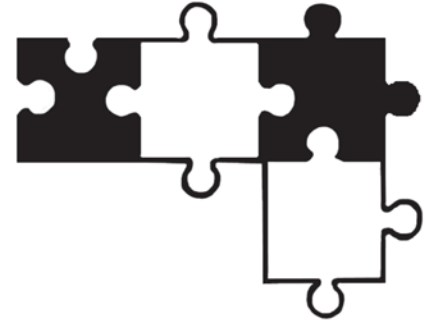


ACTIVITY 2



Making Bread

Activity:

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

CurriculumFit: Grade One – Science

Topic E – Needs of Animals and Plants

Specific Learner Outcomes

- Observe, describe and compare living things.
- Identify ways that land plants depend on soil.
- Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.

Grade Two – Social Studies

General Outcome 1.2 Moving Forward with the Past: My Family, My History and My Community

- Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Specific Learner Outcomes

- 1.2.1 appreciate how stories and events of the past connect their families and communities to the present:
- recognize how their families and communities might have been different in the past than they are today

Grade Two – Social Studies

General Outcome 2.2 A Community in the Past

- Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community.

Specific Learner Outcomes

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present
- 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry
- In what ways has our community changed overtime.
- What has caused changes in their community?
- How have the people who live in the community contributed to change in the community?



Agriculture Concepts:	Production, processing and marketing systems Technology and capital intensity
Cognitive Level:	Comprehension, Application
Materials Required:	<ul style="list-style-type: none"> unthreshed grain for each child book, The Little Red Hen (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 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 about where bread comes from and how important grain is to the process. Students also learn the value of modern technology.

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Note: Please be aware that some students may have food allergies - taste accordingly.
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Procedure

Day One

Introduction

1. Share the loaf of bread.
2. Discuss where it comes from to 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.

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).

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.

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Note: The purchased flour will have to be used also.
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12. Bake and share.

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 harvest the crop.
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.expressions.

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

*Original lesson idea by Diane Heil
Modifications by AITC*

Bibliography of Children's Books with Suggested Uses

**Andrews, Jan & Karen Reczuch, The Auction,
Groundwood Book, Douglas & McIntyre, 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

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

**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

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

Bibliography of Children's Books with Suggested Uses (continued)

**Turney-Zagwyn, 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

Other Versions of The Little Red Hen story:

**Ziefert, Harriett and Emily Bolem (New York:
Viking, 1995)**

**Stobbs, William (Oxford: Oxford University Press,
1985)**

Galdone, Paul (New York: Seabury Press, 1973)