



VISUAL AND WRITTEN RECIPES









Symbol-based recipes





Green Salad

Serves 4










Gathering Ingredients			
1 Head Lettuce 	2 Tomatoes 	1 Cucumber 	2 Celery Stalks 
10 Mushrooms 	1 Green Pepper 	3 Carrots 	Salad Dressing(s) 

Needed Materials			
1 Large Bowl 	1 Sharp Knife 	1 Peeler 	Fork & Spoon 

Making a Salad

Directions Page 2

	Chop the carrots, celery, and pepper
	Put sliced and chopped vegetables in the bowl with lettuce
	Toss with fork and spoon
	Serve to individual bowls
	Diner can choose and pour salad dressing

Tossed Salad Recipe

<p>Ingredients:</p> <ul style="list-style-type: none"> • 1 head of lettuce • 2 tomatoes • 1 cucumber • 2 celery stalks • 10 mushrooms • 1 green pepper • 3 carrots • 1 bottle salad dressing 	<p>Directions</p> <ul style="list-style-type: none"> • Wash the vegetables • Peel the carrots • Tear the lettuce into pieces into the salad bowl • Slice the tomatoes, cucumber, and mushrooms • Chop the carrots, celery and pepper • Put sliced and chopped vegetables in the bowl with lettuce • Toss with fork and spoon • Serve in individual bowls • Diner can choose and pour salad dressing
---	---

Written recipe

FILL-IN-THE-BLANK SLIDE PRESENTATION

PRINTABLE,
POWER POINT
AND GOOGLE
SLIDES

MAKING TOSSED SALAD



Then it's time to _____.



First we need to _____
the vegetables.



Do you think you will like
tossed salad?

Yes



No



Students write,
say or use AAC to
fill in the blank

LESSON PLANS AND PACING GUIDE FOR HOME INSTRUCTION

Previewing the lesson, Cooking, Reviewing the lesson and evaluating progress tips and plans

Tossed Green Salad Cooking Unit
Using the Materials
Food Prep

Green Tossed Salad
Reviewing Cooking Activity p. 2

Making Salad Cooking Unit
Using the Materials
Preparing-Printing

Green Tossed Salad
Reviewing Cooking Activity

Tossed Green Salad
Cooking in a Whole Group

Tossed Green Salad
Previewing Cooking Activity

Tossed Green Salad
Evaluating Progress in Cooking Activity

ACTIVITY: Making Tossed Green Salad

OBJECTIVES:

- receptive / expressive vocabulary for cooking
- identifying ingredients
- expressing a prediction of preference
- interpreting graphs
- compare and contrast data results
- create number sentence of data from graph
- following simple visual and/or verbal directions to construct a product
- reading a recipe with or without picture cues
- using a knife slice and chop vegetables
- trying new foods
- spending practitioners
- recalling events of an activity with visual supports
- sequencing 4 steps of a completed activity (with or without visual cues)
- answer simple questions about the activity and product created
- Motor skills including feeding, slicing, tossing the salad and pouring
- Completing a mile to collaborate with peers to complete a group project with or without visual supports of a job board

DATA PLAN

- Use a group data sheet with each student's name. Divide data up by preview, cooking and review. If it's not feasible to take data on each student in each phase, take data on one phase for each student, identifying relevant goals for that student. This will give you a sample of each student's performance on indicating preference, naming items, etc.
- Use the worksheets and sequencing sheets (take pictures if you wish to reuse them) for work product for students' comprehension and understanding of the activity.
- Take pictures of the student's finished salad and job board and include them as work samples with information about support needed to complete the product.

*For single classroom use only (Autism Classroom Resources)

ACTIVITY: Making Tossed Green Salad

OBJECTIVES: receptive / expressive vocabulary for cooking identifying ingredients, expressing a prediction of preference, interpreting graphs, compare and contrast data results, create number sentence of data from graph

MATERIALS

- Slide show of steps of the recipe
- Visual recipe
- Communication board
- Head of iceberg or romaine lettuce (or your choice), 2 tomatoes, 1 cucumber, 2 celery stalks, Mushrooms, 1 green pepper, 3 carrots, Salad dressing
- Prediction graph template

PROCEDURES

- Present the slide show to the group. Have students raise their hands to fill in the blanks on each slide. You can use the communication boards for students who need cues or are nonverbal for them to fill in the blank.
- Have students use communication boards / devices or their own devices to make a prediction of whether they will like tossed green salad.
- Create a graph by putting each student's name in a box starting at the bottom of the prediction graph. Save the graph for later use.
- Incorporate graphing activities by having students indicate whether which response was more and less frequent. Have them count each answer. They can also write a number sentence to depict the relationship.

AUGMENTATIVE COMMUNICATION ADAPTATIONS:

A communication board is included that can be cut apart for picture exchange or used as a point board. The vocabulary from the board could also be programmed to an individual student's SGD. I will refer to all of them as AAC below.

- Use the communication board to have students identify the ingredients for the recipe when you show them (e.g. show them each of the vegetables and have them label them)
- Use AAC to fill in the blank on the slide show as it is reviewed with the class.
- Use the AAC strategies answer whether they predict they will like or not like the snack.

Lesson can be repeated over multiple days

*For single classroom use only (Autism Classroom Resources)

ally or
at they
job and
ing a
one in
litting
the sm
how
the
w the
rs on
his/her
ents in
peppers
se
heese?
ach
the if
ivity)
redictions
whether
tunt
pict the
ng as well

out visual
rested,
jobs
to make a salad
of the students
idents if you want and / or about
IF desired use the slide show to
he salad
be the salad with all their pieces
in 4 individual bowls
with own salads and eat or taste
whether they liked the snack or not?
response
If for picture exchange or used as
so be programmed to an individual
just needed materials (e.g. knife,
n: therefore when you show them
do not like the snack
g. one (peppers soft or crunchy?
soft?)
ng as well

*For single classroom use only (Autism Classroom Resources)

Pacing guide and lesson plan implementation for home instruction

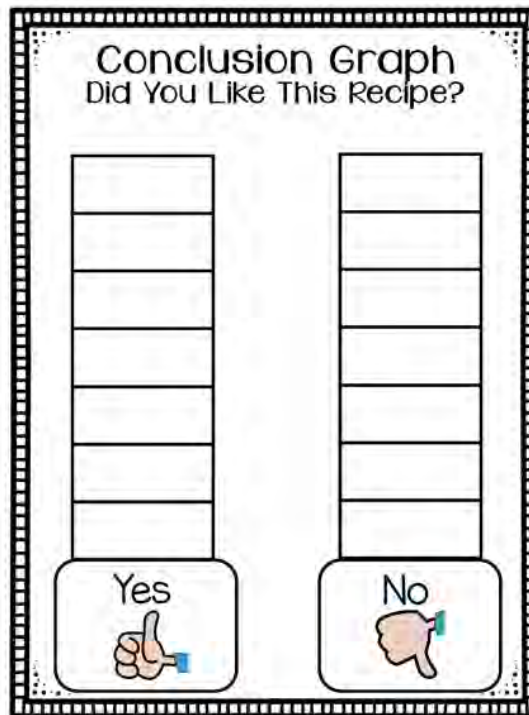
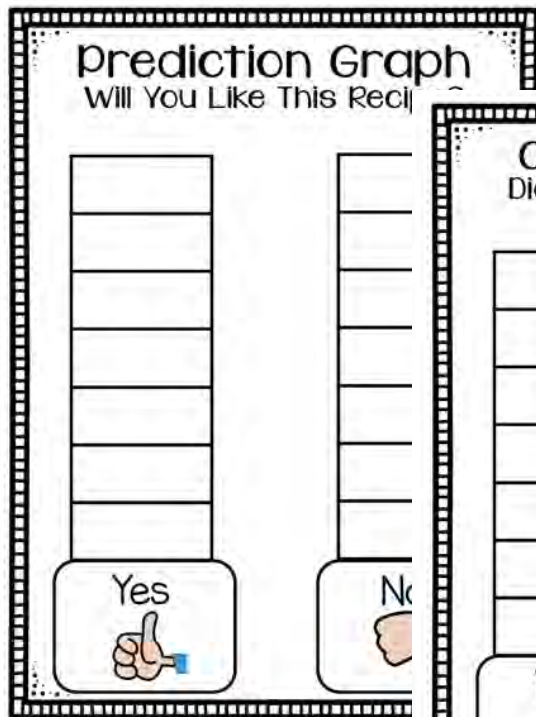
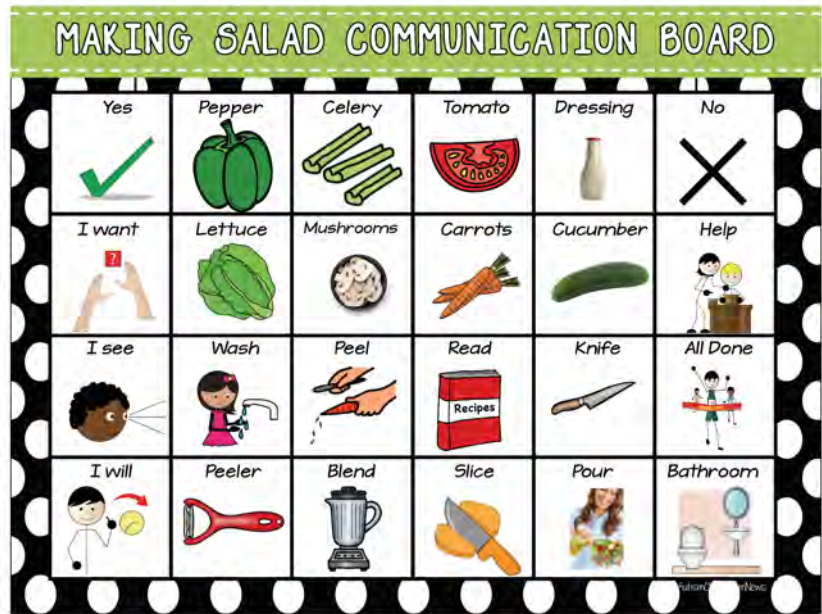
Cooking at Home Lesson Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> Review the slide show and have your child say or use his communication board to fill in the blanks. At the end of the book, have the student make a prediction about whether he/she will like the snack Optional: Have your child ask others in the family if they predict they would like the snack and add the names to the prediction graph 	<ul style="list-style-type: none"> Using the visuals of the ingredients, have your child locate the ingredients in the kitchen Have the student point to or name the ingredients when told the name or shown the picture 	<ul style="list-style-type: none"> Review the recipe (written or picture) by reading it and pointing to the ingredients Allow your child to taste the ingredients. Ask questions like, "Is it crunchy or soft?" Is it hot or cold?" Go through the recipe step by step and add the ingredients. Have your child count the number of items as they put them in the salad Once the salad is done, have your child at least taste it Ask if he/she liked the snack and add it to the conclusion graph and ask Family members who participated and add to graph 	<ul style="list-style-type: none"> Remind your child of the snack made yesterday and talk about how it was made (use the slide show if it would help) or review the visual recipe) Have your child complete the comprehension worksheet assigned by his teacher Optional: Have him review the graph of how many Family members liked the salad vs. didn't. Compare and contrast how many predicted they would or would not like it vs. how many did Or did not 	<ul style="list-style-type: none"> Review the slide show and then present one of the sequencing activities to your child Have him / her sequence the events of the cooking activity from the day before

©C. Reavis 2014

COMMUNICATION BOARD AND GRAPHING TOOLS

Communication board for students working on requesting and answering questions with AAC



Graphs for predicting liking the recipe for math objectives and compare and contrast

PRINTABLE VERSION OF COMPREHENSION AND SEQUENCING ACTIVITIES

Green Salad

Name: _____

1. What ingredients were in this recipe?

Carrots onions milk lettuce

2. How did this snack taste?

yum OK yuck

3. What did you do to the tomatoes?

Boiled Baked Sliced

4. What tools did you use with the carrots?

Peeler Blender Knife

Green Salad

Name: _____

1. What ingredients were in this recipe?

Carrots onions milk lettuce

2. How did this snack taste?

OK yuck

3. What did you do to the tomatoes?

Boiled Baked Sliced


4. What tools did you use with the carrots?

Peeler Blender Knife

PRINTABLE WORKSHEETS

Making a Salad

Directions Page 1

	Wash the vegetables
	Peel the carrots
	Tear the lettuce into pieces into the salad bowl
	Slice the tomatoes, cucumber, and mushrooms



Making a Salad

Directions Page 2

	Chop the carrots, celery, and pepper
	Put sliced and chopped vegetables in the bowl with lettuce
	Toss with Fork and spoon
	Serve to individual bowls
	Diner can choose and pour salad dressing

PRINTABLE SEQUENCING TOOLS

Making a Salad Sequence

Cut out strips and have students put them in order on the template on the next page.

Tear the lettuce into pieces into the salad bowl

Peel the carrots

INTERACTIVE SEQUENCING

Making a Salad Sequence

Cut out strips and have students put them in order on the template on the next page.

Put the sentences in order that you made the salad

Diner can choose and pour salad dressing

Tear the lettuce into pieces into the salad bowl

Peel the carrots

Put sliced and chopped vegetables in the bowl with lettuce

Slice the tomatoes, cucumber, and mushrooms

Toss with Fork and spoon

Chop the carrots, celery, and pepper

Drag the pictures to the box next to the direction

Making a Salad Directions Page 1	Making a Salad Directions Page 2
Wash the vegetables	Chop the carrots, celery, and pepper
Peel the carrots	Put sliced and chopped vegetables in the bowl with lettuce
Tear the lettuce into pieces into the salad bowl	Toss with Fork and spoon
Slice the tomatoes, cucumber, and mushrooms	Serve to individual bowls
	Diner can choose and pour salad dressing

Students use written strips or pictures to sequence at different levels.

INTERACTIVE WORKSHEETS

Green Salad

Name: _____

1. What ingredients were in this recipe?

Carrots

Onions

Milk

Lettuce

2. How did this snack taste?

yum

OK

yuck

3. What did you do to the tomatoes?

Boiled

Baked

Sliced

4. What tools did you use with the carrots?

Peeler

Blender

Knife

DRAG THE Xs ON TO THE ANSWERS

X

Green Salad

Name: _____

1. What ingredients were in this recipe?

Carrots

onions

milk

lettuce

2. How did this snack taste?

yum

OK

yuck

3. What did you do to the tomatoes?

Boiled

Baked

Sliced

4. What tools did you use with the carrots?

Peeler

Blender

Knife

DRAG THE Xs ON TO THE ANSWERS

X









STUDENTS MOVE THE Xs TO CHOOSE ANSWERS

JOB ASSIGNMENT AND PREDICTION GRAPHS

Cooking Jobs Board



Job	Student 1	Student 2	Student 3
Wash Vegetables			
Slice Vegetables			
Chop Vegetables			
Peel Vegetables			
Gather Ingredients			
Gather Tools			
Set the Table			
Tear Lettuce & Toss Salad			

Cooking Jobs Board

Job	Student 1	Student 2	Student 3
 Wash Vegetables			
 Slice Vegetables			
 Chop Vegetables			
 Peel Vegetables			
 Gather Ingredients			
 Gather Tools			
 Set the Table			
 Tear Lettuce & Toss Salad			



Prediction Graph

Will You Like This Recipe?

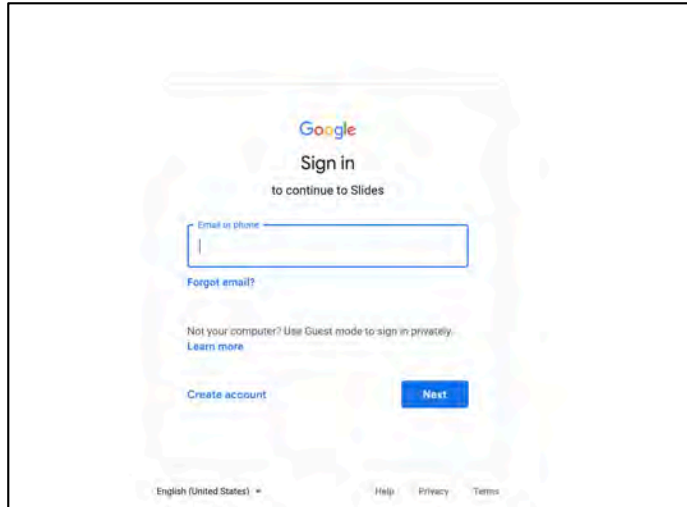
Yes 	No 

Conclusion Graph

Did You Like This Recipe?

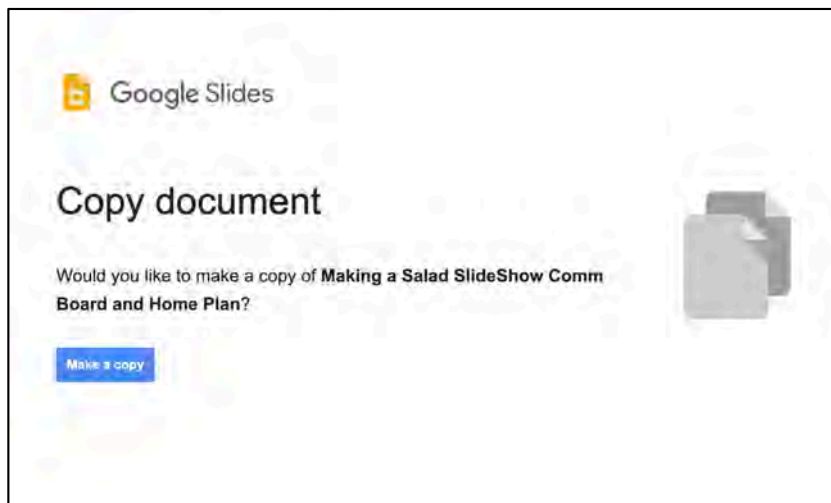
Yes 	No 

GOOGLE APPS DIRECTIONS



When you click the link, you will need to sign into a Google account. You can get one for free if you don't have one.

Once you sign in, you will then be required to make a copy.



You can then put it in your folder for your Google Classroom as needed to assign to your students.

