

Baker



Cluster: Agriculture, Food, and Natural Resources

Content Area Integration: Art, Math, Social Studies, ELL

Background Information:

Bakers make bread, cakes, pastries, cookies, and other baked goods. They work in restaurants, grocery stores, or bakery shops. They also might work for companies that make very large amounts of one baked item.

Objective:

Students will gain an understanding of the work of a baker and how a baker contributes to a community.

Hands-on Activity: Busy Bread

Show a picture of a loaf of bread, or have a loaf of bread from a local bakery sitting on your desk. Ask the students to think about all the steps a baker would need to go through to have a loaf of bread ready to sell. Next have the students generate a list of steps; have the students begin with checking the ingredients and ending with observing the quality. Record the steps in sequential order on the board.

Once the list is complete, have the students stand by their desks and pantomime each bread making step as you read it aloud. After students have acted out each step in making a loaf of bread, extend the conversation by discussing where bakers can work and other baked goods they make.

Ask the students to think about a favorite bakery treat. Give each student a piece of paper to draw and color the treat they have imagined. Below the treat have them write a description of this speciality. Conclude by showing the picture of a baker from the **I Can Be... Series**.

Materials:

Paper for each student for drawing, colors/markers

Journal:

Students will record whether they would like this job or not. Students should be encouraged to expand on their choice by drawing a picture and/or writing an explanation.

Independent Learning Center Activity:

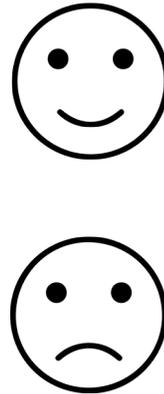
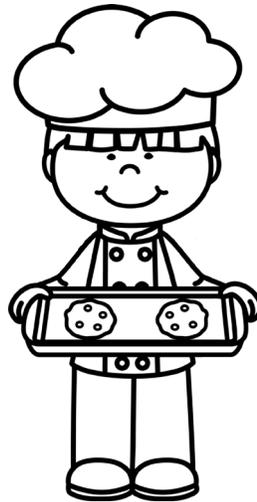
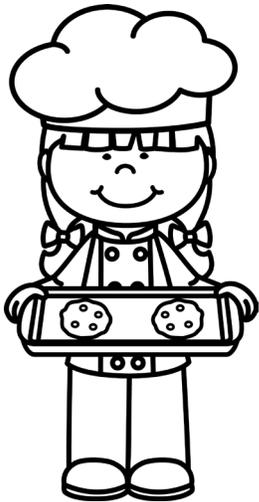
- **Buying at the Bakery:** Have a menu from a local bakery available for the students. Have the students record on a piece of paper two or three items they would like. Have them list the prices and find the total cost of the order.
- **Draw & Describe:** Have the students draw the store front for a bakery. Underneath the drawing, the students should describe their bakery.
- **Bakery Tray:** Provide stencils or shapes for tracing. Provide a piece of paper with the outline of a tray drawn on it. Ask students to select a shape that will represent 12 cookies. Have them trace the shape onto the tray to represent an array of cookies. Under the array, ask them to write the array equation. Have students make as many arrays as possible to staple into a booklet. Students can color and decorate cookies in their booklet.

Workplace Connection:

Schedule an I Love to Eat Out Day. Invite a baker, and others who make eating out available to a community, to visit the class. Ask each to talk about their role in serving the community. Students' bakery treat drawings can be on display.

Evaluation/Comments:

Baker



What I like about being a baker is

What I don't like about being a baker is

Who do I know in my community who is a baker?

Why is it important to have a baker in your community?
