach leaves
- 3 slices bacon
- 2 Tablespoons reserved bacon drippings
- 1 clove garlic, sliced
- $\frac{3}{4}$  cup thinly sliced mushrooms
- $\frac{1}{4}$  cup fresh minced parsley
- 1 Tablespoon vinegar
- $\frac{1}{2}$  Tablespoon prepared mustard
- $\frac{1}{4}$  teaspoon salt, or to taste
- Ground black pepper to taste

**Directions**

1. In a large, heat-resistant serving bowl, tear spinach into large pieces, about 2 to 3 inches square. Set aside.
2. In skillet, fry the bacon slices until crisp. Drain on paper towels. Crumble and set aside.
3. Sauté the garlic and mushrooms in reserved bacon drippings until softened, about 2 to 3 minutes.
4. Stir in the bacon, parsley, vinegar, and mustard. Season to taste with salt and pepper.
5. Pour warm mixture over the spinach and serve immediately.

**Nutrition Analysis**

*Per Serving:* 170 calories, 15 g total fat, 5 g saturated fat, 0 g trans fat, 20 mg cholesterol, 440 mg sodium, 5 g total carbohydrate, 3 g dietary fiber, 1 g sugars, 6 g protein  
*Percent Daily Value:* vitamin A 220%, vitamin C 60%, calcium 10%, iron 20%

## Analyzing the Recipe

**Directions:** Analyze the “Hot Spinach Salad” recipe by answering the questions below. Then complete the “Science Exploration.”

1. What other main ingredients could you use as a substitute for spinach? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What convenience forms of ingredients might you use in this recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why should this salad be served immediately? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What substitution could you make in this recipe to cut some of the fat? \_\_\_\_\_  
\_\_\_\_\_

### Science Exploration

**Cutting versus tearing.** Many people believe that cutting greens, rather than tearing them, increases browning at the edges of the pieces. Test this theory as you prepare this recipe by cutting one of the spinach leaves with kitchen shears or a knife. Compare the cut and torn leaves on browning before adding the dressing. Record your observations here.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Compare your findings with those of other lab groups. What might explain any difference in results?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Corn and Blue Cheese Salad

**Yield**

12 servings

**Ingredients**

6 cups frozen corn, thawed  
1½ cups finely chopped red bell pepper  
1 cup finely chopped sweet onion  
¼ cup olive oil  
¾ cup crumbled blue cheese  
½ teaspoon grated lime peel  
¼ cup fresh lime juice  
1 Tablespoon hot sauce, or to taste  
1 teaspoon fresh minced garlic  
¼ teaspoon cumin  
Baked tortilla chips (optional)

**Directions**

1. Preheat the oven to 425°F.
2. In a large bowl, combine corn, red bell pepper, and onion. Drizzle with olive oil and toss thoroughly.
3. Spread corn mixture on a baking sheet. Roast, turning and stirring once or twice with a turner, until the corn appears roasted. Let cool for about 10 minutes.
4. Transfer mixture to a large clean bowl. Add cheese, lime peel, lime juice, hot sauce, garlic, and cumin. Toss mixture thoroughly.
5. Cover and chill until needed. Garnish with baked tortilla chips just before serving if desired.

**Nutrition Analysis (without tortilla chips)**

*Per Serving:* 120 calories, 8 g total fat, 2.5 g saturated fat, 0 g trans fat, 5 mg cholesterol, 150 mg sodium, 11 g total carbohydrate, 3 g dietary fiber, 4 g sugars, 4 g protein

*Percent Daily Value:* vitamin A 15%, vitamin C 70%, calcium 6%, iron 2%

## Analyzing the Recipe

**Directions:** Analyze the “Corn and Blue Cheese Salad” recipe by answering the questions below. Then complete the “Social Studies Exploration.”

1. Why are the vegetables roasted? \_\_\_\_\_  
\_\_\_\_\_
2. Why do you think the recipe specifies frozen corn, rather than canned? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is cumin? What countries commonly use cumin in their dishes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Soup and salad is a popular combination. What kind of soup would you serve with this salad? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Social Studies Exploration

**Latin American ingredients.** Many of this recipe’s ingredients are typical of Latin American cooking styles. Others are not. Learn more about traditional Latin American ingredients in order to answer the questions below.

1. Why are some foods called staples? \_\_\_\_\_  
\_\_\_\_\_
2. What ingredients are staples in Latin American dishes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How could you change this recipe to make it more traditionally Latin American? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Acorn Squash Risotto

### Yield

4 servings

### Ingredients

2 Tablespoons light butter or margarine	1 cup arborio rice
½ cup chopped onion	⅛ teaspoon cayenne pepper
2 cups fresh acorn squash, peeled, seeded, and cut into small cubes	¼ to ½ teaspoon nutmeg
3 cups chicken stock	¼ teaspoon salt, or to taste
	¼ cup freshly grated Parmesan cheese
	Roasted pine nuts (optional)

### Directions

1. Melt the butter or margarine in a medium saucepan over medium heat.
2. Add the chopped onion and cook until the onion is transparent but not brown, about 6 to 8 minutes.
3. Stir in the cubes of acorn squash. Add just enough chicken stock to cover the cubes.
4. Increase the heat slightly and cook uncovered for about 10 minutes, stirring occasionally.
5. Stir in the rice. Add more stock to cover the squash and rice. Lower the heat and cover the pan.
6. Cook until all the stock is absorbed, stirring occasionally.
7. Add the remaining stock, ½ cup at a time. Cook uncovered, gently stirring in each addition as the last one is absorbed.
8. Continue cooking until all the stock has been added and the rice is tender, about 20 minutes.
9. Season with cayenne pepper, nutmeg, and salt. Stir in the Parmesan cheese. Garnish with pine nuts if desired.

### Tip

- ❑ Arborio rice can be found at Italian markets or specialty stores.

### Nutrition Analysis (without pine nuts)

*Per Serving:* 340 calories, 10 g total fat, 5 g saturated fat, 0 g trans fat, 25 mg cholesterol, 490 mg sodium, 53 g total carbohydrate, 4 g dietary fiber, 5 g sugars, 11 g protein

*Percent Daily Value:* vitamin A 10%, vitamin C 15%, calcium 10%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Acorn Squash Risotto” recipe by answering the questions below. Then complete the “Social Studies Exploration.”

1. Why does the recipe specify occasionally stirring? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How might using prepared chicken stock, instead of homemade, affect how you season the recipe?  
\_\_\_\_\_  
\_\_\_\_\_
3. Squash releases water when cooked. How does this fact help explain why the squash is cooked uncovered, while the rice is cooked covered?  
\_\_\_\_\_  
\_\_\_\_\_
4. What other garnishes would complement this dish? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Suppose you wanted to add raw chicken strips to this recipe. When would you add them? Why?  
\_\_\_\_\_  
\_\_\_\_\_

### Social Studies Exploration

**Rice around the world.** Particular kinds of rice are associated with certain ethnic cuisines (kwi-zēns). (A *cuisine* includes the foods people eat and how they are prepared.) Besides arborio, other rice examples are popcorn, jasmine, basmati, and “sticky” rice. Identify a type of rice and an ethnic cuisine that commonly uses it.

Then look for recipes in the cuisine that use the rice. Explain why that variety of rice is right for the dishes. How does the rice add to the recipe’s flavor, texture, or other quality? Present what you learn to the class. If possible, prepare a dish for class members to sample.

## Sweet Spuds Casserole

**Yield**

4 servings

**Ingredients**

Cooking spray  
2 small apples  
3 medium sweet potatoes  
 $\frac{1}{3}$  cup water  
 $\frac{1}{3}$  cup frozen apple juice concentrate  
3 Tablespoons dark brown sugar, firmly packed  
2 teaspoons lemon juice  
 $\frac{1}{2}$  teaspoon ground cinnamon  
 $\frac{1}{2}$  teaspoon ground cardamom  
 $\frac{1}{2}$  teaspoon ground cloves  
 $\frac{1}{2}$  teaspoon ground ginger  
2 teaspoons light butter or margarine, cut into small pieces

**Directions**

1. Spray a small casserole dish with cooking spray.
2. Peel and core the apples. Cut them into thin slices.
3. Peel and thinly slice the sweet potatoes.
4. Arrange half of the apple slices in the bottom of the casserole. Top with half of the sweet potato slices. Repeat layers.
5. Mix water, apple juice concentrate, brown sugar, lemon juice, cinnamon, cardamom, cloves, and ginger in a small bowl.
6. Pour the mixture over the apple and potato layers. Dot the top with pieces of butter or margarine.
7. Bake at 350°F uncovered until syrup is bubbly and potatoes are fork tender, about 25 to 30 minutes.

**Nutrition Analysis**

*Per Serving:* 230 calories, 1 g total fat, 0.5 g saturated fat, 0 g trans fat, 5 mg cholesterol, 55 mg sodium, 53 g total carbohydrate, 5 g dietary fiber, 21 g sugars, 2 g protein  
*Percent Daily Value:* vitamin A 330%, vitamin C 45%, calcium 4%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Sweet Spuds Casserole” recipe by answering the questions below. Then complete the “Science Exploration.”

1. Why does the recipe specify that the apples and sweet potatoes be sliced to the same thickness?

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2. Would you assume that this recipe uses fresh or prepared apples and sweet potatoes? Explain your reasoning.

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3. What is the purpose of the butter or margarine in the recipe? \_\_\_\_\_

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4. How might you reduce the sweetness of this recipe? \_\_\_\_\_

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5. Would you serve this recipe as a side dish or a dessert? Explain. \_\_\_\_\_

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### Science Exploration

**Covered or uncovered.** Suppose you had covered the casserole while baking it. How would this affect the dish? What role does evaporation play?

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## Smashed Garlic Potatoes

**Yield**

4 servings

**Ingredients**

- 6 medium potatoes
- 6 cloves garlic, peeled
- 6 slices bacon
- 2 Tablespoons olive oil (or light butter or margarine)
- ½ cup nonfat milk
- ¼ cup chopped chives or green onion
- ½ teaspoon salt
- ¼ teaspoon ground black pepper

**Directions**

1. Scrub the potatoes. Cut into quarters. (Do not peel.)
2. Cover the potatoes and garlic with water in a large saucepan. Bring to a boil.
3. Reduce heat and boil until the potatoes are tender when pierced with a fork, about 20 minutes.
4. Cook the bacon while the potatoes boil. Drain the bacon on paper towels. Crumble and set aside.
5. Drain the potatoes and garlic and return to the pan. Add olive oil (or butter or margarine) and milk.
6. Mash the potatoes with an electric mixer or potato masher, leaving some lumps.
7. Fold in the bacon and chives.
8. Season with salt and pepper and serve.

**Nutrition Analysis (with olive oil)**

*Per Serving:* 300 calories, 23 g total fat, 6 g saturated fat, 0 g trans fat, 25 mg cholesterol, 610 mg sodium, 15 g total carbohydrate, 7 g dietary fiber, 5 g sugars, 10 g protein

*Percent Daily Value:* vitamin A 20%, vitamin C 80%, calcium 10%, iron 15%

## Analyzing the Recipe

**Directions:** Analyze the “Smashed Garlic Potatoes” recipe by answering the questions below. Then complete the “Social Studies Exploration.”

1. Why do you think the garlic and potatoes are boiled together? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How can cooking the bacon and chopping the onions be dovetailed with another task when making this recipe?  
\_\_\_\_\_  
\_\_\_\_\_
3. How does leaving the peel on the potatoes affect the nutritional value in this dish?  
\_\_\_\_\_  
\_\_\_\_\_
4. What ingredients might you substitute for the bacon and milk to make this a vegetarian recipe?  
\_\_\_\_\_  
\_\_\_\_\_

### Social Studies Exploration

**Ethnic influences.** How might you change the ingredients or preparation methods to add the influence of each of the ethnic cuisines listed below?

1. Italian: \_\_\_\_\_  
\_\_\_\_\_
2. Asian: \_\_\_\_\_  
\_\_\_\_\_
3. Tex-Mex: \_\_\_\_\_  
\_\_\_\_\_



## Potato Pancakes

**Yield**

10 servings

**Ingredients**

- 2½ pounds potatoes (about 8 small, 5 medium, or 3 large)
- 1 pound onions (about 6 small, 4 medium, or 3 large)
- 2 Tablespoons lemon juice
- ¼ cup bread flour
- ½ teaspoon salt, or to taste
- Ground black pepper to taste
- Vegetable oil for frying

**Directions**

1. Lightly oil a baking sheet. Set aside.
2. Peel the potatoes and onions.
3. Grind or grate the onions and potatoes and mix them together. (They can be processed together in a food processor or blender.) Toss with lemon juice to prevent discoloration.
4. Place the grated mixture in a colander or large strainer. Press and blot with paper towels to remove as much liquid as possible.
5. Transfer the mixture to a large mixing bowl. Sprinkle with flour and stir in. Season to taste with salt and pepper.
6. Preheat the oven to 375°F.
7. Heat ¼ inch of oil in a skillet. Drop the mixture into the hot oil by level serving spoons.
8. When the pancakes are lightly browned, turn and brown the other side.
9. Transfer the pancakes to the baking sheet. Overlap them as needed. Finish them in the hot oven until browned and crispy, about 5 to 10 minutes.

**Nutrition Analysis**

*Per Serving:* 190 calories, 8 g total fat, 0.5 g saturated fat, 0 g trans fat, 0 mg cholesterol, 125 mg sodium, 27 g total carbohydrate, 3 g dietary fiber, 3 g sugars, 3 g protein  
*Percent Daily Value:* vitamin A 0%, vitamin C 45%, calcium 2%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Potato Pancakes” recipe by answering the questions below. Then complete the “Science Exploration.”

1. What tool or appliance would you use to grate the potatoes and onions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why should the potatoes and onions be well drained? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the purpose of the flour? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What other seasoning or flavoring might you add to the recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How could you use these pancakes in a meal? How would you serve them in each case?  
\_\_\_\_\_  
\_\_\_\_\_

### Science Exploration

**Nutrition comparison.** Use the Internet, food package labels, fast-food restaurant brochures, or another source to prepare a visual that compares the nutritional values given for these pancakes with a similar recipe, hash-browned potatoes. You might make a table, a bar graph, or pie charts, for example. Write a summary of your findings on the lines below. Include possible reasons for any major differences in nutrition.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Gazpacho

### Yield

12 servings

### Ingredients

1 or 2 jalapeño chile peppers	6 Tablespoons fruit vinegar (preferably strawberry or raspberry)
1 can (28 ounces) seasoned diced tomatoes, including liquid	¼ cup light olive oil
1½ cups chopped cucumber, peeled and seeded	2 teaspoons sugar
1 cup diced green bell pepper	1½ to 2 teaspoons salt
1 cup shredded zucchini	Dash of hot sauce (optional)
1 cup chopped Spanish onion	Lemon slices (optional)

### Directions

1. Remove seeds and veins from jalapeño peppers and chop. (See “Tips” below.)
2. Combine jalapeño chile peppers, tomatoes with liquid, cucumber, green bell pepper, zucchini, and onion in a large bowl.
3. Whisk together fruit vinegar, olive oil, sugar, salt, and hot sauce, if used. Pour over vegetables and mix well.
4. Cover and refrigerate for 6 to 8 hours. Serve well chilled, garnished with lemon slices if desired.

### Tips

- ❑ Prepared, canned jalapeño chili peppers may be found in ethnic groceries or the ethnic foods section of supermarkets.
- ❑ Prepare jalapeño chile peppers with care because touching the insides and breathing the fumes can be highly irritating. Wearing nonlatex gloves, slice the peppers open and remove and discard the seeds and veins. Chop and set aside. Do not touch your face with your hands. Wash your hands thoroughly before continuing.
- ❑ Use only the fleshy part of the zucchini. Scoop out the seed cavity if needed.

### Nutrition Analysis (without lemon)

*Per Serving:* 80 calories, 5 g total fat, 0.5 g saturated fat, 0 g trans fat, 0 mg cholesterol, 550 mg sodium, 8 g total carbohydrate, 1 g dietary fiber, 6 g sugars, 1 g protein  
*Percent Daily Value:* vitamin A 15%, vitamin C 35%, calcium 0%, iron 4%

## Analyzing the Recipe

**Directions:** Analyze the “Gazpacho” recipe by answering the questions below. Then complete the “Social Studies Exploration.”

1. What tools or appliances would be most useful for preparing this recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. At what time of year would you serve gazpacho? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Traditional gazpacho recipes often include dry bread chunks or crumbs. How do you think this affects the dish?  
\_\_\_\_\_  
\_\_\_\_\_
4. What other foods would you serve in a meal to complement this soup? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Social Studies Exploration

**Gazpacho comparison.** Using cookbooks or other resources, learn how gazpacho is similar to and different from salsa and chutney. In what country or culture did each food originate?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Mushroom Soup with Spinach

**Yield**

10 servings

**Ingredients**

2 Tablespoons light olive oil  
2 cups chopped sweet onion  
8 cups mushrooms, cleaned, stems removed, and sliced  
12 cups chicken stock  
1 cup chopped spinach  
 $\frac{1}{4}$  teaspoon salt, or to taste  
Cayenne pepper to taste

**Directions**

1. In a large heavy stockpot, heat the oil over medium heat. Add onions and sauté until well browned.
2. Add the mushrooms and sauté for 8 minutes.
3. Add the chicken stock and simmer for 45 minutes.
4. Stir in the chopped spinach. Remove the soup from the heat.
5. Working with small batches, purée the soup in a blender or food processor.
6. Return the puréed soup to the stockpot to reheat. Season to taste with salt and cayenne pepper.

**Nutrition Analysis**

*Per Serving:* 150 calories, 6 g total fat, 1.5 g saturated fat, 0 g trans fat, 10 mg cholesterol, 480 mg sodium, 15 g total carbohydrate, 1 g dietary fiber, 7 g sugars, 9 g protein

*Percent Daily Value:* vitamin A 6%, vitamin C 8%, calcium 2%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Mushroom Soup with Spinach” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Why is it important to clean the mushrooms thoroughly? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What do mushrooms add to the soup? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What does spinach add to the soup? \_\_\_\_\_  
\_\_\_\_\_
4. Would you garnish this soup? If so, how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. In general, how do soups retain nutrients that would be lost when foods are boiled in water?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**All about mushrooms.** Using Internet or other resources, learn more about mushrooms. What kinds are there? How and where do they grow? What are the functions of each part? How do their growth habits affect their nutritional value? Present your findings in a speech to the class. Use drawings, photos, or actual mushrooms as visual aids.

## Baked Tortilla Pie à la Mode

### Yield

4 servings (2 wedges per serving)

### Ingredients

Cooking spray	½ cup chopped fresh cilantro
1 can (15 ounces) black beans, rinsed and drained	1 jalapeño chile pepper, seeded, deveined, and diced
1 package (10 ounces) frozen corn kernels (white or yellow), thawed	(See “Tips” below.)
1½ cups grated Monterey Jack cheese	½ cup finely chopped green onion
1 red bell pepper, seeded, deveined, and diced	½ teaspoon ground cumin
1 cup mild tomato salsa	4 large (10-inch) flour tortillas
9 ounces seasoned crushed tomatoes	1½ Tablespoons olive oil
	¼ cup sour cream
	Extra chopped cilantro

### Directions

1. Spray a 15- by 10-inch baking dish with cooking spray. Set aside.
2. Preheat the oven to 450°F.
3. In a large bowl, stir together the black beans, corn, shredded cheese, bell pepper, salsa, crushed tomatoes, cilantro, jalapeño chile pepper, green onion, and cumin. Set aside.
4. Using a pastry brush, coat both sides of each tortilla with olive oil.
5. Heat a large skillet over high heat until just smoking. Fry each tortilla, turning over once, until puffy and lightly browned. Remove and stack tortillas on a plate, separated with paper towels.
6. Place 1 tortilla in the baking dish; spread with about 1½ cups of the bean and corn filling. Repeat the process twice. Top with the remaining tortilla. Press the layers together gently.
7. Bake until the filling is heated through, about 12 to 15 minutes.
8. Transfer to a large plate or platter. Slice into 8 wedges, using a serrated knife. Top each wedge with a one-tablespoon dollop of sour cream. Garnish with a sprinkle of extra chopped cilantro if desired and serve.

### Tip

- ❑ Prepare jalapeño chile peppers with care because touching the insides and breathing the fumes can be highly irritating. Wearing nonlatex gloves, slice the pepper open and remove and discard the seeds and veins. Finely chop and set aside. Do not touch your face with your hands. Wash your hands thoroughly before continuing.

### Nutrition Analysis

*Per Serving:* 610 calories, 25 g total fat, 13 g saturated fat, 0 g trans fat, 50 mg cholesterol, 1210 mg sodium, 69 g total carbohydrate, 13 g dietary fiber, 9 g sugars, 25 g protein  
*Percent Daily Value:* vitamin A 35%, vitamin C 130%, calcium 6%, iron 15%

## Analyzing the Recipe

**Directions:** Analyze the “Baked Tortilla Pie à la Mode” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Tortillas are made with either corn or wheat flour. How would you decide which type to use?

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2. What functions does the salsa fill in this recipe? \_\_\_\_\_

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3. Why do you think the tortillas are fried? \_\_\_\_\_

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4. How could you garnish the wedges if you didn't want to use sour cream? \_\_\_\_\_

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5. What does “à la mode” in the recipe's name refer to? \_\_\_\_\_

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### Language Arts Exploration

**Recipe rewrite.** Using cookbooks and other resources, compare the tortilla pie recipe to recipes for enchiladas. Rewrite the directions for making the tortilla pie, using most or all of the same ingredients to make enchiladas instead.



## Minted Beans and Tomatoes

**Yield**

8 servings

**Ingredients**

- 3 cans (15 ounces each) great Northern beans, rinsed and drained
- $\frac{3}{4}$  cup diced tomatoes
- 2 teaspoons dried mint
- 1 large garlic clove, finely minced
- $\frac{1}{3}$  cup fresh lemon juice (about 2 medium lemons)
- $\frac{1}{4}$  cup light olive oil
- $\frac{1}{2}$  teaspoon salt
- $\frac{1}{2}$  teaspoon sugar
- Sprig of fresh mint (optional)

**Directions**

1. In a large bowl, combine the drained beans, tomatoes, dried mint, and garlic.
2. In a small bowl, whisk together lemon juice, olive oil, salt, and sugar.
3. Pour liquid mixture over beans. Toss gently with a rubber spatula to coat thoroughly.
4. Cover and chill for at least three hours.
5. Garnish with fresh mint if desired.

**Tips**

- Dry beans may be used. Follow package directions for cooking.
- For extra color, add small cubes of roasted red, orange, or purple bell pepper.
- A microplane food rasp works well for grating garlic.
- To get the most juice from fresh lemons, firmly roll them on the countertop. Applying pressure releases juice before cutting.

**Nutrition Analysis**

*Per Serving:* 160 calories, 7 g total fat, 1 g saturated fat, 0 g trans fat, 0 mg cholesterol, 790 mg sodium, 24 g total carbohydrate, 8 g dietary fiber, 5 g sugars, 8 g protein  
*Percent Daily Value:* vitamin A 2%, vitamin C 15%, calcium 6%, iron 10%

## Analyzing the Recipe

**Directions:** Analyze the “Minted Beans and Tomatoes” recipe by answering the questions below. Then complete the “Social Studies Exploration.”

1. How might you prepare the tomatoes before dicing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How might you add garlic and lemon flavors if you didn’t have those fresh ingredients on hand?  
\_\_\_\_\_  
\_\_\_\_\_
3. How could you adapt this recipe to serve as a main dish with complete protein? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What ingredients bring contrasting flavors to this recipe? What other dishes can you think of that use a similar contrast?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Social Studies Exploration

**Other cuisines.** This recipe shows influences of Greek and other Mediterranean cuisines. Use Internet and other resources to identify similarities between the dishes of those cuisines and the “Minted Beans and Tomatoes” recipe.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## All-Bean Chili

**Yield**

12 servings

**Ingredients**

2 Tablespoons light olive oil  
1 bulb garlic, peeled and chopped  
4 cans (14½ ounces each) Mexican-style stewed tomatoes, including liquid  
1 cup chicken stock  
2 cans (15 ounces each) black beans, rinsed and well drained  
2 cans (15 ounces each) kidney beans, rinsed and well drained  
1 can (1 pound 13 ounces) cannellini beans (white kidney beans),  
rinsed and well drained  
1 can (15 ounces) garbanzo beans (chickpeas), rinsed and well drained  
5 Tablespoons chili powder, or to taste  
2 Tablespoons ground cumin, or to taste  
1 teaspoon dried cilantro  
1 or 2 drops hot sauce  
2 teaspoons red wine vinegar  
Cayenne pepper to taste  
¼ teaspoon salt, or to taste  
Chopped green onions (optional)  
Cheddar cheese, shredded (optional)  
Sour cream (optional)

**Directions**

1. Pour the olive oil into a large, heavy stock pot. Add the garlic and sauté over medium heat until soft and fragrant, but not browned.
2. Add the stewed tomatoes (and liquid), chicken stock, black beans, kidney beans, cannellini beans, garbanzo beans, chili powder, and cumin.
3. Bring the mixture to a simmer. Cover the pot and reduce heat to low. Continue to simmer for about 30 minutes.
4. Stir in the cilantro, hot sauce, red wine vinegar, cayenne pepper, and salt.
5. Serve with chopped green onions, cheddar cheese, and sour cream if desired.

**Nutrition Analysis (without toppings)**

*Per Serving:* 300 calories, 6 g total fat, 0.5 g saturated fat, 0 g trans fat, 0 mg cholesterol, 730 mg sodium, 51 g total carbohydrate, 12 g dietary fiber, 11 g sugars, 15 g protein  
*Percent Daily Value:* vitamin A 35%, vitamin C 25%, calcium 10%, iron 30%

## Analyzing the Recipe

**Directions:** Analyze the “All-Bean Chili” recipe by answering the questions below. Then complete the “Math Exploration.”

1. Why is it important to drain the beans before using them in the recipe? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Note that canned beans are already cooked. Why do you think the chili is still simmered?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Suppose you replaced one can of black beans or kidney beans with an equal amount of lean ground beef. How would this change affect the chili’s nutritional values?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What are advantages and disadvantages of using a commercial chili powder compared to choosing your own seasonings?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Math Exploration

**Recipe breakdown.** Based on the number of servings in the recipe, how many ounces of the following ingredients are in one serving. How many total ounces of beans are in one serving? Compare this to the daily requirement for the Meat and Bean Group in MyPyramid.

Tomatoes: _____ ounces	Cannellini beans: _____ ounces
Black beans: _____ ounces	Garbanzo beans: _____ ounces
Kidney beans: _____ ounces	Total beans: _____ ounces

## Chunky Chili with Black Beans

### Yield

4 servings

### Ingredients

1 jalapeño chili pepper	¼ teaspoon sugar
1 pound lean ground beef	1 can (16 ounces) diced, seasoned tomatoes, including liquid
1 medium onion, chopped	1 can (8 ounces) tomato sauce
2 cloves garlic, peeled and minced	1 can (15 ounces) black beans, drained and rinsed
1 to 2 Tablespoons chili powder	Cheddar cheese, shredded (optional)
¼ teaspoon cumin	
¼ teaspoon salt	

### Directions

1. Prepare the jalapeño chili pepper: Wearing nonlatex gloves, slice the pepper open and remove and discard the seeds and veins. Finely chop and set aside. Do not touch your face with your hands. Wash your hands thoroughly before continuing.
2. In a skillet, cook the ground beef until browned, about 5 minutes, stirring to break up pieces.
3. Drain the ground beef. Add the jalapeño chili pepper, onion, garlic, chili powder, cumin, salt, and sugar. Cook, stirring occasionally, until the onion is transparent.
4. Add the tomatoes with liquid and the tomato sauce.
5. Stir the mixture, cover, and simmer gently to blend flavors, about 20 minutes.
6. Stir in the beans and simmer until heated through, about 5 minutes. Garnish with cheddar cheese, if desired, and serve.

### Tips

- ❑ Prepare jalapeño chile peppers with care because touching the insides and breathing the fumes can be highly irritating.
- ❑ Prepared, canned jalapeño chili peppers may be found in ethnic groceries or the ethnic foods section of supermarkets.

### Nutrition Analysis (without cheddar cheese)

*Per Serving:* 280 calories, 6 g total fat, 1.5 g saturated fat, 0 g trans fat, 60 mg cholesterol, 850 mg sodium, 26 g total carbohydrate, 6 g dietary fiber, 8 g sugars, 29 g protein  
*Percent Daily Value:* vitamin A 25%, vitamin C 35%, calcium 4%, iron 25%

## Analyzing the Recipe

**Directions:** Analyze the “Chunky Chili with Black Beans” recipe by answering the questions below. Then complete the “Social Studies Exploration.”

1. What is the purpose of the flour in this recipe? \_\_\_\_\_  
\_\_\_\_\_
2. How could you add “heat” to this recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What foods would you serve as accompaniments? Why would these be good choices?  
\_\_\_\_\_  
\_\_\_\_\_
4. How could you stretch this recipe for unexpected company? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Social Studies Exploration

**Chili origins.** Research the origins of chili. How does its invention represent the meeting of two cultures?

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## Pasta with Chicken and Asparagus

### Yield

4 servings

### Ingredients

1 Tablespoon olive oil	12 ounces fresh asparagus
1 cup chopped onion	(10 to 12 spears), diced into
2 cloves fresh garlic, peeled and	½-inch pieces
chopped	¼ teaspoon salt
1 can (28 ounces) diced seasoned	½ teaspoon sugar
tomatoes, including liquid	4 cooked chicken breast halves,
1 bay leaf	diced into ½-inch pieces
½ teaspoon red pepper flakes	¼ cup freshly grated Parmesan cheese
½ cup chicken stock	½ cup chopped, fresh basil leaves
1 pound uncooked, dried pasta,	(optional)
any shape	

### Directions

1. Heat the olive oil in a large skillet over medium-high heat. Add the onion and garlic. Sauté until soft and lightly browned, about 6 to 8 minutes.
2. Add the tomatoes with liquid, bay leaf, and pepper flakes. Bring to a boil.
3. Add the chicken stock. Reduce the heat and simmer for 20 minutes.
4. Meanwhile, cook the pasta in a large pot according to package directions. Drain.
5. While the pasta is cooking, steam the asparagus until crisp-tender, about 3 to 5 minutes.
6. Remove the bay leaf from the tomato mixture. Stir in the salt, sugar, asparagus, and chicken.
7. Add the pasta. Toss to combine.
8. Transfer to a serving dish. Sprinkle with the Parmesan cheese. Garnish with basil leaves, if desired, and serve.

### Tip

- ❑ If needed, cut thicker asparagus spears in half lengthwise before dicing to make all pieces similar in size.

### Nutrition Analysis

*Per Serving:* 640 calories, 19 g total fat, 9 g saturated fat, 0 g trans fat, 55 mg cholesterol, 2220 mg sodium, 87 g total carbohydrate, 9 g dietary fiber, 26 g sugars, 30 g protein  
*Percent Daily Value:* vitamin A 45%, vitamin C 150%, calcium 15%, iron 30%

## Analyzing the Recipe

**Directions:** Analyze the “Pasta with Chicken and Asparagus” recipe by answering the questions below. Then complete the “Math Exploration.”

1. What kind of pasta would you choose for this recipe? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Why is the type of pasta used important when planning how to prepare the meal?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What foods might you substitute if you didn’t want to use chicken? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What would you use if fresh asparagus were not available? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What are the nutritional benefits of this recipe? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Math Exploration

**How much pasta?** Because pasta increases in size when it cooks, deciding how much to cook can be difficult. Try this to develop an eye for pasta serving sizes:

Divide dry spaghetti into four bundles of different sizes. Alter the amounts until you get bundles weighing 2, 4, 6, and 8 ounces. Tie a string firmly around each bundle. Measure the string to get the distance around each bundle. Cook the bundles separately and place them on separate plates when done. Place each string measurement beside the matching cooked pasta. What measurement of dry pasta would you use to make a serving for yourself? To make an amount to serve for your family?



## Magic Crust Chicken

**Yield**

4 servings

**Ingredients**

Cooking spray  
1½ cups peeled and shredded potato (2 to 3 potatoes, depending on size)  
1 Tablespoon olive oil  
3 Tablespoons Dijon mustard  
2 cloves garlic, minced  
4 boneless, skinless chicken breast halves  
Ground black pepper  
Minced fresh parsley or chives (optional)

**Directions**

1. Preheat the oven to 425°F. Spray a baking dish with cooking spray.
2. Drain the shredded potato. Blot dry with a paper towel to remove liquid from potatoes.
3. In a bowl, toss the potato with olive oil, mixing well.
4. In a separate bowl, combine the mustard and garlic.
5. Rinse the chicken and pat dry. Pound to about ¼-inch thickness.
6. Place the chicken in the prepared baking dish and spread the mustard mixture evenly on top.
7. Press about ⅓ cup of the potato shreds evenly onto each breast to form a crust. Sprinkle with pepper.
8. Bake until the potato is golden and the chicken reaches an internal temperature of 170°F, about 20 to 30 minutes. (If potatoes are not browning, broil for about 5 minutes, watching closely.)
9. Sprinkle with chopped herbs to taste, if desired, and serve.

**Nutrition Analysis (without parsley or chives)**

*Per Serving:* 160 calories, 6 g total fat, 1 g saturated fat, 0 g trans fat, 45 mg cholesterol, 810 mg sodium, 12 g total carbohydrate, 1 g dietary fiber, 0 g sugars, 20 g protein  
*Percent Daily Value:* vitamin A 0%, vitamin C 8%, calcium 2%, iron 8%

## Analyzing the Recipe

**Directions:** Analyze the “Magic Crust Chicken” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Why must the potato be drained and dried? \_\_\_\_\_  
\_\_\_\_\_
2. What is the purpose of coating the potato with oil? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What ingredient might you substitute for the Dijon mustard? \_\_\_\_\_  
\_\_\_\_\_
4. How would you store and use any leftover shredded potato? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Potatoes are a very versatile ingredient. Besides french fries and mashed potatoes, name several dishes made with them?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**Crusty dishes.** Find other recipes that use a crust of some kind over fish, poultry, or meat. Choose one to compare to the “Magic Crust Chicken” recipe. Write a paragraph describing the differences. How would you expect the two recipes to differ in taste, appearance, aroma, and texture? Explain the reasons for these differences.

## Hot and Spicy Wings

**Yield**

8 servings

**Ingredients**

32 chicken wings	1½ cups white vinegar
5 garlic cloves	½ cup ketchup
1 teaspoon salt	½ cup chili sauce
3 Tablespoons vegetable oil	¼ cup water
2 to 3 teaspoons dried, hot red pepper flakes	½ cup brown sugar
1 cup light corn syrup	½ teaspoon Chinese hot mustard

**Directions**

1. Cut off chicken wing tips (just the pointed ends). Halve the wings at the joint.
2. Mince the garlic cloves. Mash into a paste with salt.
3. Rub the wings with the garlic paste and then with oil to thoroughly coat them. Place the wings in a plastic resealable bag and let them marinate in the refrigerator overnight.
4. Pat the wings dry. Arrange skin-side up on an oiled broiler pan.
5. Preheat the broiler. Broil the wings about 4 inches from the heat source until golden brown, about 8 to 10 minutes.
6. Turn the wings and broil until golden brown, about 5 to 8 minutes.
7. While the wings are broiling, stir together the red pepper flakes, corn syrup, vinegar, ketchup, chili sauce, and water in a medium saucepan. Add the brown sugar and hot mustard.
8. Bring the sauce to a boil, stirring continuously. Reduce the heat and simmer for 10 more minutes.
9. Coat the wings with the sauce. Return the wings to the broiler for a few more minutes. Baste the wings with the sauce during the broiling time. Serve hot.

**Nutrition Analysis**

*Per Serving:* 430 calories, 19 g total fat, 4 g saturated fat, 0 g trans fat, 50 mg cholesterol, 1020 mg sodium, 50 g total carbohydrate, 0 g dietary fiber, 27 g sugars, 17 g protein  
*Percent Daily Value:* vitamin A 15%, vitamin C 8%, calcium 2%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Hot and Spicy Wings” recipe by answering the questions below. Then complete the “Social Studies Exploration.”

1. What is the purpose for marinating the wings? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why is the sauce simmered before using? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is broiling a good cooking method for this recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. In what other ways could you use the sauce? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How would you rate the Hot and Spicy Wings recipe nutritionally? What recommendations would you make for eating them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Social Studies Exploration

**Humble to trendy dishes.** The popularity of chicken wings shows how an economical food can become trendy. Research this recipe or another food with a similar “rags to riches” story. Examples include polenta, stir-fries, and a French fish stew called bouillabaisse (BOO-yuh-base). Trace its history, from its humble roots to its more elaborate, modern versions. Share your findings with the class, including samples of the recipe, if possible.

## Turkey Joes

**Yield**

6 servings

**Ingredients**

- $\frac{3}{4}$  cup chopped onion
- 1 Tablespoon olive oil
- 2 cloves garlic, minced
- 1 pound ground turkey
- 1 can (8 ounces) tomato sauce
- 1 can (6 ounces) tomato paste
- $\frac{1}{2}$  cup water
- $\frac{1}{2}$  teaspoon celery salt
- $\frac{1}{2}$  teaspoon dry mustard
- $\frac{1}{16}$  to  $\frac{1}{8}$  teaspoon cayenne pepper
- 6 whole-wheat hamburger buns

**Directions**

1. In a large skillet over medium-high heat, sauté the onions in olive oil until transparent. Stir in the garlic.
2. Break the turkey into large chunks and add to the skillet. Cook until thoroughly browned, stirring often.
3. Drain any fat and liquid from the skillet. Stir in the tomato sauce, tomato paste, water, celery salt, mustard, and cayenne pepper.
4. Bring the mixture to a boil. Reduce heat, cover the skillet, and simmer for 10 minutes.
5. Fill each bun with  $\frac{1}{2}$  cup of mixture.
6. Serve hot.

**Nutrition Analysis**

*Per Serving:* 300 calories, 12 g total fat, 3 g saturated fat, 0 g trans fat, 65 mg cholesterol, 810 mg sodium, 33 g total carbohydrate, 5 g dietary fiber, 10 g sugars, 20 g protein  
*Percent Daily Value:* vitamin A 10%, vitamin C 15%, calcium 8%, iron 20%

## Analyzing the Recipe

**Directions:** Analyze the “Turkey Joe” recipe by answering the questions below. Then complete the “Math Exploration.”

1. What is celery salt? \_\_\_\_\_  
\_\_\_\_\_
2. What is the difference between prepared mustard and dry mustard? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is it important to drain the turkey well for this dish? \_\_\_\_\_  
\_\_\_\_\_
4. What would you serve with this dish to make a healthful meal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Math Exploration

**Recipe calculations.** Suppose you were preparing this recipe to serve for one friend, for a small group, and for a party crowd. Fill in the amounts needed for these ingredients in order to decrease and increase the recipe:

	Half Recipe	Double Recipe	Triple Recipe
Onion			
Garlic			
Turkey			
Tomato sauce			
Tomato paste			
Celery salt			
Dry mustard			
Buns			

## Crunchy Pork Salad with Green Onions

**Yield**

4 servings

**Salad Ingredients**

- 4 slices bacon
- 12 ounces cooked pork, cut into cubes
- 6 cups green leaf lettuce, torn into bite-size pieces
- 1 can (8 ounces) sliced water chestnuts, drained
- ½ cup thinly sliced green onion, cut on the diagonal
- 1 red bell pepper, thinly sliced
- 1 can (3 ounces) fried chow mein noodles (about 1¾ cups)

**Directions**

1. In a large skillet over medium heat, cook the bacon until crisp. Drain on paper towels and crumble.
2. In a large bowl, combine the bacon, pork cubes, lettuce, water chestnuts, green onion, and bell pepper.
3. Cover bowl with plastic wrap and refrigerate for 2 to 3 hours.

**Dressing Ingredients**

- 3 Tablespoons light soy sauce
- 2 Tablespoons honey
- 1 Tablespoon ketchup
- 1 teaspoon dry mustard

**Directions**

1. Combine all ingredients in a screw-top jar or other covered glass container. Cover and shake well. Refrigerate the dressing to chill.
2. Just before serving, add the dressing and chow mein noodles to the salad. Toss lightly to coat.

**Nutrition Analysis**

*Per Serving:* 390 calories, 17 g total fat, 6 g saturated fat, 0 g trans fat, 285 mg cholesterol, 1040 mg sodium, 35 g total carbohydrate, 4 g dietary fiber, 13 g sugars, 25 g protein  
*Percent Daily Value:* vitamin A 60%, vitamin C 130%, calcium 6%, iron 20%

## Analyzing the Recipe

**Directions:** Analyze the “Crunchy Pork Salad with Green Onion” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Why are the salad ingredients chilled after they’re mixed? \_\_\_\_\_  
\_\_\_\_\_
2. How does this recipe use variety to enhance its appeal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How does the pork give balance and contrast to the recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How could you convert this recipe into a stir-fry? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Besides tossing, how might you arrange this salad? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**Chef’s point of view.** Review the preparation of the recipe. Write how the recipe is prepared as though you were a restaurant chef explaining the procedure to a customer who is thinking about trying the dish. Use descriptive language that stresses the care and expertise used to carry out each step.



## Asian Marinated Pork Kebabs

### Yield

4 servings

### Ingredients

1½ pounds pork tenderloin	3 Tablespoons dark soy sauce
1 red or sweet onion	2 Tablespoons minced garlic
1 medium fresh pineapple, cored and pared	2 Tablespoons fresh ginger root, peeled and minced
⅓ cup light olive oil	2 teaspoons sugar
½ cup rice wine vinegar	½ teaspoon salt

### Directions

1. Prepare 8 wooden or bamboo skewers (8 inches or longer) by soaking them in water for 30 minutes.
2. Cut the pork into 16 equal-size pieces. Repeat with the onion and pineapple.
3. To make the kebabs, thread 2 pieces of pork, 2 pieces of onion, and 2 pieces of pineapple alternately on each skewer. Arrange the kebabs in a shallow baking dish.
4. To make marinade, whisk together oil, vinegar, soy sauce, garlic, ginger root, sugar, and salt. Pour over kebabs. Cover and marinate kebabs overnight in the refrigerator.
5. Remove kebabs from marinade. Strain marinade through a fine strainer. Pour the liquid into a small saucepan, bring to a boil, and boil for one minute.
6. Place kebabs on a grill or a range-top grill pan sprayed with cooking spray. Cook until pork is done, about 12 minutes, brushing 2 or 3 times with marinade. Serve on skewers.

### Tips

- ❑ Dark soy sauce, which is made with molasses, is sweeter and thicker than regular soy sauce. It can be found in large supermarkets and Asian groceries.
- ❑ This recipe can also be prepared using a broiler. Spray the broiler pan with cooking spray and position about 4 inches from the heat source.

### Nutrition Analysis

*Per Serving:* 630 calories, 33 g total fat, 8 g saturated fat, 0 g trans fat, 160 mg cholesterol, 1360 mg sodium, 29 g total carbohydrate, 2 g dietary fiber, 21 g sugars, 52 g protein  
*Percent Daily Value:* vitamin A 2%, vitamin C 80%, calcium 4%, iron 15%

## Analyzing the Recipe

**Directions:** Analyze the “Asian Marinated Pork Kebabs” recipe by answering the questions below. Then complete the “Science Exploration.”

1. Approximately what size would you make the pieces of each ingredient? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Why is the marinade strained before brushing on the kebabs? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Why must the marinade be boiled? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What vegetables could you add to the kebabs for variety, color, and nutrition? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Science Exploration

**Purposes of ingredients.** Cut three equal-size pieces of pork tenderloin. Brush one with oil, one with rice wine vinegar, and one with soy sauce. Thread on a skewer and cook with the kebabs. Taste-test the samples and describe your impressions in the table below. Based on these results, explain the role of each ingredient in marinating.

Meat Treatment	Appearance	Taste	Texture
Oil			
Rice Wine Vinegar			
Soy Sauce			

Purpose of Oil: \_\_\_\_\_

Purpose of Vinegar: \_\_\_\_\_

Purpose of Soy Sauce: \_\_\_\_\_

## Tuna Melt Burgers

**Yield**

6 servings

**Ingredients**

- 1 can (6 ounces) water-packed tuna, well drained
- 2 stalks celery, diced
- 1 carrot, diced
- ½ cup diced American cheese
- ¼ cup plain, nonfat yogurt
- 2 Tablespoons pickle relish (optional)
- 1 Tablespoon minced onion
- ½ teaspoon dried dill
- ¼ teaspoon salt
- ⅛ teaspoon ground black pepper
- 6 whole-wheat hamburger buns

**Directions**

1. Preheat the oven to 350°F.
2. Place the tuna in a medium bowl. Break tuna into chunks with a fork.
3. Add the celery, carrot, cheese, yogurt, relish (optional), onion, dill, salt, and pepper. Combine thoroughly with tuna, leaving some smaller chunks for textural appeal.
4. Fill hamburger buns with tuna mixture.
5. Wrap each sandwich in foil, folding edges securely. Place on baking sheet.
6. Heat in oven until sandwiches are hot in the center, about 20 minutes.  
Serve warm.

**Nutrition Analysis (with pickle relish)**

*Per Serving:* 190 calories, 4.5 g total fat, 2 g saturated fat, 0 g trans fat, 15 mg cholesterol, 470 mg sodium, 26 g total carbohydrate, 4 g dietary fiber, 6 g sugars, 13 g protein  
*Percent Daily Value:* vitamin A 40%, vitamin C 4%, calcium 15%, iron 10%

## Analyzing the Recipe

**Directions:** Analyze the “Tuna Melt Burgers” recipe by answering the questions below. Then complete the “Science Exploration.”

1. What functions does the yogurt fill? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What ingredients might you use instead of the celery to add flavor or nutrition? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Suppose you want to add lettuce leaves to the sandwich. When would you add them? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_

### Science Exploration

**Ingredient effects on nutrition.** Using nutrition analysis software, run three analyses of the recipe. Make just one of these substitutions each time: 1) oil-packed tuna for water-packed tuna; 2) Swiss cheese for American cheese; 3) regular mayonnaise for nonfat yogurt. Record the nutritional data here:

	<b>Calories</b>	<b>Total Fat</b>	<b>Saturated Fat</b>
1 can oil-packed tuna (6 ounces)			
½ cup diced Swiss cheese			
¼ cup regular mayonnaise			

How do the three recipe variations and the original compare in fat, cholesterol, and calories per serving?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Brunch Spinach and Egg Bake

### Yield

16 servings

### Ingredients

2 packages (10 ounces each) frozen chopped spinach, thawed	16 large eggs
Cooking spray	¼ cup unsalted butter, melted
¼ cup flour	1 cup finely chopped sweet onions
1 teaspoon salt	1 Tablespoon dried parsley
¾ teaspoon baking powder	4 cups grated Swiss cheese
½ teaspoon cayenne pepper	1½ cups freshly grated Parmesan cheese
4 roasted bell peppers (red or yellow in jar)	

### Directions

1. Spread the thawed spinach in a colander. Press and blot with paper towels to remove as much water as possible. Continue draining while preparing the other ingredients.
2. Preheat the oven to 350°F.
3. Spray a 9-by 13-inch baking dish with cooking spray. Set aside.
4. In a small bowl, mix together the flour, salt, baking powder, and cayenne pepper. Set aside.
5. Finely chop the roasted bell peppers. Set aside.
6. Crack the eggs into a large bowl. Beat with an electric mixer at high speed until frothy.
7. On low speed, blend the spinach, roasted bell peppers, butter, onions, and parsley. Then add flour mixture and Swiss cheese.
8. Pour the mixture into the prepared dish and bake for 30 minutes.
9. Remove the casserole from the oven and sprinkle Parmesan cheese evenly on top. Continue baking until puffy and golden brown, about 15 to 20 minutes. Serve hot.

### Nutrition Analysis

*Per Serving:* 270 calories, 18 g total fat, 9 g saturated fat, 0 g trans fat, 280 mg cholesterol, 520 mg sodium, 8 g total carbohydrate, 2 g dietary fiber, 2 g sugars, 19 g protein  
*Percent Daily Value:* vitamin A 90%, vitamin C 40%, calcium 35%, iron 10%

## Analyzing the Recipe

**Directions:** Analyze the “Brunch Spinach and Egg Bake” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Why must the spinach be thoroughly drained? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How does beating the eggs until frothy affect the recipe’s texture? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How would you modify this recipe to reduce the fat and cholesterol content? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What foods would you serve with this casserole as part of a brunch buffet? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**Comparing cooking techniques.** Learn how a soufflé and a frittata are made. On the lines below, write a few paragraphs explaining how the spinach and egg preparation is similar to and different from each of those dishes.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vegetable Bread Pudding

### Yield

12 servings

### Ingredients

Cooking spray	2 Tablespoons minced fresh parsley
1 package (10 ounces) frozen chopped spinach, thawed	1 Tablespoon sugar
1 red or orange bell pepper, chopped	$\frac{1}{4}$ teaspoon salt
$1\frac{1}{2}$ Tablespoons butter	$\frac{1}{4}$ teaspoon white pepper
2 cups finely chopped sweet onion	$\frac{1}{8}$ teaspoon cayenne pepper
2 cloves garlic, minced	8 sun-dried tomatoes (oil-packed), finely chopped
$\frac{1}{2}$ cup finely chopped celery	2 cups grated, reduced-fat Swiss cheese
2 cups sliced mushrooms	12 cups bread cubes (French bread or any crusty bread)
4 cups milk	$\frac{3}{4}$ cup freshly grated Parmesan cheese
8 large eggs	

### Directions

1. Spray a 9- by 13-inch glass baking dish with cooking spray. Set aside.
2. Spread the thawed spinach in a colander. Press and blot with paper towels. Let drain.
3. Chop the bell pepper and set aside.
4. Melt the butter in a large nonstick skillet over medium heat. Add onion and garlic, and sauté until the onions are limp, about 6 to 8 minutes.
5. Add the celery and sauté until tender, about 6 minutes longer.
6. Add the mushrooms and sauté until their liquid evaporates, about 10 minutes longer, stirring occasionally. Remove from heat and let cool.
7. In a large bowl, whisk the milk and eggs until smooth. Whisk in parsley, sugar, salt, and white and cayenne pepper.
8. To the bowl, add the spinach, bell pepper, mushroom mixture, tomatoes, and Swiss cheese. Mix gently but thoroughly.
9. Place half of the bread cubes in the prepared baking dish. Pour the egg mixture over the cubes. Place the remaining cubes over the mixture, pressing gently to submerge. Cover with plastic wrap and refrigerate for at least 8 hours.
10. Preheat the oven to 350°F.
11. Place the dish on a baking sheet. Sprinkle the pudding with Parmesan cheese and bake until puffy and lightly browned, about 60 minutes. (The pudding will deflate as it cools.) Serve hot.

### Nutrition Analysis

*Per Serving:* 290 calories, 10 g total fat, 4.5 g saturated fat, 0 g trans fat, 180 mg cholesterol, 530 mg sodium, 31 g total carbohydrate, 3 g dietary fiber, 8 g sugars, 19 g protein  
*Percent Daily Value:* vitamin A 80%, vitamin C 40%, calcium 40%, iron 15%

**Vegetable Bread Pudding**

**Analyze and Explore**

## Analyzing the Recipe

**Directions:** Analyze the “Vegetable Bread Pudding” recipe by answering the questions below. Then complete the “Math Exploration.”

1. What tasks could you do as part of pre-preparation? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Why must the mushroom mixture be cooled before it’s added to the egg mixture?  
 \_\_\_\_\_
3. What is the reason for refrigerating the pudding before baking? \_\_\_\_\_  
 \_\_\_\_\_
4. Why is a firm-textured bread recommended? \_\_\_\_\_  
 \_\_\_\_\_

### Math Exploration

**Egg comparison.** The table shows three common egg sizes and their weight per dozen. Learn the price of each size at a supermarket to fill in the table. Then answer the questions that follow.

Egg Size	Weight Per Dozen	Average Weight Per Egg	Price	Price Per Egg
Medium	21 ounces			
Large	24 ounces			
Extra Large	27 ounces			

1. How many medium eggs would you need to replace 4 large eggs? Based on your findings, which choice is more economical? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. How many medium eggs would you need to replace 5 extra-large eggs? Which is the more economical choice? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_



## Baked Egg Cups

**Yield**

6 servings

**Ingredients**

Cooking spray  
6 slices whole-wheat bread  
6 eggs  
¼ cup freshly grated Parmesan cheese  
¼ teaspoon garlic powder  
2 Tablespoons fresh chopped parsley  
2 Tablespoons chopped chives or green onions

**Directions**

1. Preheat the oven to 425°F.
2. Spray a muffin pan with cooking spray.
3. Trim crusts from the bread.
4. Press each slice of bread into one cup of the muffin pan, forming 6 shells.
5. Bake the shells until toasted, about 8 minutes. Remove from the oven and lower the temperature to 350°F.
6. Whisk the eggs in a large mixing bowl. Add Parmesan cheese, garlic powder, parsley, and chives or green onions. Whisk until well blended.
7. Pour ¼ cup of the egg mixture into each toast cup.
8. Bake the toast cups at 350°F until the eggs are set, about 15 to 17 minutes.
9. Serve immediately.

**Tip**

- ❑ Chopped ham, bacon, or mushrooms may be added to the beaten eggs along with cheese and seasonings.

**Nutrition Analysis**

*Per Serving:* 190 calories, 7 g total fat, 2 g saturated fat, 0 g trans fat, 245 mg cholesterol, 280 mg sodium, 20 g total carbohydrate, 3 g dietary fiber, 2 g sugars, 12 g protein

*Percent Daily Value:* vitamin A 15%, vitamin C 10%, calcium 6%, iron 10%

**Baked Egg Cups**

**Analyze and Explore**

## Analyzing the Recipe

**Directions:** Analyze the “Baked Egg Cups” recipe by answering the questions below. Then complete the “Math Exploration.”

1. What bakeware could you use if you don't have a muffin tin? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What might result if you didn't lower the temperature before baking the filled crusts?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. How would you test this recipe for doneness? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. How would you garnish the egg cups? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Math Exploration

**Fast-food comparison.** Calculate and total the cost of the ingredients for this recipe. Compare that amount to the cost of buying six similar egg-and-biscuit items from a fast-food restaurant. How much would you save by preparing this recipe for a group of six people?

Egg Dish	Total Cost
Egg-and-Biscuits	
Baked Egg Cups	
<b>Savings:</b>	

## Candy Corn Polenta

### Yield

15 servings

### Ingredients

Cooking spray

*Yellow Layer:*

4½ cups water, milk,  
or chicken stock

1½ teaspoons salt

1½ cups coarsely ground  
yellow cornmeal

*Orange Layer:*

4½ cups tomato juice

1½ teaspoons salt

1½ cups coarsely ground  
yellow cornmeal

### Directions

1. Spray a 9- by 13-inch baking dish with cooking spray; set aside.
2. Make the yellow layer: In a large, heavy pan, add salt to water or stock and bring to a boil. If using milk, stir frequently and heat only until scalding (bubbles form around the sides of the pan and steam starts to rise).
3. Add cornmeal gradually, in a steady stream, stirring constantly and vigorously with a wire whisk.
4. After all cornmeal is added, continue cooking over medium heat, stirring constantly with a wooden spoon until the mixture thickens and begins to leave the side of the pan, about 15 minutes.
5. Immediately pour the polenta into a prepared dish, spreading evenly. Let cool until it starts to set, about 3 minutes.
6. To make the orange layer, repeat Steps 1 through 5, using tomato juice as the liquid. Spread evenly over the yellow layer. Let set for about 5 minutes.
7. To serve, invert pan onto cutting board or large serving tray. Cut polenta into slices or shapes. Top with tomato sauce or grated cheese, or serve as an accompaniment to beef stew or chili.

### Nutrition Analysis (with milk)

*Per Serving:* 140 calories, 2.5 g total fat, 1 g saturated fat, 0 g trans fat, 5 mg cholesterol, 770 mg sodium, 25 g total carbohydrate, 5 g dietary fiber, 6 g sugars, 5 g protein

*Percent Daily Value:* vitamin A 10%, vitamin C 10%, calcium 10%, iron 8%

**Candy Corn Polenta**

**Analyze and Explore**

## Analyzing the Recipe

**Directions:** Analyze the “Candy Corn Polenta” recipe by answering the questions below. Then complete the “Science Exploration.”

- Why is the cornmeal added gradually and stirred constantly? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Based on the directions, what consistency should the cooked polenta have? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- How could you vary the seasonings and flavors to serve polenta as a grain dish with different foods?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Science Exploration

**Nutrition check.** Find the Nutrition Facts panels on packages of cornmeal and another grain, such as rice, brown rice, oats, kasha, or bulgur. Enter information in the chart. What do you notice? Write your conclusions on the lines provided. Compare results with classmates.

Food	Percent Daily Value per Serving					
	Calories	Protein	Calcium	Iron	Vitamin A	Vitamin C
<b>Cornmeal</b>						
<b>Other Grain:</b>						

Conclusions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Spicy Wild Rice

**Yield**

6 servings

**Ingredients**

4 cups vegetable broth	2 small jalapeño chile peppers,
1 cup wild rice	minced, or to taste (See “Tips” below.)
2 Tablespoons olive oil	½ cup chopped fresh parsley
1 small onion, chopped	¼ teaspoon salt, or to taste

**Directions**

1. Pour the broth into a medium saucepan with a tight fitting lid. Season to taste, if needed.
2. Rinse the rice well. Add to the broth and bring to a boil over medium-high heat.
3. Reduce the heat to low. Cover and simmer until the grains are puffed open and tender, about 45 to 50 minutes.
4. Drain the rice. Cover and set aside.
5. In a large frying pan or wok, heat the olive oil until hot. Add the onion and cook until lightly browned.
6. Add the chile peppers and mix well.
7. Add the rice and stir-fry until heated through.
8. Add the chopped parsley and mix well. Add salt and serve.

**Tips**

- ❑ Prepare jalapeño chile peppers with care because touching the insides and breathing the fumes can be highly irritating. Wearing nonlatex gloves, slice the peppers open and remove and discard the seeds and veins. Finely chop and set aside. Do not touch your face with your hands. Wash your hands thoroughly before continuing.
- ❑ Prepared, canned jalapeño chili peppers may be found in ethnic groceries or the ethnic foods section of supermarkets.

**Nutrition Analysis**

*Per Serving:* 190 calories, 6 g total fat, 1 g saturated fat, 0 g trans fat, 0 mg cholesterol, 550 mg sodium, 31 g total carbohydrate, 2 g dietary fiber, 3 g sugars, 3 g protein  
*Percent Daily Value:* vitamin A 6%, vitamin C 10%, calcium 0%, iron 4%

## Analyzing the Recipe

**Directions:** Analyze the “Spicy Wild Rice” recipe by answering the questions below. Then complete the “Science Exploration.”

1. Why do you think the wild rice is rinsed before cooking? How does this compare with preparing other grains?

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2. What other grains could you use in this recipe? \_\_\_\_\_

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3. What is an effective way to chop an onion? Ask cooks you know or check resources and explain the technique here.

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### Science Exploration

**Rice nutrition.** Use nutrition software or another source to compare the nutritional contributions of wild and white rice, based on a 100-gram (3.5-ounce) serving. Record this information in the table below and then summarize your findings.

	<b>Calories</b>	<b>Protein</b>	<b>Main Minerals</b>	<b>Total Fat</b>	<b>Main Vitamins</b>	<b>Dietary Fiber</b>
Rice						
Wild Rice						

Summary: \_\_\_\_\_

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## Pasta with Tomato-Basil Sauce

**Yield**

4 servings

**Ingredients**

- 3 large (about 1½ pounds) fresh, ripe tomatoes
- ½ cup chopped fresh basil (parsley may be substituted)
- 3 Tablespoons olive oil
- 2 Tablespoons balsamic or red wine vinegar
- 2 Tablespoons thinly sliced green onions
- ½ teaspoon salt
- ¼ teaspoon ground black pepper
- 1 box (16 ounces) penne pasta
- 2 ounces soft cheese with garlic and herbs
- Additional basil leaves (optional)
- Additional tomato wedges (optional)

**Directions**

1. Core and seed the tomatoes. Chop them coarsely to make about 4 cups.
2. In a large glass bowl, combine the tomatoes, chopped basil, olive oil, vinegar, green onions, salt, and pepper. Cover and set aside to allow flavors to blend.
3. Cook the pasta in a large saucepan according to package directions. Drain the pasta and return to the saucepan.
4. Add the cheese and the tomato mixture to the pasta. Stir over low heat until the cheese melts and forms a creamy sauce.
5. Remove from the heat and serve immediately, garnished with additional basil leaves and tomato wedges, if desired.

**Nutrition Analysis**

*Per Serving:* 650 calories, 17 g total fat, 5 g saturated fat, 0 g trans fat, 15 mg cholesterol, 390 mg sodium, 107 g total carbohydrate, 10 g dietary fiber, 20 g sugars, 21 g protein  
*Percent Daily Value:* vitamin A 90%, vitamin C 110%, calcium 10%, iron 30%

## Analyzing the Recipe

**Directions:** Analyze the “Pasta with Tomato-Basil Sauce” recipe by answering the questions below. Then complete the “Science Exploration.”

1. What is balsamic vinegar? \_\_\_\_\_  
\_\_\_\_\_
2. What kinds of pasta could you substitute for the penne? \_\_\_\_\_  
\_\_\_\_\_
3. What types of cheese could you use in this recipe? \_\_\_\_\_  
\_\_\_\_\_
4. Why is low heat used in this recipe? \_\_\_\_\_  
\_\_\_\_\_
5. What might happen if you prepared this recipe early and held it for serving? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Science Exploration

**Cooking pasta.** Prepare a serving of pasta according to package directions, but cook the pasta in half the amount of water called for. Prepare another serving, but stir the pasta continually as it boils. Describe the results and give possible reasons for what occurred.

Serving #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Serving #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Linguine and Legumes

**Yield**

6 servings

**Ingredients**

- ¼ cup light olive oil
- 1 onion, finely chopped
- 2 cloves garlic, minced
- 2 ribs celery, finely chopped
- 4 cups beef stock
- ½ cup uncooked navy beans, presoaked
- ½ cup uncooked garbanzo beans, presoaked
- ½ cup uncooked black beans, presoaked
- 3 bay leaves
- ½ red bell pepper, finely chopped
- ¼ teaspoon salt, or to taste
- Black pepper to taste
- 1 pound linguine, uncooked
- ½ cup freshly grated Parmesan cheese

**Directions**

1. Heat the olive oil in a large saucepan. Add the onion, garlic, and celery. Sauté over medium heat until the onion is transparent and the celery is tender, about 5 minutes.
2. Add the beef stock, beans, and bay leaves. Cover the pot and bring to a boil.
3. Reduce the heat. Simmer, uncovered, until the beans are soft, about 1 to 1½ hours.
4. Remove the bay leaves and add the bell pepper. Season with salt and pepper to taste.
5. Cook the linguine according to package directions.
6. Drain the linguine thoroughly. Place the linguine in a large bowl. Toss with the cooked beans and Parmesan cheese.
7. Serve warm or cold.

**Tip**

- ❑ Other types of beans, totaling 1½ cups, can be substituted for those used here. Be sure to choose beans with similar cooking times.

**Nutrition Analysis**

*Per Serving:* 350 calories, 14 g total fat, 2.5 g saturated fat, 0.5 g trans fat, 0 mg cholesterol, 260 mg sodium, 42 g total carbohydrate, 8 g dietary fiber, 6 g sugars, 14 g protein  
*Percent Daily Value:* vitamin A 25%, vitamin C 100%, calcium 10%, iron 20%

## Analyzing the Recipe

**Directions:** Analyze the “Linguine and Legumes” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Why should the bay leaves be removed before serving? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What types of pasta besides linguine might also work well in this dish? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How is the grated Parmesan cheese that comes in a cylindrical box different from fresh Parmesan cheese?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What nutritional advantages do you notice in this recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How can you save time when preparing this recipe? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**All about legumes.** With a partner, create a short “Guide to Legumes.” Learn about the different kinds of beans (legumes) and write short descriptions of them. Add drawings or pictures of the beans to your guide. Display your guide in the classroom.

## Banana Muffins

**Yield**

30 medium muffins (1 muffin per serving)

**Ingredients**

Butter or margarine for greasing pans  
1 cup unsalted butter (2 sticks), softened  
1½ cups plus 4 tablespoons dark brown sugar  
¼ cup light corn syrup  
¼ cup dark molasses  
2 large eggs, lightly beaten  
2 cups ripe bananas (about 4 bananas), mashed  
3½ cups all-purpose flour  
2 teaspoons baking soda  
¼ teaspoon ground ginger  
⅛ teaspoon ground cinnamon  
1 teaspoon salt

**Directions**

1. Preheat the oven to 375°F.
2. Grease muffin pans (for 30 muffins).
3. In the bowl of an electric mixer, cream the butter and brown sugar. Beat until light and fluffy, about 3 minutes.
4. Add the corn syrup and molasses. Mix well.
5. Add the eggs and bananas. Mix batter well.
6. In a separate mixing bowl, thoroughly combine the flour, baking soda, ginger, cinnamon, and salt.
7. Add the dry ingredients to the batter a little at a time, beating after each addition.
8. Spoon the batter into muffin cups, filling each cup about three-quarters full.
9. Bake for 22 to 25 minutes until the muffin tops are firm to the touch and lightly browned.

**Nutrition Analysis**

*Per Serving:* 190 calories, 6 g total fat, 4.5 g saturated fat, 0 g trans fat, 30 mg cholesterol, 180 mg sodium, 31 g total carbohydrate, 1 g dietary fiber, 18 g sugars, 2 g protein

*Percent Daily Value:* vitamin A 4%, vitamin C 2%, calcium 2%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Banana Muffins” recipe by answering the questions below. Then complete the “Math Exploration.”

1. Are these muffins made using the standard muffin method? Explain. \_\_\_\_\_

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2. Compare and contrast the contributions of corn syrup and molasses. Why do you think both ingredients are included?

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3. What foods might successfully substitute for the bananas? How would each substitution affect the final product?

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4. Which ingredients would you avoid changing? Why? \_\_\_\_\_

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### Math Exploration

**Baking ratios.** A common ratio for ingredients in baked goods recipes is: 1 part fat to 2 parts sugar (includes all sweeteners) to 4 parts flour. How closely does this recipe follow that formula? How do you think its ratio of ingredients affects its taste, texture, and other qualities?

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## Crudités with Curried Yogurt Dip

### Crudités

#### Ingredients

“Crudités” (crew-dih-TAYS) is the French word for “rawness.” Crudités are small pieces of fresh, crisp vegetables that can be held and eaten with the fingers. For eye appeal, include a variety of colors and shapes. Possible choices include:

- Bell pepper strips of different colors
- Broccoli florets
- Carrot sticks or baby carrots
- Cauliflower florets
- Celery sticks
- Cherry or grape tomatoes
- Cucumber slices
- Green onions
- Jicama (HEE-kuh-muh) strips
- Radish fans
- Zucchini strips

#### Directions for Vegetables

1. Wash the vegetables in cool water, dry them, and peel as needed.
2. Cut the vegetables into pieces of the desired sizes and shapes. Tomatoes may be left whole. Green onions should be trimmed and left whole. Broccoli and cauliflower should be separated into florets (small flowers).
3. Arrange the vegetables attractively on a platter or dish.
4. Serve with “Curried Yogurt Dip” or a dip of your choice.

### Curried Yogurt Dip

#### Yield

8 servings (2 tablespoons each)

#### Ingredients for Dip

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|--|--|
| $\frac{2}{3}$ cup plain, nonfat yogurt | 1 teaspoon lemon juice                     |
| $\frac{1}{3}$ cup low-fat sour cream   | $\frac{1}{2}$ teaspoon salt                |
| 1 Tablespoon curry powder              | $\frac{1}{8}$ teaspoon ground black pepper |

#### Directions

1. Combine all ingredients in a small mixing bowl. Stir well.
2. Cover the bowl with plastic wrap. Chill for at least one hour before serving.
3. Serve chilled.

### Nutrition Analysis (for Curried Yogurt Dip only)

*Per Serving:* 170 calories, 1 g total fat, 0 g saturated fat, 0 g trans fat, 15 mg cholesterol, 2490 mg sodium, 30 g total carbohydrate, 1 g dietary fiber, 14 g sugars, 13 g protein  
*Percent Daily Value:* vitamin A 25%, vitamin C 20%, calcium 40%, iron 10%

## Analyzing the Recipe

**Directions:** Analyze the “Crudités with Curried Yogurt Dip” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. For what occasions would you serve this recipe? \_\_\_\_\_  
\_\_\_\_\_
2. What other fresh vegetables could be used in this dish? \_\_\_\_\_  
\_\_\_\_\_
3. What fresh vegetables would not be suitable for this dish? \_\_\_\_\_  
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4. What would you supply on the buffet table for diners when serving this dish? \_\_\_\_\_  
\_\_\_\_\_
5. How would you keep the cut vegetables fresh and attractive if prepared in advance?  
\_\_\_\_\_  
\_\_\_\_\_
6. How could you use any leftover cut vegetables? \_\_\_\_\_  
\_\_\_\_\_

### Language Arts Exploration

**Make it pretty!** Learn how to cut two different fresh vegetables into attractive shapes for serving, such as radish roses and carrot curls. Practice creating the shapes you choose. Then give a demonstration speech for the class to show how it’s done.

## Rice Pudding Fruit Parfait

### Yield

6 servings

### Ingredients

2 cups cooked white rice, preferably short grain	½ teaspoon ground cinnamon
2 cups fat-free half-and-half	½ teaspoon ground ginger
2 large eggs, lightly beaten	2 cups sliced strawberries
½ cup brown sugar	2 cups blueberries
½ teaspoon grated lemon peel	2 cups raspberries
½ teaspoon grated orange peel	Fresh mint leaves (optional)

### Directions

1. Preheat oven to 325°F.
2. Generously butter a shallow 1½-quart baking dish. Set aside.
3. In a large bowl, combine the cooked rice, half-and-half, eggs, brown sugar, lemon peel, orange peel, cinnamon, and ginger.
4. Pour the rice mixture into the prepared dish.
5. Bake until a knife inserted into the middle comes out clean, about 45 to 50 minutes. Cool to room temperature.
6. Spoon the cooled pudding and fruit evenly into 6 dessert glasses, making neat layers.
7. Serve at room temperature, or cover with plastic and chill until needed. Garnish with mint leaves if desired.

### Tips

- ❑ You can use either fresh or frozen berries. Rinse fresh berries just before layering the parfaits. Remove strawberry caps.
- ❑ You can combine fruits, tossing gently, or make separate layers of each kind.

### Nutrition Analysis

*Per Serving:* 280 calories, 3.5 g total fat, 1 g saturated fat, 0 g trans fat, 85 mg cholesterol, 140 mg sodium, 59 g total carbohydrate, 6 g dietary fiber, 27 g sugars, 7 g protein  
*Percent Daily Value:* vitamin A 4%, vitamin C 70%, calcium 10%, iron 6%

## Analyzing the Recipe

**Directions:** Analyze the “Rice Pudding Fruit Parfait” recipe by answering the questions below. Then complete the “Language Arts Exploration.”

1. Why do you think the recipe recommends short-grain rice? \_\_\_\_\_  
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\_\_\_\_\_
2. What problems might result if the rice mixture is not well blended before baking?  
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3. What fruits could you use if berries were not available? How would you prepare them?  
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### Language Arts Exploration

**Comfort food.** To many people, rice pudding is a comfort food, a food that’s associated with warm feelings or memories. In writing, explain what the term *comfort food* means to you. What food do you think will always bring pleasant thoughts to you as you grow older? Create a vivid description in the reader’s mind as you write.

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## Peanut Butter-Chocolate Chunk Cookies

### Yield

36 cookies (1 cookie per serving)

### Ingredients

1½ cups all-purpose flour	½ cup light brown sugar
½ teaspoon salt	1 egg
½ teaspoon baking soda	1½ teaspoons vanilla extract
¼ teaspoon ground ginger	½ cup crunchy reduced-fat peanut butter
¼ teaspoon ground cinnamon	2 cups chocolate chunks (milk or semisweet chocolate)
¾ cup (1½ sticks) butter, slightly softened	
½ cup granulated sugar	

### Directions

1. Preheat the oven to 375°F.
2. In a small bowl, stir together the flour, salt, baking soda, ginger, and cinnamon. Set aside.
3. Put the butter, granulated sugar, and brown sugar in a large bowl. Use an electric mixer to beat until light and fluffy, about 3 minutes.
4. Beat in the egg and vanilla extract.
5. Add the peanut butter. Mix thoroughly.
6. Gradually add the flour mixture to the peanut-butter mixture, blending each addition thoroughly.
7. Stir in the chocolate chunks.
8. With a small cookie scoop, or a teaspoon and rubber scraper, drop the dough onto an ungreased baking sheet, about 2 inches apart. Gently press the tops with a fork.
9. Bake until the cookies are lightly browned at the edges, about 8 to 10 minutes.
10. Remove from the oven and let cool slightly on baking sheets, about 2 minutes. Transfer cookies to a cooling rack and let cool completely.

### Tips

- ❑ Remember to measure brown sugar by packing it into the measuring cup.
- ❑ Margarine can be used instead of butter. The dough will spread more, giving a thinner, crispier cookie.

### Nutrition Analysis

*Per Serving:* 140 calories, 8 g total fat, 4.5 g saturated fat, 0 g trans fat, 15 mg cholesterol, 80 mg sodium, 17 g total carbohydrate, 1 g dietary fiber, 11 g sugars, 2 g protein  
*Percent Daily Value:* vitamin A 2%, vitamin C 0%, calcium 0%, iron 4%

## Analyzing the Recipe

**Directions:** Analyze the “Peanut Butter-Chocolate Chunk Cookies” recipe by answering the questions below. Then try the “Science Exploration.”

- Besides blending ingredients, why is creaming the butter and sugars an important first step?

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- What are the advantages of stirring together the dry ingredients before adding to the peanut butter mixture?

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- Why do the cookies need to cool briefly on the baking sheets? \_\_\_\_\_

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- How might you vary or change the recipe to suit different tastes? \_\_\_\_\_

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### Science Exploration

**Baking sheet comparison.** Bake half the cookies on a light-colored baking sheet and the others on a darker sheet. Observe and record the results in the table below. Then write up your findings, suggesting reasons for any differences you note.

Baking Sheet	Baking Time	Cookie Appearance	Cookie Texture
Light			
Dark			

Findings: \_\_\_\_\_

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