SUCCESS ACADEMY EDUCATION INSTITUTE

Kindergarten:
Unit 7

Project Based Learning: Bread—Beyond the Baking

Purpose: Why This Unit?

Project-based learning (PBL) is a critical aspect of SA's school design.

We believe that students learn best when they are engaged in a topic from a cross-disciplinary perspective over an extended period of time. We also believe that students are more engaged when involved in creative exhibitions.

Bread is not only delicious but also an almost-universal food found all over the world. Different types of bread are made with varied ingredients and are cooked in radically different ways. Through the study of bread, scholars will learn about cultures around the world!

In this unit, your job is to fuel scholars' excitement about bread, help them become better readers and researchers, and develop their expertise about bread.

If you do your job well, your scholars will understand:

- Each bread ingredient serves a purpose. Different kinds of bread are made by using different ingredients.
- Grain is the essential ingredient for all bread.
- Bread is made through a complex process that moves from farm to table.
- All over the world, people eat bread daily and use it to celebrate special occasions.

Make sure at-home reading is happening—parents must read to their scholars for 15 minutes, 6 days a week. Meet with families who are falling short to recommit them to this team effort. If you cannot succeed in persuading families to do this work consistently at home, you need to manage up to leadership.

It is your responsibility to ensure that ALL parents are reading to their scholars 6 days a week!

The Projects in Project-Based Learning (PBL)

Projects are not the dessert; they are the main course of project-based learning!

Scholars will explore and learn about bread through four exciting projects:

- Bakers and Their Tools Project
    - Using recycled materials, scholars create models of the tools used in the bakery. Scholars do a live demonstration during the museum—describing each tool and how it is used.
- Types of Flour Project
    - Scholars explore different types of flour and how each type makes a different type of bread. Scholars work together to study the qualities of bread and flour, and they select one type of bread to bake and sell in a class bakery.
- Cooking in the Classroom: Bread and Flour
    - Scholars use a recipe to bake bread in the classroom. Scholars also make flour using a grinder and a mortar and pestle.
- **Build a Bakery Block Play**
    - Scholars build a bakery out of blocks, highlighting the different workspaces of the bakery and what they are used for. Scholars will include worker figurines and accessories such as signs and tools. Photograph the block structures and include photographs in the museum.

The Daily Structure of Project-Based Learning

Every day you will have 2 hours for your scholars to become investigators of bread.

Some days the focus is on investigating and studying to learn more, while other days center around project work.

Your day might include:

- **Launch (5-7 minutes):** This is brief. You need to quickly set your scholars up for success, without unnecessary teacher talk. Your purpose here is to allow your scholars to work independently, as quickly as possible. If you can do it in 5 minutes, do so!
- **Read to Learn (45 minutes):** Through Read Alouds (30 min.) and Shared Texts (15 min.), you will model how to research and develop expertise about a topic.
- **Writing (30 minutes):** Through writing, scholars will further develop their expertise by recording the details and big ideas they have learned.
- **Independent Reading (30 minutes)**: Scholars will have time to both explore the topic through PBL-related texts and read their just-right books.

- **Project Work or Field Studies (45 minutes or more):** Scholars engage in the topic through hands-on, first-hand experiences and create projects to share and communicate what they have learned.

Your scholars will also learn about bread in **Science**. Scholars will identify and discuss the characteristics of living things, verify that yeast is alive through experimentation, and determine how mold grows on bread.

Hold scholars accountable for the content they are learning in Science. Their Science work product must match the work they produce in your classroom. Projects from Science should be showcased at your PBL Museum!

Field Studies

Choose 2–3 engaging field studies over the course of the bread study. Here are some ideas:

- **Take a Baking Class**
  - Bake some bread in a local restaurant or caterer's kitchen.
- **Visit a Local Bakery**
  - Visit a local bakery to see how the bakery functions and to observe the roles and responsibilities of the different workers.
- **Trip to a Supermarket**
  - Take scholars to the supermarket to buy ingredients to make bread.

Give scholars a clear objective for each field study. Set explicit expectations for scholar behavior and learning and for effective materials management.

Pre-Mortems and Solutions

Facilitating meaningful project-based learning is challenging because there are materials to manage and the work is open-ended. But this is the very reason why it is important and engaging for our scholars.

Your level of preparation and your clarity of purpose make all the difference. You also need a North Star. You need to know what excellent kindergarten work for this unit looks like, and you need to be striving to get ALL your kids' work there!

Guard against exploration without rigor! Whether in the classroom studying a text or on a field study, scholars' experiences should spark questions and further investigation about the topic.

PBL Museum: The culminating exhibition, or museum, showcases scholars' project work, and most important, all that they've learned about bread. Get parents invested in their scholars' academic work by communicating with them early on about the study and museum.

Use project work time to check in with scholars to make sure their work demonstrates what they have learned. Is their work accurate? Is it neat and detailed? Does it demonstrate mastery of the content and their best effort?

Make a plan to prepare scholars to present their museum to visitors, guiding guests on a tour of their projects and demonstrating their excitement and expertise about the topic.

Effective Management of PBL Materials: Scholars will work with a variety of materials as they create their projects. Plan how you will manage the materials, but keep the focus on the content! Ask your Art teacher for advice on managing the materials and when working with any unfamiliar medium.

Work with your leaders, grade team, and/or teaching partner to plan a routine for using and setting up materials.

Scholars will use PBL journals and folders for their research and writing. Prepare these beforehand, making them special and exciting for scholars to use. Each journal's cover should have a picture of bread and the scholar's name.

You will need lots of space! Make sure you have a plan for using your classroom, including wall space within and outside your four walls, to display scholar work and a PBL word wall.

Guiding Questions

What types of bread do you eat?

What ingredients do we need to make bread?

How do we make bread, both at home and commercially?

How do we make flour?

What does bread tell us about a culture?

How is bread made in a bakery?

Additional Read Alouds

Below is a list of additional Read Alouds that are not included in the lessons; you can read these with scholars to build their content knowledge.

Read Alouds:

- Bread Is for Eating, by David and Phillis Gershator
- Everybody Bakes Bread, by Norah Dooley
- From Wheat to Bread, by Stacy Taus-Bolstad
- Jalapeño Bagels, by Natasha Wing

- The Little Red Hen (Makes a Pizza), by Philemon Sturges
- Out and About at the Bakery, by Jennifer Ericsson
- Pancakes, Pancakes, by Eric Carle
- Tony's Bread, by Tomie dePaola
- The Tortilla Factory, by Gary Paulsen
- Where on Earth Is My Bagel? by Frances Park

Day 1

What Does Success Look Like?

What type of bread do you eat?

Success is when scholars are able to identify different types of bread.

Day 1

Engage — 1 minute

- Get scholars excited about studying bread by discussing the types of bread they are familiar with and have eaten.

Launch — 5–7 minutes

- Read Bread Is for Eating, by David and Phillis Gershator, and discuss different types of bread and their characteristics.

Writing/Targeted Teaching Time — 30 minutes

- Each scholar writes a sentence about his or her favorite bread from the text.
- Optional Activity: Teachers bring various types of bread for scholars to sample. Then each scholar writes about which one he or she preferred.
- Give scholars 5 minutes to discuss their ideas with a partner and share ways they can support their idea.
- With scholars back at their seats, distribute their journals.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her writing goal and what's holding her back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their sentences under the ELMO. Give scholars time to go back, reread, and revise their writing.

Read to Learn — 30 minutes

- Read aloud Everybody Bakes Bread, by Norah Dooley.

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 2

What Does Success Look Like?

What ingredients do we need to make bread?

Success is when scholars are able to identify the key ingredients in bread.

Day 2

Engage — 1 minute

- Get scholars excited about becoming bakers by saying that bread is made out of a variety of ingredients.

Launch — 5–7 minutes

- Find a bread recipe. Make a large chart that shows the recipe.
- Set expectations for baking in the classroom.

Project Work — 60 minutes

- **Project: Cooking in the Classroom: Bread and Flour**
- **Day 1: Scholars gather ingredients for the recipe and prepare the materials for baking.**

Read to Learn — 30 minutes

- Read aloud Bread Comes to Life: Garden of Wheat and a Loaf to Eat, by George Levenson.

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!

- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 3

What Does Success Look Like?

What ingredients do we need to make bread? (Continued)

Success is when scholars are able to identify the key ingredients in bread and they understand that baking bread requires a series of steps.

Day 3

Engage — 1 minute
- Get scholars excited about baking their own bread. Reference yesterday's chart and the grocery list for white bread ingredients.

Launch — 5–7 minutes
- Set behavioral and intellectual expectations for baking a loaf of bread.

Project Work — 60 minutes
- **Project: Cooking in the Classroom: Bread and Flour**

Read to Learn — 15 minutes
- Read the Shared Text "So Many Different Grains."

Independent Reading/Targeted Teaching Time — 30 minutes
- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!

- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 4

What Does Success Look Like?

How do we make bread, both at home and commercially?

Success is when scholars understand the difference between baking bread at home and baking it commercially.

Day 4

Engage — 1 minute

- Get scholars excited about learning how to make pizza dough by going on a field study to make bread in a restaurant or catering kitchen.

Launch — 5–7 minutes

- Prepare scholars for going to a restaurant or catering kitchen.
- To research bread and pizza, scholars will:
    - Make their own pizza or bread at a restaurant or catering kitchen.
    - Use their understanding of key ingredients such as wheat to explore how other types of bread are made.

Field Study

- Scholars will make their own dough and pizza at a restaurant or catering kitchen.

Writing/Targeted Teaching Time — 30 minutes

- Post-trip, debrief with the class, discussing scholars' observations.
- Scholars will each write 1–2 sentences about what they learned about making pizza.
- Give scholars 5 minutes to discuss their idea with a partner and share ways they can support their idea before they begin writing.
- Get your scholars focused and ensure that the room has a hushed tone. Narrate scholars who are meeting your expectations.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her writing goal and what's holding her back.
- Have scholars tell you their big ideas. Can their big ideas be made stronger?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their sentences under the ELMO.

- Give scholars time to go back, reread, and revise their writing.

Read to Learn — 30 minutes
- Read aloud Little Red Hen Makes a Pizza, by Philemon Sturges.

Independent Reading/Targeted Teaching Time — 30 minutes
- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?

- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 5

What Does Success Look Like?

How do we make flour?

Success is when scholars understand that grinding hard grains finely makes flour.

Day 5

Engage — 1 minute
- All bread is made using a type of flour. Grain is ground into a fine powder. Today you are going to try grinding your own flour using special tools.

Launch — 5–7 minutes
- Discuss the steps and tools required for grinding flour. Create an anchor chart.

Project Work — 60 minutes
- **Project: Cooking in the Classroom: Bread and Flour**
- Scholars will use tools (grinder and/or mortar and pestle) to turn wheat into flour.

Independent Reading/Targeted Teaching Time — 30 minutes
- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!

- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 6

What Does Success Look Like?

How do we make flour?

Success is when scholars understand that different types of grains make different types of bread.

Day 6

Engage — 1 minute

- Today we are going to study different types of flour to understand how different grains make different types of bread.

Launch — 5–7 minutes

- Read aloud From Wheat to Bread, by Stacy Taus-Bolstad, and discuss how wheat seeds become our favorite breads.

Project Work — 60 minutes

- **Project: Types of Flour Project**

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their

fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 7

What Does Success Look Like?

What does bread tell us about a culture?

Success is when scholars are able to identify different types of bread that people around the world eat and how people use bread to celebrate.

Day 7

Engage — 1 minute
- Get scholars excited about bread they already know about that's eaten in different parts of the world.

Launch — 5–7 minutes
- Read Bread Around the World. Discuss different types of breads eaten around the world.
- Invite parents and school personnel in to describe a type of bread that is part of their culture.

Writing/Targeted Teaching Time — 30 minutes
- Scholars each write a sentence about how a type of bread is used by a particular culture.
- Before they begin writing, give scholars 5 minutes to discuss their idea with a partner and share ways they can support their idea.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectation and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what's holding him back. Kids should know and articulate their goals!
- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their sentences under the ELMO. Give scholars time to go back, reread, and revise their writing.

Read to Learn — 30 minutes
- Read aloud "Breads to Celebrate."
- Chart different types of bread and where they are eaten. Show scholars photos of bread from around the world.

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 8

What Does Success Look Like?

What does bread tell us about a culture? (Continued)

Success is when scholars are able to identify different types of bread that people around the world eat and how people use bread to celebrate.

Day 8

Engage — 1 minute

- Get scholars excited about bread they're already familiar with that's eaten in different parts of the world.

Launch — 5–7 minutes

- Share a bread from your culture or that has not been discussed in class. Invite parents and school personnel to come in and describe a type of bread that is part of their culture.

Writing/Targeted Teaching Time — 45 minutes today

- (Continued from previous day) Each scholar writes a sentence that includes the name of a particular type of bread, its country of origin, and one way it is used by that particular culture.
- Create a class map of the world showing various countries, and provide scholar illustrations to accompany descriptions of the breads eaten there. Display map as part of the museum.
- Spend the first few minutes making sure all kids are on task. Narrate scholars who are following through on your expectations and using strong writing skills.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify his writing goal and what's holding him back. Kids should know and articulate their goals!

- Have scholars tell you their big ideas. Can their big ideas be made stronger? Do they support their ideas with evidence? Is their writing simple and clear? Do they reread their writing?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their sentences under the ELMO. Give scholars time to go back, reread, and revise their writing.

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 9

What Does Success Look Like?

How is bread made in a bakery?

Success is when scholars understand the different roles of bakery personnel and how they work together to bake bread.

Day 9

Engage — 1 minute

- Get scholars excited about how bread is made in a bakery. At the bakery, you will have the chance to see many things we have learned about, including flour and dough! You will also get to see the various jobs in a bakery and the tools and machines that are used.

Launch — 5–7 minutes

- Prepare scholars for visiting a local bakery.
- Scholars research bread making by visiting a bakery and observing bakery workers, tools, and machines.

Field Study

- Scholars visit a bakery and observe bakery workers, tools, and machines.

Writing/Targeted Teaching Time — 30 minutes

- Post-trip, debrief with the class, discussing scholars' observations.
- Each scholar will write 3–4 sentences describing an important job at the bakery and the tools required to do that job.
- Before they begin writing, give scholars 5 minutes to discuss their idea with a partner and share ways they can support their idea.
- Get your scholars focused and ensure that the room has a hushed tone. Narrate scholars who are meeting your expectations.
- Spend 2–3 minutes working individually with 5–6 scholars. Ask each scholar to identify her writing goal and what's holding her back.
- Have scholars tell you their big ideas. Can their big ideas be made stronger?
- Model for scholars and give them strategies to tackle their goals. Listen to scholars articulate and watch them write their ideas. Hold them accountable for applying the strategies.
- Choose two scholars who have strong ideas to share their sentences under the ELMO.
- Give scholars time to go back, reread, and revise their writing.

Read to Learn — 30 minutes

- Read the Shared Text "How Did the Bread in Your Sandwich Get in Your Lunchbox?"

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 10

What Does Success Look Like?

How is bread made in a bakery? (Continued)

Success is when scholars are able to identify the key tools used to make bread in a bakery.

Day 10

Engage — 1 minute

- Briefly discuss yesterday's field study of visiting a bakery and how the people in the bakery all had different jobs. Each member of the bakery used specific tools to do his or her job.

Launch — 5-7 minutes

- Read the Shared Text "Why Does It Smell So Good in Here?" and discuss what makes the bakery smell so good.

Project Work — 60 minutes

- **Project: Bakery Tools Project**

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Day 11

What Does Success Look Like?

How is bread made in a bakery? (Continued)

Success is when scholars are able to identify the key tools used to make bread in a bakery.

Day 11

Engage — 1 minute

- We have learned so much about bread and bakeries over the past few days. Today you have the opportunity to use blocks to make your own bakery!

Launch — 5–7 minutes

- Set expectations for block play and project work time. Generate ideas about how to use the blocks and other materials to create a bakery that is functional and fun!

Project Work — 60 minutes

- **Project: Build a Bakery Block Play**

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

Days 12-15

Additional Project Days

What Does Success Look Like?

How can we teach others what we've learned?

Success is when scholars are skilled at teaching others key information about bread.

Days 12-15

Project Work — 60 minutes

- Provide scholars with work time to finish their projects and prepare the museum or to complete an additional project.
- **Cooking in the Classroom: Bread and Flour**
    - Bake a second or third loaf of bread using another recipe. Additional recipes can be found here:
        - White bread on page 73 of Loaves of Fun, by Elizabeth M. Harbison
        - Challah braid on page 25 of Loaves of Fun, by Elizabeth M. Harbison
        - Easy White Bread on page 56 of Baking Bread with Children, by Warren Lee Cohen
        - Grandma's Split Top Wheat Bread on page 58 of Baking Bread with Children, by Warren Lee Cohen
- **Types of Flour Project**

    - Complete the project by baking the bread for the museum and creating the bakery display for customers.
- **Bakers and Their Tools Project**
    - Scholars finish their models of their tools. Scholars rehearse their demonstrations for the museum.
- **Build a Bakery Block Play**
    - Create captions and post photographs of the block structures in the museum.
- Display and label all project work.
- Plan and practice the format of the exhibition. What role will each scholar play? How will the museum flow?

Read to Learn — 30 minutes

- Read aloud from the additional Read Alouds or Shared Texts.

Independent Reading/Targeted Teaching Time — 30 minutes

- Scholars must sustain focused reading for a minimum of 20 minutes. Get them excited about getting lost in their books and the luxury of reading time!
- Both you and your teaching partner should meet with two Guided Reading groups per day, spending approximately 10 minutes with each group.
- In between Guided Reading groups, or during the last few minutes of Independent Reading, spend 2–3 minutes working individually with 2–3 scholars. Ask each scholar to identify her reading goal and what's holding her back. Kids should know and articulate their goals!
- During Independent Reading and Guided Reading, listen to scholars read, assessing their struggles and level of understanding. Do they need to envision more? Do they need to stop after each paragraph and think about what the big idea is? Do they need to work on their fluency? Do they stop to figure out the meaning of unknown vocabulary words? Is their oral language development lagging?
- Model for scholars and give them strategies to tackle their goals.
- Listen to scholars as they read, and hold them accountable for applying the strategies.

You Did It!

Congratulations! You've reached the end of Bread Project-Based Learning!

As a result of teaching this unit, **you, as the teacher, have:**

- Developed scholars' content knowledge to answer the essential questions of the unit.
- Turned your scholars on to investigating and researching topics of interest.
- Supported scholars' ability to think as both readers and writers of nonfiction—thinking about both the big idea and how it was presented by the author.

Your scholars can:

- Answer the essential questions of the unit, demonstrating their understanding of the topic—bread!
- Ask and answer their own questions about topics of interest by reading to learn.
- Understand what they read by noticing the choices the author made to convey the information and his ideas.

- Apply the same techniques of great nonfiction writers to teach others through their own writing.

Celebrate your scholars' successes by acknowledging the expertise they now have about bread as a result of the study and explaining what they can now do as readers and writers as a result of their work over the past several weeks. For example, scholars know how to turn grain into flour and flour into bread!

Invite scholars to share what was most intriguing to them over the course of the study—and what they're going to keep investigating on their own!

Reflect on your successes and stretches, as well as those of your scholars. Look at your F&P results. Have your scholars grown as readers over the last month? Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Are 100% of your kids reading 6 days a week at home? Make sure at-home reading is happening, and meet with families who are falling short to recommit them to this team effort.

Are 100% of your kids reading fluently? Are kids using all the tools at their disposal to figure out the meaning of what they are reading?

Are 100% of your kids doing their literacy homework?

Going into the summer, make specific reading goals for scholars. Set a goal for children who are not reading at home. Whom will you get to consistently read at home? Set a goal for moving any scholars who are stuck. Why are they stuck? Do they read most or all words correctly? What is their struggle with decoding? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!