

2003 National Teacher Training Institute

Grades K-1

Let's Make Bread!

Master Teacher

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Time Allotment

Two 50-minute class periods, which may vary because one involves a field trip to the grocery store. This does not include the time it will take for the bread to bake.

Overview

The following is a lesson on making bread. In the lesson, students will use real-life experiences to help them achieve the lesson objectives. The students will also be exposed to such media components as video and Web sites in order to further explore the lesson topic. This lesson is child-centered and includes much student involvement. The students will help with everything from buying the ingredients, to making the 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 that is 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 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/Language Arts

Learning Objectives

Students will be able to:

-  Follow one- and two-step directions;
-  Sequence the steps to making bread;
-  Make predictions about what will happen to the bread.

South Carolina Standards

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

K-C2.1. Demonstrate the ability to follow one- and two-step oral directions.

1-C2.1. Demonstrate the ability to follow one- and two-step oral directions.

Media Components

Video

Reading Rainbow, Lesson 122: "Bread Is for Eating," provides students with the opportunity to access prior information about bread. The video is informative in that it shows students how to make various kinds of bread. The video also features book reviews given by children, which help students relate to the video.

2003 National Teacher Training Institute

Web Sites

Our Daily Bread Company

(<http://it.darden.virginia.edu/preview/odb/#>) provides a link to a virtual demonstration on using a bread-rolling machine. The demonstration shows how bread is rolled and how the machine is used. To view this material, you will need the following plug-ins: Macromedia Flash (<http://www.macromedia.com/shockwave/download/>) and Windows Media Player 7 (<http://www.microsoft.com/windows/windowsmedia/en/download/default.asp>).

Simple Living and Cyberspace: Not Necessarily Incompatible

(<http://www.multimedia.medders.com/sdbread/default.htm>) features “Suzie’s Amazing Sourdough Bread Recipe,” with pictures of each step of the process. It also provides a brief history of bread and links to sites that offer many bread recipes.

Lin Parady’s Basic Bread,

(<http://www.sailcharbonneau.com/LinParadyBread.htm>) provides the basic bread recipe that is used in the **Learning Activity**.

Materials

2 cups water
2 tsp. salt
2 heaping tsp. dry yeast
5 or 6 cups of flour
¼ cup of either sugar, honey, maple syrup,
or brown sugar
measuring cup
measuring spoons
a large bowl
a large spoon for stirring
a clean towel
lard
case knife
2 bread pans
egg timer
paper
pencils

glue

scissors

names of ingredients written on index cards
picture of each ingredient (not included in lesson plan)

picture symbols, which can be made on the computer software “Boardmaker,” of making a list (list), the grocery store, mixing ingredients (mix) and putting the dough in the oven (oven), or use real pictures (The producer of the software Boardmaker is Mayer-Johnson, Inc. For more information, log onto <http://www.mayer-johnson.com>)

Film and camera (to be used to take pictures of the ingredients). Use a digital camera if available.

Book: *Bread, Bread, Bread*_Author: Ann Morris, Illustrator: Ken Heyman, Publisher: William Morrow, ISBN #: 0-688-12275-2

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

2003 National Teacher Training Institute

- 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.
- 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 the lesson, preview and cue video.

2003 National Teacher Training Institute

- ✎ Preview the book *Bread, Bread, Bread*.
- ✎ Preview and bookmark the Web sites used in the lesson on one computer. The Web-related activity is teacher-led. To view the Web material, you will need the Macromedia Flash and the Windows Media Player plug-ins. There are instructions for downloading on the Web page. There are additional instructions available on the Web site, should a problem arise viewing the video.

Preview, print, and become familiar with the bread recipe to be used in the activity with the students.

- ✎ Prepare the hands-on element of the lesson by:
 1. Planning a trip to a grocery store.
 2. Assembling all ingredients required.
 3. Assembling all of the kitchen tools and measuring devices involved.
 4. Finding an oven in which to bake the bread.
 5. Making the picture symbols/ pictures needed for the sequencing activity.
 6. Making the word cards with the names of the ingredients written out on index cards.
- ✎ 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 telling the students that you are going to read them a story about bread. Tell the students that the name of the book is *Bread, Bread, Bread*. First, take a picture walk through the book. Next, ask students questions about what they saw. Ask them if they can guess what the

book is about. Read the title to them again to give them a clue. Next, read the book. Ask the students again what the book is about.

Step 2: Tell students that today we are going to make bread, and that first we will plan how we will do that. Tell them that there are four things that we need to do in order to make bread: First, we will need to make a list of the ingredients that we will need. Second, we will need to buy the ingredients. Third, we will need to put the ingredients together, and fourth we will need to put the dough in the oven to bake.

Display pictures of the steps as you relay them to the students: A picture of ingredients, a picture of the store, a picture of the dough and a picture of the oven. This is a teaching method called Plan-Do-Review, which allows students to better understand the beginning, middle and end of an activity.

Step 3: Show students a picture list of the ingredients. Pair the pictures with the names written out on index cards. Ask students where we might be able to get these things (the grocery store.) Tell students that we are going to take a trip to the store, and that they will help to buy the ingredients. Tell them that before we go to the store, we need to make a list of what we will need. Ask a student helper to pass out pencils and paper. Have students copy the names of the ingredients. Make sure that they number the ingredients as they list them. Some students may require paper that is already numbered for them. Other students may require pictures/picture symbols in place of writing the names of the ingredients. For those students, offer them a choice of two pictures/picture symbols and give them the opportunity to choose the correct one.

2003 National Teacher Training Institute

Step 4: Take a trip to the grocery store. Allow students to help locate the items and then check them off their lists. When returning to class, have students double-check their lists to be sure that they have all of the ingredients.

Learning Activities

Step 1: Check the Plan-Do-Review sequenced picture symbols. Discuss what you have already done (list ingredients and buy them from the grocery store). Check to see what still needs to be done (mix ingredients and bake the bread, or put it in the oven).

Step 2: Tell students that the next step is to mix the ingredients. Have all ingredients laid out, along with a measuring cup, measuring spoons, kitchen tools needed from **Materials** list, a large bowl, a clean towel, and two bread pans. Instruct students to wash their hands, stressing that we must have clean hands before we cook. Once students have washed their hands, tell them that they are going to help mix the ingredients, and that it is very important that they pay attention to the directions that they will be given.

For each step, first ask students to locate and identify each ingredient that is needed. Call on student helpers to help measure and add ingredients, so that each student has the opportunity to participate. You may need to demonstrate how to add the ingredients, for example stirring. Tell them that first, we will need to pour the water into the bowl. Next, stir in the salt. Ask students to identify the salt, then call on a student helper to measure and add the salt. You may need to demonstrate stirring. Next, add the yeast until it dissolves. Direct the students' attention to how the yeast "disappears." Next, add sugar and then flour. Stir in the flour with a spoon (not all of it) until the mix

is too stiff to stir, then start working the last cups of flour with your hands. Keep adding the flour, until dough feels smooth. Form the dough into a ball in the middle of the bowl. Cover the bowl with a clean towel and place in a warm, dry place to rise (perhaps a sunny spot near the window).

If you are in a cool climate, you can let the dough rise in the oven by setting the temperature to 80-100 degrees. Turn it off, and then place the dough in the oven for three minutes. Describe to students what will happen to the dough (it will rise). Ask them to make predictions about what they think the dough will look like. Set the egg timer and tell students that the timer will let us know when it is time to check the dough.

Tell them that while we are waiting for the dough to rise, we will watch a video that tells how to make bread. After 30 minutes, check the dough. If it hasn't started growing, it is in too cool a place. If it's starting to get a crust, it's too warm. In 40-45 minutes, the dough should be about double. During that time, show students the video and Web site.

Step 3: Insert the video into your VCR. Provide students with a **Focus for Media Interaction** by asking them to pay attention to the ingredients that the host uses, and what he does with them.

START the tape where LeVar Burton is standing in the kitchen at the counter, with the ingredients for making bread. He will say, "The only thing as satisfying..." STOP the tape when you see the host wiping his hands, and looking down. He will say, "Many other people lend a hand, too..." Ask students if they remember the ingredients that he used. (**Note to Teacher:** Have ingredient picture list available to remind students of the ones used.) Were ours the same? Ask them what he did with ingredients. Ask if we made our bread the

2003 National Teacher Training Institute

same way. Did he pour, stir, mix, or cover the bowl with a towel? Review with students how our dough was made.

Step 4: Alert the students' attention to the egg timer. Note that the time is not up, so the dough is not ready yet. Tell students that we will now move to the computer. Log on to the following Web site *Our Daily Bread Company* (<http://it.darden.virginia.edu/preview/odb/#>). Tell students that they will see how bread is made in different ways. Provide students with a **Focus for Media Interaction** by asking them to look at the way the bread is made on the site. (*The site features a multimedia video clip of bread being rolled by hand and then being placed into a machine.*) Ask students if the bread was made in a different way from the way we made ours. Did we roll our dough? Did we use a machine?

Step 5: Check the time on the egg timer. Tell students that the dough is still not ready yet, so we will visit another site to see how bread is made. Log onto the following Web site, *Simple Living and Cyberspace: Not Necessarily Incompatible* (<http://www.multimedia.medders.com/sdbread/default.htm>). (*The site provides a recipe for sourdough bread and features pictures of each step of making the bread.*) Tell students that this is a different kind of bread called Sourdough bread. Ask the students if they have ever tasted that kind of bread. Provide students with a **Focus for Media Interaction:** What are the steps to make this bread? After they have viewed the site, ask students if they can remember the steps of making the bread. (**Note to Teacher:** Allow students to view the pictures again if they have trouble remembering.) Compare the method that they saw on this site with what they viewed on the previous site. Was a machine used?

Culminating Activity

Step 1: By this time, the dough should be ready. For the following steps, explain and demonstrate for the students what they are supposed to do. Call on students to help. The dough should be double in size. Ask students if they were right about their predictions on how the dough would look. Explain that the yeast caused the dough to rise, and a warm spot, helped the dough to rise. Punch it down (hit it with a fist four or five times). Grease the bread pans with the lard. Cut the dough in half with the case knife. Form the halves into two loaves and place them in the pans. Let the loaves rise again until they are double. Explain what is happening to the students. Place the loaves in a cool oven, then set the oven to 350 degrees. Explain to the students that the dough needs heat to help it bake. Bake for 30-35 minutes, or until the loaves are golden brown. (**Note to Teacher:** You, or the assistant, will need to turn the bread pans at least once during baking to assure an even brown color.)

Step 2: Set the egg timer. Tell students that while they are waiting for the bread to cook, we will review what we have done (the last step in Plan-Do-Review). Mix up the picture symbols used for sequencing the steps to making bread. Ask students what we did first, second, third and fourth. Then, call on students to put the steps in the correct order. Ask students how they think the dough will look when it has finished cooking. Ask them if they think it will be the same color and size. When the bread has finished, ask them if their predictions were right. Do not try to cut the loaf for at least 15 minutes.

Cross-Curricular Extensions

Language Arts: Focus in on the names of the ingredients used to make bread. Students can practice identifying the names on the packages/bags that the ingredients came in.

2003 National Teacher Training Institute

This will expose them to environmental print. Students can practice by looking through grocery ads to identify the ingredients. This would be good practice on a life skill.

Science: Classify and categorize the ingredients as wet/dry.

Compare the property of the dough to the bread after it has been baked.

Social Studies: Study bread from another country, or countries, and make that type of bread. The students could hold an international fair with the focus being on bread from around the world.

Math: After making bread, the students could sell their bread to gain experience with the value of money. This would also help them to understand the concept that money can be used to buy goods. Students can also look through grocery ads for prices of bread.

Focus on measuring the ingredients. This will teach students to use numbers in real-life situations and provide them with experience in measurements.

Students can weigh the bread that they bake to gain experience in numbers and the concepts of heavy/light.

Students can compare the ingredients to determine which ones require more and fewer.

Health: Categorize food into food groups. Begin a study on the heart. Ask students to locate their hearts. Identify foods that are healthy and non-healthy. Identify healthy and non-healthy habits.

History: Begin a study of how bread used to be made and students can compare recipes and methods to today's standards. Promote family involvement by asking parents and grandparents to share their bread recipes. Ask them to come in to help make the bread, or to give a demonstration.

The Boston/Thompson Mill: A Unique Part of Oregon's History

(<http://www.bostonmill.org/mills.html>)

Features an historical look at mills. The site also includes pictures of 19th- and 20th-century mills. This site could be used for a history lesson in a **Cross-Curricular**

Extension.

Community Connections

- ✎ Visit a bakery and a restaurant that serves pizza, to show how bread comes in different forms and can be used to make different kinds of food.
- ✎ Provide students with the opportunity to show others their ability to make bread by inviting parents for a demonstration.
- ✎ The students could also visit another classroom in a different school, or invite a class from another school. Perhaps the students could become their pen pals and share their recipe, or encourage the students from the other class, to find one of their own. Then, they could correspond through letter-writing on how the bread turned out.
- ✎ Students could also visit a farm, wheat or dairy, and/or visit a flourmill to see where the ingredients for bread come from.