MODULE 6: Measuring Ingredients

Background:

Allowing children to get involved with cooking provides invaluable opportunity for them to develop their fine motor coordination, to learn about changes that occur with foods and to gain a sense of accomplishment knowing that they have helped to make a meal with their parents. Start with simple tasks, introducing new tools, utensils and equipment along the way. Increase their involvement as they progress and become more comfortable with ‘cooking.’ One piece of the puzzle to following a recipe is measuring ingredients.

Objective:

Children can practice measuring different ingredients, using different techniques as they get older and as their skills become more defined.

Suggested Activities:

(A) Master Measurers

Materials:

- Water
- Your choice of ‘ingredient(s)’ – flour, rice, dried beans
- Plastic bowls
- Several sets of liquid measuring cups
- Several sets of dry measuring cups
- Several sets of measuring spoons

Procedure:

1. On one table, place the following items:
   a. 1 large bowl filled with water
   b. 2 more bowls
   c. 1 set of measuring spoons
   d. 1 set of liquid measuring cups
2. On another table, gather the following items:
   a. 1 large bowl filled with flour, rice or dried beans
   b. 2 more bowls
   c. 1 set of measuring spoons
   d. 1 set of dry measuring cups
   You may have more stations set up depending on how many groups and utensils / equipment you have.
3. Explain what the different utensils and equipment are and what they are used for in cooking.
4. Have children work in small groups measuring different amounts of water and flour, rice or beans. Allow them time to ‘experiment’ and ‘experience’
the act of measuring ingredients and learning basic principles of more or
less. *Note: Spills will likely occur, so please wipe up spills immediately to
help prevent any accidents.
5. Ask them which bowls have more. Which bowls have less?

For a greater challenge as children’s skills become sharper and as they get
older, you can:
- Have them practice their fine motor skills by measuring a
designated amount. Mark a container or glass with tape, or wrap a
rubber band around to indicate how full the container should be and
when to stop pouring or filling the container.
- Show them the difference between the dry and liquid measuring
cups.
- Teach them the different measurements
  - ¼ cup, ½ cup, ⅔ cup, ¾ cup, 1 cup
  - ¼ teaspoon, ½ teaspoon, 1 teaspoon, 1½ tablespoon, 1 tablespoon
- Have them measure specific quantities of ingredients
  - Example: 3 tablespoons of water
- Show them how to ‘level’ off flour with a spatula and check liquid
  measurements at eye level to make sure things are measured
  accurately.

(B) For parents at home:
- Cool Tools in the Kitchen Matching Sheet (see page 53, answers
  on page 54). Parents can work with their children reviewing the
different tools that are commonly used to cook and prepare food.
Cool Tools in the Kitchen

Parents, we have been practicing our pouring and measuring skills in class. Help us learn more about the different cool tools in the kitchen that can help us eventually make great meals and snacks for us to enjoy. Draw a line from the word to the matching picture.

Liquid Measuring Cup
Dry Measuring Cups
Measuring Spoons
Cutting Board
Knife
Spatula
Spoon
Mixing Bowl
Sponge
Can Opener
Grater
Peeler
Rolling Pin
Pot
Pan
Fork
Pot Holder

Adapted from UH CES NEW’s "Winning Ways in the Kitchen"
Cool Tools in the Kitchen—ANSWER KEY

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