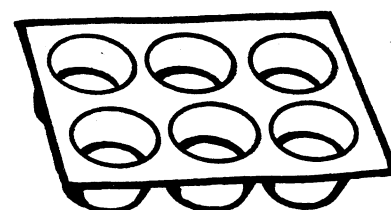
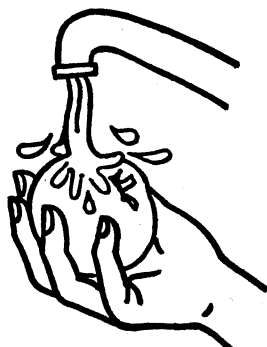
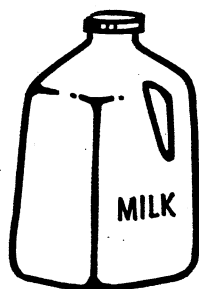
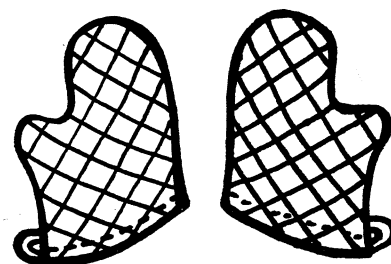
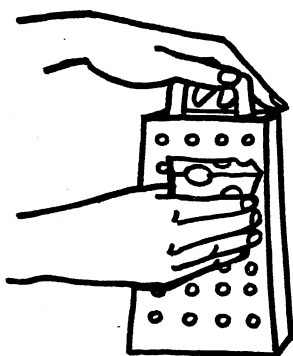


# MAKING PICTURE RECIPES

MARY C. ZATTA  
AND  
DIANE FURINO-BLEIER

SUZETTE WRIGHT  
PROJECT DIRECTOR

7-03450-00





# MAKING PICTURE RECIPES

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AMERICAN PRINTING HOUSE FOR THE BLIND  
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**7-03450-00**



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## INTRODUCTION

*Making Picture Recipes* was created to provide cooking instruction for low vision nonreaders and beginning readers. The curriculum developed from needs within Perkins School for the Blind, where the authors discovered that students reaching adolescence needed some degree of cooking independence in preparation for community living. No formal curriculum existed to address this need with low vision non-readers and beginning readers. Although some commercial picture recipe programs were available, pictures were too small for students with a visual impairment, and, in many cases, too complex for students with perceptual and learning difficulties. In addition, the quantities of ingredients given in the recipes were fixed and could not be adapted for larger or smaller numbers of servings. It was this situation which prompted the authors to devise their own picture recipe program.

*Making Picture Recipes* includes 257 bold-line, simplified illustrations of common foods and ingredients, cooking equipment, and cooking processes on 3.5 inch x 4 inch cards. The reproducible cards can be combined and photocopied to depict multi-step recipes; the resulting photocopies can be colored and customized to correspond to actual products students will be using during food preparation. An instruction manual with easy, how-to directions, sample recipes formatted in two ways, corresponding checklists for assessment, and helpful hints for adaptation will guide you in designing a program of cooking instruction and in creating a variety of picture recipes.





## CREATING A PICTURE RECIPE

The file of master picture cards included with *Making Picture Recipes* contains bold line illustrations of ingredients, cooking equipment, and processes for preparing a variety of foods. The master cards are designed to be photocopied, then ordered and combined to show the steps of a given recipe. The resulting picture recipe guides the student in identifying and gathering the necessary ingredients and equipment and in following the recipe's steps in the proper order. (Sample recipes are shown on pages 5-7 and on 19-48.)

To create a picture recipe using the master cards:

- select a recipe from a favorite cookbook or other source;
- gather the master cards which show the necessary ingredients, equipment, and processes which will be involved;
- photocopy the master cards;
- cut-out and tape photocopied pictures on a separate "organization page" showing the child all ingredients and equipment which must be gathered to prepare the recipe;
- cut-out and tape together photocopied pictures or trace over pictures to illustrate each step of the recipe (In some cases a single master card may adequately illustrate a recipe step and it will not be necessary to "cut and paste.");
- reduce or enlarge the photocopies, if necessary, so that items shown in the same step are proportionate to one another, keeping in mind the student's visual impairment;
- arrange each illustrated step of the recipe in the proper sequence, using the **full - page format** or the **flip-card format** described later in this section;
- photocopy your "cut and paste" version and preserve the "cut and paste" version as a master picture recipe;
- using the new photocopy of your picture recipe, you may color the pictures or add detail to make the pictured items more closely resemble actual materials which will be on hand for the student's use.

Although the picture of a particular item provided in the master set of cards may differ from the actual utensil or product being used (e.g., differences in label or package design), the picture recipe may be colored to match the materials which are available. If color as an additional cue is not sufficient for a student to be able to identify a product or process, the master set of picture cards includes blank boxes, cans, and containers which may be specifically labeled and colored to match available items. See the section entitled "Helpful Hints" for additional ways to customize picture recipes for easy identification.

As an alternative to photocopying the master cards, you may experiment with using an acetate pocket page, slipping the appropriate master cards into each pocket to quickly create an “organization page” or assemble very simple picture recipes. This method, however, does not allow you to combine elements from two or more cards to more clearly depict a recipe step. However, for students able to make extensive inferences from the pictures provided, it is a very easy way to assemble a picture recipe. You may still color the pictures using visual aid pens designed for use with transparencies, coloring on the surface of the pocket page. (Acetate pocket pages may be purchased from photographic supply stores and are frequently found with the camera equipment in many discount stores.)

## **Full-Page Format**

The full-page format for picture recipes is suitable for students who are able to follow a left to right, top to bottom sequence. Before depicting the steps of the recipe, provide an “organization page” showing the student the ingredients and equipment needed to complete the recipe. The student may then identify and gather these before proceeding with the actual steps of the recipe. Pictures of items should be arranged vertically. For students who have demonstrated reading readiness skills, the written word for the item may be placed next to the picture. Items should be labeled with a single key word (e.g., “bowl,” “milk,”). Page 5 shows an “organization page” for making hot chocolate using the full-page format.

Following the “organization page(s)” are “picture recipe page(s)” depicting each step of the recipe. These pages are divided into frames with one step pictured in each frame. Steps are sequenced in left to right and top to bottom order. Written words identifying the process shown in each step (“stir,” “cut”) may or may not be included depending on the student’s needs. Pages 6-7 show an example of a picture recipe page for making hot chocolate using the full-page format.

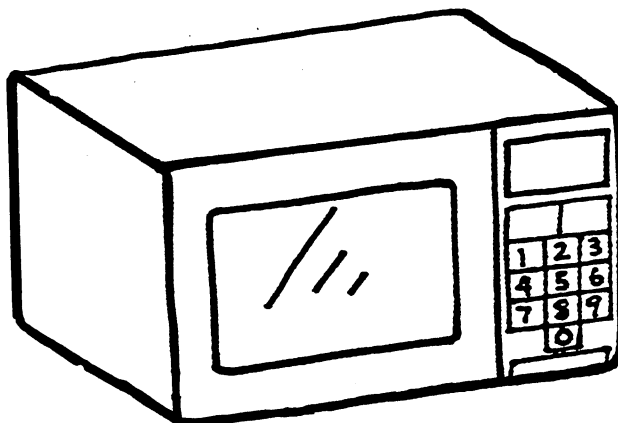
# Hot Chocolate/Organization Page

Gather:

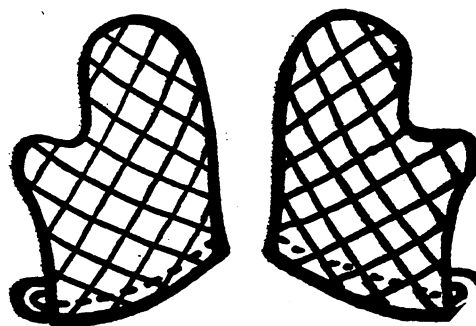
mug



microwave oven



oven mitts



hot chocolate mix



spoon

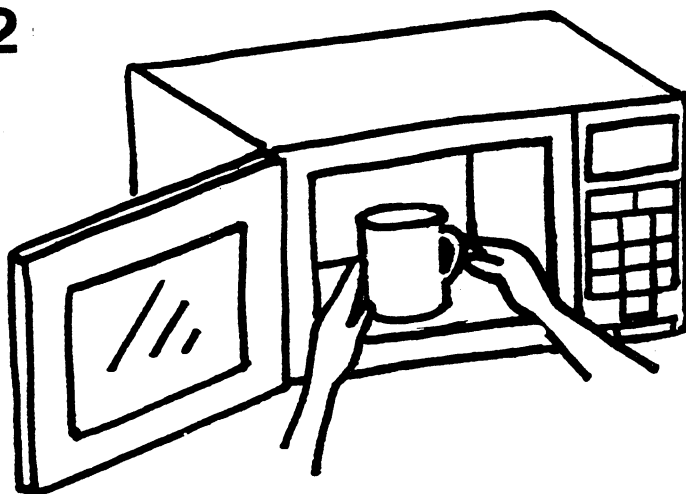


# Hot Chocolate/Picture Recipe

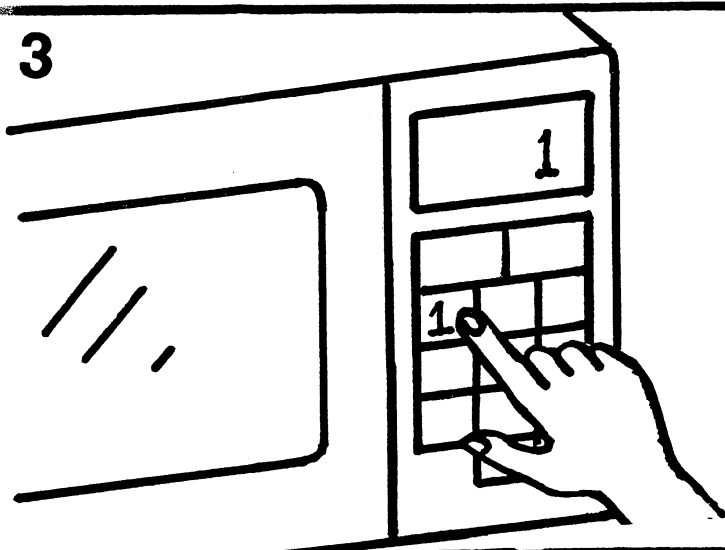
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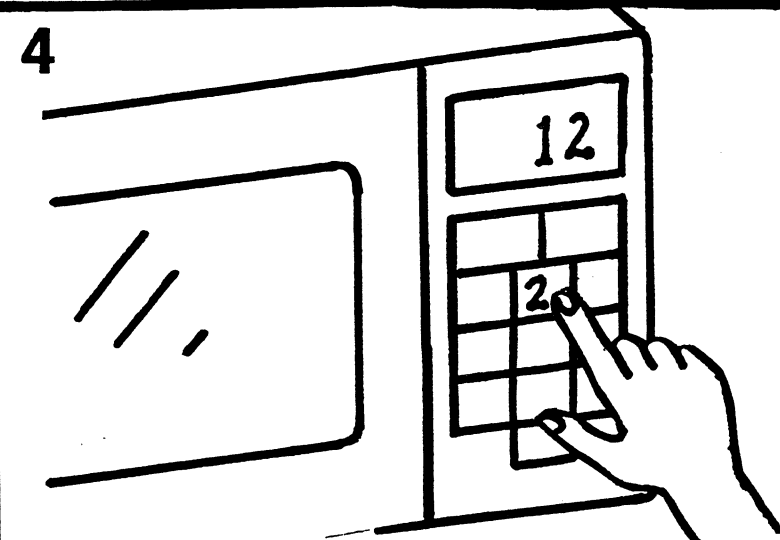
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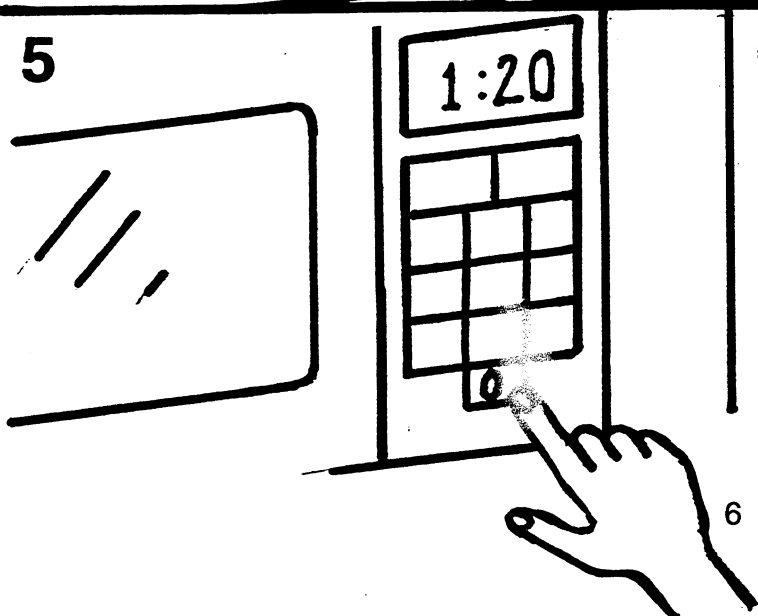
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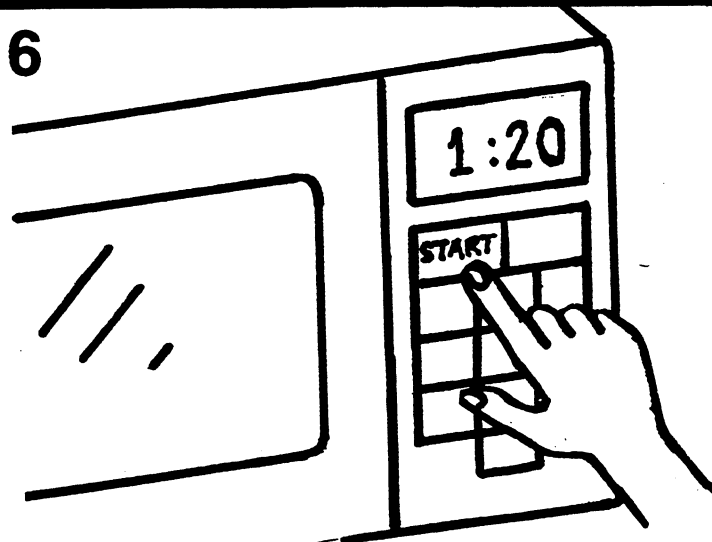
4



5

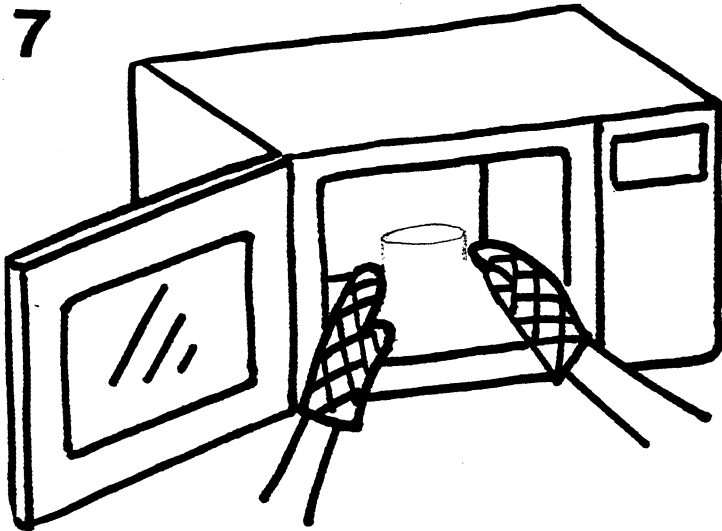


6



Hot Chocolate/Picture Recipe  
(continued, page 2)

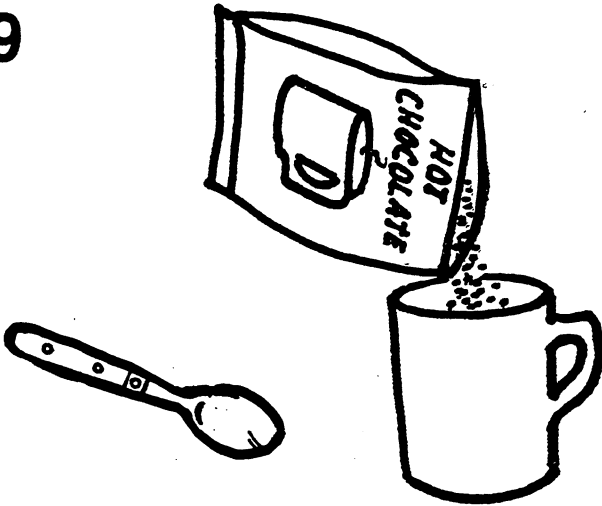
7



8



9

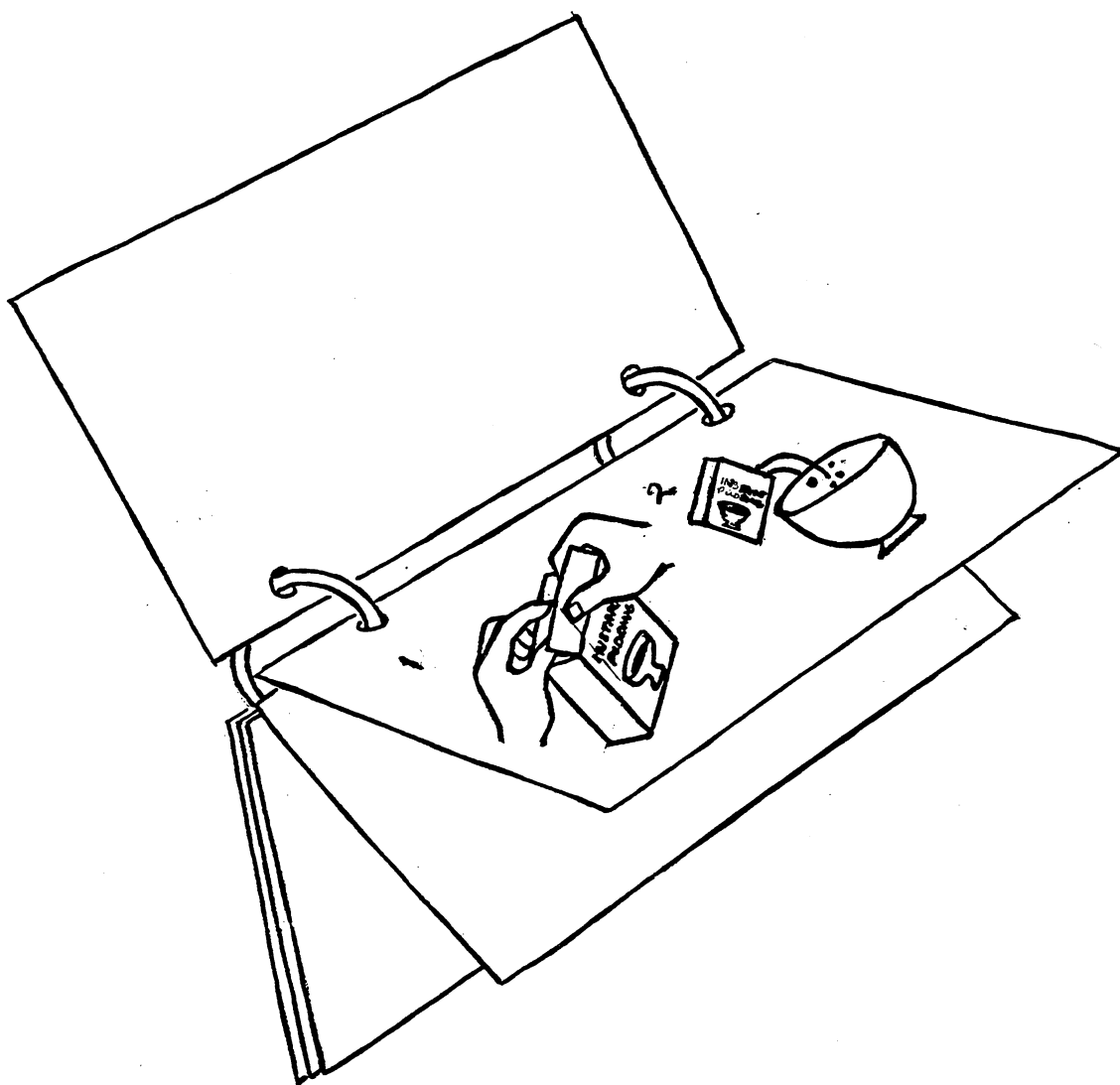


10



## Flip-Card Format

For students who have difficulty with left to right/top to bottom progression, difficulties with scanning and visual tracking, or other perceptual problems, the full-page format for picture recipes may contain too much visual information. The flip-card format may suit the needs of these students. Flip cards can be made from index cards bound with a loose-leaf ring. Each card should depict only one or two steps of the recipe. A picture recipe with a flip card format also can be quickly made using a 4"x 6" acetate photograph booklet; slip the appropriate photocopies or master cards into the pockets of the booklet.



## HELPFUL HINTS

Here are some time-saving ideas and hints for making picture recipes which communicate tasks more clearly.

1. Gather scissors, tape, correction fluid (for photocopies), and a black felt-tip pen for creating your master picture recipes.
2. Keep a file of master picture recipes for future use.
3. Always make a photocopy of your recipes **before** coloring them. By doing so, you can easily make revisions without having to start over.
4. Use heavy paper if possible. This prolongs the life of the completed recipe.
5. Preserve recipes with acetate sheet holders, in acetate photograph booklets, with clear contact paper, or use a laminating machine.
6. Color is a very important cue for students when using picture recipes. Color the recipes in accordance with the equipment, foods, and ingredients which the student will actually be using.
  - a. In the case of measuring cups and spoons--or bowls of a specific size, it is helpful to use color as means of distinguishing these. For example, if the student has a **blue** half-cup measure and a **red** full-cup measure, picture recipes should be colored accordingly so the student can easily identify the measuring cup needed. Or you may "color-code" the utensils using a colored sticker or tape. In the picture recipes you create, be sure to draw the sticker on the utensil and color it to match.
  - b. To assist students in matching the knob on the stovetop to the individual burner it controls, color-code the stovetop knobs, then place a matching colored sticker by the burner each knob controls.
  - c. Colored tape or stickers may be used on other appliances, such as the electric mixer or microwave oven, to code or mark settings required by a particular recipe. Color the picture recipe correspondingly.
7. To show settings such as cooktimes, temperatures, or speeds for the blender or mixer, you may also enlarge the portion of the master picture card which shows the control panel, or draw a control panel which matches the appliances the student will be using. For example, for the microwave, enlarge the portion showing the control panel; in one picture or a series of pictures, highlight the buttons to be

pressed in the proper order. You may also write in the numbers indicating cooktime on the part of the control panel which displays cooktime.

8. As another way to make activities depicted in picture recipes easier to understand, sketch in the food ingredient being measured, poured, spread, or stirred, then color it appropriately on the picture recipe. For example, if brown sugar is being spooned into a measuring cup--draw a spoonful of brown sugar on the spoon, show some already in the measuring cup, and color these light brown. Show liquid being poured from one container to another by drawing lines showing its flow.

As you create picture recipes, you will discover other ways to save time and communicate tasks more clearly through illustration, color-coding, and other means. Make a note of these methods and be consistent in applying them as you create new picture recipes. As students become accustomed to these methods, interpreting the picture recipes will become easier and they will function more independently.



## CHECKLISTS

The authors recommend checklists be developed for and used with each picture recipe to ensure consistent process and to provide a means of evaluating a student's progress. They have devised a general checklist/assessment which can be modified to reflect the steps of specific recipes. Their general format includes these areas of performance:

**Readiness:**

- go to cooking area
- put on apron
- wash hands
- begin work

**Organization:**

- gather equipment and food items (specific to recipe being used)

**Process:**

- perform each step and substep of the recipe (specific to recipe being used)

**Clean-up:**

- put away leftover food
- put dirty utensils in designated area
- wash work area

Each student is evaluated as follows:

**I= *Independent*** (Student performs a task, a step or substep in the picture recipe without staff assistance.)

**P= *With prompt*** (Student performs a task, a step or substep in the picture recipe with direction from the staff.)

**H= *Hand over hand*** (Student performs a task, a step or substep in the picture recipe with physical assistance from the staff.)

The checklist can serve as a useful reference showing the student's previous performance with a given recipe. For this reason, the format devised by the authors features two columns for recording student performance on more than one occasion.

## **How to Make Your Own Checklist**

A blank checklist is included on page 15 so that you may photocopy and modify it for the recipes you are using. When making a checklist the following guidelines should be kept in mind:

1. The equipment and food items which the student must gather for the recipe should be listed separately.
2. Each step of the picture recipe (and substeps) should be described under the Process section.
3. Tasks listed under readiness and clean-up should follow a consistent, predictable routine.

## Sample Checklist

The following is a sample checklist already modified for use with a picture recipe for preparing peanut butter and jelly sandwiches.

### CHECKLIST

<i>JEREMY AMES</i>	<i>PEANUT BUTTER &amp; JELLY SANDWICHES</i>	I=independently P=with prompt H=hand-over-hand
Student name	Picture recipe	

JOB DESCRIPTION	Date <i>3/2/96</i>	Date <i>3/15/96</i>
<b>READINESS</b>		
1. goes to kitchen	<i>I</i>	<i>I</i>
2. gets apron	<i>P</i>	<i>I</i>
3. washes hands	<i>P</i>	<i>P</i>
4. begins work	<i>P</i>	<i>P</i>

<b>EQUIPMENT</b>		
<i>SPREADER</i>	<i>I</i>	<i>I</i>

<b>INGREDIENTS</b>		
<i>BREAD</i>	<i>P (GOT WRONG TYPE)</i>	<i>I</i>
<i>PEANUT BUTTER</i>	<i>I</i>	<i>I</i>
<i>JELLY</i>	<i>I</i>	<i>I</i>

---

PROCESSES	Date <u>3/2/96</u>	Date <u>3/15/96</u>
OPEN BREAD	I	I
TAKE OUT 2 SLICES	P (GOT 1)	I (GOT 2)
SPREAD PEANUT BUTTER	H (HAS DIFFICULTY)	H
SPREAD JELLY	H	H
PUT SLICES TOGETHER	I	I

---

### CLEAN UP

1. put away leftovers	P (FORGOT JELLY)	I
2. throw away garbage	I	I
3. put utensils in sink	I	I
4. wash counters/etc.	H (NEEDS TO CLEAN MORE THOROUGHLY)	

## CHECKLIST

---

-----  
Student name

-----  
Picture recipe

I=independently  
P=with prompt  
H=hand-over-hand

---

**JOB DESCRIPTION**

**Date**  
\_\_\_\_\_

**Date**  
-----

***READINESS***

1. goes to kitchen
  2. gets apron
  3. washes hands
  4. begins work
- 

***EQUIPMENT***

---

***INGREDIENTS***

---

**PROCESSES****Date**  

---

**Date**  

---

---

**CLEAN UP**

1. put away leftovers
2. throw away garbage
3. put utensils in sink
4. wash counters/etc.

## LEVELS OF DIFFICULTY

After several years of creating and using picture recipes with their students, the authors' cooking program grew to include recipes which ranged in difficulty in terms of the number of steps and types of processes involved (e.g., using a stovetop, oven, etc.). As new students began cooking instruction, it became necessary to classify recipes according to the level of ability required. In this way, students would not be exposed to potentially dangerous and unfamiliar techniques. Listed below are four levels of difficulty and the skills and techniques which define each level. You may wish to set other criteria for levels of difficulty which are based on the students with whom you are working.

### LEVEL I

stirring  
opening cans  
spreading  
cutting with  
    blunt edge  
opening jars/  
    boxes  
washing vege-  
    tables  
pouring  
sandwich  
    assembly  
microwave

### LEVEL II

cutting with knives  
electric skillet  
electric mixer  
blender  
simple measuring

### LEVEL III

oven  
stove top  
complex measuring

### LEVEL IV

use of recipes  
    requiring many  
    steps and  
    processes

### ***DOES NOT REQUIRE:***

### LEVEL I

oven  
stove  
complex  
    measuring  
simple measuring  
electric skillet  
sharp knives

### LEVEL II

oven  
stove  
complex measuring



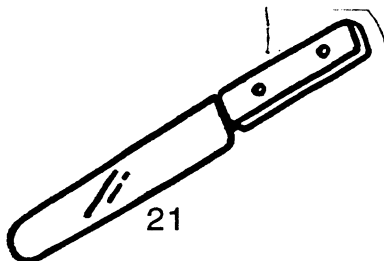
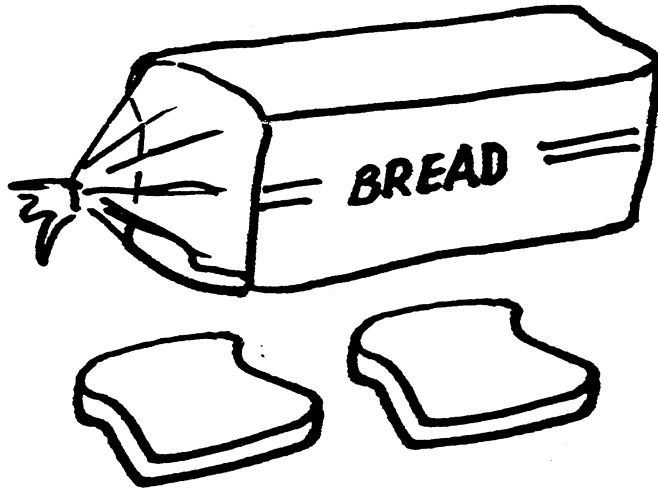


## **LEVEL I SAMPLE RECIPE**



# Peanut Butter and Jelly Sandwiches/Organization Page

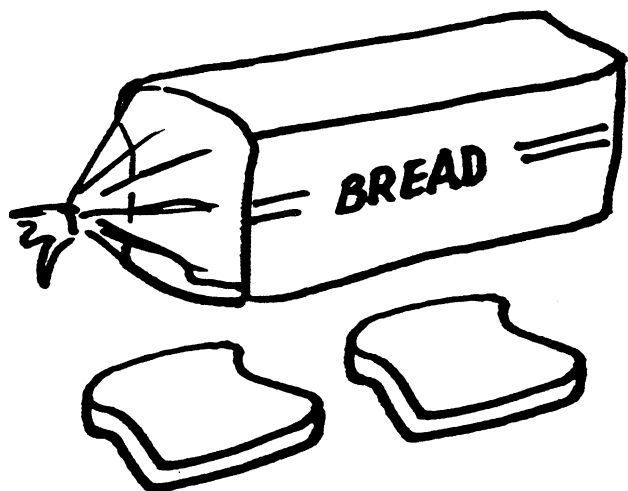
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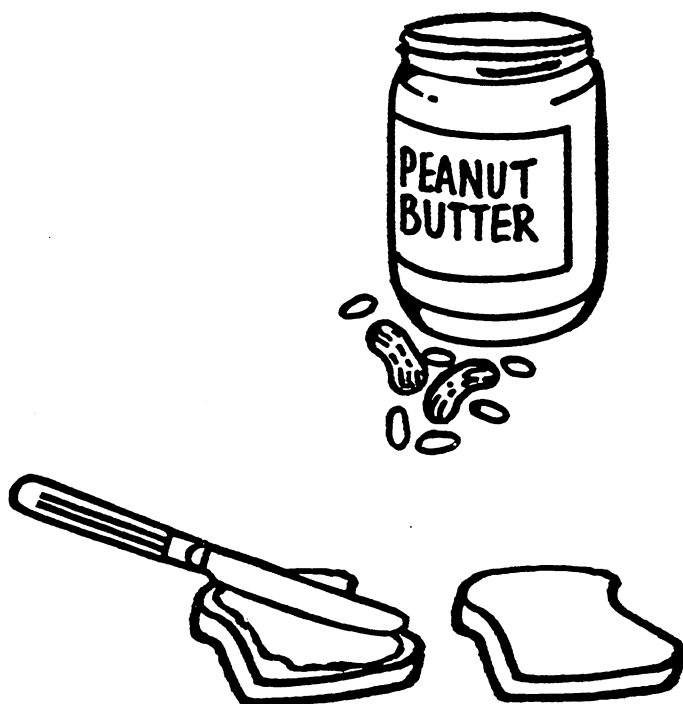


# Peanut Butter and Jelly Sandwiches/Picture Recipe

1



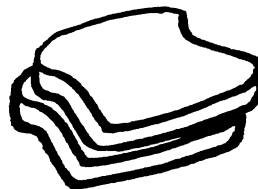
2



3



4





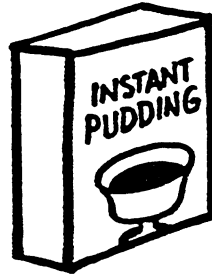
## **LEVEL II SAMPLE RECIPE**





# Instant Pudding/Organization Page

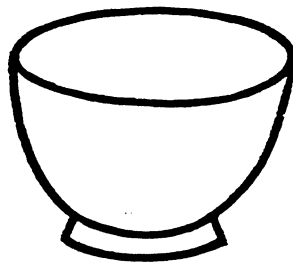
Gather:



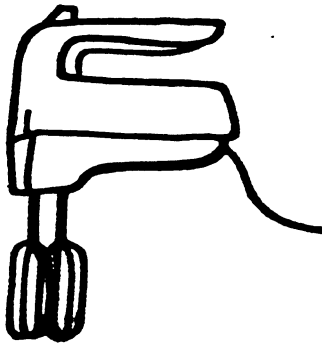
pudding



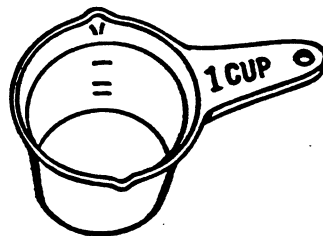
milk



bowl



mixer



measuring cup



spatula



Instant Pudding/Picture Recipe

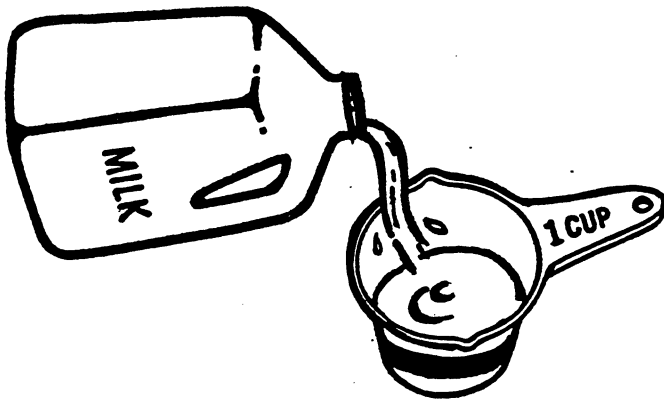
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2



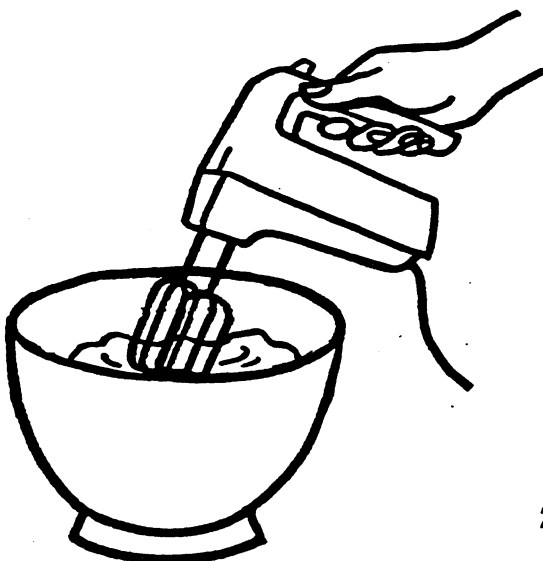
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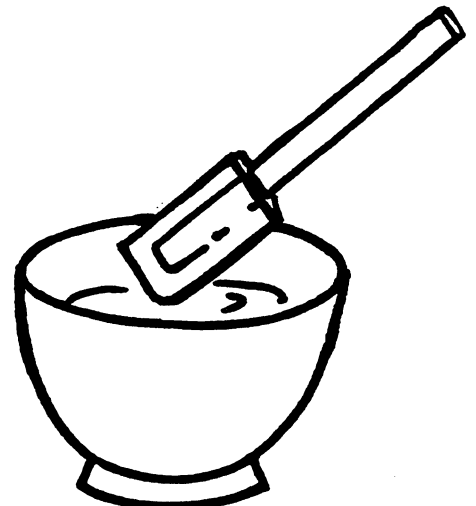
4



5



6



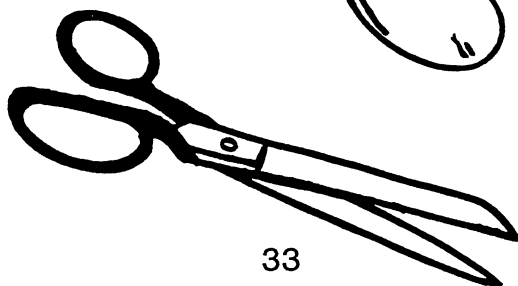
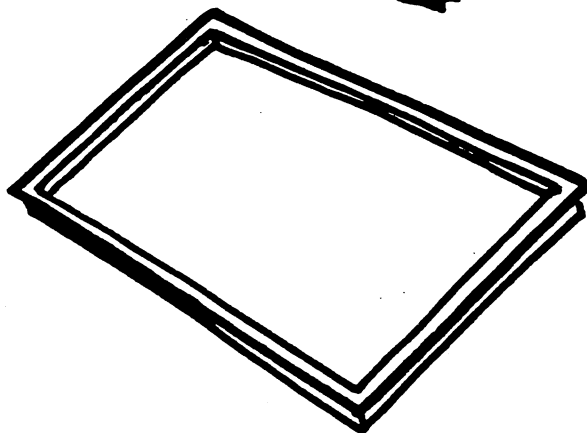
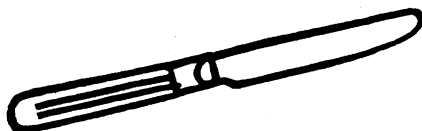
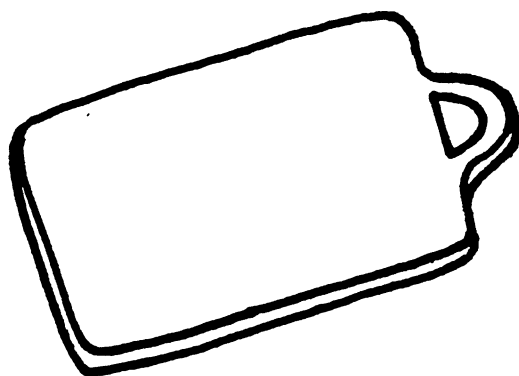


## **LEVEL III SAMPLE RECIPE**



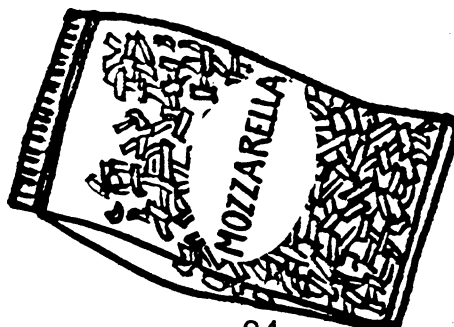
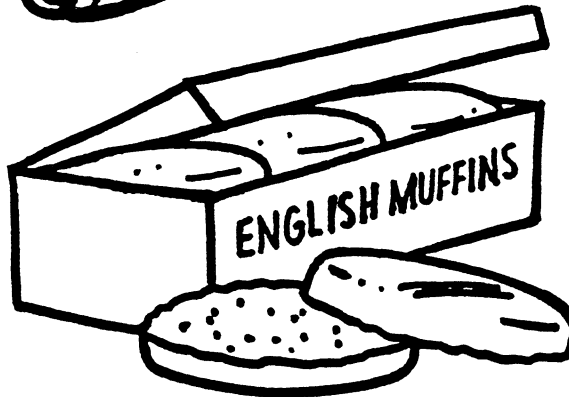
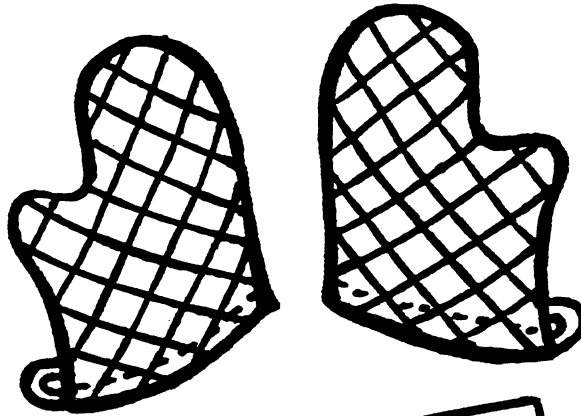
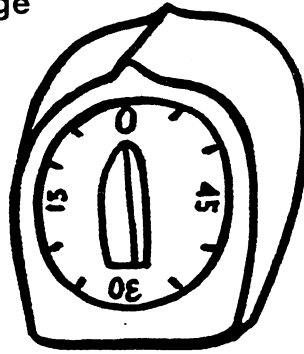
## Pizza Muffins/Organization Page

Gather:



Pizza Muffins/Organization Page  
(continued, page 2)

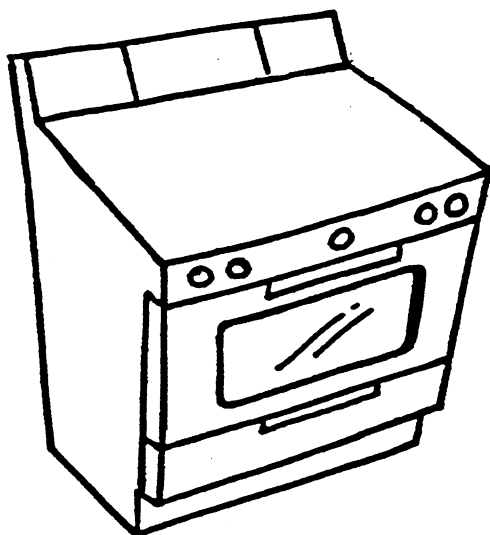
Gather:





# Pizza Muffins/Picture Recipe

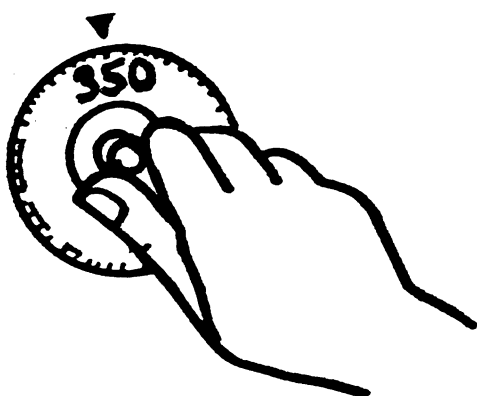
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2



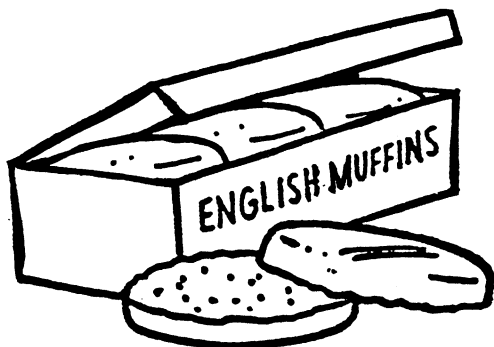
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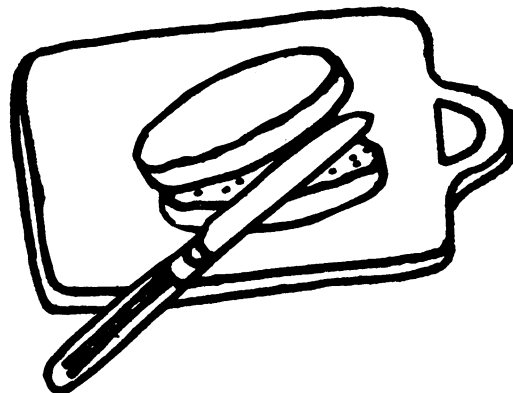
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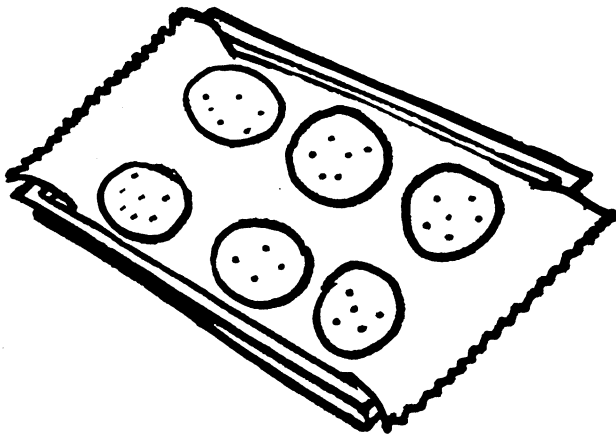


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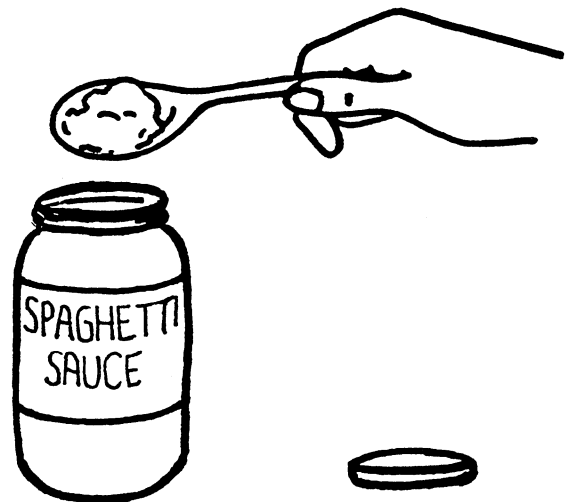


Pizza Muffins/Picture Recipe  
(continued, page 2)

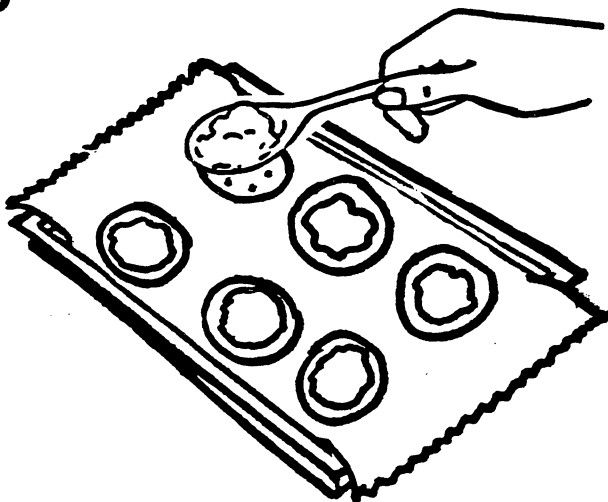
7



8



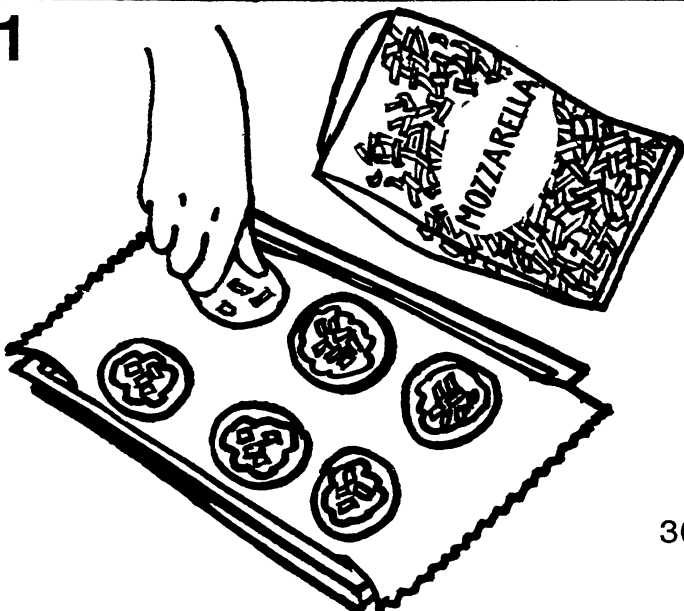
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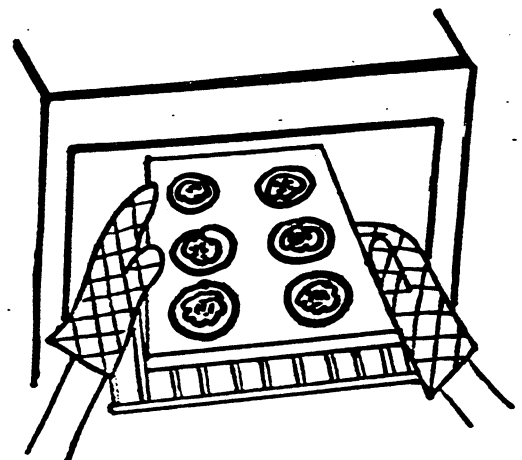
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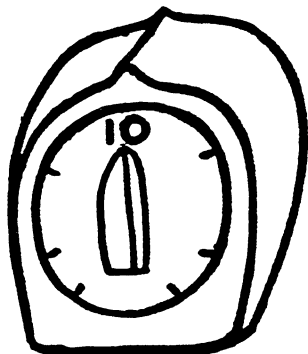
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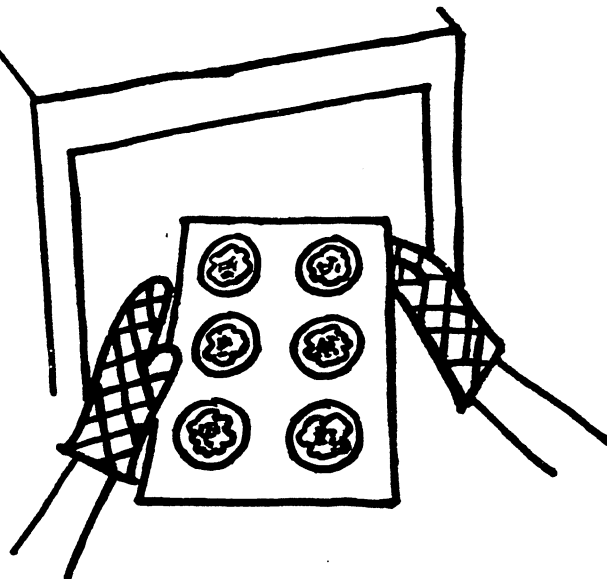
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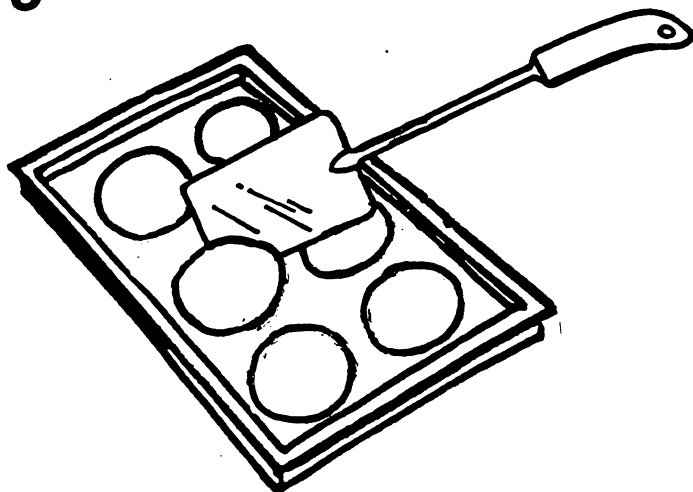
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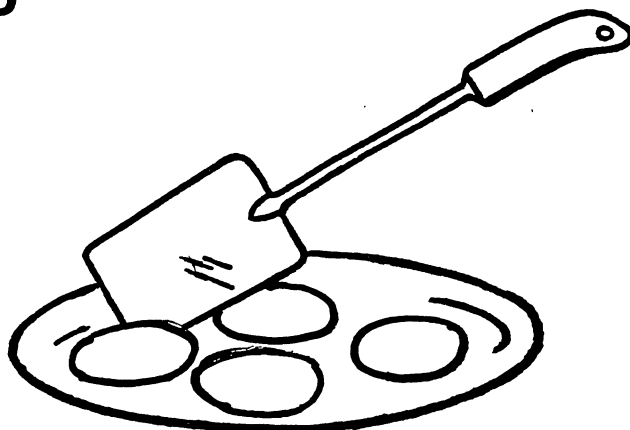
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15



16



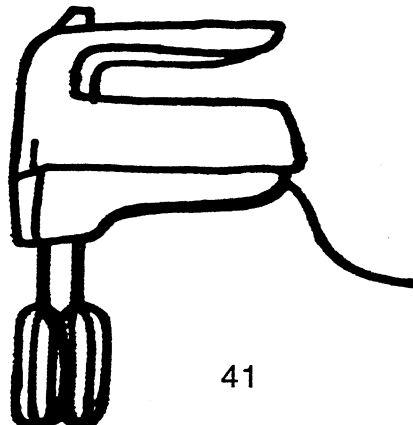
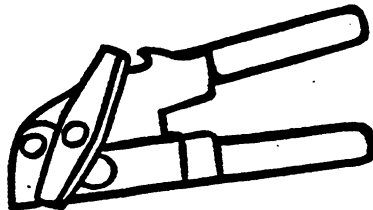
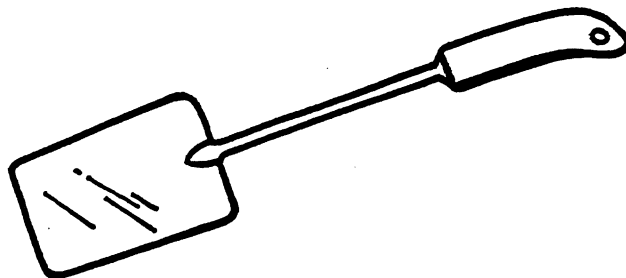
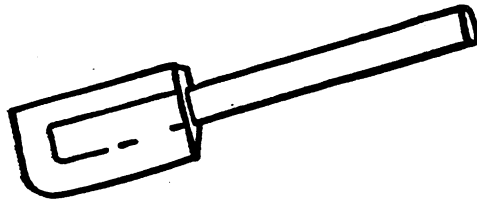
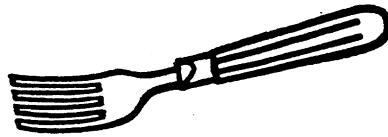
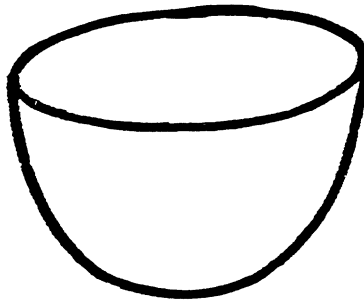


## **LEVEL IV SAMPLE RECIPE**



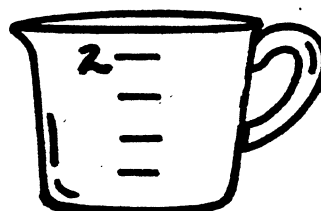
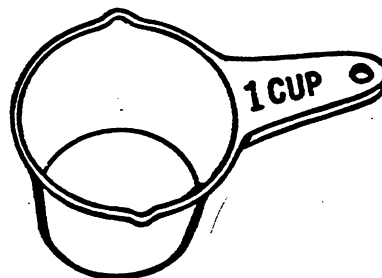
# Peanut Butter Cookies/Organization Page

Gather:



**Peanut Butter Cookies/Organization Page**  
**(continued, page 2)**

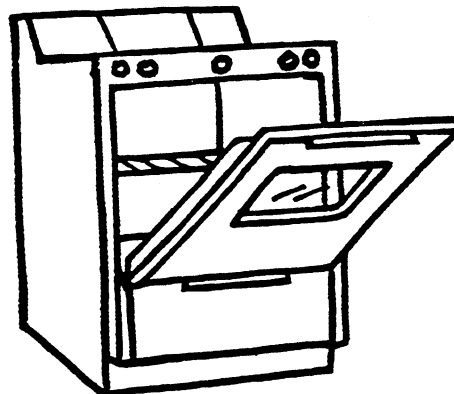
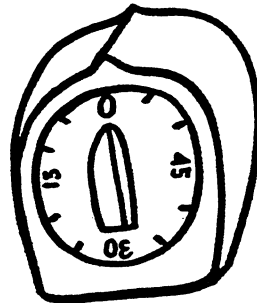
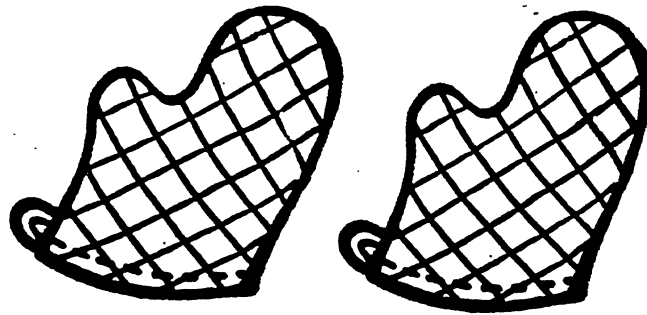
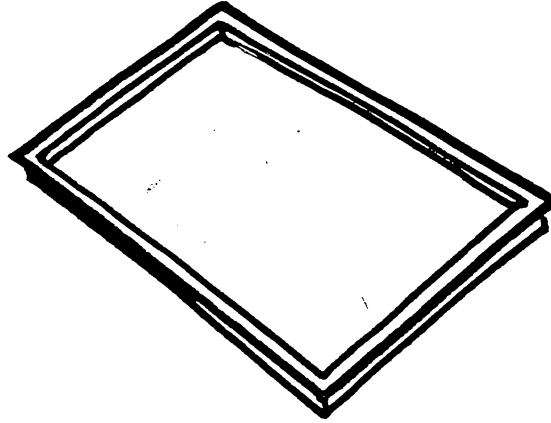
**Gather:**





Peanut Butter Cookies/Organization Page  
(continued, page 3)

Gather:



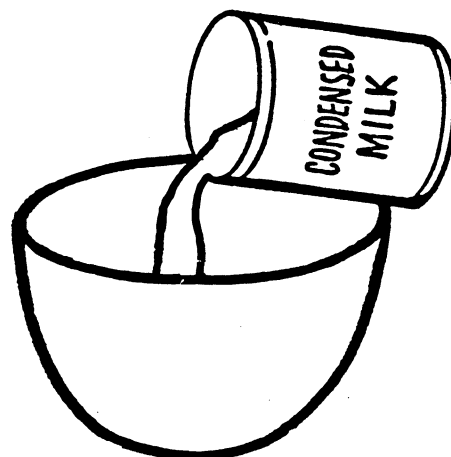


# Peanut Butter Cookies/Picture Recipe

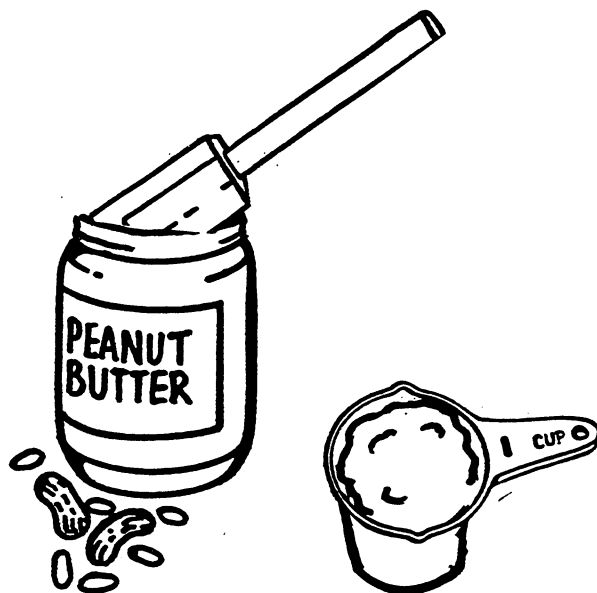
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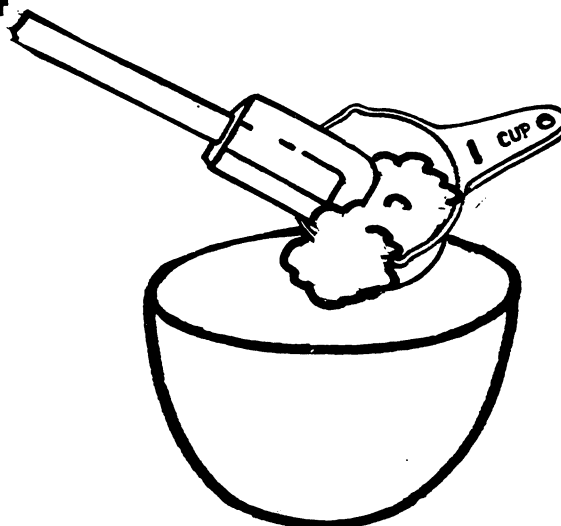
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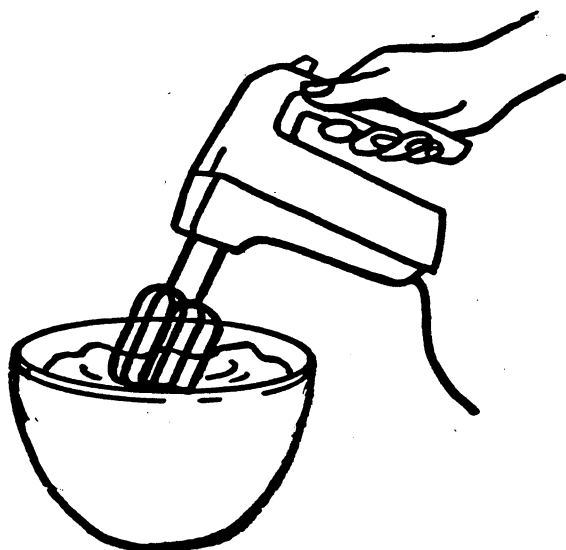
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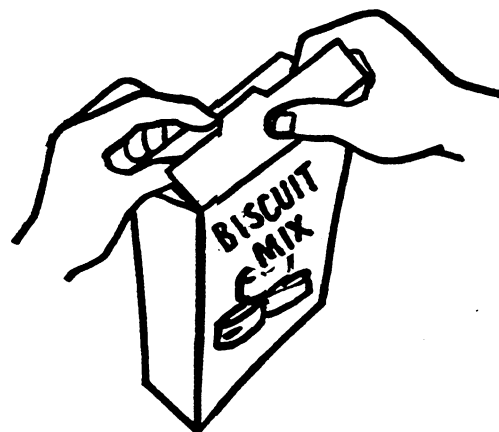
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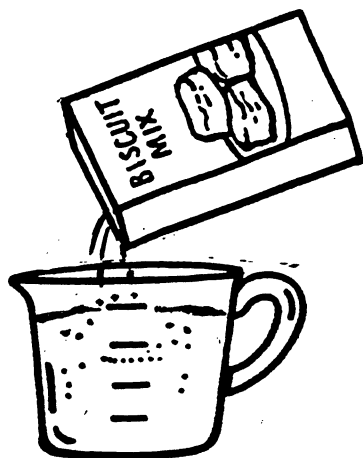
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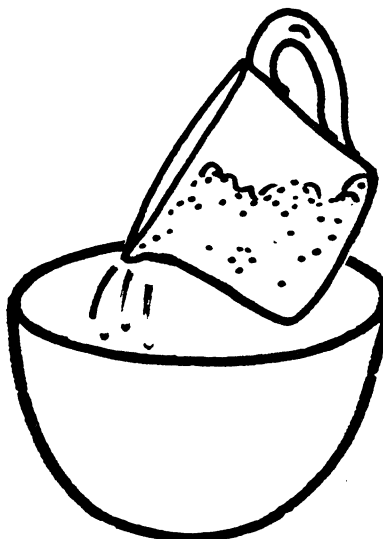
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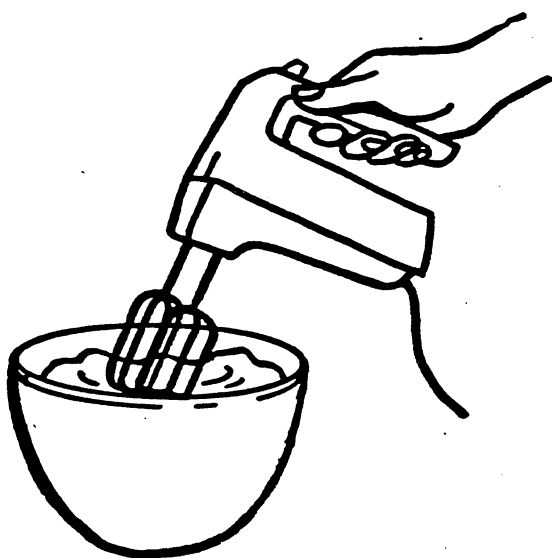
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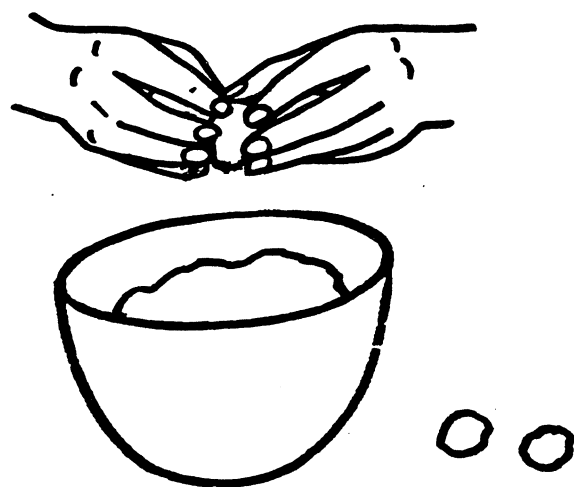
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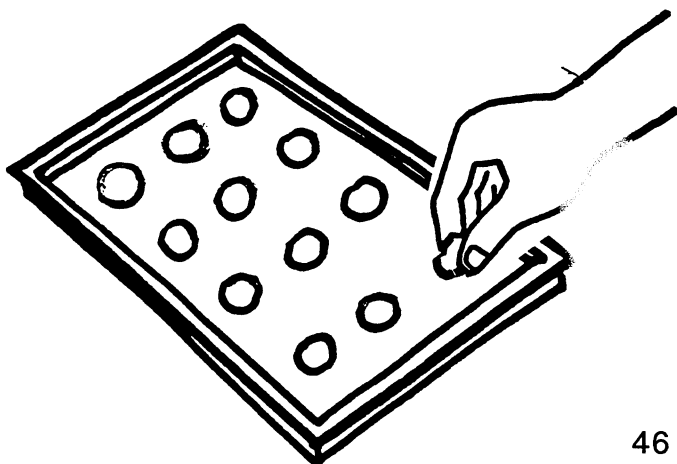
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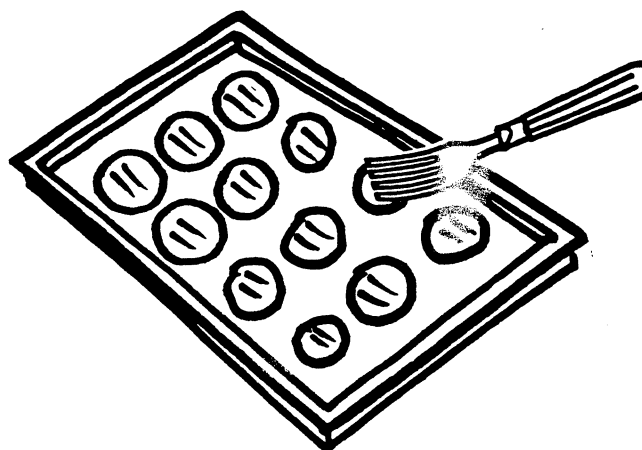
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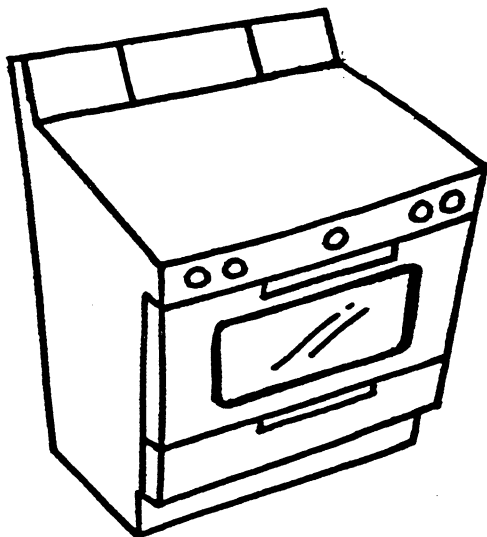
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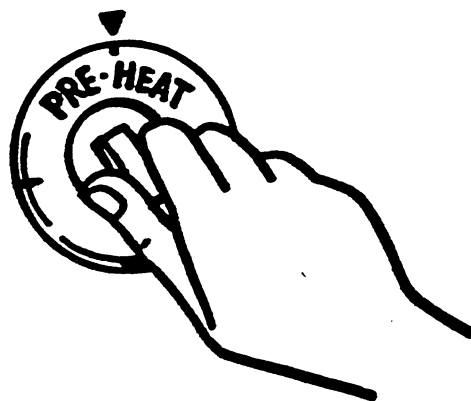
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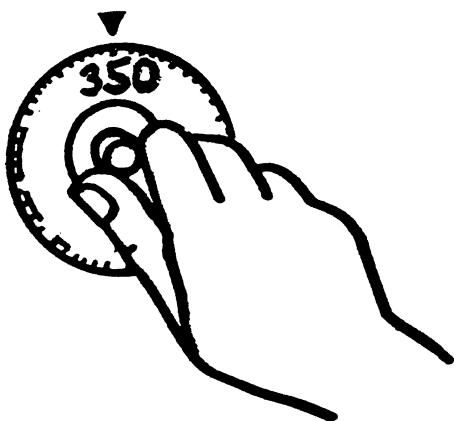
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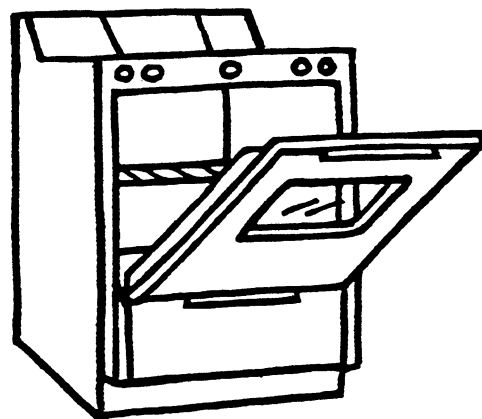
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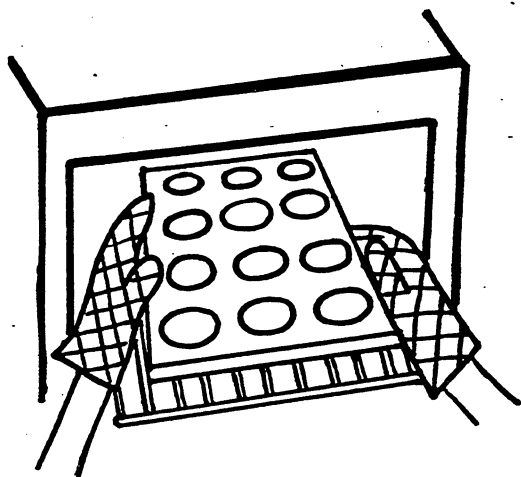
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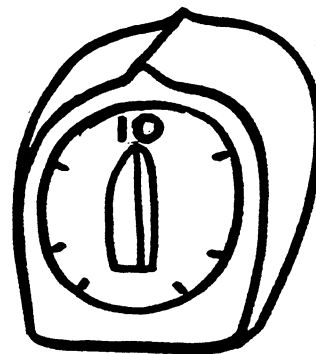
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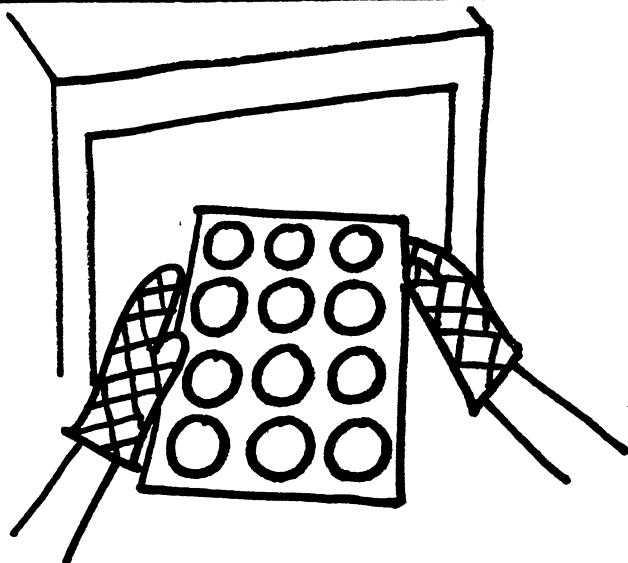
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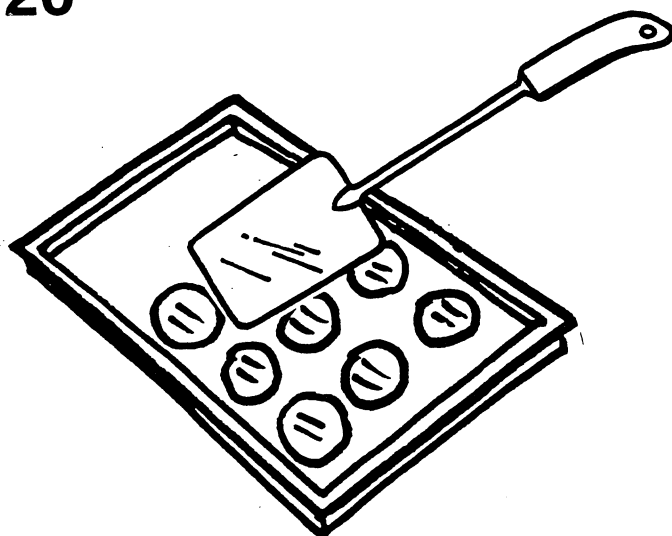
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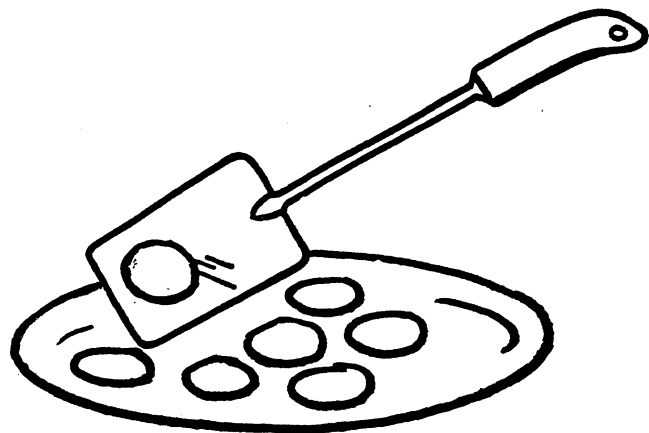
19



20



21



## **LIST OF MASTER PICTURE CARDS**

## LIST OF MASTER PICTURE CARDS

The 257 master picture cards in the program's file box are organized into three groups: **equipment**, **ingredients**, and **cooking processes**. Within each of these groups, they are divided further into subgroups. This list shows their organization. To locate a particular card, find it on the list, note its subgroup heading (e.g., Appliances), and find the divider card printed with that heading in the file. Each card is also numbered on the reverse side to allow you to locate (and later refile) it more easily. Numbers are shown in parentheses on this list. The cards may be reorganized to suit your own needs, in which case you may wish to create a new list and renumber the master cards.



## **EQUIPMENT**

### **Appliances (major)**

Conventional oven (1)  
Microwave oven (2)  
Refrigerator (3)  
Stove (4)

### **Appliances (small)**

Blender (5)  
Electric mixer (handheld) (6)  
Electric skillet (7)  
Toaster (8)  
Toaster oven (9)

### **Baking dishes and baking pans**

Cake pan (round) (10)  
Casserole baking dish (glass) (11)  
Casserole dish (Corningware) (12)  
Cookie sheet (13)  
Loaf pan (14)  
Muffin pan (15)  
Rectangular baking pan (16)  
Square baking pan (17)

### **Dishware**

#### **Bowls**

bowl with pour spout and handle (18)  
large mixing bowl (19)  
medium mixing bowl (20)  
small mixing bowl (21)  
serving bowl (22)

Glass (23)

Mug (24)

Pitcher (25)

Platter (26)

## **EQUIPMENT (continued)**

### **Measuring equipment**

#### **Measuring cups**

- liquid measure (glass) (27)
- 1 cup (pictures in two sizes) (28, 29)
- 1/2 cup (pictures in two sizes) (30, 31)
- 1/3 cup (pictures in two sizes) (32, 33)
- 1/4 cup (pictures in two sizes) (34, 35)

#### **Measuring spoons**

- 1 tablespoon (two sizes) (36, 37)
- 1 teaspoon (two sizes) (38, 39)
- 1/2 teaspoon (two sizes) (40, 41)
- 1/4 teaspoon (two sizes) (42, 43)

### **Pots and Pans**

- frying pan (44)
- large saucepan (45)
- pot lid (46)
- small saucepan (47)
- stock pot (48)

### **Utensils**

#### **Can opener**

- electric (49)
- manual (50)

#### **Fork (tableware) (51)**

#### **Grater (52)**

#### **Ice cream scoop (53)**

#### **Knives**

- large serrated knife (54)
- paring knife (55)
- small serrated knife (56)
- spreading knife (57)
- tableware knife (58)

#### **Ladle (59)**

#### **Pastry brush (60)**

#### **Scissors (61)**

#### **Spaghetti "fork" (62)**

#### **Spatula (63)**

#### **Spoons**

- mixing spoon (64)
- slotted spoon (65)
- tableware spoon (66)
- wooden spoon (67)

#### **Tongs (68)**

#### **Turner (69)**

#### **Whisk (70)**

## EQUIPMENT (continued)

### **Miscellaneous**

Colander (71)

Cutting board (72)

Kitchen products

    aluminum foil (73)

    paper muffin cups (74)

    plastic wrap (75)

    wax paper (76)

Oven mitts (77)

Timer (78)

Trash can (79)

## **INGREDIENTS**

### **Bread/Grains**

#### Breads and rolls

- Crescent rolls (refrigerator “tube”) (80)
- English muffins (81)
- French bread (82)
- Hamburger buns (83)
- Hot dogs buns (84)
- Rolls (boxed in wrapper) (85)
- Sliced bread (86)

#### Bread crumbs (boxed) (87)

#### Chips (“nacho”) (88)

#### Crackers (89)

#### Egg noodles (90)

#### Macaroni (91)

#### Oats (boxed) (92)

#### Rice (bagged) (93)

#### Spaghetti (94)

### **Canned goods**

#### Beans

- green beans (95)
- kidney beans (96)
- pinto beans (97)
- yellow beans (98)

#### Pears (99)

#### Soup (100)

#### Spaghetti sauce (101)

#### Tomatoes (102)

### **Dairy**

#### Butter

- carton (103)
- stick (104)

#### Cheese

- American (105)
- Cheddar (106)
- Cream cheese (107)
- Mozzarella
  - bag (shredded) (108)
  - block (109)
- Parmesan (110)

#### Cottage cheese (111)

#### Eggs (112)

#### Milk

- condensed (113)
- gallon (114)
- half-gallon (115)

#### Non-dairy dessert topping (116)

## INGREDIENTS (continued)

### **Dairy(continued)**

Sour cream (117)

Yogurt (118)

### **Fresh fruits**

Apple (119)

Banana (120)

Grape (121)

Orange (122)

Pear (123)

Watermelon (124)

### **Fresh vegetables**

Broccoli (125)

Carrots (126)

Celery (127)

Cucumber (128)

Green onion (129)

Green pepper (130)

Lettuce (131)

Mushroom (132)

Onion (133)

Stir-fry vegetables (chopped) (134)

Tomato (135)

### **Frozen foods**

Fish sticks (136)

French fries (137)

Juice (concentrate) (138)

Pie shells (139)

Pizza (140)

Vegetables

    bag (141)

    boxed (142)

### **Meat**

Chicken (whole) (143)

Ham (canned) (144)

Hamburger (145)

Hot dogs (146)

Luncheon meat (147)

Tuna (canned) (148)

## **INGREDIENTS (continued)**

### **Prepared mixes**

Biscuit mix (149)  
Brownie mix (150)  
Cake mix (151)  
Cookies  
    Dry mix (152)  
    Refrigerated dough (153)  
Hot chocolate (154)  
Instant pudding (155)  
Jello (156)  
Macaroni and cheese (157)  
Muffin mix (158)  
Onion soup (dry) (159)

### **Miscellaneous ingredients**

Flour (160)  
Honey (161)  
Jelly (162)  
Mayonnaise (163)  
Oil (164)  
Peanut butter (165)  
Raisins (166)  
Salad dressing (167)  
Seasonings  
    Pepper (168)  
    Salt (169)  
Spray (nonstick) (170)  
Sugar  
    brown sugar (171)  
    white sugar (172)  
Vanilla extract (173)

### **Unlabeled ingredient containers**

Bag (plastic) (174)  
Box  
    large (175)  
    tall (176)  
    small (177)  
Carton  
    quart (178)  
    pint (179)  
Can  
    large (180)  
    regular (181)  
    small (182)

## **INGREDIENTS (continued)**

### **Unlabeled ingredient containers (continued)**

Ice cream type containers

box (183)

round carton (184)

Jar

glass (185)

plastic (186)

small (seasoning) (187)

Jug

milk (188)

other plastic jug (189)

Packet (hot chocolate, dry mixes) (190)

Tub containers

large (191)

small (192)

tall (193)

## COOKING PROCESSES

### **Baking**

- Placing in conventional oven (194)
- Placing in microwave oven (195)
- Pre-heating (196)
- Removing from conventional oven (197)
- Removing from microwave oven (198)
- Removing items from cookie sheet with turner (199)
- Setting oven timer (200)

### **Stovetop cooking**

- Boiling (201)
- Frying (202)
- Turning (hamburgers in a skillet) (203)

### **Food preparation**

- Brushing (with pastry brush) (204)
- Chopping
  - onion (205)
  - tomato (206)
- Coring
  - lettuce (207)
  - tomato (208)
- Cutting
  - knife (209)
  - scissors (210)
- Draining
  - cans (211)
  - colander (212)
- Egg cracking (213)
- Grating
  - cheese (214)
  - lettuce (215)
- Ladling (216)
- Peeling
  - banana (217)
  - hardboiled egg (218)
  - onion (219)
  - orange (220)
- Sandwich assembly (221)
- Scooping (222)
- Scraping
  - bowl using a spoon (223)
  - measuring cup into bowl/spatula (224)
  - plate using a spatula (225)



## **COOKING PROCESSES (continued)**

### **Food preparation (continued)**

Slicing (226)  
Spoonng (227)  
Spraying (228)  
Spreading (229)  
Sprinkling (230)  
Washing (231)

### **Measuring**

Liquid measure (wet material) (232)  
Measuring cup (dry material) (233)  
Measuring with a spoon (234)

### **Mixing**

Blender (235)  
Handmixing (236)  
Electric mixer (handheld) (237)  
Spoon (238)  
Whisk (239)

### **Opening**

Bag (240)  
Box (large) (241)  
Box (small) (242)  
Can--with electric can opener (243)  
Can--with manual can opener (244)  
Juice concentrate (245)  
Packet (246)  
Refrigerator rolls (247)

### **Pouring**

Dry material (248)  
Wet material (249)  
Blender to glass (250)  
Box into bowl (251)  
Can into bowl (252)  
Liquid measure into bowl (253)  
Measuring cup into bowl (254)  
Measuring spoon into bowl (255)  
Milk carton into bowl (256)  
Milk jug into measuring cup (257)