

Wheat to Bread: Bread to Sandwich

Grade Levels: K-1

Florida State Sunshine Standards:

SS.K.A.1.1 Develop an understanding of how to use and create a timeline.

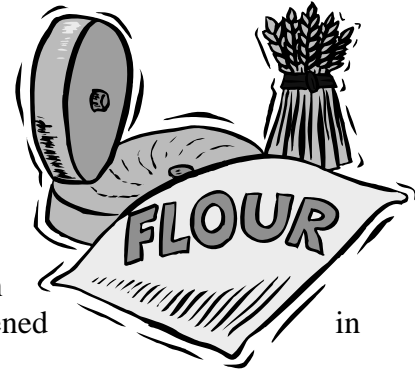
SS.K.A.3.1 Use words and phrases related to chronology to explain how things change and to sequentially order events that have happened in school.

SS.K.E.1.1 Describe different jobs that people do and the tools or equipment used.

SS.K.E.1.4 Identify the difference between basic needs and wants.

SS.1.A.3.1 Use terms to time sequentially order events that have occurred in school, home or community.

SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary sources.



Materials Needed:

Crayons or colored pencils

Scissors

Glue

Copies of the newspaper grocery store flyers or old magazines

Calendar

Objectives

By the end of this unit the students will be able to:

1. Identify that the bread in their sandwiches is made from wheat;
2. Visually sequence three steps to make bread;
3. Verbally describe those three sequential steps to make wheat into bread;
4. Pictorially connect people and the equipment they use to make wheat, bread or sandwiches; and
5. Keep a week-long sandwich diary.

Getting Started

1. Prior to conducting this lesson make copies of the student handouts, gather art supplies and collect old grocery store flyers or magazines that can be cut apart.
2. Cut out images of different types of bread from magazines or grocery store flyers to make a display of different breads – yeast bread, tortillas, rolls, pita bread, etc.
3. Cut apart the two halves of the picture page to provide the student with only one half of the page at a time to avoid confusion.

Brief Overview

This lesson begins the process to teach students that the foods they eat come from farms and that the raw products produced on farms are processed into foods.

Background

Today's ready-to-eat food supply no longer exposes students to the raw materials needed to produce those foods or that those raw products are grown and raised on America's farms and ranches. This lesson while teaching sequencing and timelines begins to acquaint students with the raw materials grown on farms, that those foods are processed into ingredients and that those ingredients are used to make finished food products.

Activity One – Wheat to Bread

1. Ask the student how many like sandwiches. Survey them to determine their favorite type of sandwich.
2. Ask the students what makes a sandwich (Answers will vary and may include bread or roll; ingredients such as meat, cheese, tuna fish, peanut butter; vegetables such as lettuce, tomatoes, pickles; condiments such as mustard or mayonnaise.) Bread of some sort is a must. Display and explain different types of breads from different cultures.
3. Ask where bread comes from. Answers will vary but explain that this lesson will teach exactly where.
4. Hand out first of the student pages and have the students color the heads of ripe wheat a golden yellow, the combine as they wish but the field a golden yellow and the kernels of wheat a golden brown. Then have the students cut apart the three pictures (wheat heads, combine, wheat kernels).
5. Explain that wheat is a grain grown on farms in large fields. select the picture of heads of wheat and glue it onto square number one on their "Wheat on the Farm" handout page.
6. Explain that when the wheat turns a golden yellow it is ripe and the farmer cuts it down with a combine. The combine separates the grain from the stalk and seed hulls that are called chaff. Have the students paste the combine onto space number two.
7. Explain that the combine holds the finished kernels of wheat until it is full and then the farmer transfers the grain to a wagon or truck. Have the cut out the picture and glue it into space number three.
8. Hand out second of the student pages and have the students cut apart the three pictures (wheat, flour, bread). Have the students color the wheat kernels a golden brown, the flour at the top of the bag a light tan and the bread slightly darker tan. All other colors are at their discretion.
6. Explain that wheat is ground into flour. Have students select the picture of flour and glue it onto square number two on their handout page.
7. Explain that flour is mixed with other ingredients and baked into bread. Have students select the picture of bread and glue it onto square number three on their handout page. Share that they were instructed to color the bread a tan color because this is whole wheat bread. Share that the healthiest bread has the whole grain and that whenever possible students should eat whole grains.

Activity Two- What is in a sandwich?

1. As a homework assignment, have the students cut out their favorite sandwich ingredients from grocery store flyers or magazines. They will need to select at least one type of bread, at least one filler ingredient and either a vegetable (lettuce, tomato, pickle, etc.) or condiment (mustard, ketchup, mayo, margarine, butter, vinegar, pepper, etc.). If they do

not want to include a vegetable or condiment, they should choose a second filler ingredient.

2. Ask the students to create a step-by-step timeline of the sandwich making process.
3. Go to my.pryramid.gov and have the students plug in their ingredients into their own pyramid.

Activity Three – A Week’s Worth of Sandwiches

1. Hand out copies of the student handout *A Week’s Worth of Sandwiches*.
2. Ask the students to keep track for one week what sandwiches they eat. This is a min-version of a food diary. Identify what day of the week it is and when you are beginning. (The author suggests beginning on Monday and filling in the Saturday and Sunday blocks from the previous weekend.) Have the student write in a zero if they did not eat any sandwich that day.
3. Tally up the total for each day and make a large classroom graph of the results.

Activity Four – The Jobs That Meet Our Needs

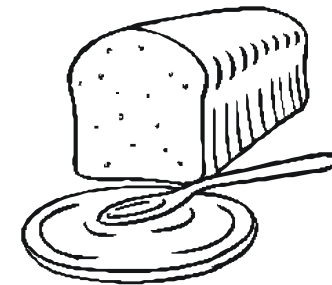
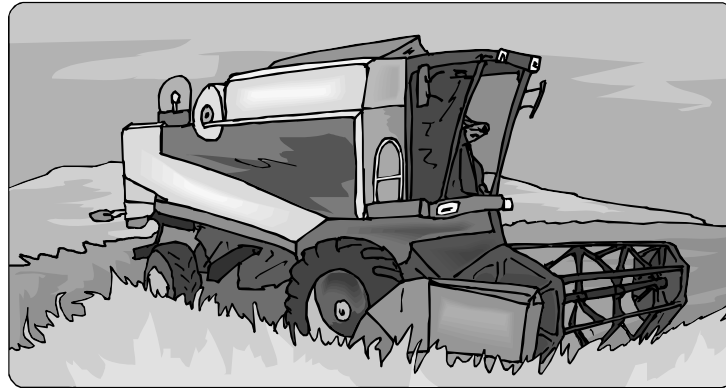
1. Share with the students that food is one of their needs. The others are water, air, clothing, shelter and health care as a minimum. Share others that make us healthy happy humans – love, appreciation, education, respect, etc.
2. Explain that many of the things we enjoy are want – television, video games, candy, etc.
3. Explain that the class already talked about the farmer using a combine to harvest grain. Ask what other people help to meet their needs (bakers that made the bread, cafeteria workers that make school meals, doctors, etc.)
4. Hand out the last student page *People and Equipment to Meet our Needs*.
5. Have students match the people with the equipment they use to help us meet our needs by drawing a line from the person to the equipment. (*Farmer to combine, vet to stethoscope, chef to mixer.*)

Review and Evaluation

1. Assess the students’ pages – whether the pictures have been attached in the appropriate places.
2. Assign a participation evaluation for appropriate discussion and contribution of information.

Extensions and Variations

1. When surveying the students as to their favorite sandwich, make a graph of each type for classroom display.



Name _____ Student Handout

Wheat on the Farm

1	2	3

Name _____ Student Handout

Wheat to Bread

1	2	3

Name _____ Student Handout

Bread to Sandwich

Step 1	Step 2	Step 3

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Name _____ Student Handout

A Week's Worth of Sandwiches

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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Name _____ Student Handout

Jobs that Meet Our Needs

Draw a line from the person to the piece of equipment used to meet our needs.

