

**Families:**

Pilot Light Family Meal Lessons are designed to easily bring food education into your home. We recommend using the Family Resources in the following way:

1. Watch the Family Meal video for the lesson as a family.
2. Make the recipe as a family.
3. In the Common Core Connections section, children can learn through and about food while strengthening Common Core English Language Arts or Math skills.
4. Family Discussion questions and Extension Activities are provided to allow learners of all ages opportunities to participate in the learning experience!



**Pilot Light Family Meal Lesson**

### **Sandwich Bread**

**+ Grades 9-10 - Common Core English Language Arts - Language Analysis**

**Suggested Recipe Age Range: 4 and up with adult help**

**Recipe by Chef Justin Large:**

#### **Sandwich Bread**

##### **Ingredients:**

- 6.5 to 7.5 cups unbleached, all purpose flour
- 2.5 tsp kosher salt
- 1.5 Tbsp instant yeast
- 1/4 cup honey (or sugar)
- 2.75 cups 90-95F water
- 1/4 cup vegetable oil
- Softened butter for greasing pans



##### **Materials:**

- Large mixing bowls
- Large metal spoon or rubber spatula
- Whisk
- Plastic wrap or large kitchen towel
- Large knife
- Two 8.5x4.5(9x5)inch bread pans
- Wire cooling rack
- Cutting Board

**Directions:**

1. Using the softened butter, grease the bread pans.
2. In a large mixing bowl, combine 3 cups of the AP flour, and all of the yeast. Using the whisk, mix until combined.
3. Add the water, oil, and honey to the flour mix. Using the metal spoon or spatula, mix until combined.
4. Cover the bowl with a damp towel or plastic wrap and let set for 10-15 minutes at room temperature. Mixture will start to become bubbly.
5. After the 10-15 rest, add the salt to the water/flour mixture and stir with the metal spoon.
6. Add 3 cups of flour to the bowl, mix well with the metal spoon or spatula. If the dough is stiff, mix with a wet hand.
7. If the dough is still very tacky add a small amount of flour, a few tablespoons at a time, until the dough pulls away from the bowl easily. You may not need all of the flour.
8. Remove the dough onto a clean cutting board or countertop and knead for 2-3 min. The dough should be smooth and supple at this point.
9. Place the dough in a clean large mixing bowl, cover with plastic or a damp kitchen towel. Allow to rise at room temp until doubled in size. Approx. 1 hr.
10. After the first rise, lightly punch down the dough and remove it from the bowl onto a cutting board or countertop.
11. Using a large knife, divide the dough into two equal pieces.
12. Shape each piece of dough into a thick rectangle and place in the greased bread pans.
13. Cover loaves lightly with greased plastic wrap or lightly dampened kitchen towel. Preheat the oven to 350F
14. Allow the dough to rise to one inch above the top of the pan. Approx 1-1.5hrs.
15. Bake bread at 350F for 30-35 minutes until golden brown and baked through. (Bread will make a hollow sound when tapped and fully baked)
16. Remove loaves from the pans and cool fully on a wire rack.
17. Bread can be stored at room temp in a paper bag, bread bag, or wrapped. Loaves also freeze very well.

**Common Core Connections:**

**Grades 9-10**

**Common Core English Language Arts - Reading**

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

## Common Core English Language Arts - Writing

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### What does this mean?

This project asks students to pay special attention to individual words and their meaning in a playful, engaging way. This project helps students slow down their reading to consider the effect language has on meaning, emotion, tone, and the ultimate message of a written text.

In this lesson, you (the student) will be working on thinking carefully about individual words and how they work. We'll begin by practicing tasting bread -- perhaps the bread you made in the recipe above. Then, we'll use the noticing skills we used tasting bread to notice words.

### What does this look like?

Materials needed:

- Several different kinds of bread: pumpernickel, challa, brioche, rye, sourdough (or even just the bread you made in the recipe above)
- Bread tasting chart (attached)
- Notebook paper
- The essay "Sea Urchin" by Chang Rae-lee in *The New Yorker*, found here: <https://www.newyorker.com/magazine/2002/08/19/sea-urchin>
- Pen or pencil

Directions:

#### Part I: Bread Noticing

1. Cut the different breads into small, bite size pieces.
2. Review the tasting guidelines at the top of the attached chart. Note that you are using ALL your senses to taste the bread. It's a slower process that you're used to. Take your time.
3. Taste each bread variety and record your observations. It's ok if you need to taste a bread more than once.
4. Reflect on your tasting experience by writing about your experience.

#### Part II: Word Noticing

1. We're going to use the same skills we used to notice the taste of bread to notice words in a story.
2. Read the essay linked above. It's a wonderful example of food writing, in addition to a moving coming of age story. Its language is beautiful -- deceptively simple, like bread.
3. As you read, underline or highlight words, phrases, and sentences that you find remarkable -- beautiful, confusing, compelling, emotional, particularly descriptive.
4. On your piece of notebook paper, write a short summary of the story -- three or four sentences describing characters and events.

5. Now, your job is to slow down and consider the language in the story. There are many ways to do this, but we're going to write a found poem. Here's how:
  - a. Copy language from *Sea Urchin* you found to be excellent, engaging, dynamic. Double space between lines so it's easy to work with. You need at least 15 lines of text. Study the words and phrases you found. Cross out everything that's dull, or unnecessary, or sounds bad, or you just don't like. Try to cut your original findings in half: if you copied down 50 words, choose 25. If you copied down 100 words, choose 50. This can be approximate.
  - b. Now, arrange your words in a poem.
    - i. Each poem must be 14 or fewer lines.
    - ii. You may give it your own original title if you like. The title does not count as one of the lines.
    - iii. Your sole source material must be *Sea Urchin*.
    - iv. The poem itself should use no more than two of your own words. The rest of the words and phrases can be mixed up any way you like, but should all come from our essay (You may repeat words from the articles as many times as you like.)
  - c. You might choose to write in a [traditional poetic form](#), or not.
6. Next Step. Revisions: Now that you've drafted, work with a partner to revise. Ask:
  - a. "Do the lines follow one another?"
  - b. Try the recitation-observation-intention-revision format. Read the poem aloud and then ask, "Anything you noticed as I read that?"
  - c. Continue the conversation by sharing an observation about the poem and asking about the intention behind it.
  - d. What do you notice about the language you "found" in *Sea Urchin*?

### Family Discussion Questions:

#### Families/children could discuss or write about:

- The possibilities for "found" poems are endless. Recipes, traffic signs, stories, articles -- any text can be arranged and rearranged for new meaning.
- What types of bread do we eat regularly? Which is your favorite? Are there some breads that we use to hold food more than for the flavor of the actual bread?

### Extension Activities:

#### Here are some suggestions for additional activities that relate to this recipe:

- Research food writers and writing. What kind of food writing is there? Who writes about food? Ideas include:
  - MFK Fisher
  - Anthony Bourdain

- Toni-Tipton Martin
- Ruth Reichl
- James Beard
- Alice Waters
- Marcela Hazan
- Edna Lewis

## Sensory Analysis

| Type of Bread: _____ |              |       |
|----------------------|--------------|-------|
| Sense                | Observations | Notes |
| Smell                |              |       |
| Taste                |              |       |
| Aroma                |              |       |
| Touch                |              |       |
| Hear                 |              |       |
| See                  |              |       |

Reflection: How did slowing down and TASTING change your experience of eating bread?  
What kinds of things did you notice that you hadn't before?

*This Family Lesson was written by Pilot Light Food Education Fellow, Kristine Wilber.*