Making Picture Recipes

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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

1. Pour hot water into a mug.
2. Place the mug in a microwave.
3. Set the microwave to 1 minute.
4. Add 12 grams of hot cocoa mix.
5. Add the remaining ingredients and stir.
6. Cook for 1 minute and 20 seconds.
7. Press the 'Start' button.
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** |
|---|---|---|
| **JEREMY AMES** | **PEANUT BUTTER & JELLY SANDWICHES** |
| Student name | Picture recipe |
| l=independently, P=with prompt, H=hand-over-hand |

<table>
<thead>
<tr>
<th><strong>JOB DESCRIPTION</strong></th>
<th><strong>Date</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READINESS</strong></td>
<td><strong>3/2/96</strong></td>
<td><strong>3/15/96</strong></td>
</tr>
<tr>
<td>1. goes to kitchen</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>2. gets apron</td>
<td>P</td>
<td>I</td>
</tr>
<tr>
<td>3. washes hands</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>4. begins work</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EQUIPMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPREADER</strong></td>
</tr>
<tr>
<td>I</td>
</tr>
</tbody>
</table>

<p>| <strong>INGREDIENTS</strong> |
|---|---|
| <strong>Bread</strong> | P (got wrong type) | I |
| <strong>PEANUT BUTTER</strong> | I | I |
| <strong>JELLY</strong> | I | I |</p>
<table>
<thead>
<tr>
<th>PROCESSES</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Bread</td>
<td>3/2/96</td>
<td>3/15/96</td>
</tr>
<tr>
<td>Take out 2 slices</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Spread peanut butter</td>
<td>P (got 1)</td>
<td>I (got 2)</td>
</tr>
<tr>
<td>Spread jelly</td>
<td>H (has difficulty)</td>
<td>H</td>
</tr>
<tr>
<td>Put slices together</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

**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) | I |
### CHECKLIST

<table>
<thead>
<tr>
<th>Student name</th>
<th>Picture recipe</th>
<th>I=Independently</th>
<th>P=With prompt</th>
<th>H=Hand-over-hand</th>
</tr>
</thead>
</table>

### JOB DESCRIPTION

**READINESS**

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

### EQUIPMENT

### INGREDIENTS
**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.

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>stirring</td>
<td>cutting with knives</td>
<td>oven</td>
<td>use of recipes</td>
</tr>
<tr>
<td>opening cans</td>
<td>electric skillet</td>
<td>stove top</td>
<td>requiring many</td>
</tr>
<tr>
<td>spreading</td>
<td>electric mixer</td>
<td>complex measuring</td>
<td>steps and processes</td>
</tr>
<tr>
<td>cutting with</td>
<td>blender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blunt edge</td>
<td>simple measuring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>opening jars/boxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>washing vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pouring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sandwich</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assembly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>microwave</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does Not Require:**

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>oven</td>
<td>oven</td>
</tr>
<tr>
<td>stove</td>
<td>stove</td>
</tr>
<tr>
<td>complex</td>
<td>complex measuring</td>
</tr>
<tr>
<td>measuring</td>
<td></td>
</tr>
<tr>
<td>simple measuring</td>
<td></td>
</tr>
<tr>
<td>electric skillet</td>
<td></td>
</tr>
<tr>
<td>sharp knives</td>
<td></td>
</tr>
</tbody>
</table>
LEVEL I SAMPLE RECIPE
Gather:

- Bread
- Jelly
- Peanut Butter
- Knife
Peanut Butter and Jelly Sandwiches/Picture Recipe

1. Bread
2. Peanut butter
3. Jelly
4. Assemble sandwich
Level II Sample Recipe
Gather:

- pudding
- milk
- bowl
- mixer
- measuring cup
- spatula
Instant Pudding/Picture Recipe

1. Open the pudding box.

2. Pour the instant pudding into a bowl.

3. Measure and pour milk into a cup.

4. Pour the milk into the pudding.

5. Mix the pudding with a hand mixer.

LEVEL III SAMPLE RECIPE
Pizza Muffins/Organization Page

Gather:
Gather:
Pizza Muffins/Picture Recipe
(continued, page 2)

7. Place pizza rounds on a baking sheet.

8. Spoon spaghetti sauce onto the pizza rounds.

9. Sprinkle with mozzarella cheese.

10. Cut pieces of mozzarella cheese as desired.

11. Add the cheese pieces to the pizza rounds.

12. Bake in the oven as directed.

36
LEVEL IV SAMPLE RECIPE
Peanut Butter Cookies/Organization Page

Gather:

- Bowl
- Fork
- Spatula
- Garlic press
- Hand mixer
Gather:

- Peanut Butter
- Condensed Milk
- Biscuit Mix
- 1 cup
Gather:
Peanut Butter Cookies/Picture Recipe
(continued, page 2)
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)
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)
Spooning (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)