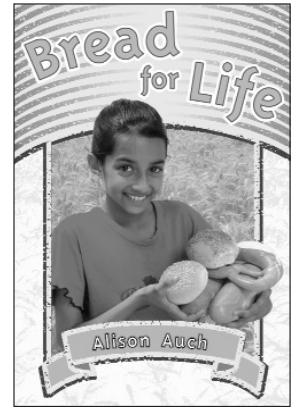


Bread for Life

by Alison Auch



Book Summary

People all over the world eat bread. There are many kinds of bread and many ways to eat it. This book explains the history of bread and how some breads are made.

Features of the Book

- Historical and cultural information about bread
- Labeled diagrams
- Photographs with captions
- Specialized vocabulary – *dough, grain, husk, knead, nutrient, staple, yeast*
- Recipe for tortillas

Purpose

Bread for Life can be used to introduce and reinforce the following skills and understandings:

- S** making connections between the text and students' own experiences;
- S** exploring verb tenses;
- S** reading and following procedural text;
- S** summarizing important ideas;
- S** writing procedural text;
- S** exploring and describing similarities and differences in staple foods across cultures.

Investigation Tools

- What's the Background? – The History of Bread, page 4
- Making Connections – Bread on the Move, page 7
- Step-by-step – Harvesting Today, page 9
- Weighing Both Sides – Bread in Your Diet, page 13
- Digging Deeper – All Kinds of Grain, page 15
- Looking Closer – Magic Yeast, page 22

The Guided Reading Lesson

- S** Making connections between the text and students' own experiences
- S** Exploring verb tenses
- S** Reading and following procedural text

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be taken over two or more days.

Introducing the text

Write "Bread" on the board. Brainstorm different kinds of bread. Encourage the students to think about bread from different cultures. Ask them what they know about each type of bread and add these ideas to the brainstorm.

Add new information to the brainstorm as the students read the book.

Look at the cover of the book and read the blurb together.

- *Why do people eat bread?*
- *Why is this book called “Bread for Life”?*

Reading and discussing the text

Ask the students to think about why bread is a common food around the world as they read chapters 1 to 3 silently.

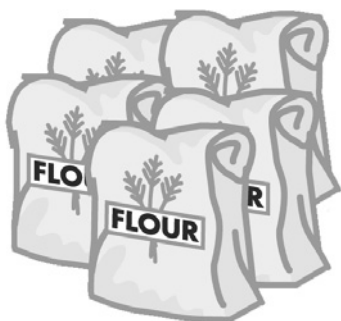
When the students have finished reading, encourage them to share their views about why bread is so common around the world.

- *Is bread hard to make? Does it use fancy ingredients?*
- *What is bread like in different countries?*
- *How can bread be eaten with other foods?*
- *Why does America have so many different kinds of bread?*

Review pages 4 and 5 together, noticing the verbs used on each page.

- *What do you notice about the verbs on page 4? (past tense – was, mixed, cooked)*
- *How are the verbs on page 5 different? (present tense – is, contain, are)*
- *Why do you think the pages are different? (Page 4 tells us about the past. Page 5 tells us about the present.)*

Ask the students to flick through chapters 4 and 5 to see how the text is organized. Explain that both chapters include a procedure. The students can now read chapters 4 and 5 independently, thinking about how they read the procedures.




Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Reading and following procedural text

Draw a Venn diagram on the board and record similarities and differences between the procedural texts in chapters 4 and 5. Encourage the students to comment on the use of lists, numbers, grouping of text and photographs, procedural language such as “first,” “next,” and “then,” and the use of verbs. Ask the students to identify the features that make procedural texts easier to follow and read.

 The students can use the blackline master on page 65 to write a recipe for their favorite bread treat, such as a sandwich, a pizza, or a wrap. The students could make their treat at a later time.

S Summarizing important ideas

Write “Bread around the World,” “Making Bread,” “Eating Bread,” and “Bread for Health” on separate index cards. Either individually or in pairs, have the students choose a card. Ask them to write the main ideas, rather than details, about their topic on the back of the card. When the students have finished, ask them to explain why their main ideas were the most important ones. The cards could be made into a classroom mobile.

S Exploring and describing similarities and differences in staple foods across cultures

Using the map on page 29 as a guide, the students can mark the places where different breads originated on a classroom world map. They could use Post-it notes or flags to label each country. Start with the ideas on page 29, but encourage the students to add more. Then ask the students to add at least one piece of information about each kind of bread.