

The Condiment Station: Sorting and Storing Food

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This unit will provide strategies for helping students to identify pre-packaged condiments. They will experience a situation they may encounter in the workplace: refilling a condiment station and napkin containers. They will also learn to refill containers on tables, such as salt and pepper shakers. Safe storage requirements of different foods will be discussed briefly.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Concepts of same and different, full and empty, part-full
- Ability to classify and sort
- Colour recognition
- Good oral vocabulary of food words
- Some sight vocabulary, especially of food words
- Experience eating in restaurants, sit-down and take-out
- Recognition of what ketchup, vinegar, mustard, etc. are
- Some letter/sound knowledge
- Experience with storing food at home

OBJECTIVES

Students will

- Recognize labels on condiment packages, using clues such as pictures, initial letters, colours, etc.
- Sort according to criteria
- Place napkins in a box or refill container
- List types of food And their storage paces
- Stock a condiment station, matching packages with their correct containers
- Find a requested food item
- Know how to safely store different types of food (fridge, freezer, shelf, etc.)

MATERIALS

- Cereals, cans of soup, cans of vegetables etc (use empty and clean containers, or full)
- Packets of condiments: salt, pepper, sugar, brown sugar, sweetener, milk, creamer, butter, jam, ketchup, vinegar, mustard, relish, etc. 5 or 6 of each is desirable, but perhaps not possible/practical. You could make multiples by photocopying (colour) the packets and mounting them on card stock. Laminate these for frequent use.
- Paper napkins and napkin holders. (Try to get more than one sort or holder and different size and shape napkins so students can choose the correct napkin for the holder.)
- Containers: plastic tubs or small boxes; small bowls and plates; small baskets
- Labels
- Chart paper & markers
- Vocabulary cards: make as required

VOCABULARY

- Butter
- Colour/color
- Condiment
- Cream
- Honey
- Jam
- Jelly
- Ketchup
- Label
- Maple
- Margarine
- Milk
- Mustard
- Napkin
- Package
- Packet
- Peanut butter
- Pepper
- Picture
- Product
- Re-fill
- Relish
- Restaurant
- Salad dressing
- Salt
- Sauce
- Sour cream
- Station
- Sugar
- Sweetener
- Syrup
- Take-Out
- Texture
- Vinegar

RESOURCES

- Local restaurant or bulk food store may provide you with condiment samples, a napkin holder and napkins.
- Students and colleagues could collect condiment samples when they visit take-out restaurants or coffee shops.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Packaged food		1							1	1	1		*	1			*
2.	Sorting condiments		1							2	2	1		*		*		*
3.	Filling the containers	1	1				1			2	2	1		*		*		*
4.	Napkins		1							1	1	1		*				*
5.	Other containers		1							1	1	1		*	1			*
6.	Storage		1							1	1	1		*				*
7.	Put it away		1							1	1	1		*				*
8.	Field trip									1	1	1		*				*
D	Re-fill please!	1	1	1							1	1		*				

LEARNING ACTIVITIES

<p>1. PACKAGED FOOD</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers • Canned and packaged food (with picture on label)
<p>Show students a package of cereal or a can of soup (packages with pictures).</p> <ul style="list-style-type: none"> • Ask students what is in the package. • Ask students how they know that. • Explain that packages often have pictures of what is in them and that helps us to choose the correct food item. <p>Ask students to name foods that are usually packaged in the following ways. List on chart paper.</p> <ul style="list-style-type: none"> • Boxes • Cans • Plastic bottles or glass jars • Cartons • Plastic tubs <p>Then name some foods and ask students to describe the packages they would find in the grocery store:</p> <ul style="list-style-type: none"> • Mustard (Yellow, plastic bottle) • Olives (Glass jar-can see the olives) • Chicken (Styrofoam tray, covered with plastic wrap-can see meat) • Potatoes (white bag, may have see-through area) • Yogurt (white plastic tub; small plastic tubs with picture of fruit) • Salt (white box) • Butter (block-shaped, wrapped in paper, may be yellow) <p>Explain that in a restaurant these products might come in very large containers, not like those in a grocery store. How will they know what is in the container? Teach some vocabulary strategies, combined with use of colour or pictures which may or may not be on commercial size containers.</p>	

<p>2. SORTING CONDIMENTS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Variety of pre-packaged condiments: the larger the assortment, the better. Have several packages of each. • Enough boxes or containers to have one for each type of condiment • Labels for containers • Card stock and laminating facilities if needed
<p>Collect a variety of condiments from a local restaurant or bulk food store.</p> <ul style="list-style-type: none"> • Your students and colleagues could contribute to the collection by bringing products they have collected from their trips to local take-outs. • If necessary, colour-photocopy packages to provide multiples of each kind. • These could be mounted on card stock and laminated for frequent use. <p>Provide several boxes or other containers for sorting.</p> <p>Hold up each packaged item and ask what they think is in the packet.</p> <ul style="list-style-type: none"> • Use colour, texture, picture, words as clues for identification. • Make a label for a container for each type of item. (vocabulary teaching) • Put package in appropriately labeled container, making new labels as necessary. <p>Some items might come in more than one kind of package.</p> <ul style="list-style-type: none"> • Ask whether they will need a new container just because the package is slightly different, if the contents are the same. <ul style="list-style-type: none"> ◦ Different brands of product; different restaurants may have their own packaging. • Examine several different packets of the same product: sugar perhaps. • How will they know that the product inside is the same?(word: sugar) <p>When you have made enough labeled containers, allow students to take turns choosing an item and asking other students what it is. Continue until all packets are placed appropriately and all students have had a chance to be “teacher”.</p> <p>Read the labels together and review the clues they used to sort the products.</p> <p>If they came across a packet they were unable to identify, what could they do? (ask another employee, a supervisor; open 1 packet to test – only if sure it is food!)</p>	

<p>3. FILLING THE CONTAINERS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Condiments and containers from previous activity • Student Activity Sheet: <i>Filling the Containers</i> • Teaching Aid: <i>Condiment Relay</i> • Small bowls, baskets or plates for Condiment Relay game
<p>Empty the condiments from the previous activity into a large bowl.</p> <p>Explain that a task they may be given in a restaurant would be to fill the condiment containers. These may be on individual tables or in a central location.</p> <p>Allow students to sort out the condiments and place them in the labeled containers.</p> <ul style="list-style-type: none"> • Remind them of the clues they might use. (colour, picture, feel of packet, words, etc.) • Use Student Activity Sheet: <i>Filling the Containers</i> for further practice. <p>Explain that some products are usually grouped together. Ask what they would put</p> <ul style="list-style-type: none"> • With sugar. (brown sugar, sweetener) • With milk (creamers), • With butter (margarine, maybe jam, jelly or peanut butter). <p>This often occurs when condiments are brought to the table as part of the meal.</p> <ul style="list-style-type: none"> • What would be brought with coffee or tea? • With pancakes? • With breakfast toast? • With hamburgers? <p>Some restaurants use small baskets or bowls for similar products. They might need to make sure there was enough for the number of people being served.</p> <p>Give students practice making up a bowl or small plate with a specific assortment: neatness and attractiveness count!</p> <p>Use Teaching Aid: <i>Condiment Relay</i>; make up more combinations.</p> <ul style="list-style-type: none"> • This could be a relay game, with a student drawing a card and going to the condiment containers to get what is on the card. 	

<p>4. NAPKINS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Napkins and napkin holders
<p>Another task they may have in a workplace is the refilling of napkin dispensers.</p> <ul style="list-style-type: none"> • Try to have more than one style of napkin holder and the napkins that would fit each holder. <p>Ask students which shape and size napkin would go with each dispenser.</p> <p>Ask students how many napkins would go in a dispenser. (varies)</p> <ul style="list-style-type: none"> • Would they count them (No) • What would they do? (Push on the dispenser to feel how thick a wad of napkins needs to be put in.) <p>Give students practice refilling napkin holders.</p> <p>Emphasize that the napkins should look clean and not crushed.</p> <ul style="list-style-type: none"> • Why? • Would they want to use a napkin that looked soiled and crushed? 	

<p>5. OTHER CONTAINERS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Condiment Servers</i> • Salt and pepper shakers, sugar dispenser, plastic ketchup bottle. • Salt and pepper, sugar, ketchup in larger containers.
<p>Some restaurants use glass containers or plastic bottles for many condiments.</p> <p>Use Teaching Aid: <i>Condiment Servers</i>.</p> <ul style="list-style-type: none"> • Show each picture and ask students what they think is in the container. • How do they think each is refilled? <p>Discuss how they would know that a container needs refilling. (look at level; weight)</p> <ul style="list-style-type: none"> • Should it be left to completely run out? • Should a container be left on a table if it is almost empty? <p>Explain that they may have to refill these containers too. Some restaurants may require the container to be completely emptied and washed before being refilled. Others may allow refilling before it is empty.</p> <p>What should they do when refilling one of these containers?</p> <ul style="list-style-type: none"> • Make sure their hands are clean. • Make sure the container is clean. • Find the correct product to refill container. • If there is dirt inside the container, do not refill it. • Fill the containers in the kitchen, not at the table. • Fill it carefully, avoiding spilling. • Wipe up any spills that do occur. <p>Give students practice refilling salt and pepper shakers, sugar dispensers, ketchup bottles.</p>	

<p>6. STORAGE</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Pictures of various food items – use grocery flyers • Chart paper & markers
<p>Explain that at home and in restaurants, similar types of food are often stored together. It often helps us to find things if similar things are together. They will need to know where to look when refilling the condiment station. The grocery store is also organized in a similar way.</p> <ul style="list-style-type: none"> • Give students several categories and see how many foods they can name in that category. Use chart paper to make lists: vocabulary & pictures. <p>Ask students where they would look at home to find:</p> <ul style="list-style-type: none"> • Milk or juice • Flour or sugar • Canned fruit (unopened; opened) • Ice cream • Lettuce or carrots • Tea or coffee • Cereal • Butter or margarine • Bread or muffins • Cheese <p>Ask students why some foods must be stored in the refrigerator (to keep them from going bad and making people sick.)</p> <p>Have them name other foods that should be kept:</p> <ul style="list-style-type: none"> • In the refrigerator (meats, dairy products, fruits & vegetables) • In the freezer (frozen meat, frozen baking, etc.) <p>If the condiments are in separate packages, where will they be kept? (Probably just on the shelf).</p> <p>If they will be refilling from a larger container, they may have to go to the refrigerator.</p> <ul style="list-style-type: none"> • Which of the condiments they have been working with would not need to be in the refrigerator? (sugar, salt, etc.) • Which ones would? (ketchup, relish, mustard, open milk or cream) • Explain that the original container will say if the product needs to be refrigerated after opening. Teach this phrase as a vocabulary point. 	

<p>7. PUT IT AWAY</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Area in classroom to set up as storeroom, with separate shelf or other location to label as refrigerator and another as freezer • Large assortment of common food items: save cans with labels, (washed and with no sharp edges), empty cereal boxes, cake mixes, pudding mixes, empty yogurt containers, egg cartons, etc.
<p>Explain that they might have to put things away, or find things in a storeroom, the refrigerator or freezer. They would need to know where to look for the product so that they did not waste time looking for sugar in the freezer!</p> <p>Set up a simulated storeroom in your classroom.</p> <ul style="list-style-type: none"> • Set aside an area for the refrigerator and another for the freezer. • Put similar types of items together on the shelves. • You could use real packages, or just use picture cards of a variety of foods. • Then ask students to go and find certain items (tomato sauce, sweet pickles, strawberry jam, brown sugar, whipping cream, French dressing). • Encourage them to use all the clues available to them. • Teach appropriate vocabulary, depending on student ability. <p>Then give them some other boxes or cans, including an egg carton.</p> <ul style="list-style-type: none"> • Ask them to put the products away where they should go. • Make sure at least one can is identified by you as having been opened (and needing refrigeration.) 	

<p>8. FIELD TRIP</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • None
<p>A fun way to end this unit would be to make a visit to a local restaurant.</p> <ul style="list-style-type: none"> • Choose a time that will not be too busy and contact the manager ahead of time. • Explain what the students have been learning and ask if they could visit to see how the condiments are stored and provided to customers. • Ask if they could visit the storeroom and refrigerator area. <p>Ideally, you could visit different types of restaurants: one that is a sit-down restaurant with bottles of ketchup, salt and pepper shakers, etc. on tables; and a fast food restaurant where all the condiments, and even the cutlery, are at a self-serve station.</p> <p>Have students note the differences.</p> <ul style="list-style-type: none"> • They could ask how the workers keep the condiments well stocked or filled. • Are there any condiments they have not seen before? 	

Condiment Relay

5 sugar
5 sweetener
3 brown sugar

4 cream
4 milk

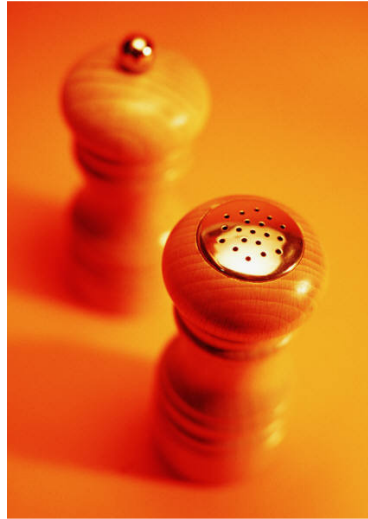
2 sour cream
4 butter

4 butter
2 margarine
1 honey
2 jam

3 ketchup
2 mustard
3 relish

4 salt
2 pepper
2 vinegar
2 ketchup

Condiment Servers



Filling the Containers

Place the product in the correct box by drawing a line from the product to the box. You will have more than one line going to each box.

Labels: Tomato Ketchup, Mustard, Salt, Vinegar, Sugar, Milk

Mustard	Vinegar	Milk
Ketchup	Sugar	Salt

Labels: Tomato Ketchup, Mustard, Salt, Vinegar, Sugar, Milk

DEMONSTRATION INSTRUCTOR PAGE

Re-Fill Please!**ESSENTIAL SKILLS**

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will set up a condiment station as if in a workplace situation, making labels as needed. The student will put small packets of condiments into the appropriate boxes or containers. The student will also re-fill a napkin dispenser, a salt shaker and sugar bowl.

INSTRUCTOR NOTES

- Provide boxes or containers for sorting
- Provide labels and markers
- Provide assortment of condiments in packets: mustard, ketchup, vinegar, relish, etc.
- Provide napkins and a napkin holder
- Provide a small bowl, some sugar packets and sweetener packets, creamers (or milks), stir sticks
- Provide an empty salt shaker and a box of salt
- Provide What I Have Learned and Skills Practised to link demonstration tasks to the Essential Skills

With student

- Read instructions if necessary
- DO NOT read labels on products
- DO NOT print labels

ACHIEVEMENT INDICATORS

- Set up a condiment station
 - Printed labels to identify condiments used
 - Sorted condiments into appropriate containers
 - Filled salt shaker
 - Placed napkins in holder neatly
 - Assessed own performance
-

Re-Fill Please!

TASK 1

You have to set up a condiment station for a busy take-out restaurant.

Put boxes or containers on a table.

Make a label for each box. (Look at what your instructor gives you to put in the boxes.)

Fill the labeled boxes.

Put the napkins in the napkin holder.

Ask your instructor to check your work.

Re-Fill Please!

TASK 2

You are going to take coffee to the 2 people seated at a table in the restaurant. You do not know what they take in their coffee, so you will take an assortment of sugar, sweetener, milk and cream.

Use a small bowl for the sugars, and a small plate for the creamers.

Re-Fill Please!

TASK 3

You are getting ready for a busy night at the restaurant where you work. You have been asked to fill all the salt shakers.

Fill the shaker that your instructor gives you.

Re-Fill Please!

TASK 4

I Can!

I CAN	YES/DATE
I can find <ul style="list-style-type: none"> • a ketchup packet • a mustard packet • a vinegar packet • a relish packet • sugar and sweetener packets • salt and pepper packets • milk cups • creamers 	
I can sort and place condiments in the correct containers	
I can put napkins in a napkin holder	
I can refill a salt or pepper shaker	
I can refill a sugar dispenser	
I can store food safely	
I know which foods need to be refrigerated	
I can get individual packets as instructed	

DEMONSTRATION ASSESSMENT

Re-Fill Please!

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Set up a condiment station			
• Printed labels to identify condiments used			
• Sorted condiments into appropriate containers			
• Filled salt shaker			
• Placed napkins in holder neatly			
• Assessed own performance			

ADDITIONAL COMMENTS