



The Bread Makers

Millers and Bakers

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the miller and baker in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by millers and bakers
- ✓ Identify corn and wheat as the original plant products needed to make flour
- ✓ Explain how the tradespeople in colonial towns saved farming families time and effort

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “The Bread Makers: Millers and Bakers” (RI.K.2)
- ✓ Retell important facts and information from the read-aloud “The Bread Makers: Millers and Bakers” by organizing pictures of the three tradespeople who helped make bread (the farmer, the miller, and the baker) in the proper sequence (W.K.2)
- ✓ Use pictures from “The Breadmakers: Millers and Bakers” to tell about the events in the read-aloud in the proper sequence of first, next, and last (W.K.3)

- ✓ Retell the steps for making bread, including the tradespeople, and first, next, and last steps in proper sequence by sequencing four to six pictures illustrating events in the read-aloud “The Bread Makers: Millers and Bakers” (W.K.8)
- ✓ With assistance, categorize and organize facts and information comparing colonial tradespeople to modern tradespeople in a Venn diagram (W.K.8)
- ✓ Describe familiar things, such as bread and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Distinguish the read-aloud “The Bread Makers: Millers and Bakers,” which describes events that happened long ago, from one that describes contemporary or current events
- ✓ While listening to “The Bread Makers: Millers and Bakers,” orally predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction

Core Vocabulary

customers, n. People who buy goods or pay for services

Example: There are a lot of customers in line at the grocery store.

Variation(s): customer

grindstones, n. Two stones used to crush wheat or corn to make flour

Example: It was hard to rub the grindstones together by hand, and it took a long time to make just a little flour.

Variation(s): grindstone

kneaded, v. Mixed and folded ingredients with one’s hands

Example: I was watching how the pizza maker kneaded the dough before he flattened it to make a crust.

Variation(s): knead, kneads, kneading

mill, n. A tradesperson who runs a mill and grinds wheat or corn into flour to sell to customers


Example: If you have a lot of wheat, you can bring it to the miller to make flour.

Variation(s): millers

yeast, n. An ingredient that, when added to flour and water, makes dough rise or become lighter

Example: After my mom added the yeast and kneaded the dough, it doubled in size.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	“Now and Then” Venn diagram	10
	Purpose for Listening	bread (optional)	
<i>Presenting the Read-Aloud</i>	The Bread Makers: Millers and Bakers		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Customers		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Retelling a Sequence of Events	Instructional Master 3B-1; blank paper; scissors; glue or tape	15



The Bread Makers

Millers and Bakers

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the previous read-aloud, which describes a typical colonial farmer's trip to town. Be sure to emphasize that when a farmer goes to town, he brings items from his farm to trade or sell. When he leaves town, he takes other items traded or bought from other tradespeople back home. Ask students what it is called when goods are traded or exchanged for other goods instead of paying for them with money. (bartering) Then ask students to recall some of the items farmers might have brought with them on a trip to town. They may recall items from the trade book you read; they may also remember food items listed in the previous read-aloud. Ask students to recall the kinds of tradespeople a farmer might visit while in town. Take this opportunity to add examples of tradespeople from long ago as well as present day tradespeople to the "Now and Then" Venn diagram from Lesson 1. Note which tradespeople we still have today in the overlapping area of the diagram.



← Show image 3A-1: Breads

Tell students that today's read-aloud is about people who made bread. Ask students to describe the breads that they like to eat. Students may note that today we buy our bread at a store, that it may come sliced, that there are many kinds of breads, etc. Ask students if they can identify the main ingredient of bread. (flour) Ask students if they remember where flour comes from. (wheat, corn, other grains)

Remind students that in the first read-aloud they learned how bread was made at home in the country by the farmer's wife. As you review, highlight how time-consuming the process of making bread at home was: the wheat was planted and harvested, ground into flour, mixed with yeast and water, and baked in an iron pot over the hearth. Ask students if they have ever helped make bread.

Note: You may want to bring in “fresh baked” bread or other baked goods for students to sample, if permitted.

Purpose for Listening

Tell students that today they will learn about two tradespeople, the miller and the baker, who helped with different steps in the process of making bread. Tell students to listen to find out more about today’s topic: how bread was made in colonial times.



The Bread Makers: Millers and Bakers

◀ Show image 3A-1: Breads

All over the world, for thousands of years, bread has been an important part of many people's diets. In almost every culture, people make bread or foods like bread: in Mexico they eat tortillas; in India they eat chapati; in Israel they eat matzo; and in America we may eat any of the above—plus bagels, muffins, biscuits, and sliced bread.¹

1 What's your favorite type of bread?

In colonial times, most breads were made from wheat or corn. Where did the wheat and corn come from? Right: the farmer! But it was a long process from the farmer's field to the baker's shop. Today we're going to learn about what—and who—was involved with making bread.²

2 Who do you predict we'll read about that helps make bread?



◀ Show image 3A-2: Wheat field

First, the farmer planted his crops of wheat and corn. Then he harvested them, or picked them when they were fully grown. Next, the farmer had to separate out the seeds, or grains, from the plant. Then the seeds had to be ground into flour.

3 [Point to the grindstones in the next picture.]

A long time ago, people used to grind their own wheat grains or corn kernels with big stones called **grindstones**.³



◀ Show image 3A-3: Grindstones

Early grindstones, used by native people all over the world, were like the ones in this picture: One stone was larger and either flat or bowl-shaped, and the other stone was usually small enough to be held in the hand. The person grinding would spread some grains on the larger stone and grind them with the smaller stone.

Imagine grinding two stones together all day long, just to get enough flour to make one loaf of bread. It was hard work! Eventually people found a quicker way to do the job. Introducing: the mill!



4 A mill is a building with machinery that grinds grain into flour.

← **Show image 3A-4: Old millstones**

Mills existed in Europe long before people settled in America.⁴ A mill did the same thing as a person with a grindstone: it crushed the grains of wheat between two stones.

The stones in a mill were called millstones, and they were very, very large—far too large for a person to lift. Instead of a person grinding the stones together, a giant machine grinds the heavy millstones in a mill together. The bigger the millstones, the more grain the mill could crush into flour.



← **Show image 3A-5: Water mill**

Water mills were the most common type of mill in early America. They were built right on the rivers. The fast-flowing water made the big wheel turn around. The wheel was connected to the gears that made the millstones inside the building turn. The heavy weight of the stones pressed hard to grind the grains.



← **Show image 3A-6: Old-fashioned flour mill**

The tradesperson in charge of the mill was called a **mill**. The miller would charge farmers money (or some of their grains) to grind their wheat or corn into flour. The miller would grind the grain into flour, then collect the flour into bags. A miller with a watermill could grind and bag more flour in one day than a farmer with a grindstone could grind in weeks.⁵

5 So which tradesperson makes flour?

Once the flour was ground, the miller sold some of it to the baker. The baker made bread, muffins, and cakes out of the flour he got from the miller.



← **Show image 3A-7: Baker kneading dough**

To make dough, the baker mixed a lot of flour with a little bit of water and a little bit of salt. He also added a special ingredient called **yeast**. The yeast made the bread puff up and rise when it was baked.

6 or mixed it together with his hands

Next, the baker **kneaded** the dough.⁶ Kneading dough is like pressing and stretching the dough together lots of different ways

7 or thickness, firmness, or stickiness

8 Have you ever kneaded dough or play dough with your hands?



← **Show image 3A-8: Traditional, wood-fired oven**

to make sure that the ingredients are all evenly mixed and the dough has the right consistency⁷ or texture. Certain kinds of bread had to be kneaded for a long time before the dough was ready to bake.⁸

9 [Motion, or pretend to use a rolling pin.] You might have used a rolling pin when playing with play dough or making cookies.

Next, the baker shaped the dough, either by patting it with his hands or rolling it with a rolling pin.⁹ Then it was time to put the bread into the oven. In the old days, ovens were brick or stone structures with a fire inside.

10 [Inhale deeply through your nose.]
Aroma is the smell.



← **Show image 3A-9: Modern bakery**

When the bread was just the right shade of brown, the baker took it out of the oven and let it cool for awhile. Mmmmm, can't you just smell that wonderful aroma?¹⁰ That's freshly-baked, warm bread, ready to eat!

11 Has anyone ever made bread at home? What do you do first?

Bread is still made today in more or less the same way it was made in early America three hundred years ago.¹¹ The first step is making the dough.

12 Customers give the baker money to buy what s/he has made.

Bakers have to get up extra early—sometimes at two or three o'clock in the morning—to start making dough and start baking bread for their first **customers**.¹² Even today, in many parts of the world, hungry customers stand outside the bakery door first thing in the morning to buy their bread and other breakfast treats. There is nothing better than fresh-baked goodies to start your day.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is the main topic of the read-aloud? (how bread was made in colonial times)
2. *Literal* From which plants is flour made? (corn, wheat)
3. *Literal* How does a miller make flour? (He grinds grain between two grindstones.)
4. *Inferential* What is a mill? (someplace with equipment used to grind wheat or corn into flour) How does a water mill work? (A waterwheel turns the millstones, which grind the grains into flour.)
5. *Literal* What ingredients are in dough? (flour, water, yeast, and sometimes salt)
6. *Inferential* Explain how a baker makes bread. (He mixes together flour with water and yeast, kneads it, lets it rise, and puts it in the oven.) What is the word used for mixing the dough by hand? (kneading)
7. *Literal* Why is yeast important? (It makes the dough rise and have the right consistency for bread.)
8. *Literal* Besides a loaf of bread, what other foods are made with flour? (cakes, rolls, tortillas, etc.)

[Please continue to model the Think Pair Share process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Farmers grow wheat, millers grind wheat into flour, and bakers use the flour to bake bread. Think back to the story we heard in the *Farms* domain, “The Little Red Hen.” How did the Little Red Hen make bread? With your partner, think of two ways “The Little Red Hen” was like the tradespeople in today’s read-aloud and two ways she was different. (Answers may vary, but might include she grew the wheat, ground the wheat, and baked the bread, like the farmer, miller, and baker; but she did it all herself. She was a hen, not a person, etc.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Customers

5 minutes

1. In the read-aloud you heard, “Bakers have to get up extra early—sometimes at two or three o’clock in the morning—to start making dough and start baking bread for their first *customers*.”
2. Say the word *customers* with me.
3. Customers are people who come to a shop or store to buy goods or pay for services.
4. The people in a grocery store who are choosing foods to buy are customers.
5. Tell me an example of a place where you would find customers. Use the word *customers* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “There are customers in a ____.”]
6. What is the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If the people I describe are customers, say, “They are customers.” If the people I describe are not customers, say, “They are not customers.”

1. the people who sew the dresses (They are not customers.)
2. the people who buy the dresses (They are customers.)
3. the people who pay for their wheat to be ground at the mill (They are customers.)
4. the people who run the mill (They are not customers.)
5. the people who make the hats (They are not customers.)
6. the people who order new hats (They are customers.)



Complete Remainder of the Lesson Later in the Day



The Bread Makers

Millers and Bakers

3_B

Extensions

15 minutes

10 Retelling a Sequence of Events (Instructional Master 3B-1)

Directions: Today we learned about three tradespeople who work together to make bread. Cut out these four pictures of the steps for making bread. Put them in the correct order. When you have finished, raise your hand, and I will come over to you. I will ask you to tell me which comes first, next, and last.

Circulate around the room, and as students complete their sequencing activity, encourage them to retell the steps of making bread. Encourage the use of temporal words and tradespeople's names. Extend their use of domain vocabulary as they provide a response with the following structure: First, the farmer plants and harvests the corn or wheat. Next, the miller grinds the corn or wheat into flour in his water mill. Then, the baker mixes the flour with water and yeast to make dough. Last, the baker puts the dough in the oven to bake.

Have students glue or tape the images in the correct order onto a separate sheet of paper.