

# M64

## Cooking

### Objective 17

Demonstrates knowledge of print and its uses

### Objective 22

Compares and measures

Related Objectives: 3, 7, 8, 9, 11, 20, 26, 28

# Five-Layer Dip



## What You Do

**Materials:** recipe chart\*; ingredients; pie plate or shallow glass dish (dinner plate size); spatula; measuring cups; can opener; potato masher or fork; small mixing bowl

### Ingredients

1 cup vegetarian refried beans  
 2/3 cup mashed avocado  
 2/3 cup sour cream  
 2/3 cup mild salsa  
 2/3 cup grated cheese (Monterey Jack or cheddar)  
 tortilla chips, pita wedges, celery, or carrot sticks

### Directions

Open the can of refried beans. Layer each ingredient in a glass dish in the order on the ingredient list. Let the children change the amount of ingredients to suit their tastes.

**2. Invite the children to make five-layer dip in the Cooking area. Show them the recipe chart, and read the recipe. Let each child measure and spread the ingredients. Talk about the measuring tools.**

“First, we need to gather our ingredients. Let’s read the recipe to make sure we have everything.”

**3. Discuss each step as the children complete it.**

“First, we will spread the beans with the spatula.”

**4. As the children enjoy eating the dip, talk about how the ingredients look when they are layered on top of each other. Discuss their nutritional benefits.**

“Heather, you’re tasting the avocado. Avocado has lots of vitamins and nutrients that help our bodies grow strong and stay healthy.”

\* Use the recipe from *Come Cook With Me*, or make your own large recipe chart.

**1. Ask the children to wash their hands. Clean countertops. Include the children in washing and drying utensils, wiping the tables, and putting supplies away.**

### Including All Children

- Use measuring tools with large-grip handles and clearly marked measurement labels.
- Record each step of the recipe into a child’s communication device.
- Make sure each child is seated comfortably at the table and can reach the tools.
- Make sure each child can participate; assist by opening containers, or helping to scoop, spread, or sprinkle cheese.
- Invite English-language learners’ family members to help the children follow the recipes while speaking his or her home language.\*\*
- Address children by name so they know they are being asked to participate.\*\*

## Teaching Sequence

YELLOW	<p><b>Give the child a specific task to measure and spread ingredients. Talk about each step, and point out the words and pictures on the recipe chart.</b></p> <p>“Here is a picture of a can of refried beans, and here is the word <i>beans</i>.”</p> <p>“We need to measure 1 cup of beans. Can you scoop the beans into this cup?”</p>
GREEN	<p><b>Talk about the various units of measurement. Invite the child to point out the words on the chart.</b></p> <p>“You are pointing to the words next to the picture of cheese. It says <i>2/3 cup grated cheese</i>. That means the cheese is cut or shredded into small pieces.”</p> <p>“We have big measuring cups and small measuring spoons. We need 1 cup of beans, so do you think we should use the big cup or the small spoon?”</p>
GREEN	<p><b>Have the child measure out 2/3 cup each of the ingredients. Ask him or her to look at the amounts and compare them. Point out how each ingredient is the same amount. Ask the child to follow the words in the recipe.</b></p> <p>“We measured 2/3 cup four times. That means we have equal amounts of salsa, sour cream, avocado, and cheese.”</p>
BLUE	
BLUE	<p><b>Offer the child two or three choices of measuring tools for each step. Read the recipe together, and prompt the child to choose the correct measuring tool.</b></p> <p>“Next we need 1 cup of beans. Here are the measuring cups and spoons. This one says 1/3 cup, here is a 1/2 cup, and here is 1 cup. Which do you think would be best to use?”</p>
PURPLE	<p><b>Show the child the recipe chart, and ask him to point out where to begin reading the print. Ask the child to point out specific text on the recipe, such as the title.</b></p> <p>“Our recipe tells us how to make five-layer dip. Where should we begin reading?”</p> <p>“Yes, that’s the title. It’s at the top of the page. It says <i>Five-Layer Dip</i>.”</p>
PURPLE	<p><b>Provide minimal assistance while the child follows the recipe. Ask the child to describe each step after completing it.</b></p> <p>“Now that you’ve measured the cheese in the cup, what will you do next?”</p> <p><b>Encourage the child to move his finger under the words in the recipe as you read them together. Ask the child to look for any familiar words.</b></p> <p>“We need to know what order to spread the ingredients. Let’s read the recipe to find out. Do you see any words that you know?”</p>

### Questions to Guide Your Observations

- Was the child able to grasp and measure ingredients using the appropriate tools?
- How did the child describe the process of making five-layer dip?
- Did the child understand the purpose of the recipe and refer to it?

### Related LearningGames®

- “First, Next, Last”; “Tell How”