

Name: _____

Date: _____

Learning Goal 2.2

I can multiply and divide fractions.

One of the best ways to put fractions to work for you is baking. Fractions are everywhere!

1. Choose a baking recipe that you love – cake, cookies, tarts – whatever your heart desires (within reason)! Your recipe must have at least 6 ingredients, all in **imperial measurements** (cups, teaspoons, tablespoons) and must tell you **how many it serves**. Write out the original recipe on one side of your recipe card. Neatness and presentation are important!

2. It is also important that we have an inclusive classroom. There are

students in our class. All of us would love to try your favourite treat, so you need to scale the recipe up or down to the appropriate number of servings (don't forget yourself, and **please** don't forget me!) On a separate piece of paper decide what the **exact measurements** will be if you were to bake for all of us. This should not be your scrap work, but a clean copy of your calculations.

3. Now, step 2 may have resulted in some bizarre measurements, some perhaps that don't exist. Baking is a science, and although you may feel comfortable altering the recipe, you're much more likely to get positive results if you follow it exactly. Decide how to make enough for all of us **and** have the measuring devices that you need. However much you decide to make needs to be **as close as possible to the required amount without going under**. Show your work on the same piece of paper, with an explanation of why you chose to make the quantity you did. Here is a table of standard measurements:





Cups	Tablespoons	Teaspoons
$1, \frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{8}$	1 - There are 3 tsp in 1 tbsp - There are 2 tbsp in $\frac{1}{8}$ cup)	$1, \frac{1}{2}, \frac{1}{4}, \frac{1}{8}$

Once you have decided what quantity of your treat you are actually going to make, write it on the other side of the recipe card. Be sure to include the number of servings and again, neatness and presentation are important!

4. **Completely optional but greatly appreciated**, bake your treat at home and share with the class!

When you are finished staple your work in this order:

1. Recipe Card
2. Scaling work
3. This page (for the rubric)

	Emerging	Developing	Proficient	Extending
How did you do?				
The original recipe has all the necessary ingredients neatly printed on the recipe card.	< 4 ingredients	4 – 5 ingredients	6 ingredients	6+ ingredients
The original recipe is entirely in imperial measurements and has the number of servings it is creating neatly printed on the recipe card.				
The class scaled recipe has exact fractions for all ingredients, with work shown neatly.				
The closest choice of quantity was appropriately chosen, explained and the ingredient quantities scaled accordingly.				
The appropriately scaled recipe is entirely in imperial measurements and the number of servings it is creating neatly printed on the recipe card.				
Presentation always counts!				
Did you bake for us?				