

Master Teacher

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Time Allotment

45 minutes

Overview

Although there are many different cultures with differing beliefs and traditions, one thing is common among them: bread. Like the differing cultures, there are many different kinds of bread and each culture has its own unique way of making bread. This lesson includes a hand-on experience, video clips, and Web sites so those students can learn more about something they already know and love. The activities will not only provide students with real-life experiences with bread, but they will also be used to encourage them to ask questions to further explore bread. This lesson could be used in a thematic unit on bread or food groups.

Differentiation of Instruction

The lesson has been adapted to meet the needs of special needs students. In particular, the population targeted in this lesson is deaf, multiple-handicapped students who are working on a kindergarten to first grade level. The activities and materials can be further modified, depending on the individual developmental levels of the students. The primary mode of communication that will be used during the lesson is sign language. Augmentative communication, specifically picture symbols, will also be used to help students meet the learning objectives. The students will require real-life experiences and real objects, so that they can attach some meaning to the skills taught.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction, (<http://www.myschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

Subject Matter

Reading

Learning Objectives

Students will be able to:

- ✍ Organize information gained after tasting bread, by making a class tally of the favorites;
- ✍ Provide information about what they already know about bread;
- ✍ Form questions about what they would like to learn about bread;
- ✍ Write/ draw what their favorite kinds of bread are.

South Carolina Standards

(These Standards are available online at <http://www.myschools.com/Offices/CSO/>.)

K-R1.4: Continue making connections to prior knowledge, other texts, and the world in response to texts read aloud.

1-R1.3: Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts, and the world.

Media Components

Video

Reading Rainbow, Lesson 122: "Bread Is for Eating," provides a recipe and

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demonstration on how to make bread, highlights two different cultures along with how bread is important to them, features the book, *Bread Is for Eating*, and provides literary reviews on books about bread which are given by children.

Materials

various kinds of bread (from the videotape)
paper plates
napkins
construction paper (1 sheet per student)
crayons
pencils
large poster board or butcher paper
to be used to display class tally
typed names of the bread used in
the class activity
large photograph of bread glued onto
construction paper, then cut apart into
puzzle pieces. (The pieces should then be
laminated for increased durability.)

Equipment

Film and camera or digital camera (to be used to take pictures of the different kinds of bread to be used for the class tally and writing activity.)

Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

Adapting Video

- ✍ Closed captioned and total communication for deaf students
 - Interpret (sign) closed-captioned video to provide total communication for deaf students.
 - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.

- Signing over narration helps students focus when an emphasis on certain information is needed.

- ✍ PAUSE strategy and closed captioned
 - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
 - The teacher may need to rewind after the pause and then begin to play the video.
 - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
 - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.
- ✍ Non-captioned video
 - Prepare to interpret (sign) the video for deaf students.
 - Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.
- ✍ Screen size for visually-impaired students
 - Use a projection device with the VCR to project the video to a large screen.
 - Allow students to sit close to TV or large screen.

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- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

Adapting Web Sites

✎ Web sites with audio

- Provide an interpreter for each hearing-impaired student.
- Use with small groups with teacher interpreting and guiding the activity.
- Direct students to alternate text files for the video/audio if available.

✎ Screen size for visually-impaired students

- Use a projection device with the computer to project to a large screen.
- Allow students to sit close to computer screen or projector screen.
- Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

✎ Web sites with total communication for the blind

- Use sites encoded with Braille.
- Use sites with audio.
- Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the

image in relation to the text on the page.)

Prep for Teachers

- ✎ Prior to teaching this lesson, preview and cue the video.
- ✎ Preview and bookmark the Web sites used in the lesson each computer.
- ✎ Preparation for the hands-on element of the lesson:
 1. Acquire different types of bread. There are many types named in the video. Some of the types should be represented. To save time, cut small pieces of each type of bread brought in.
 2. Have paper plates and napkins available.
 3. Take pictures of the bread before the lesson so that they can be used to label the large chart for the class tally. Some students may need these pictures to aid in the writing activity. For those students, scan and/or print these pictures, then cut out and paste onto construction paper.
 4. Make the bread chart, labeled with pictures of the bread students will taste. Write the names of the bread, along the top.
 5. Pictures of breakfast, lunch and dinner.
 6. Word cards, words written on index cards, with the names of the bread that the students will taste and the word bread.
 7. Type, print and cut out the names of the breads for those students who may not be able to write them.

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8. Make a KWL chart. This can be modified to meet the students' individual developmental levels.
 9. Make the puzzle pieces, made from a large picture of bread. The number of puzzle pieces needed depends on the number of students. Each student should have a piece of the puzzle.
- ✍ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/ or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Step 1: Begin the lesson by providing the students with opportunities to share their experiences with the topic of the lesson: *bread*. Ask the students, "What are some things that we eat for breakfast, lunch and dinner." Provide pictures of each meal as you discuss them. Also be sure to remind them of the times of the day that those meals are eaten.

Step 2: Provide students with an opportunity for language experience by encouraging them to share what they ate for breakfast, or lunch, depending on the time of day that the lesson is taught. Tell the students that there is one thing that could be eaten for each meal. Ask the students if they can guess what it is. At this time, pass out the puzzle pieces. The number of pieces needed vary according to the number of students. Help the students to put the pieces together. Ask the students to identify the finished picture. At this time, introduce the vocabulary word, bread. Show the students the sign for bread and pair the picture with the written word. Ask the students if they like bread. Then tell the students that there are many different kinds of bread; each kind looks different,

smells different, tastes different and feels different. Tell students that today we are going to watch a video and use the computer to help us learn about the different kinds of bread.

Step 3: Show the video to the students in its entirety, so that they can become familiar with the video, "Bread Is for Eating" and the lesson topic. (Use caption and interpret the video.)

Learning Activities

Step 1: Explain to the students that they are going to watch parts of the video, "Bread Is for Eating," and that this time they will need to pay careful attention because they will be looking for something.

Step 2: Insert the video into your VCR. START the tape at its beginning. The first image is a close-up shot of bread sitting on the counter. The host of *Reading Rainbow*, LeVar Burton, begins the segment by saying, "There's nothing I love more..." Provide the students with a **Focus for Media Interaction** by telling them to pay careful attention to the children in the segment. Explain that each child is going to name their favorite kind of bread and that each child likes a different kind of bread. Not all of the breads named are shown. Explain to the students, that they will not actually see each of the types of bread named and must rely on your interpreting. STOP the tape when the last child on the video, who is a girl, tells what her favorite kind of bread. She will say, "I like any kind of bread."

Step 3: Follow the video segment by asking the students to name the breads the children in the video liked. As they name the breads, identify any like examples that you have for them to taste. Tell them that they will now

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have the chance to taste some of the bread that the students on the video named. Show them the bread, telling them the name of each kind and pairing each with a word card that has the name written on it. Discuss each kind as you show it; discuss the color, if it is large, if it is small, if it is thin, or if it is thick.

Step 4: Tell the students that they will now taste the bread for themselves. Ask a student helper to pass out plates and napkins. Then, put a small piece of each kind onto the students' plates. While the students taste their samples, discuss with them how the bread smells, how it feels, the weight of the bread and how it tastes. In order to encourage the students, and to provide an example of exactly what they are supposed to do, taste the bread with them.

Step 5: At this time, direct the students' attention to the large bread chart, labeled with pictures of the bread they tasted. Tell the students that now it is time to share which kinds of bread are their favorites. Share with them which kind is your favorite and locate that kind on the bread chart. Mark underneath the picture with a tally mark. Call on students, one at a time, to mark their favorites. When everyone has marked the bread chart, look at the chart to see which kind of bread got the most tally marks, which had the fewest, or which had the same amount in order to make comparisons.

Step 6: Tell the students that now they will draw a picture of their favorite kind of bread. Ask a student helper to pass out construction paper, crayons, and pencils. For those students not able to perform this task, provide them with two pictures: one of their favorite, which they marked on the bread chart and another kind of bread. Ask them to choose the one that they liked. Give them the picture to glue onto the construction

paper. When the students have finished with their pictures, ask them to label the picture by writing the name of the bread at the top. Some students may be able to write the sentence, "My favorite kind of bread is..." For those students not able to write the name of the bread, provide them with the name that has already been printed. Then cut out the name, so that they can glue it above the picture of bread on their paper. Encourage them to find the top of the page. Provide students with the opportunity to share their pictures with the class and to tell why they liked the bread: taste, color, texture, etc.

Culminating Activity

Step 1: Present students with the KWL chart. Ask them what they know about bread. Ask them what they would like to know about bread. Ask them what they learned today about bread. (*That there are different kinds of bread.*) This step can be modified to meet the needs of the students.

Step 2: Log onto the following Web site, *Bread Pictures and Posters* (http://www.foodclipart.com/bread01_poster01.html). This Internet activity will be led by you. Explain to the students that they will see bread from different countries and continents (Italy and other European nations, the United States) and pictures of bread. Click on each poster to enlarge it, and explain each picture. Provide students with a **Focus for Media Interaction**, by asking them to look for bread that looks like the kind that they tasted. Also, ask them which bread looks the same and different. Last, ask them if they might like to taste some of the bread they see. What do they think the bread would taste like?

Step 3: Log onto the following Web site on each computer, *PBS kids: Games* (http://www.pbskids.org/clifford/games/tb_one_bakery.html.) Introduce the Web site

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with a teacher-led explanation of what students will see, and a demonstration of how to play the game. *There will be three buildings shown on the site: the optician, the groomer and the store. When the mouse is on one of the buildings, a visual clue will pop up. For example, when the mouse is on the optician, Clifford will appear wearing glasses. Use these visual clues to help students understand what each of these places is. Name the places and explain to students what Clifford can do at each place. They might not be familiar to the students.*

Step 4: Provide students with a **Focus for Media Interaction**, “Can you find the store where Clifford can buy bread? What kind of bread did Clifford buy?”

Cross-Curricular Extensions

Math: Weigh and measure the bread and have students record what they find. Also, provide students with experiences in money by letting them pretend to buy bread. Last, further explore comparisons made of the bread in order to focus in on the concepts of more and fewer, same and different.

Health: Discuss the food groups and categorize food as to which kinds would belong in each group. Also, discuss foods

that are healthy and not healthy. Depending on the developmental levels of the students, also address what is edible and not edible.

Social Studies: Allow students to explore bread from other countries. This could lead to a unit of study on a particular country or countries.

Science: Explore the properties of bread: Soft/ hard, and rough/ smooth. Compare bread and its properties to other food.

Community Connections

- ✎ Ask a guest speaker, someone who might be able to provide more insight about a type of bread from another country, to the class.
- ✎ The students could also go on a field trip to a bakery to see the different types of bread. There, the students could also gain experience buying bread.
- ✎ The students could also write letters to children from other countries, when studying about bread from another country.