

What do we know about bread? What do we want to find out?

Vocabulary—English: loaf, bake, bakery, baker, knead, investigate; words related to different types of bread (e.g., rolls, buns, tortillas, breadsticks, baguettes); words to describe bread (e.g., crust, crunchy, soft, sweet, round, square)

Spanish: hogaza, panadería, hornear, panadero, amasar, investigar; palabras relacionadas con distintos tipos de pan (e.g., panecillos, bollos, tortillas, palitos de pan, baguettes); palabras con las cuales se describe el pan (e.g., corteza, crujiente, blando, dulce, redondo, cuadrado)

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Art: play dough; photos of bread	Dramatic Play: cookbooks about bread	Library: books that feature bakeries	Art: photos of bread; bread cookbooks	Dramatic Play: environmental print about bread; bread packages
Question of the Day	Do you like bread?	Did you eat bread today?	How many [slices of bread or tortillas] are in this [loaf or stack]? (Show a loaf of bread or a stack of tortillas.)	Do you have a favorite kind of bread?	What do you want to find out about bread?
Large Group	Movement: Leaping Sounds Discussion and Shared Writing: What Do We Know About Bread? Materials: Mighty Minutes 17, “Leaping Sounds”; collection of photos of bread	Movement: Writing in the Air Discussion and Shared Writing: Kinds of Bread Materials: Mighty Minutes 09, “Writing in the Air”; dry-erase boards or clipboards with paper; markers	Movement: Walk the Line Discussion and Shared Writing: Bakeries Materials: Mighty Minutes 32, “Walk the Line”; book from the “Children’s Books” list that features bakeries	Song: “Mr. Forgetful” Discussion and Shared Writing: What Do We Know About Bread? Materials: Mighty Minutes 55, “Mr. Forgetful”; samples of real bread	Song: “Let’s Make Letters” Discussion and Shared Writing: What Do We Want to Find Out About Bread? Materials: Mighty Minutes 84, “Let’s Make Letters”
Read-Aloud	Selection from the “Children’s Books” list that features characters making bread	Selection from the “Children’s Books” list that features different kinds of bread	Selection from the “Children’s Books” list that features bakeries	<i>Doña Flor</i> Book Discussion Card 35 (first read-aloud)	Reread the book from Day 3 that features bakeries. Use Intentional Teaching Card LL06, “Dramatic Story Retelling.”
Small Group	Option 1: Story Problems Intentional Teaching Card M22, “Story Problems”; collection of manipulatives Option 2: Dinnertime Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; napkins; utensils; cups; placemats; toy bread	Option 1: Comparing Bread Textures Intentional Teaching Card M05, “Sorting & Classifying”; objects to define boundaries for sorting; collection of photos of bread to sort Option 2: Comparing Bread Textures Intentional Teaching Card M02, “Counting & Comparing”; variety of bread for children to explore and taste; card stock	Option 1: Play Dough Intentional Teaching Card M15, “Play Dough”; ingredients; recipe chart; materials to make play dough; photos of different kinds of bread Option 2: Apple Bread Intentional Teaching Card M29, “Apple Bread”; recipe chart; ingredients; mixing bowls; measuring cups and spoons; knife; cutting board; loaf pan	Option 1: Our Names, Our Things Intentional Teaching Card LL41, “Our Names, Our Things”; name cards and photos that identify each child’s cubby; photos that appear in other places in the classroom Option 2: Daily Sign-In Intentional Teaching Card LL42, “Daily Sign-In”; daily sign-in sheet; name cards; variety of writing tools; date stamp	Option 1: Playing With Environmental Print Intentional Teaching Card LL23, “Playing With Environmental Print”; variety of environmental print, including items related to bread Option 2: Storyboard Intentional Teaching Card LL46, “Storyboard”; collection of photos or pictures cut from magazines; tape; index cards; construction paper; writing tools
Mighty Minutes™	Mighty Minutes 01, “The People in Your Neighborhood”	Mighty Minutes 08, “Clap the Missing Word”	Mighty Minutes 37, “Little Ball”; ball	Mighty Minutes 82, “Let’s Clean Up”; chart paper	Mighty Minutes 75, “Busy Bees”

Make Time for...

Outdoor Experiences

Physical Fun

- Review Intentional Teaching Card P19, “Bounce & Catch.” Follow the guidance on the card.

Family Partnerships

- Introduce the study to families by sending a letter of explanation. Ask them to bring bread-making supplies (ingredients, tools, and aprons), books about bread, cookbooks, toys related to bread (baskets, rolling pins, and bread packages), and interesting breads or flour to explore.

Wow! Experiences

- Research sites that children can visit next week to watch people making bread.

Many bakeries and grocery stores sell day-old bread at discounted prices. Throughout the study, ask for families, kitchen staff, or local bakeries to donate samples of bread that have different shapes or textures.

How is bread made?

Vocabulary—English: grain, flour, grind, mill, rise, ingredients, baking powder, yeast, oil, technique, occupation, rolling pin, bread pan; different kinds of flour (e.g., wheat, rye, potato); word related to the baking tool (e.g., spatula, sifter, whisk)

Spanish: grano, harina, moler, crecer, ingredientes, polvo para hornear, levadura, aceite, técnica, ocupación, rodillo, molde para hornear el pan; tipos de harina (e.g., trigo, centeno, papa); palabras relacionadas con el instrumento de panadería (e.g., espátula, cedazo, batidor)

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Discovery: wheat or cornmeal grains; mortar and pestle or hand-crank grinder	Discovery: wheat or cornmeal grains; mortar and pestle or hand-crank grinder; different kinds of flour; magnifying glasses	Art: interesting baking tool; play dough; photos of different kinds of bread	Computer: photos or videos of industrial bakeries	Dramatic Play: materials related to baking (e.g., pans, toy breads, rolling pins, aprons)
Question of the Day	Where does bread come from?	Do you see any letters in your name on this recipe? (Display a bread recipe.)	What can we do with this? (Show an interesting baking tool, e.g., pastry brush, pastry cutter, or hand mixer.)	What do you want to see on our site visit?	Which kind of bread do you want to make? (Show two different bread recipes from <i>Come Cook With Me</i> , such as “Biscuits” and “Apple Oat Muffins.”)
Large Group	<p>Game: Simon Says</p> <p>Discussion and Shared Writing: How Is Flour Made?</p> <p>Materials: Mighty Minutes 13, “Simon Says”; hand-crank grinder or mortar and pestle; whole grains to grind; book that shows how grains are ground into flour</p>	<p>Game: My Name, Too!</p> <p>Discussion and Shared Writing: What Goes Into Bread?</p> <p>Materials: Mighty Minutes 35, “My Name, Too!”; variety of bread recipes</p>	<p>Movement: The Imaginary Ball</p> <p>Discussion and Shared Writing: Baking Tools</p> <p>Materials: Mighty Minutes 41, “The Imaginary Ball”; lively music; interesting baking tools and ingredients; play dough</p>	<p>Movement: Spatial Patterns</p> <p>Discussion and Shared Writing: Site Visit to See How Bread Is Made</p> <p>Materials: Mighty Minutes 38, “Spatial Patterns”; Intentional Teaching Card SE01, “Site Visit”; clipboards and paper; pencils or crayons</p>	<p>Game: 1, 2, 3, What Do I See?</p> <p>Discussion and Shared Writing: Making a Bakery</p> <p>Materials: Mighty Minutes 50, “1, 2, 3, What Do I See?”; items related to the study; basket; scarf or towel; rolling pins; bread pans</p>
Read-Aloud	<p><i>Doña Flor</i></p> <p>Book Discussion Card 35 (second read-aloud)</p>	<p>Selection from the “Children’s Books” list that discusses cooking and baking</p>	<p><i>Doña Flor</i></p> <p>Book Discussion Card 35 (third read-aloud)</p>	<p>Selection from the “Children’s Books” list that explores ways to use your imagination</p>	<p>Reread the book from Day 2 that features cooking and baking.</p>
Small Group	<p>Option 1: Musical Water Intentional Teaching Card M44, “Musical Water”; five tall drinking glasses, glass jars, or glass bottles; water; spoon or pencil; measuring cup; funnel; food coloring</p> <p>Option 2: Ice Cubes Intentional Teaching Card M07, “Ice Cubes”; 10-12 large ice cubes; brown paper or paper towels; small cups or bowls; measuring tools</p>	<p>Option 1: Letters, Letters, Letters Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored inkpads and construction paper or magnetic letters and magnetic board</p> <p>Option 2: The Name Game Intentional Teaching Card LL47, “The Name Game”; children’s names on sentence strips; container; blank paper or index card</p>	<p>Option 1: Cornbread Intentional Teaching Card M65, “Cornbread”; recipe chart; ingredients; measuring cups and spoons; mixing bowls; sifter; baking pan or muffin tin; spatula; pot holders; scoop</p> <p>Option 2: Experimenting With Cornbread Intentional Teaching Card M65, “Cornbread”; recipe chart; ingredients; measuring cups and spoons; mixing bowls; sifter; baking pan or muffin tin; spatula; pot holders; scoop; camera</p>	<p>Option 1: Tongue Twisters Intentional Teaching Card LL16, “Tongue Twisters”; chart paper; markers</p> <p>Option 2: Same Sound Sort Intentional Teaching Card LL12, “Same Sound Sort”; variety of objects related to the study (e.g., bread pan, can of baking soda); cardboard box or bag</p>	<p>Option 1: Making a Recipe Intentional Teaching Card M10, “Biscuits,” or M33, “Apple Oat Muffins”; recipe chart; ingredients; baking supplies</p> <p>Option 2: Experimenting With a Recipe Intentional Teaching Card M10, “Biscuits,” or M33, “Apple Oat Muffins”; recipe chart; ingredients; baking supplies</p>

Mighty Minutes™

Mighty Minutes 24, “Dinky Doo”

Mighty Minutes 36, “Body Patterns”

Mighty Minutes 44, “Two Plump Armadillos”

Mighty Minutes 63, “Going on a Journey”

Mighty Minutes 11, “What Is My Job?”; props related to various jobs

Make Time for...

Outdoor Experiences

- Take the mortar and pestle or hand-crank grinder outdoors to continue exploring grinding grains into flour.

Physical Fun

- Review Intentional Teaching Card P08, “Cutting With Scissors.” Follow the guidance on the card and experiment with using scissors to cut play dough.

Family Partnerships

- Invite families to visit next week and make a bread recipe that they like to make and eat at home.
- Invite family members to accompany the class on the site visit to a bakery (Day 4).

Wow! Experiences

- Day 4: Site visit to a local grocery store or bakery

As children prepare different kinds of bread, invite them to experiment with different ways to mix, e.g., adding wet ingredients to dry, dry ingredients to wet, using a whisk, different sized spoons, etc.

What kinds of bread do we like?

Vocabulary—English: different types of bread that are available in your community (e.g., *slice, roll, pita, naan, matzo, babka, croissant, bolillo, tortilla*); *pastry, sweetener*; words related to flour (e.g., *unbleached flour, rice flour, spelt flour, oat flour*); *modify, variety, slice, preservatives*

Spanish: diferentes tipos de panes disponibles en su comunidad (e.g., *tajada, bollo, pita, naan, matzo, babka, croissant, bolillo, tortilla*); *pastel, edulcorante*; palabras relacionadas con distintos tipos de harina (e.g., *harina sin blanquear, harina de arroz, harina de escanda o espelta, harina de avena*); *modificar, variedad, tajada, conservantes*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Dramatic Play: materials to create a bakery	Discovery: bread samples; magnifying glasses; paper and drawing materials; balance scale	Discovery: flour samples; magnifying glasses; paper and drawing materials	Cooking: family member’s bread recipe; ingredients and materials to make the recipe; camera	Discovery: slices of bread; variety of wrapping materials, e.g., wax paper, baggies, paper, plastic wrap, construction paper
Question of the Day	Is this bread? (Display a photo or sample of interesting bread, such as a croissant, a slice of babka, or a piece of matzo.)	Can bread be sweet?	Can flour be made from this? (Show a few pictures of familiar, nonwheat kinds of foods that can be made into flour, e.g., oats, rice, or potatoes.)	What can you put in bread dough? (Display a few ingredients that might be added to bread dough, such as fruit, herbs, or spices.)	Which bread stays fresh longer? (Display a few pictures of different kinds of bread.)
Large Group	Chant: “Diddle, Diddle, Dumpling” Discussion and Shared Writing: Family Bread Materials: Mighty Minutes 27, “Diddle, Diddle, Dumpling”; bread cookbook	Game: Step Up Discussion and Shared Writing: Kinds of Bread Materials: Mighty Minutes 47, “Step Up”; chart from a previous shared writing experience; index cards; markers; recipes for sweet and savory breads	Song: “The Green Grass Grows” Discussion and Shared Writing: Using Different Kinds of Flour Materials: Mighty Minutes 54, “The Green Grass Grows”; chart; markers; different kinds of flour	Movement: Find the Letter Sound Discussion and Shared Writing: Family Bread Materials: Mighty Minutes 57, “Find the Letter Sound”; shape cards	Song: “Hi-Ho, the Derry-O” Discussion and Shared Writing: Site Visit to the Grocery Store Materials: Mighty Minutes 23, “Hi-Ho, the Derry-O”; Intentional Teaching Card SE01, “Site Visits”; clipboards and writing materials
Read-Aloud	Nonfiction selection from the “Children’s Books” list that features different kinds of bread	<i>Stone Soup</i> Book Discussion Card 36 (first read-aloud)	Selection from the “Children’s Books” list that talks about feelings	Selection from the “Children’s Books” list that describes how different kinds of bread are made	<i>Stone Soup</i> Book Discussion Card 36 (second read-aloud)
Small Group	Option 1: Making Bread Family recipe on chart paper or Intentional Teaching Card M71, “Flat Bread”; measuring cups and spoons; mixing bowls and spoons; whisk or mixer; cookie sheet; clean towel; recipe; ingredients Option 2: Experimenting With Bread Family recipe on chart paper or Intentional Teaching Card M71, “Flat Bread”; measuring cups and spoons; mixing bowls and spoons; whisk or mixer; cookie sheet; clean towel; recipe; ingredients; camera	Option 1: Alphabet Books Intentional Teaching Card LL34, “Alphabet Books”; books about the alphabet; construction paper; markers; alphabet cards Option 2: Jumping Beans Intentional Teaching Card LL05, “Jumping Beans”; construction paper; marker; scissors; lamination supplies or contact paper; coffee can	Option 1: More or Fewer Towers Intentional Teaching Card M59, “More or Fewer Towers”; interlocking cubes; More/Fewer spinner; numeral-quantity cards or die Option 2: Ping-Pong Pick-Up Intentional Teaching Card M79, “Ping-Pong Pick-Up”; ping pong balls (each with a numeral written on it); tongs; small net; ladle; water for the water table	Option 1: Modeling Clay Intentional Teaching Card M52, “Modeling Clay”; recipe chart; ingredients; measuring cups and spoons; large bowl; herbs or spices Option 2: Biscuits Intentional Teaching Card M10 “Biscuits”; recipe chart; ingredients; measuring cups and spoons; mixing bowls and spoon; pastry cutter or knives; cups or biscuit cutters; baking sheet; rolling pin; spatula; pot holders; herbs, spices, sesame seeds, or cheese	Option 1: Cube Trains Intentional Teaching Card M40, “Cube Trains”; interlocking cubes; pictures or illustrations of trains Option 2: Patterns Under Cover Intentional Teaching Card M38, “Patterns Under Cover”; counters in a variety of colors; paper cup; cardboard divider

Mighty Minutes™

Mighty Minutes 34, “The Wave”; scarves, streamers, or ribbons

Mighty Minutes 53, “Three Rowdy Children”

Mighty Minutes 16, “Nothing, Nothing, Something”

Mighty Minutes 79, “Here Is the Beehive”

Mighty Minutes 33, “Thumbs Up”; two items that begin with the same initial sound

Make Time for...

Outdoor Experiences

Physical Fun

- Review Intentional Teaching Card P06, “Catching With a Scoop.” Follow the guidance on the card.

Family Partnerships

- Invite family members to bring bread-making ingredients and recipes to share with the class.
- Invite family members to demonstrate making a bread recipe (Day 1 and Day 4).

Wow! Experiences

- Day 1 and 4: Visit from a family member to share a bread recipe
- Day 5: Site visit to a local grocery store

As children follow different recipes for bread, try experimenting with different methods of making bread, such as by hand and by using a bread machine. Invite children to make observational drawings of the different ingredients, tools, and resulting breads. Compare samples of each type and talk about the differences in shape, color, texture, taste, etc.

Who works with bread?

Vocabulary—English: baker, delivery, pastry chef, transform, responsibilities, pizza parlor, mozzarella, marinara, pizza stone; words related to the site visit to the restaurant (e.g., bagel, deli, wrap, coffee cake, decorate, crimp, meat slicer)

Spanish: entrega, repostero, panadero, transformar, responsabilidades, pizzería, queso mozzarella, salsa marinara, plancha de piedra para hacer pizza; palabras relacionadas con lo que se observe durante la visita al restaurante (e.g., roscas, delicatessen, burrito, pastel, decorar, pellizcar el borde, rebanador)

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Dramatic Play: gloves; hairnet; cash register	Dramatic Play: tools and materials similar to those seen on the site visit	Dramatic Play: restaurant props; photos taken during the site visit	Art: materials to make signs, tags, labels, and menus	Toys and Games: pizza dough; play dough; art materials for pretend pizza toppings
Question of the Day	Which hat is the best to wear while baking bread? (Display and label a few different hats. Offer sticky notes for children to write their names on.)	What do you want to see on our visit to the restaurant?	Do you know any of these letters? (Show a picture of yesterday's restaurant sign.)	How much should our [bagels, sandwiches, or other breads] cost?	What questions do you have for our visitor?
Large Group	Movement: Echo Clapping Discussion and Shared Writing: Who Works With Bread? Materials: Mighty Minutes 26, "Echo Clapping"; storybook about people who work with bread	Song: "Clap the Beat" Discussion and Shared Writing: Site Visit to a Restaurant Materials: Mighty Minutes 59, "Clap the Beat"; several study-related items or pictures; camera; clipboards, paper and pencils	Song: "We Like Clapping" Discussion and Shared Writing: How Can Our Bakery Become a Restaurant? Materials: Mighty Minutes 89, "We Like Clapping"; photos taken during the site visit; real restaurant props; sticky notes	Song: "Clap a Friend's Name" Discussion and Shared Writing: Planning Jobs for Our Restaurant Materials: Mighty Minutes 40, "Clap a Friend's Name"; chart paper and markers	Song: "Hippity, Hoppity, How Many?" Discussion and Shared Writing: Visitor From a Pizza Parlor Materials: Mighty Minutes 07, "Hippity, Hoppity, How Many?"; list of questions from yesterday's roundup; camera
Read-Aloud	Selection from the "Children's Books" list that features people whose jobs involve bread	<i>Stone Soup</i> Book Discussion Card 36 (third read-aloud)	Reread the book from Day 1 that features people whose jobs involve bread.	Counting book from the "Children's Books" list	Selection from the "Children's Books" list that features people using their imagination
Small Group	Option 1: Rhyming Chart Intentional Teaching Card LL10, "Rhyming Chart"; poem or song; toys or pictures to accompany the song or poem Option 2: Rhyming Riddles Intentional Teaching Card LL11, "Rhyming Riddles"; pictures of objects that represent two-phoneme words; props that rhyme with chosen words	Option 1: Number Cards Intentional Teaching Card M04, "Number Cards"; set of cards with a numeral and its number word printed on one side Option 2: Restaurant Orders Intentional Teaching card M04, "Number Cards"; set of cards with a numeral and its number word printed on one side	Option 1: Coupon Match Intentional Teaching Card LL22, "Coupon Match"; empty food containers or labels; laminated coupons for the products; grocery bag; envelope Option 2: Making Coupons Intentional Teaching Card LL22, "Coupon Match"; copies of menus; photos of menu items from yesterday's site visit; writing materials	Option 1: Measure & Compare Intentional Teaching Card M12, "Measure & Compare"; nonstandard measuring tools Option 2: Measuring and Pricing Intentional Teaching Card M25, "The Long and Short of It"; container; pieces of ribbon or yarn (one per child); toy or play dough bread or restaurant food to sort; paper; writing materials	Option 1: Pizza Book Intentional Teaching Card LL20, "Baggie Books"; resealable bags; environmental print about pizza; paper; scissors; stapler; tape Option 2: Pizza Intentional Teaching Card LL51, "Pizza"; recipe chart; measuring cups and spoons; mixing spoon and bowl; knives; cutting boards; pizza pan; towel; pot holders
Mighty Minutes™	Mighty Minutes 72, "My Body Jumps"	Mighty Minutes 98, "I Have One"; letter cards	Mighty Minutes 96, "This Old Man"	Mighty Minutes 83, "Let's Make a Cake"; letter card	Mighty Minutes 04, "Riddle Dee Dee."

Make Time for...

Outdoor Experiences

- Research a place outdoors to have a classroom picnic next week.
- Create an outdoor oven with blocks or bricks. Invite children to take toy bread and baking materials.

Physical Fun

- Review Intentional Teaching Card P20, "Body Shapes & Sizes." Talk about how bread swells when baking.

Family Partnerships

- Invite family members to accompany the class on a site visit to a local restaurant.
- Invite a family member who works in a pizza parlor to visit the classroom.

Wow! Experiences

- Day 2: Site visit to a restaurant to where bread is used, e.g., a deli or bagel shop
- Day 5: Classroom visitor who works at a pizza parlor

Make plans to visit a local restaurant where bread is used, such as a deli or bagel shop. Arrange to have restaurant staff show the materials and tools they use and to talk about the jobs that are related to bread. Gather similar tools and materials to include in the Dramatic Play area.

How do we eat bread? When do we eat bread?

Vocabulary—English: *churn, buttermilk, cream, aroma, snack, meal, dessert*; names of special breads eaten during family gatherings (e.g., *crescent, croissant, breadsticks, naan, crêpes, pita, arepa, challah*)

Spanish: *batir, suero de leche, crema, aroma, refrigerio, comida, postre*; nombres de los distintos tipos de pan que se comen en reuniones de la familia (e.g., *croissant, palitos de pan, naan, filloa, pita, arepa, challah*)

	Day 1	Day 2	Day 3	Day 4
Interest Areas	Cooking: jars with lids; heavy whipping cream; store-bought butter; bread or crackers; butter knives; camera	Library: books about special breads; photos or Internet images of interesting breads	Art: writing materials; <i>Come Cook With Me</i>	Dramatic Play: picnic supplies; writing materials to plan another picnic
Question of the Day	What do you eat with your bread? (Provide sticky notes for children to write their answers and sign their names.)	Have you ever tried bread like this? (Show a picture of an interesting kind of bread, e.g., crescent roll or garlic bread.)	What do you like to eat on a picnic?	When do you eat this bread? (Show a piece of bread and offer three options: breakfast, lunch, and dinner.)
Large Group	Song: “Say It, Show It” Discussion and Shared Writing: How Do You Like to Eat Bread? Materials: Mighty Minutes 15, “Say It, Show It”; numeral cards(1-10); glass jar with a lid; heavy whipping cream	Song: “Scat Singing” Discussion and Shared Writing: Bread We Eat With Our Families Materials: Mighty Minutes 14, “Scat Singing”; picture of a family gathering featuring a special bread	Game: Feely Box Discussion and Shared Writing: When Do We Eat Different Kinds of Bread? Materials: Mighty Minutes 48, “Feely Box”; box with a hole cut out or a bag; interesting object	Game: Disappearing Rhymes Discussion and Shared Writing: Let’s Have a Picnic! Materials: Mighty Minutes 88, “Disappearing Rhymes”; dry-erase board or chalkboard; eraser; sandwich bread and toppings; butter knives; plates; camera
Read-Aloud	Nonfiction book from the “Children’s Books” list that features different types of bread	Selection from the “Children’s Books” list that talks about characters’ feelings	Selection from the “Children’s Books” list that features children comparing and describing different kinds of sandwiches	<i>Cuckoo/Cucú</i> Book Discussion Card 37 (first read-aloud)
Small Group	Option 1: Alphabet Cards Intentional Teaching Card LL03, “Alphabet Cards”; 52 upper- and lowercase letter cards; small manipulatives Option 2: Stick Letters Intentional Teaching Card LL28, “Stick Letters”; sticks; alphabet cards	Option 1: Making Special Bread Intentional Teaching Card P02, “Play Dough Weaving”; play dough; play dough tools; photos of braided, woven, or twisted bread Option 2: Twisted Pretzels Intentional Teaching Card P03, “Twisted Pretzels”; recipe chart; ingredients; measuring cups and spoons; small and large bowls; pastry brush; fork; mixing spoon; cookie sheet; foil	Option 1: Dinnertime Intentional Teaching Card M01, “Dinnertime”; plastic dishes; napkins; utensils; cups; picnic materials, e.g., picnic menu, blanket, baskets Option 2: Planning a Picnic Intentional Teaching Card M41, “Making Numerals”; book about planning a picnic; modeling dough; numeral/quantity cards; picnic menu	Option 1: Knowing Our Friends Intentional Teaching Card LL30, “Knowing Our Friends”; children’s name cards; marker; feltboard or tagboard; paper clip or Velcro® Option 2: What’s for Snack? Intentional Teaching Card LL25, “What’s for Snack?”; food labels; paper or tagboard; marker; list of picnic food items
Mighty Minutes™	Mighty Minutes 60, “The Name Dance”; drum	Mighty Minutes 20, “I Can Make a Circle”	Mighty Minutes 87, “One, Two, Buckle My Shoe”; chart with the rhyme	Mighty Minutes 22, “Hot or Cold 3-D Shapes”; three-dimensional shapes

Make Time for...

Outdoor Experiences

- Have a picnic outdoors (weather permitting).

Physical Fun

- Review Intentional Teaching Card P31, “Tie-Dyed Towels.” Use the tie-dyed towels at the class picnic as napkins, etc.

Family Partnerships

- Invite families to share family bread recipes and photos of family gatherings where special breads are eaten.
- Invite families to join the classroom picnic.

Wow! Experiences

- Day 4: Classroom picnic with dishes that feature bread

Talk with families about where they buy specialty bread, such as challah, empanadas, dosa, injera, or capirotada. Ask markets or restaurants for samples to share with children. Including the breads that children eat at home and that are specific to their cultures helps all children feel included and proud of their heritages.

Arrange a location in advance to have the indoor or outdoor picnic. Remind children to wash their hands before preparing their sandwiches and eating their meals. Invite family members or additional staff members to help supervise and assist children during the picnic.

Can we create our own new recipe for bread?

Vocabulary—English: alter, technique, prediction, accurate, document

Spanish: cambiar, técnica, predicción, exacto, documentar

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Library: bread cookbooks and recipes	Cooking: bread-making supplies and ingredients; camera	Cooking: bread-making supplies and ingredients; camera; photos of yesterday’s cooking experience	Art: new recipes; invitation-making materials	<p>Outdoor Experiences</p> <p>Physical Fun</p> <ul style="list-style-type: none"> Review Intentional Teaching Card P30, “Mixing Paints.” Use the paints to create signs or displays for the celebration. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite families and the people the children met on the site visits and classroom visits to attend the end-of-study celebration. Send them a letter that explains the event. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Prepare for the baking experience during the celebration on Day 2. Gather necessary ingredients and supplies, including child and adult-sized aprons.
Question of the Day	Which bread was your favorite? (Show photos of breads that were made or sampled during the study. Offer sticky notes for voting.)	How many cups of flour do we need to fill this container? (Display a measuring cup and a larger container.)	Do you want to make changes to our recipe?	What should we name our recipe? (Use the list of names generated during yesterday’s large-group roundup and offer sticky notes for voting.)	
Large Group	<p>Song: “Hickory Dickory Dock”</p> <p>Discussion and Shared Writing: Can We Make Our Own Bread Recipe?</p> <p>Materials: Mighty Minutes 80, “Hickory Dickory Dock”; numeral cards</p>	<p>Song: “Old MacDonald”</p> <p>Discussion and Shared Writing: Making Our Own Bread Recipe</p> <p>Materials: Mighty Minutes 94, “Old MacDonald”; flour; measuring cup; container</p>	<p>Game: Shape Hunt</p> <p>Discussion and Shared Writing: Modifying Our Recipe</p> <p>Materials: Mighty Minutes 97, “Shape Hunt”; three-dimensional shapes or shape cards; recipe created yesterday</p>	<p>Song: “Baa, Baa, Black Sheep”</p> <p>Discussion and Shared Writing: Documenting Our Recipe</p> <p>Materials: Mighty Minutes 29, “Baa, Baa, Black Sheep”; photos from yesterday’s cooking experience; recipe from Day 1’s question of the day</p>	
Read-Aloud	Selection from the “Children’s Books” list that features the alphabet	<i>Cuckoo/Cucú</i> Book Discussion Card 37 (second read-aloud)	Reread the book from Day 1 that features the alphabet.	<i>Cuckoo/Cucú</i> Book Discussion Card 37 (third read-aloud)	
Small Group	<p>Option 1: Dance & Remember Intentional Teaching Card LL55, “Dance & Remember”; song chart</p> <p>Option 2: Asking Questions Intentional Teaching Card LL54, “Asking Questions”; chart paper; markers</p>	<p>Option 1: My Daily Journal Intentional Teaching Card LL39, “My Daily Journal”; personal journal for each child; variety of writing tools</p> <p>Option 2: Investigating & Recording Intentional Teaching Card LL63, “Investigating & Recording”; clipboards; paper; pencils; baking ingredients</p>	<p>Option 1: Photo Writing Intentional Teaching Card LL57, “Photo Writing”; clipboards; paper; pens or markers; photos of yesterday’s cooking experience</p> <p>Option 2: Questions About Bread Intentional Teaching Card LL59, “Question Basket”; paper; markers; clipboards; question cards on index cards; photos of baking and tasting bread</p>	<p>Option 1: I Went Shopping Intentional Teaching Card LL31, “I Went Shopping”; environmental print from a grocery store; grocery bag</p> <p>Option 2: I Went Shopping Intentional Teaching Card LL31, “I Went Shopping”; two bread recipes that will be made for the celebration</p>	
Mighty Minutes™	Mighty Minutes 62, “Where Can He Be?”	Mighty Minutes 100, “La, La, La”	Mighty Minutes 12, “Ticky Ricky”	Mighty Minutes 52, “Walk Around the Shapes”; shape cards; music recording	