

## EPK 3 Focus Questions and Learning Goals for *Bread*

Children will learn all about bread during this study: how to bake it, what our senses tell us about it, who makes it as part of their job, and more. Students will explore chemical reactions that happen during mixing and baking and see how yeast works as they make bread. They will create recipes and cook with bread and use the five senses to experience their finished products.

<b>Study 4:</b> Bread	Jan. 20	What do we know about bread? What do we want to find out? How is bread made?
	Jan. 27	What kinds of breads do we like?
	Feb. 3	Who works with bread?
	Feb. 10	How do we eat bread? When do we eat bread?
	Feb. 17	Can we create our own new recipe for bread? Celebrating Learning

### Language and Literacy: Hearing Parts of Words

#### Words Within Compound Words

Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to identify shorter words within compound words).

#### Counting Syllables

Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to draw attention to parts of words such as syllables by moving or clapping).

#### Uppercase Letter Recognition

Name and identify some (at least 5) uppercase letters.

#### Rereading Familiar Stories

Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering funny ending and telling it as you start to read).

#### Developing Self-Portraits

Begin to develop writing skills by recognizing that drawings, paintings, and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).

#### Regular Past Tense

Use more conventions of speech when speaking (e.g., use 'ed' for past tense).

#### Contribute to Conversations

Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or dolls and toys that he is playing with).

#### Writing Own Name

Write marks to represent own name.

### Social Foundations: Play Group Games and Solve Problems

#### Taking Turns

Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.  
Able to take turns with preferred toys with prompting from an adult.

#### Symbols Have Meaning

Develops generic symbols for repeated drawings of common objects like sun, dog and house.

#### Role Playing

Able to act out simple roles (i.e., "Look, I am a dog, ruff, ruff").  
Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.

#### Generating Ideas

Generates ideas with teachers and peers with adult modeling and support.

#### Asking Complex Questions

Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, "How do we get to Nana's house?").

#### Problem Solving

Can recognize when making a mistake and change approach with adult help.  
Asks adults to solve or "fix" a problem.  
Continues to become more flexible in problem-solving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won't easily go on one foot, he or she tries the other foot).

#### Persistence

Maintains focus on one activity for longer periods of time as long as the activity is age-appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background).  
Persists with a wider variety of tasks, activities, and experiences with adult prompting.  
Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure).  
Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support.

### Mathematics: Counting with One-to-One Correspondence and Cardinality

#### Quantity

Show interest in quantity, measuring, and number relationships.  
Identifies quantities of one, two, and more.

#### Counting with One-to-One Correspondence

Counts two objects using one-to-one correspondence.  
Counts five objects using one-to-one correspondence.

## Science: Bread

### Bread

Compare and classify different types of bread.  
Use the five senses to observe and experience different types of bread and bread baking.  
Experiment with different bread or bread-based recipes.

### Scientific Thinking

Use scientific thinking and the senses to discover the world around him; make comparisons between objects.

### Leaveners

Observe how yeast changes bread dough.  
Observe how chemical leaveners work to create bubbles like those in bread.

## Social Studies: Bread

### Bread

Learn about and experience different kinds of bread from around the world, such as tortillas, naan, baguettes, and pita.  
Enjoy teddy bear parties featuring bread-based snacks, such as teddy bear bread, pancakes, or cinnamon toast.

### Rules and Routines

Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions with a few reminders, use classroom materials respectfully).

### Bread Jobs

Explore the job of baker through texts and by pretending to work in a bakery at the dramatic play center.  
Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment.

## Physical Well-Being: Winter Weather Health

### Health

Focus on staying healthy by washing hands after using tissues, sneezing in the bend of the elbow, wearing warm clothes.

### Fine Motor Skills

Practice cutting and using writing tools.

### Safety

Participate in monthly fire drills and an emergency storm drill.

### Gross Motor Skills

Engage in indoor movement activities, including walking on the balance beam and dancing.  
Demonstrate body awareness and control through games involving run-stop-change directions.  
Practice jumping and hopping activities.

## Fine Arts: Theater, Winter Process-Based Art, and Valentines

### Theater

Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do.)  
Act out a retelling of a favorite story.

### Winter Art

Create process-based artwork related to winter, such as colored ice painting or molding snow.  
Create three-dimensional artwork.  
Create Valentines with play dough, paper, doilies, glitter, paint, pasta creations, sequins, and more.

### Dance

Participate in music games that require coordinated full-body movement to the music.  
Participate in music games that require imitating animals.  
Dance with props such as scarves or ribbons.  
Participate in dance games with partners or group formations.

### Singing

Chant words to familiar songs with modeling.  
Sing familiar songs independently.

### Following Directions and Cues

Participate in fingerplays (e.g., "Itsy Bitsy Spider") led by adults.  
Follow adult cues to participate independently in singing games.

## Spiritual Development: God's Love Is Powerful; God's Love Is for Sharing

### God Changes Hearts

Listen to and discuss stories of how God changes hearts, such as Zacchaeus meeting Jesus and Paul deciding to follow Jesus.

### God Always Welcomes Us

Listen to and discuss stories of how God always welcomes us, such as the Prodigal Son and Jesus blessing the children.

### God Takes Care of Us

Listen to and discuss stories of how God takes care of us, such as Noah's Ark and Jesus calming the storm.

### Show Love to Everyone

Listen to and discuss stories of how we should show love to everyone, such as the Good Samaritan and Jonah.  
Recognize that we can all be God's helpers and spread His love throughout the world.

## Kindness: Mindfulness Techniques for Calming Emotions

### Mindfulness Techniques for Calming Emotions

Use Mind Jar to show a busy and calm mind.  
Focus attention as glitter within Mind Jar settles.  
Understand how calming can be easier after movement.

### Service

Create a gift for children served by the Children's Inn at NIH.  
Create cards for service members for Operation Gratitude.

