

# ENOUGH FOR EVERYONE: DOUBLING A RECIPE

**Focus Lesson:** Enough For Everyone: Doubling A Recipe

**Materials:**

- *From Wheat to Bread* by Kristin Thoennes Keller
- Chart paper
- Markers
- Bowl
- Mixing spoon
- Measuring cups
- Whole wheat flour
- All Purpose Flour
- Brown sugar
- Baking soda
- Salt
- Buttermilk
- 4 greased Bread pans
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**Time:** 1 hour (plus 1 hour baking time for bread)

**\*Common Core Standards:**

**CCSS.MATH.CONTENT.2.OA.B.2**

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit number.

**Thinking Skill:**

- Measuring
- Doubling a recipe

**Objective:**

Students will double a recipe and then measure the ingredients to make bread.

**Connection:**

Students will see how the wheat they are reading about actually becomes bread, and see that they have the ability to make their own food.

**Explicit Instruction:**

Ask students what they know about bread. Where does it come from? What is in it? Who makes it?

Read *From Wheat to Bread* by Kristin Thoennes Keller

Before doing this lesson plan, check to see if there are gluten-free students. If there are, invite a parent to come in and work with a small group to assemble gluten-free bread.

### Guided Practice:

Ask students what they learned about bread that they did not know before. After they have had a chance to share, tell them that they will now have a chance to make bread from the recipe on page 21, but first they have to think about how much bread they will need.

They will be doubling the recipe from page 21 and they need to figure out how much of each ingredient they need. As an example, demonstrate how to double  $1\frac{1}{3}$  flour. Show them multiple ways to double ingredients. Then break children into 4 groups and task them with figuring out how many loaves of bread will feed the class.

If students still need help, demonstrate doubling with 4 cups of whole wheat flour. Explain that doubling is like making the recipe with two times as many of each ingredient.

### Independent Practice:

With the recipe posted on chart paper, have students figure out how much of each ingredient they will need to double the recipe.

If students finish early give them a word problem about how many people a loaf of bread can feed. For example: If one loaf of bread can feed 4 people, how many will be needed to feed 14 people? How many loaves will be needed to feed 4 people for a week?

### Reflection – Group Share:

As a class, go over the correct measurements for ingredients once they have been doubled. This will work well with or without the actual ingredients.

Though not necessary for the math objectives of the lesson plan, if there is access to a kitchen in the school consider making bread in class. Let students take turns measuring ingredients to make bread together, counting as they add ingredients. The teacher could also make bread at home and bring it in the next day or ask a parent volunteer to bake the bread for the class to sample.

### Reading list:

*From Wheat to Bread* by Kristin Thoennes Keller

### Teacher Note:

**\*Be aware of any students that have a gluten allergy or are lactose intolerant. Make changes accordingly.**