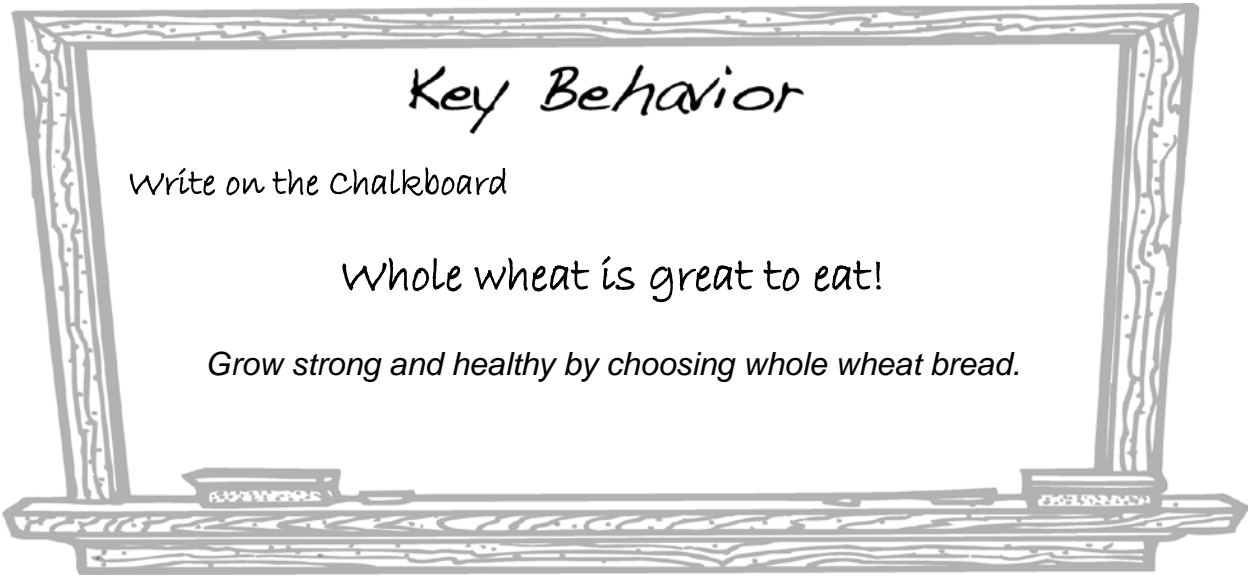


# Bread, Bread, Bread (1<sup>st</sup> Grade)



## NUTRITION OBJECTIVES CHECK LIST

Students will be able to:

- prepare** and **taste** a snack with whole wheat bread.
- express ways** they can **eat whole wheat bread**.
- explain** the **health benefits** of eating whole wheat bread.
- identify** that bread fits in the grains group of MyPlate.

## MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
<p><b><u>In Kitchen Bin</u></b></p> <ul style="list-style-type: none"> <li>- chef knife (teacher only)</li> <li>- cutting board (teacher only)</li> </ul> <p><b><u>In Paper Good Bin</u></b></p> <ul style="list-style-type: none"> <li>- plastic knives*</li> </ul>	<ul style="list-style-type: none"> <li>- recipe copies*</li> <li>- activity sheet copies*</li> <li>- napkins*</li> </ul>	<ul style="list-style-type: none"> <li>- book: "Bread, Bread, Bread" by Ann Morris <b>or</b> "Bread Comes to Life" by George Levenson</li> <li>- 100% whole wheat bread sliced (1/2 per student)</li> <li>- 1 pkg. small whole wheat tortillas (1/4 or less per student)</li> <li>- 2 large cucumbers</li> <li>- 2 tubs of whipped cream cheese (8 oz.)</li> <li>- plastic coated paper plates*</li> </ul>

\*one per student

## EXPERIMENT MATERIALS

Bins	Teacher Provides	Will be Delivered
<p><b><u>In Kitchen Bin</u></b></p> <ul style="list-style-type: none"> <li>- pitcher</li> </ul> <p><b><u>In Paper Goods Bin</u></b></p> <ul style="list-style-type: none"> <li>- 6 plastic spoons</li> <li>- napkins</li> </ul>	<ul style="list-style-type: none"> <li>- warm tap water</li> </ul>	<ul style="list-style-type: none"> <li>- 4 packages quick rise dry yeast</li> <li>- 2 cups sugar</li> <li>- 18 - 4 oz. portion cups (clear)</li> </ul>

\*one per student

## SET-UP

### Copies:

- Make copies of recipe (each student) and yeast experiment activity sheet (each student).

### Work area:

- Students will work in 6 groups.
- Have nutrition table ready for lesson materials and ingredients.

### Food-prep:

- Wash and peel cucumbers (peeling is optional). Cut cucumbers into enough pieces - one for each student. Students will each get a piece that they will then cut into small pieces for their sandwiches. Put them in bowls to pass out.  
**Note:** Students will not need a lot of cream cheese just enough for a thin layer.
- Cut whole wheat tortillas into quarters or sixths for each student to have one piece.
- Cut whole wheat bread in half,  $\frac{1}{2}$  per student.
- Create one demonstration plate for making the sandwich and wrap,  $\frac{1}{2}$  slice of bread, 1 quarter tortilla, a small dollop of cream cheese, 1 cucumber and plastic knife.
- Have bread, tortillas, cucumber, whipped cream cheese (students will spread), plastic knives, plastic coated paper plates, and napkins ready to pass out.

### Other-prep:

- Have the book "*Bread, Bread, Bread*" **or** "*Bread Comes to Life*" ready to read.
- Display MyPlate poster on a board.

### Experiment prep (for 6 groups)(divide ingredients evenly):

Each of the 6 groups will get 3 cups (one of each) and mix them altogether.

- ✓ 6 clear portion cups with yeast, about 2 spoonsful
- ✓ 6 clear portion cups with sugar, about 2 spoonsful
- ✓ 6 clear portion cups  $\frac{1}{2}$  full of warm water

**IMPORTRANT:** Make sure the water is warm, (not hot or cold) when the students start the experiment. Use pitcher to pour warm water.

- ✓ 6 plastic spoons
- ✓ Napkins for each group as the yeast can bubble up over onto the desks.

**IMPORTANT:** The yeast will take about 15 minutes to rise. Read the book "*Bread Comes to Life*" **or** "*Bread, Bread, Bread*" after students conduct the experiment. Have the students observe the experiment results after the book.

## INTRODUCTION WITH STUDENTS

### Let's Wake Up Our Brains! Brain Boost Exercise!

#### Whole Wheat is Great to Eat! (Rhyme)

- ♥ Whole wheat bread is great to eat
- ♥ Jump up high and touch the sky
- ♥ Whole wheat bread is great to eat
- ♥ Crouch down low and touch your toe
- ♥ Whole wheat bread is great to eat
- ♥ Jog fast and see how long you can last



Now that our minds are ready to go, let's get started on our nutrition lesson.

- Tell students that today they are going to learn about bread.
- Ask students to tell you what they know and like about bread.
- Have students name different kinds of bread that they know. (tortillas, bagels, rolls, sandwich bread, French bread, etc.)
- Ask students where bread fits in MyPlate. (grains group)
- Show students a piece of whole wheat bread and ask them if they have tried whole wheat bread before. Tell them whole wheat bread is the best kind to eat. Tell students that they will get to try whole wheat bread today.
- **Refer to the Key Behavior and tell students that eating whole wheat bread from the grains group gives our bodies energy and is healthy to eat!**
- Explain to students that whole wheat bread is healthier for our bodies than white bread. Whole wheat bread has all of the healthy parts of the wheat seed in it. But white bread doesn't have all the healthy parts of the seed.
- Ask student to tell you what they think bread has in it (flour, eggs, milk, sugar, salt). Tell students that different breads have different ingredients.
- Explain that some breads have a very special ingredient in them. This ingredient is called yeast. Ask students to tell you what they know about yeast.
- Tell students that there are some very interesting things about yeast.
  - ✓ Yeast is used to make some types of bread.
  - ✓ Yeast is alive.
  - ✓ Yeast eats sugar.
- Tell students that today they are going to be scientists and do a yeast experiment.

## PROCESS

- Step 1: Divide the class into 6 groups. Pass out yeast experiment activity sheets to each student. Read the activity sheet together as a class. Have students write and draw what they think will happen when they mix the ingredients together.
- Step 2: Show students each of the materials for the experiment (yeast, sugar, and warm water). Model how to conduct the experiment. Mix the yeast and sugar together and pour the warm water into the mixture. Stir gently with a spoon.
- Step 3: Explain that students will work together as a group and that they will need to use their best manners while working together to perform the experiment with the other students in their group.
- Step 4: Pass out experiment materials to each group (yeast, sugar, water and spoons) and have them start conducting their experiments. **Wait 15 minutes before observing the results of the experiment.**
- Step 6: Read the book "*Bread, Bread, Bread*" or "*Bread Comes to Life*" to the students while they wait for the experiments to work and discuss. Remind

students that whole wheat bread comes in bagels, tortillas, etc. and that whole wheat is great to eat!

Step 7: Now have students look at their experiments and write and draw the results on their activity sheets. **Discuss the results with students.** Ask them why they think yeast would be good to use when baking bread. Write the different answers on the board.

Step 8: Tell students that when the yeast eats the sugar it makes a gas and that gas makes bubbles. The bubbles make the bread light and fluffy.

**Note:** The yeast, sugar and water should bubble up and possibly over. The longer you wait the more it will bubble. It also will have a strong smell that students may comment about. You can say that many things are made with yeast not just bread.

**Note:** Some of the student's experiments may not bubble. In this case ask students to think of reasons why. Maybe they forgot to add one of the ingredients; maybe the water was too warm or too cold.

Step 9: Have students wash their hands with soap and warm water.

Step 10: Pass out the whole wheat bread, whole wheat tortillas, cucumbers, and whipped cream cheese and plastic knives.

Step 11: Have students look for air bubbles in each of the breads. Have them circle on their activity sheet the bread they think was made with yeast. **Tortillas are not made with yeast.**

Step 12: Have students make their snack by cutting up their cucumbers, spreading the cream cheese on the two different whole wheat breads and then adding the cucumber. Remind them that eating whole wheat bread is good for them and gives their bodies energy. **Note:** Use cream cheese sparingly and only give seconds with cucumbers and bread.

Step 13: **Let's Eat, Let's Talk.** While students eat, ask them what they learned by having students explain why eating whole wheat bread is healthy. Ask and discuss the questions in **Make Health Happen.**

*Make Health Happen*

What foods have you eaten today from the grains group?

What did you think of the whole wheat bread and tortillas?

The lunchroom serves whole wheat bread. Will you try whole wheat bread next time it is served in the lunchroom?

## REINFORCING STANDARDS

### **Comprehensive Health**

- **GR.1-S.2-GLE.1** Eating a variety of foods from the different food groups is vital to promote good health.

### **Physical Activity**

- **GR.1-S.1-GLE.1** Demonstrate basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements.
- **GR.1-S.1-GLE.2** Establish a beginning movement vocabulary.
- **GR.1-S.3-GLE.2** Follow the rules of an activity.

### **Reading, Writing and Communicating**

- **GR.1-S.1-GLE.1** Multiple strategies develop and expand oral vocabulary.
- **GR.1-S.1-GLE.2** Verbal and nonverbal language is used to express and receive information.
- **GR.1-S.2-GLE.2** Comprehending and fluently reading a variety of informational texts are the beginning traits of readers.
- **GR.1-S.2-GLE.3** Decoding words require the application of alphabetic principles, letter sounds, and letter combinations.
- **GR.1-S.3-GLE.2** Appropriate spelling, conventions, and grammar are applied when writing.

### **Social Studies**

- **GR.1-S.2-GLE.2** People in different groups and communities interact with each other and with the environment.

### **Science**

- **Scientific Processes**-Organizing Concept-use evidence, analyze and interpret.

# BACKGROUND INFORMATION

- Breads play an important role in human history. Almost every culture, race, and religion has its own type of bread. Here are a few examples of breads that are eaten around the world: tortillas, chapattis, matzo, challah, rye, sourdough, crumpets, baguettes, pita, bagels, pumpernickel, and pretzels.
- All types of breads fall into two categories: unleavened or leavened (raised). Unleavened breads are believed to be the first breads that were made by prehistoric man. They were a simple mixture of grain and water and were probably cooked on hot stones or by the sun. They are now called flat bread. Tortillas, chapattis, and matzo are examples of flat breads that are still popular today.
- The ancient Egyptians discovered how to make leavened bread between 2,000 and 3,000 B.C. The Hebrews and Romans adopted these techniques later. The discovery of leavened bread might have been an accident. Perhaps the wheat dough left in the open air became contaminated with airborne wild yeast that made the bread rise. When baked, it was lighter and tastier than flat bread.
- Yeast is a single-cell fungus that will multiply rapidly under the right conditions. When yeast is mixed with flour and water, the yeast ferments the simple carbohydrates naturally present in the flour and produces carbon dioxide and alcohol as waste products. Bread rises when the gluten traps these gases in the dough. (The alcohol largely evaporates during baking.) Also yeast is responsible for bread's characteristic flavor and aroma.
- Other ingredients such as sugar, salt, and fat are also often added to have a more flavorful and successful bread. It is possible to make bread without any salt at all. However, salt adds flavor to the bread and regulates the growth of yeast by preventing it from multiplying too rapidly. Sugar is an optional ingredient, but it acts as yeast food at the start of the process, thus helping the bread to rise faster. Sugar also aids in browning and keeping the bread tender by retaining moisture. Fat is another optional ingredient. It adds flavor, makes bread tender and helps the bread brown better. It also helps to increase the dough's elasticity.
- The Dietary Guidelines for Americans (2015-2020) recommend that half of the grains we eat should be whole grains. Whole grains provide complex carbohydrates, fiber, and B vitamins. Whole wheat breads made with whole wheat flour are more nutritious than breads made with refined wheat flour. Adults should aim for 6 oz. of total grains per day, of which 3 oz. should be whole grains. Children should aim for 3-5 oz. of total grains per day, of which 1 ½ - 2 ½ oz. should be whole grains.

Dear Family,

Today I learned about yeast and how it makes bread rise. We tasted whole wheat bread and whole wheat tortillas in class. Whole wheat bread gives me energy and is good for my body! Here is a fun and easy recipe we can try at home.

*Parent Tip: Kids learn to like new foods they see and taste more than once. Don't give up on offering new foods to your child; it may take a few tries to get them interested in tasting something new.*

## Whole Wheat Cucumber Sandwiches

**Makes: 1 serving**

**Total Cost: \$0.32**

**Serving Cost: \$0.32**

### Ingredients



1 slice whole wheat bread



2 slices cucumber



1 tablespoon whipped cream cheese

### Directions

1. Spread whipped cream cheese on one slice of whole wheat bread.
2. Slice the cucumber into thin slices and put on top of bread.
3. Fold the sandwich in half.
4. Eat and enjoy!

Nutrition Facts	
Serving Size 1 sandwich (81g)	
Servings Per Container 1	
Amount Per Serving	
<b>Calories</b> 110	<b>Calories from Fat</b> 40
% Daily Value*	
<b>Total Fat</b> 4.5g	<b>7%</b>
Saturated Fat 2g	<b>10%</b>
Trans Fat 0g	
<b>Cholesterol</b> 10mg	<b>3%</b>
<b>Sodium</b> 170mg	<b>7%</b>
<b>Total Carbohydrate</b> 14g	<b>5%</b>
Dietary Fiber 2g	<b>8%</b>
Sugars 3g	
<b>Protein</b> 4g	
Vitamin A 4%	• Vitamin C 2%
Calcium 4%	• Iron 4%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000      2,500
Total Fat	Less than 65g      80g
Saturated Fat	Less than 20g      25g
Cholesterol	Less than 300mg      300mg
Sodium	Less than 2,400mg      2,400mg
Total Carbohydrate	300g      375g
Dietary Fiber	25g      30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

**Whole wheat is great to eat!**

**Grow healthy and strong by eating whole wheat bread in the lunchroom.**

Querida familia,

Hoy aprendí sobre la levadura y como hace que el pan se suba. Nosotros probamos en clase el pan de grano entero y las tortillas integrales. El pan integral me da energía y es bueno para el cuerpo. Aquí hay una receta fácil y divertida para probar en casa.

*Consejo para padres: Los niños aprenden a gustarles comidas nuevas cuando las ven y prueban más de una vez. No se rinda al ofrecer alimentos nuevos a su hijo; puede tomar varios intentos para conseguir que se interese en probar algo nuevo.*

## Sándwiches de pepino en pan integral

Rinde: 1 porción

Costo Total: \$0.32

Costo por Porción: \$0.32

### Ingredientes



1 rebanada de pan integral de grano entero



2 rodajas de pepino



1 cucharada de queso crema batido

### Instrucciones

1. Untar el queso crema batido en una rebanada de pan integral de grano entero.
2. Cortar el pepino en rebanadas finas y colocar encima del pan.
3. Doblar el sándwich por la mitad.
4. ¡Comer y Disfrutar!

**¡El pan integral es genial para comer!**

**Crece sano y fuerte comiendo pan integral en la cafetería.**

Nutrition Facts	
Serving Size 1 sandwich (81g)	
Servings Per Container 1	
Amount Per Serving	
<b>Calories</b> 110	<b>Calories from Fat</b> 40
% Daily Value*	
<b>Total Fat</b> 4.5g	<b>7%</b>
Saturated Fat 2g	<b>10%</b>
Trans Fat 0g	
<b>Cholesterol</b> 10mg	<b>3%</b>
<b>Sodium</b> 170mg	<b>7%</b>
<b>Total Carbohydrate</b> 14g	<b>5%</b>
Dietary Fiber 2g	<b>8%</b>
Sugars 3g	
<b>Protein</b> 4g	
Vitamin A 4%	Vitamin C 2%
Calcium 4%	Iron 4%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Yeast Experiment

Yeast is used in making bread. It is alive and eats sugar. What do you think will happen when you mix yeast with sugar and water?

### Materials:

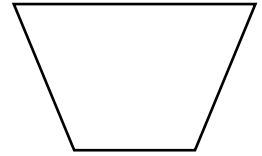
- ✓ Yeast
- ✓ Sugar
- ✓ Warm water

### Steps:

1. Mix the yeast, sugar and warm water together.
2. Wait 15 minutes and see what happens.

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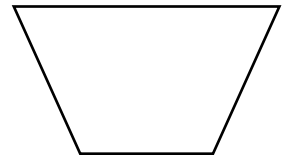
Draw and write what you think will happen.



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Draw and write what did happen.



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Which one was made with yeast? **Bread** or **Tortilla**

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Experimento con Levadura

La levadura se utiliza en la fabricación de pan. Está viva y se alimenta del azúcar. ¿Qué crees que pasará cuando mezcles la levadura con el azúcar y el agua?

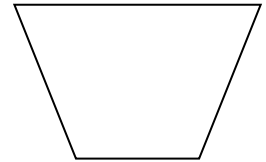
### Materiales:

- ✓ Levadura
- ✓ Azúcar
- ✓ Agua tibia

Pasos a seguir:

1. Mezclar la levadura, el azúcar y el agua caliente juntos.
2. Espera 15 minutos y mira lo que pasa.

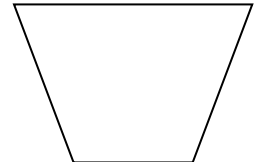
Dibuja y escribe lo que crees que va a pasar.



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Dibuja y escribe lo que pasó.



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¿Qué alimento tenía levadura?

**Pan** o **Tortilla**

# Yeast Experiment (Teacher Only, Answer Sheet)

Yeast is used in making bread. It is alive and eats sugar. What do you think will happen when you mix yeast with sugar and water?

## Materials:

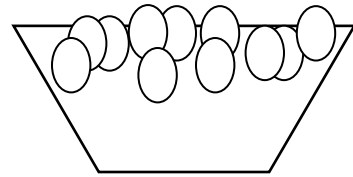
- ✓ Yeast
- ✓ Sugar
- ✓ Warm water

## Steps:

1. Mix the yeast, sugar and warm water together.
2. Wait 15 minutes and see what happens.

---

Draw and write what you think will happen.

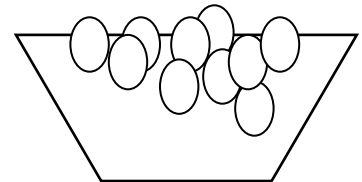


*I think the yeast will eat the sugar and grow bigger.*

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Draw and write what did happen.



*The yeast bubbled up and grew bigger.*

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Which one was made with yeast? **Bread** or **Tortilla**