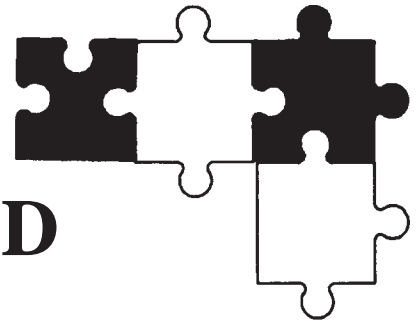




Activity 4



MAKING BREAD

STUDY QUESTION:

Where does bread come from?

THE ACTIVITY:

In this activity the children will experience the cycle of food production from planting to eating.

CURRICULUM FIT:

DIVISION ONE - LANGUAGE ARTS

- Experiencing a story
- Using sequence
- Illustrating sentences

DIVISION ONE - SCIENCE

- Growing seeds, a living thing

DIVISION ONE - SOCIAL STUDIES

- Occupations in agriculture

DIVISION ONE - HEALTH

- Where food comes from

DIVISION ONE - MATHEMATICS

- Reading and measuring

AGRICULTURE CONCEPTS:

Harvesting of foodstuffs using old technology
Cycle of growing wheat; its processing to bread

PURPOSE:

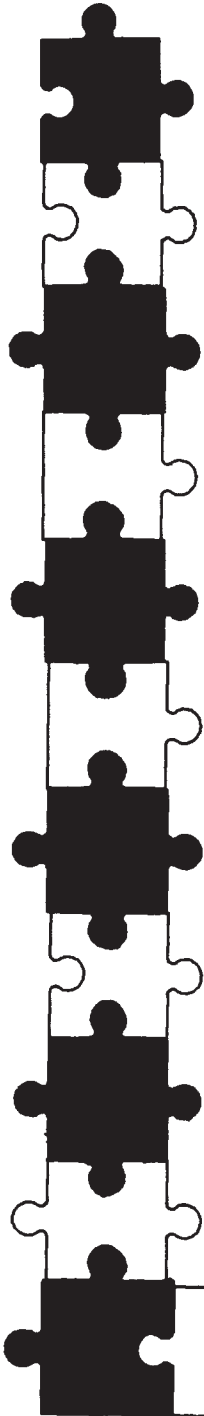
- To introduce children to the concept of farming which involves the sequence of seasons and activities from planting to harvest.
- To give children an opportunity to see how wheat is processed into flour for baking.
- To compare old and new technology.

MATERIALS REQUIRED:

unthreshed grain for each child
 book, *The Little Red Hen* by Margot Zemach
 (see appendix to lesson)
 loaf of bread
 use of kitchen, baking facilities
 recipe, utensils and ingredients to bake bread
 soil and equipment for planting grain
 bring in a scythe to show old technology
 coffee grinder
 rocks for grinding and milling
 parent volunteers for activities such as grinding and cooking
 book, *The Auction* by Jan Andrews and Karen Reczuch
 (see appendix to lesson)
 student set of pictures of farm implements that are used in
Little Red Hen and *Auction*
 poster paper, scissors, glue

TIME REQUIRED:

4 to 5 class periods
(time needs flexibility)



BACKGROUND - For the Teacher

Bread seems like such a simple thing that it is often taken for granted. In its various forms, it is one of the staple foods for much of humanity. Indeed, man has made bread for thousands of years. But, without grain, bread as we know it, could not be made. Grain must be milled into flour and mixed with other products before it can be turned into bread. The earliest grain milling implement was probably the mortar and pestle. Nowadays, mechanized mills that use steel rollers and high technology are the norm. This lesson offers hands-on learning to students who learn where bread comes from and how important grain is to the process. They also learn the value of modern technology.

PROCEDURE

Part 1 - Day One

Introduction

1. Share the loaf of bread.
2. Discuss where it comes from to establish children's background and stimulate discussion and focus on the story.
3. Read the story of The Little Red Hen.
4. Encourage children to repeat repetitive chants.
5. Discuss the sequence of events and what each means.

Part 2 - Day Two

Activity

6. Pass out grain, and reread, having children simulate each step.
7. Plant grain to use as a classroom plant, if possible.
8. Role play various management techniques (plowing, seeding, weeding, watering) to develop the grain.
9. Harvesting - Demonstrate use of scythe (reaping).
- Demonstrate threshing, separating grains from chaff, and bagging (use baggies).

Part 3 - Day Three

Processing and Baking

10. Pass out grain bags and rocks to each child. Have children grind their own grain. Then demonstrate, using a coffee mill. Develop concept of milling, miller, grinding.
11. Combine ground grain as flour. With parental help, mix the flour into bread, and bake.

Note: The purchased flour will have to be used also.

12. Bake and share.

Part 4 - Day Four

Comparing Old and New Technology

13. Reread The Little Red Hen, focusing on farm implements used and their purposes.
14. List and draw pictures on chart paper.
15. Read The Auction, focus on and discuss modern farm implements, their purposes and names.
16. Discuss the concept of how they help the farmer do today's harvest.
17. Give out farm implement pictures and vocabulary labels for cutting and pasting onto comparison posters. Match old and new equipment.
18. Share the posters, allowing each child to offer his/her comments.

RELATED ACTIVITIES

1. Make butter and jam.
2. Draw or colour the picture of the most interesting aspect you learned from the lesson.
3. Children dictate sentences to the teacher to label picture.
4. Bind drawings into a class book.

APPENDIX TO LESSON

In addition to individual lessons, the need to develop a “big” picture for children within an open-ended activity base program should be recognized. This bibliography recommends some good books to share. The books deal with agricultural issues in ways that can lead to activities in which children can be immersed in “real” experiences. The books were chosen to meet several criteria:

1. good literature
2. quality of illustrations
3. depiction of agricultural concepts
4. extended use within a whole-language program

by Diane Heil

Bibliography of Children's Books with Suggested Uses

Aesop, The Miller, His Son and Their Donkey, Illus. Eugen Sopko, North-South Books, 1984

- fable; excellent pictures, big print
- develop concept of "miller" in grain processing

Andrews, Jan & Karen Reczuch, The Auction, Groundwood Book, Douglas & McIntyre Pub. 1990

- excellent story and illustrations, farmer sells all at auction and grandson is sad. Grandfather tells why he had to sell and about the growth of his farm
- explains farm machinery simply and effectively

Anderson, H.C., The Woman and Her Eggs, Breakwater Books Ltd, 1984

- a peasant woman takes hen and eggs to market to sell for profit
- tells how she can finance more livestock and has a humorous end to her dreams of riches

Anno, Mitsuno, Socrates and the Three Little Pigs, Philomel Books, 1986

- using the 3 pigs, a wolf tries to breed more to increase his food supply
- using diagrams and pictures, illustrates computer programming and mathematical ideas

Climo, Lindee, Chester's Barn, Tundra Book, 1982

- excellent illustrations and factual information
- illustrates farm life on Prince Edward Island
- a work of art which is a tribute to farm animals who give us food and clothing and to the farmer who cares for them

Cooper, Susan, The Silver Cow, McClelland & Sons, 1983

- a Welsh folk tale focusing on a poor farmer who became greedy and rich when his milk cow magically began producing fabulous quantities of milk as well as her offspring
- has a moral to the story
- excellent water colour pictures

Deutsch, Andre, The Chicken and the Egg from Nature's Way Series, Whizzard Publications, 1982

- excellent photographic source, with simple accurate text
- relates habits of chickens, including "pecking order" concept and mating
- embryonic development in egg very well shown
- excellent background for teacher included

Hall, Donald, ox-cart Man, Viking Press, 1979, Illus. Barbara Cooney

- lyrical journey through changing seasons of an early settler and his family
- depicts farm diversity in early days and marketing
- excellent book

Harris, Kathleen, The Wonderful Hay Tumble, Illus. Dick Gackenbach, Morrow Junior Books, N.Y., 1988

- cleverly and humorously done
- illustrates how labour-intense farm work is and how one poor farmer solves his problem using hay
- some background information given

Heeks, Peggy & Ralph Whitlock, Autumn on the Farm, Dairy Cows on Farm, Pigs on Farm, Potatoes on Farm, plus 7 other books in this series, published by Wayland Ltd., England, 1985

- excellent series depicting many aspects of agriculture
- large print, simple but accurate text
- excellent illustrations

Bibliography of Children's Books (cont'd)

Herriot, James, Moses the Kitten, St. Martins Press, N.Y., 1974

- depicts life of a kitten on a farm, farm life and animal families on a farm

Herriot, James, Blossom Comes Home, Michael Joseph, London

- Blossom, an old dairy cow, is no longer producing and the problem of her disposal is raised; a touching solution is found
- raises question of what is done to old, worn out animals

Hutchins, Pat, Rosie's Walk, MacMillan Pub. Co., N.Y., 1968

- this dearly-loved book depicts a hen's walk around a farm yard and her adventure
- use to develop idea of a flour mill
- excellent patterning story for beginners

Lewis, Kim, The Shepherd Boy, Walter Books, London, 1990

- a little boy wants to be a shepherd like his father
- shows many concepts dealing with sheep
- border collies are shown
- gentle, excellent illustrations
- large, simple text, but factual and poetic

Lindbergh, Reeve, The Midnight Farm, Illus. S. Jeffers, Dial Books, N.Y., 1987

- reassuring tour of nightlife on a farm
- sensitive pictures, poetic lullaby including counting rhymes
- large easy to read text

Miller, Jane, Farm Alphabet Book, Farm Counting Book, Farm Noises, Pub. J.M. Dent

- excellent photographs depicting simple numerical concepts and vocabulary building
- more books are available in this series

Munsch, Robert, Pigs, Illus. Michael Martchenko, Pub. Annick Press, 1990

- in typical whimsical Munsch style, the story depicts the problems that arise when a little girl carelessly lets the pigs out when she feeds them before school
- develops how responsibility is key in caring for animals and how attitudes change

Zagwijn, Deborah, The Pumpkin Blanket, Fitzhenry & Whiteside, 1990

- depicts a remote farm in the north
- a young child gives up her security blanket in order to help pumpkins survive the autumn frosts
- concepts of composting, vegetable harvest, and the battle against early frost in autumn
- excellent text and illustrations

Zemach, Margot, The Little Red Hen, Pub. Farrar, Straus & Grouse, N.Y., 1983

- retells the story and depicts cycle of food from planting to harvest
- shows need for sharing of labour
- concepts of food production from planting to table very well shown
- shows old ways before modern technology