

# Bread

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## Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read for themselves. It encourages enthusiasm for and enjoyment of reading, builds knowledge, strengthens comprehension, and fosters understanding of the features of a wide range of texts (including narrative, poetry, and non-fiction).

Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by students. After many shared reading sessions, students become able to read, with increasing independence, the small books that accompany the big books.

## Overview

This non-fiction text describes different types of bread, how bread is made, and how people use it. It also allows students to explore their own experiences and cultural practices around bread. As well as reading this book for interest or to support specific curriculum topics, you can use it to build students' awareness of the features of non-fiction texts, including the use of flow diagrams.

There is an audio version of the text as an MP3 file at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

## Cross-curriculum links

Social Sciences – Social Studies (level 1): Understand how the cultures of people in New Zealand are expressed in their daily lives.

Science (levels 1 and 2) – Material World: Properties and changes of matter: Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Nature of Science: Participating and contributing – Explore and act on issues and questions that link their science learning to their daily living.

For further information on the science content in this book, see Building Science Concepts Book 56: *Bread* and <http://scienceonline.tki.org.nz/What-do-my-students-need-to-learn>

## Related texts

Texts about baking: *The Little Red Hen* (traditional story); "Pat a Cake" (poem card); *Waiting for Rēwana Bread* (Blue 3)

Texts that involve food as part of cultural practices: *Diwali* (shared); *Getting Ready for the Visitors* (Red 3); *Simi Helps* (Yellow 3); *Waiting for Rēwana Bread* (Blue 3); *White Sunday in Sāmoa* (Turquoise 2); *A Gift for Auntie Ngā* (Gold 1), *Matariki* (Gold 2); "The Green Team" (*JJ* 52)

## Text characteristics

Unlike guided texts, shared reading texts are not levelled and may be used with a wide range of students. Many of the text characteristics of *Bread* are similar to but more complex than those for guided reading.

Most content explicitly stated but also some implicit content that provides opportunities for students to make connections, ask questions, and identify main points

Some features of the language of non-fiction:

- the use of the simple present tense
- precise descriptive language, including noun phrases (for example, "bubbling yeast mixture", "biggest air bubbles", "huge oven", "conveyer belt") and indicators of time ("After a few days", "One hour later", "Soon")
- the use of words such as "and", "but", "instead of", "not", "so", "to", and "with" to link ideas within sentences

**What makes bread rise?**

**Yeast** makes bread rise.

Yeast is mixed with sugar and warm water. Soon the mixture starts to bubble.

The bubbling yeast mixture will be added to flour to make bread dough. The bubbles will make the bread rise.

Yeast is not the only thing that can make bread rise. Potatoes can make bread rise, too!

**Rēwana** bread is made with potatoes instead of yeast.

The potatoes are boiled in water, then mashed with some sugar and flour.

After a few days, the rēwana mixture starts to bubble. It is ready for making rēwana bread.

The structure of the text as a report, with an introduction, a series of main points, and a conclusion

Visual language features including a contents page, headings, photographs, labels, flow charts (with arrows and numbers to clarify sequence), and bold text for topic words

Some settings, contexts, and information that may be outside the students' prior knowledge but can be easily related to it

Topic vocabulary (for example, "flour", "flat", "rise", "yeast", "mixture", "added to", "bread dough", "Rēwana bread", "kneaded", "pressed down", "oven", "factory", "machines", "conveyer belt", "slices", "packaged", "delivered"), the meanings of which are supported by the context, the sentence structure, visual language features, and/or by explanations

## Reading purposes and learning goals

*(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)*

**Select from and adapt** the suggestions in this teacher support material according to your students’ strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8, Knowledge of the Learner, page 6*).

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text.

Often the first reading of a shared text will be with the whole class. The focus is on making meaning. The teacher leads the reading, with students invited to join in as they feel confident, allowing them to focus on responding to the content and thinking about the topic or main idea. A focus on building deeper understanding of the topic and exploration of word and text features can be left for subsequent readings.

### A suggested purpose for the initial reading

*(What can the students expect to find out or think about as a result of reading this text?)*

To find out about bread

#### Possible learning goals

During the first reading, the students can:

- **make connections** to their prior knowledge
- **identify** some facts about bread or bread making
- **notice** some ways the text and visual language features work together to help the reader.

### Introducing the text

- Before and/or after reading, build students’ understanding of the concepts and vocabulary associated with bread making by having them make some bread. Take photos and use them as a basis for language experience writing. (After reading the book, you and the students could reformat the information as a flow chart.)
- Try to have on hand some examples of different types of bread, as well as some yeast.

To provide vocabulary support for English language learners, before using the book with the wider group, use the photographs on the cover and pages 2–3 to generate a discussion about bread. Use this to introduce relevant vocabulary (for example, “toast”, “breakfast”, “sandwiches”, “dinner”, “flour”, “water”, “flat”, “not flat”), including words not actually used in the book (for example, “slice”, “toaster”, “butter”, “lettuce”, “loaf”). (Subject-specific words such as “rise”, “yeast”, and “kneaded” are likely to be new to all the students and can be introduced when you are reading the book with the whole group.)

- Read the title and discuss the cover photograph, encouraging the students to share any experiences they have of these kinds of bread.
- Clarify that this is a non-fiction text about bread. *What sorts of things do you think we might find out in this book?* Look through some of the pages, briefly noting such aspects as the contents page, the headings, and the photographs. Expect the students to notice that there is information about making bread as well as about buying and eating it.
- Share the purpose for reading and encourage the students to share any questions they have about the topic.

### Reading and discussing the text

Adapt the following suggestions according to the interests and prior knowledge and experiences of your students. Allow plenty of time for discussion in order to help them make connections to what they already know and to clarify the links between ideas, many of which are likely to be new. You might want to spread the first reading over more than one session.

- Turn to the contents page and briefly discuss its purpose. Read the first heading and have the students identify the relevant page number.
- Page 2 – Use a pointer to help the students track the print as you read. Encourage them to compare their own experiences of eating bread with those described here and to respond to the question at the end of the page.

- Page 3 – Draw attention to the connection between the first sentence and the question at the end of page 2. (You could use the photograph to clarify what flour is – and that it is not the same as “flower”.) To support the concepts of “flat”, “not flat”, and “rise” in relation to bread, use the photo of the loaf and demonstrate with your hands. If possible, have samples of the two different types of bread for the students to touch. Use a think-aloud to stimulate the students’ thinking: *I wonder how these breads can look so different when they are both made from flour and water.* Reread the question at the end of page 3 and encourage the students to predict what page 4 will be about.
- Page 4 – Prompt the students to notice that the first sentence is an answer to the question in the heading. Clarify that this page explains *how* yeast makes bread rise. If possible, have some yeast for students to see and smell. As you read the rest of the page, explore the photographs to see what happens to the yeast and to visualise how the bubbles will make the bread rise. The students could look at some bread and notice the little “bubble holes” in it.
- Page 5 – Before reading, encourage the students to speculate why there is a photo of potatoes on the page. As you read, emphasise “only” in line one to clarify the contrast with the information about yeast on the previous page. Draw out the idea that this is another answer to the question “What makes bread rise?” Encourage the students to share any experiences of making or eating rēwana bread. Prompt them to notice that rēwana bread takes longer to make because of the need to wait “a few days”. (Those who have read *Waiting for Rēwana Bread* will be familiar with this idea.)
- Remind the students of the question from the end of page 3. *What have we found out so far about what makes bread rise?*
- Pages 6 and 7 – Explain that this is a flow chart and that it shows the steps involved in making bread, once the bubbling yeast or rēwana mixture is ready. Point out the numbers and the arrows and have the students read the numbers with you. Then begin reading the steps, inviting the students to show you which box to read next. Allow plenty of time for discussion of each step. Prompt them to make connections to their experiences of play dough and baking to help them visualise “kneading”. (If necessary, write “knead” and “need” to clarify that they are different words). You could discuss the idea that kneading also helps bread rise because it spreads the bubbles through the dough.
- Page 8 – Read the heading and clarify that although they have different shapes, the breads shown in the photos have all been through the processes described on pages 4–6. Encourage the students to describe the breads, then read the page, enjoying the rhythm of the text.
- Page 9 – Use the photos to clarify the students’ understanding of each setting and encourage them to share their experiences of buying bread. You could prompt them to think about where the bread comes from before they buy it at the supermarket. (This question is answered on the following pages.)
- Pages 10 and 11 – Read the heading and the text at the top of page 11. Use the photos to clarify what a factory is. Confirm that this is another flow chart and encourage the students to use the numbers and arrows to “direct” you as you read the text boxes.
- Page 12 – After reading this page, encourage the students to share their own preferences. Draw out the idea that there are lots of different breads to choose from and different ways to eat them. Later, each student could create their own speech bubble about their favourite way to eat bread.
- Remind the students of the reading purpose. Ask them to talk with a partner about one thing they have learnt about bread from reading this book.

## Suggested purposes for subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. **Select from and adapt** the following suggestions.

## Suggested reading purposes

To find out more about bread

To notice parts of this book that help us understand the information about bread

## Learning goals

Over a number of sessions, the students can:

- **ask questions** about aspects they are unsure of and look for answers (in the text or elsewhere)
- **make connections** to their own experiences
- **identify** main points and connections between ideas
- **identify** and discuss new words about bread and bread making.

Choose one of the suggestions below for each rereading of the book.

- As you reread the text, encourage the students to ask questions about aspects they are unsure of or would like to find out more about. Record their questions and any answers as they discover them. For questions that are not answered in the book, support them to find answers, for example, by asking family members, using library books, or searching online.
- Support the students to notice similarities and differences between their experiences of bread and those described in the book. Encourage them and their families to share their recipes or ways of using bread. Incorporate this sharing of experiences into classroom cooking, talking, writing, and reading.
- Support the students in identifying the steps in the process of making bread. Remind them to use visual language features as well as the text. For example:
  - help them identify the headings on the contents page that are about making bread
  - on pages 4–5, draw attention to the indicators of time (“Soon”, “will be”, “will make”, “After a few days”) that clarify sequence
  - on pages 6–7 and 9–10, remind the students to use the numbers and arrows to track the sequence of steps. Discuss the labels “One hour later” and what they mean. As a follow-up, you could give pairs of students copies of one of the flow charts with text boxes blanked out and copies of the text boxes. They could cut and paste the text boxes onto the flow chart.
- Draw attention to sentences that use “to” to explain why particular things are done. Write out an example: “The bubbling mixture is added to flour to make dough”. Ask the students to show you the part of the sentence that tells us *why* the bubbling mixture is added to flour. Other examples include:
  - “The bubbling yeast mixture will be added to flour to make bread dough.”
  - “The dough is kneaded to spread the bubbles through the dough.”
  - “The dough is pressed down to get rid of the biggest air bubbles.”
  - “The dough is put in an oven to bake.”
  - “Factories have big machines to mix the dough.”

(Note that the word “so” can be used in the same way: “The dough is left in a warm place so it can rise.”)
- If you haven't already done so, make bread with the students. Take photos and use them as a basis for language experience writing and/or creating a flow chart of the process, drawing on what the students have learnt about the use of precise descriptive language and about words such as “to” and “so” to link ideas.
- Discuss the similarities and differences in making yeast and rēwana bread or in making bread by hand and in a factory.
- Ask the students to identify words in bold print (“rise”, “yeast”, “Rēwana”, “kneaded”, “factory”, “conveyor belt”). Support them to notice how the information in the photos, illustrations, and text boxes help with the meaning of these words.
- Prompt the students to notice how the author uses language to help the reader understand (visualise) what is being described. For example:
  - *What words help you understand what the yeast mixture looks like?*
  - Use the noun phrases on pages 8 and 12 to help the students generate their own phrases to describe particular types of bread.
- Support the students to build up a word web about bread using information in the book, including that in the visual language features, and their prior knowledge. Headings could include types of bread, what we can do with it, what it's made of, and words about the bread-making process.
- You could set up the play corner to be a bakery for students to role-play making or eating different types of bread. They could draw and write about their role play using some of the vocabulary on the word web, as described above.
- Build up a collection of photos (from the book, the Internet, magazines, or ones taken by you or the students) and support oral language by having the students work in pairs to sort the photos. You could provide categories (for example, flat, not flat, round, long, sliced, brown) or have the students choose their own. The thinking and use of precise language involved in this activity is more important than the actual sorting. The students could follow up by choosing a photo to draw and write about.