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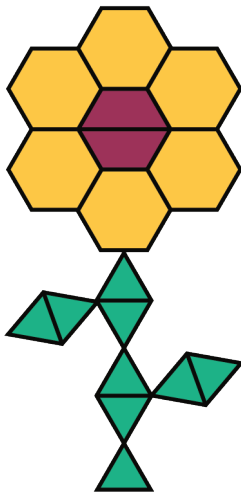
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Unit 2, Lesson 3: Recipes

Let's explore how ratios affect the way a recipe tastes.

3.1: Flower Pattern

This flower is made up of yellow hexagons, red trapezoids, and green triangles.

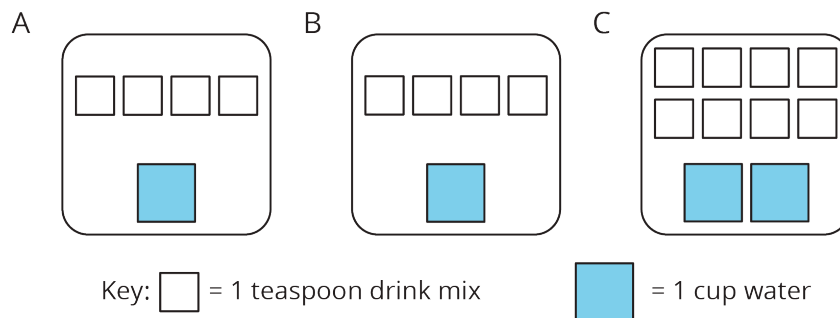


1. Write sentences to describe the ratios of the shapes that make up this pattern.

2. How many of each shape would be in two copies of this flower pattern?

3.2: Powdered Drink Mix

Here are diagrams representing three mixtures of powdered drink mix and water:



1. How would the taste of Mixture A compare to the taste of Mixture B?

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2. Use the diagrams to complete each statement:

- a. Mixture B uses _____ cups of water and _____ teaspoons of drink mix. The ratio of cups of water to teaspoons of drink mix in Mixture B is _____.
- b. Mixture C uses _____ cups of water and _____ teaspoons of drink mix. The ratio of cups of water to teaspoons of drink mix in Mixture C is _____.

3. How would the taste of Mixture B compare to the taste of Mixture C?

Are you ready for more?

Sports drinks use sodium (better known as salt) to help people replenish electrolytes. Here are the nutrition labels of two sports drinks.

A

Nutrition Facts		
Serving Size 8 fl oz (240 mL)		
Serving Per Container 4		
Amount Per Serving		
Calories 50		
		% Daily Value*
Total Fat	0 g	0%
Sodium	110 mg	5%
Potassium	30 mg	1%
Total Carbohydrate	14 g	5%
	Sugars 14 g	
Protein	0 g	
* % Daily Value are based on a 2,000 calorie diet.		

B

Nutrition Facts		
Serving Size 12 fl oz (355 mL)		
Serving Per Container about 2.5		
Amount Per Serving		
Calories 80		
		% Daily Value*
Total Fat	0 g	0%
Sodium	150 mg	6%
Potassium	35 mg	1%
Total Carbohydrate	21 g	7%
	Sugars 20 g	
Protein	0 g	
* % Daily Value are based on a 2,000 calorie diet.		

1. Which of these drinks is saltier? Explain how you know.

2. If you wanted to make sure a sports drink was less salty than both of the ones given,

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what ratio of sodium to water would you use?

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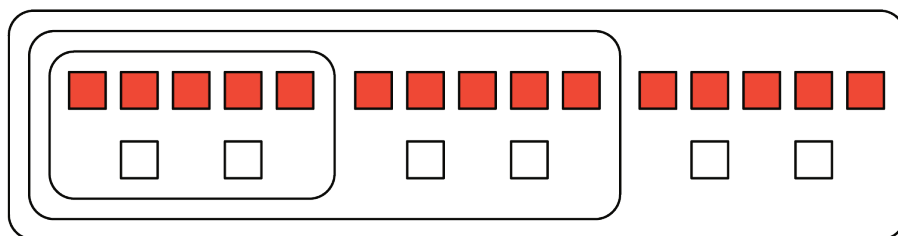
Lesson 3 Summary

A recipe for fizzy juice says, “Mix 5 cups of cranberry juice with 2 cups of soda water.”

To double this recipe, we would use 10 cups of cranberry juice with 4 cups of soda water.

To triple this recipe, we would use 15 cups of cranberry juice with 6 cups of soda water.

This diagram shows a single batch of the recipe, a double batch, and a triple batch:



We say that the ratios $5 : 2$, $10 : 4$, and $15 : 6$ are **equivalent**. Even though the amounts of each ingredient within a single, double, or triple batch are not the same, they would make fizzy juice that tastes the same.

Lesson 3 Glossary Terms

- equivalent ratios

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Unit 2, Lesson 3: Recipes

1. A recipe for 1 batch of spice mix says, "Combine 3 teaspoons of mustard seeds, 5 teaspoons of chili powder, and 1 teaspoon of salt." How many batches are represented by the diagram? Explain or show your reasoning.

mustard seeds (tsp)



chili powder (tsp)



salt (tsp)

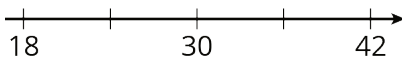


2. Priya makes chocolate milk by mixing 2 cups of milk and 5 tablespoons of cocoa powder. Draw a diagram that clearly represents two batches of her chocolate milk.
3. In a recipe for fizzy grape juice, the ratio of cups of sparkling water to cups of grape juice concentrate is 3 to 1.
- Find two more ratios of cups of sparkling water to cups of juice concentrate that would make a mixture that tastes the same as this recipe.
 - Describe another mixture of sparkling water and grape juice that would taste different than this recipe.
4. Write the missing number under each tick mark on the number line.

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(from Unit 2, Lesson 1)

5. At the kennel, there are 6 dogs for every 5 cats.

a. The ratio of dogs to cats is _____ to _____.

b. The ratio of cats to dogs is _____ to _____.

c. For every _____ dogs there are _____ cats.

d. The ratio of cats to dogs is _____ : _____.

(from Unit 2, Lesson 1)

6. Elena has 80 unit cubes. What is the volume of the largest cube she can build with them?

(from Unit 1, Lesson 17)

7. Fill in the blanks to make each equation true.

a. $3 \cdot \frac{1}{3} = \underline{\hspace{2cm}}$

e. $5 \cdot \underline{\hspace{2cm}} = 1$

b. $10 \cdot \frac{1}{10} = \underline{\hspace{2cm}}$

f. $17 \cdot \underline{\hspace{2cm}} = 1$

c. $19 \cdot \frac{1}{19} = \underline{\hspace{2cm}}$

g. $b \cdot \underline{\hspace{2cm}} = 1$

d. $a \cdot \frac{1}{a} = \underline{\hspace{2cm}}$

 (As long as a does not equal 0.)

(from Unit 2, Lesson 1)