

K-3 SPED Bread
Classroom

Teacher: All right, you know what we're going to do? We're going to do our good morning a little bit, okay? Then, this morning, what are we going to do? We are going to ...

Student: Make the bread.

Teacher: We are going to make some bread, all right?

Student: Yeast.

Teacher: We have the yeast. Okay. Everybody happy, let's go ... (Singing) Help me again, I didn't hear you. (Singing) Thank you. (Singing) Let's go. (Singing) Let's go, stomp your feet. Let's go. (Singing) Good morning. (Singing) All right, well, let's do ... we're going to start off this morning and we're going to read, what are we ... Didn't you hear? What are we going to read?

[02:00]

Student: Pete the Cat.

Teacher: We are going to read Pete the Cat and then we are going to go over a few things and then we are going to bake some ...

Student: Bread.

Teacher: Bread. Who's going to help me this morning? Student's going to help me. Who else, who else? You can join if you're going to help. You're going to have to go wash your hands, right? We have to wash our hands and help.

Student: I already washed my hands.

Teacher: Good, all right, so let's do our Pete the Cat and let's see who's going to help.

Student: Take to the south group.

Student: Ms. Temple?

Teacher: Ah, yes.

Student: I showered in the night?

Teacher: Did you shower in the night? Good boy, nice and clean. You want to do We Are The World? We're going to do Pete the Cat because I don't think we have time for every ... we can do We Are The World after recess, okay?

Student: Then we can do the exercise?

Teacher: Yeah, we can do exercise, too. Okay, listen. Help me. What's next? Baby-stepping. What
[04:00] color, what color, what color? Goodness, no ... and singing his song. What color are your
... did he cry? No. He kept walking along and singing his song. Let's go. (Singing) Oh no!
Of ... what color?

Student: Brown.

Student: Goodness no.

Teacher: He kept walking along and singing his song. Let's go. (Singing) Oh no, what happened? ...
All the blue and all the red ... what color?

Student: White.

[06:00]

Teacher: Now they were wet. Did Pete cry? Goodness, no ... along and singing his song. Let's go.
(Singing) Along and singing his song. Lydia, what color?

Student: Red.

Teacher: What color?

Student: Brown.

Teacher: What color?

Student: Blue.

Teacher: What color? What color is the little bird? What color?

Student: Yellow.

Teacher: Good. All right. Now we have our song, let's see. Who's going to help me? Let's see, we
have our growing thing ... things that are alive and things that are not alive. Can
someone show me something that is alive? What is it?

Student: A dog.

Teacher: A dog. Is the dog alive? Yes. An elephant? Okay, thank you for answering. Let's see
somebody else.

Student: Flowers.

Teacher: Flowers are alive. Hey Student, is the book alive? No. The book is not alive. Let's see,
how about Student? Can you name me something that's alive?

Student: Yeah.

Teacher: What? Your family. Good job. How about the hat? Is the hat alive?

Student: No. It just go ...

Teacher: You put it on ...

Student: You cannot be freezed.

Teacher: It doesn't get cold, right? We have the hat. It's not alive, good. All right, so let's think now, let's look at our book and how about ... what are we going to put in the ground to make ...?
[08:00]

Student: Seeds.

Teacher: Yes, we put seeds in the ground. (Singing) [Inaudible 08:29] You're always so good, how about helping me? Let's go, from the beginning, okay? Again. (Singing) The tree is alive, but is the apple alive?

Student: No, it grows, no, it flowers.

Teacher: It grows by ... the tree grows, so the tree is alive. All right, let's look at some of our words. Remember yesterday, we read our story about ... Doug? The Little Red ...

Student: Hen.

Teacher: That's right. Let's see if we can find some of our words here. Let's see, what's the first word? Help. Let's say the letters. H-E ...

Student: I.

Teacher: I?

Student: I mean L.

[10:00]

Teacher: P. Help. Well, the little red hen wanted some help. Student, don't say anything, let's see if somebody else can get this. What did she want? To ... what is this? What does she want? Student, don't give hints. Let's say the letters, okay everybody? B-A-K-E. What did the little red hen want to do? She wanted to ...

Student: Let.

Teacher: No, let's see. Student, do you know what it is?

Student: Bake.

Teacher: Bake, thank you very much, Student. She wanted to bake, but she had to ask all of her ...

Student: Friends.

Teacher: Thank you, Student, friends to help to bake.

Student: I just turned the-

Teacher: Well, let's see. What is our special word here?

Student: Yeast.

Teacher: Yeast, it is. Is the yeast going to help the bread to bake and grow? It is. What happened? What do we need to make the yeast grow and come alive?

Student: Sugar.

Teacher: Sugar.

Student: Yeast.

Teacher: We need sugar, we need the yeast ...

Student: Water.

Teacher: Water.

Student: What else?

Teacher: Well, where did we put it? We put it ... we put it outside.

Student: [Inaudible 11:23]

Teacher: We're going to make the bread. What do we need to make the bread? We need some ...?

Student: Yeast.

Teacher: Well, we need the yeast, but what word is this?

Student: Flour.

Teacher: Flour. We need some flour, right? When she takes the bread out, what is going to be? It's going to be ...

Student: Hot.

Teacher: Hot, hot, yep. Okay, so we are going to go to our work table. Who is going to help me
[12:00] bake some bread today? Very good. Actually, before we go, Student, would you please do our poem for us first? Student, Student, over here. I have a dream, right? Remember, on Monday, are we coming to school?

Student: No.

Teacher: What holiday is it? What holiday? What's his name ... his name is ...?

Student: Martin Luther King?

Teacher: Excellent, very good, very good, guys. Okay, could you stand on the other side, Student, so I can see, too? Let's do our poem, everybody. Dreams are here, dreams are there ... good. Dreams, dreams are everywhere. Good. Working, learning, sleeping, eating ... good ...

Student: Sharing, caring, helping, meeting.

Teacher: Excellent, keep going. All as ...

Student: Equal.

Teacher: Good. Together as ...

Student: One.

Teacher: Good. He works hard to ...

Student: Segregate none.

Teacher: Segregate none, excellent reading. Let's keep going. We are here, dreams are there, dreams, dreams are ...

Student: Everywhere.

Teacher: Good job, Student. Thank you very, very much. Okay, so we're going to go to our work table. Mrs. Count's going to show you something, look what I have. I'm going to remove this.

Student: Wait, you never did the number N.

Teacher: That's okay.

[14:00]

Student: I put the recipe up there. We need a recipe to make our bread. Let's go over to our work table. Student, would you help me carry the ... come on over. Help me, you're so strong. Right here's fine. Let's go.

Teacher: Student, you can sit right there. Student, right here.

Teacher: Okey-dokey, look what I have here. What is this?

Student: Bread.

Teacher: It's bread, we're going to look at that after, we're going to compare. Right now we're going to make our bread.

Student: Me and Student and Student.

Teacher: [Inaudible 15:23] Okey-dokey, well, what does this look like?

Student: A pen.

Teacher: It looks like a pen, right? Remember we used this before. What's inside? You see something.

Student: I see something.

Student: That's for the ... mix stuff.

Teacher: You're right. Look.

Student: Remember, we make our applesauce?

Teacher: We made applesauce, right.

Student: Student, remember we made applesauces?

[16:00]

Teacher: Okay, so you've got to tell me. What do I need for my ... what do I need?

Student: Sugar first.

Teacher: Well, let's see. What's at the top? Let's take a look. What's at the very top?

Student: Yeast.

Teacher: Nope.

Student: Bread?

Teacher: Well, you're looking up here. Let's look at the recipe because this tells Teacher what I need. We're going to be making first ... this is like the title. Raisin ... good, raisin ...

Student: Bread?

Teacher: Bread. We need ... it tells me I need 1 cup of ...

Student: Water.

Teacher: Good. Oh no, Teacher forgot her water at home. What am I going to do?

Student: Use this.

Teacher: Okay, but I don't have any water here. Where can I get some water from?

Student: Outside.

Teacher: Really? Okay, would you please go and get me 1 cup of water?

Student: In the sink.

Teacher: In the sink, that's good thinking. You need to get some water in the sink. While he's gone, I need to have 2 tablespoons of butter. I brought some butter from home ... get in here. Does this look like butter?

Student: Cinnamon.

Teacher: I brought cinnamon, thank you, Student. You are right. Let's see, does this look like butter?

Student: No, it's sauce.

Teacher: Sauce, or ... what is it, Student?

Student: Salt.

Teacher: Salt, thank you very much. I have my cinnamon, I have my salt, let's see. Do you remember what this is?

[18:00]

Student: Yeast.

Teacher: It's the yeast, right.

Student: Your water, Teacher.

Teacher: Thank you for the water. You know what, Student? This is very, very good, but you see, is that a whole cup of water?

Student: No.

Teacher: Is there maybe a little bit missing? You have to go fill it up all the way to the top and walk back carefully. Does this look like butter?

Student: Yes.

Teacher: It does. It's margarine, but it's close. Let's see. What is this?

Student: Sugar.

Teacher: Is it sugar?

Student: No.

Teacher: What is it, Student?

Student: Flour.

Teacher: It's flour, right? It's the flour. Carefully, walk carefully. Thank you, just put them right over here. Someone's going to have to help me pour it in. Okay, does anyone remember, what is this?

Student: Spoons.

Teacher: Spoons. The biggest one is a ...

Student: Tablespoon.

Teacher: Tablespoon, excellent, you remembered. The small one is a ...

Student: Teapot.

Teacher: Teapot. No, it's a teaspoon. Good. Tablespoon and teaspoon, good thinking. My last ingredient here is ... what you like, you like the ...

Student: Sugar.

Teacher: Sugar. Okay, so let's see-

Student: When it's upside down, I hear something ...

Teacher: Yeah, I have the cups in there, but that's okay. How many cups of water do I need?

Student: 1 cup.

Teacher: 1 cup. Who's going to pour it in the ...

Student: Me.

Teacher: [20:00] Let's see, we've got some quiet people over here. Can you hold it? Hold it with both hands. Pour it in, good job. Pour it, keep going. All the way in. All right, we have 1 cup. How much butter do I need?

Student: 2.

Teacher: 2, look at that, it begins with a T.

Student: 2 sugar?

Teacher: 2 tablespoons. Should I do it in this, or with this?

Student: That one.

Teacher: This one.

Student: The spoon.

Teacher: The spoon, okay? We'll use this-

Student: Teacher, because it will mix cake, cupcakes, pancake ...

Teacher: Pancakes, right. You know what? Sometimes they help you and they market ... you see the numbers? See the numbers?

Student: That's for pancakes.

Teacher: That's right, we made it with the pancakes, but if you look here, it tells us, 2 tablespoons. 1 tablespoon, 2 tablespoons, 3 tablespoons, so Teacher's going to cut it instead of putting it into the spoon. No, I'm going to go to 2 tablespoons. Can you show me where it shows me 2 tablespoon? Student, look here, 1 ...

Student: 2.

Teacher: 2, so I'm going to cut it right here.

Student: That half?

Teacher: Okay. Now I've got to be very careful with this, right? Only mom or dad has this, but I'm going to do this, I'm going to cut it right here because it tells me I need 2 tablespoons of butter. Student, actually Arjor, do you think you could unwrap that for me and put it into the ... pull it, pull, pull, pull, okay. Put it into the pot for me, please. You're going to have to take off the paper because we don't want paper in our bread, do we? Nope, okay, thank you. That's what I thought. Okay, here we go, you know what? Maybe it's easier. Yeah. Just pull it like that and put it in. Yay!

[22:00]

Student: Is that the paper?

Teacher: Nope, it's okay. Would you please go get another pot?

Student: Okay.

Teacher: It's margarine, it's not quite butter, but it's the same thing. Okay, we're good. Look, see what's inside. All right. Next, what's next?

Student: Number 3.

Teacher: How many? I need 3 cups of ...

Student: Flour.

Teacher: Yay! Who's going to help me with the flour? Yeah.

Student: This is starting the new ... I knew the words, it started the new ...

Teacher: Now Student's going to do 1 and Student's going to do 1 and maybe ... Student, would you please go get the hand cleaner for Student? Would you hold this for me, please? Okay, actually, you know what? Hold it over the pot, thank you, right over. Tell me when to stop, tell me when it's full.

Student: Stop.

[24:00]

Teacher: Student, thank you. Okay, pour it in, go ahead, you can do it.

Student: Now?

Teacher: Yes, you can do it. Pour it all in, all of it. Arjor, she can do it, she's a big girl. Okay, who's next?

Student: Me. I've got to try.

Teacher: Just wait. Student, you go and look and see what you can figure out, what the next thing

you need.

Student: Number 3?

Teacher: You tell me to stop.

Teacher: That's how much you need. 3 what?

Teacher: Tell me when to stop, it's going to be full.

Student: Stop.

Teacher: There, good talking, okay, good. Put it in. 2 ...

Student: 3 tablespoon.

Teacher: Okay, just a minute, I have a problem. We did 2, but we need 3. How many more?

Student: 1.

Teacher: Thank you. Okay, who's going to do the 1 more? Okay. Tell me when to stop.

Student: Spoon ...

Teacher: Say stop. Stop. Thank you, pour it in.

Student: Teacher.

Teacher: Let's see, we already put our sugar. Yeah. I think so. All right, sugar.

Student: We need cups. 3 ...

[26:00]

Teacher: 3.

Student: Tablespoon.

Teacher: Good, of ...?

Student: Sugar.

Teacher: Excellent. Who's going to put the sugar?

Student: Student.

Teacher: All right, Student's first. Student, hold this, you're going to put sugar, okay? I've got to

get Arjor to do it. Okay, here, actually, I'll put it in. It's easier if you put it in rather than pour it. Okay, there you go, put it in. Go ahead.

Student: 1.

Teacher: Go ahead, put it in. 1, okay, Arkin? 1 ... help me. Come on, help me. 1 ...

Student: 1.

Teacher: 2 ... and ... actually, let him do one more, then I'll let you do the yeast, okay? 2, and ... no ... 3. Good boy. Thank you. Take a look, do you see what's inside?

Student: Sugar! [Crosstalk 27:13]

Teacher: Okay. What's next? You're doing the yeast, but Student's pointing, what do we need next? We need the ...

Student: The 12.

Teacher: 1 and a half, yeah, that's real hard, we've never done that before. 1 and a half ...

Teacher: Remember the smaller spoon? What's the smaller spoon called?

Student: Tea.

Teacher: Tea, you're right. 1 and a half teaspoons of ...

Student: Flour. Yeast?

Teacher: Nope. Look at the letters.

Student: Salt?

[28:00]

Teacher: Salt, that's right. Okay, who's going to do the salt for me?

Student: I do the yeast. I want to do the yeast. Crowds like salt, Teacher.

Teacher: 1, and then we have to do a half, so I have to look here on my spoons and it tells me the half right here. You want to do it? Yay, good job, thank you. Now ... awesome. What color is it in there?

Student: White.

Teacher: It's white still. Do you know what? It's not going to stay white because we're going to add something to change the color. What's going to change the color?

Student: Cinnamon.

Teacher: Cinnamon, thank you, Student. The cinnamon's going to change the color.

Student: Cinnamon makes the-

Teacher: Okay, now we need the ...?

Student: Number 2. The yeast.

Teacher: Okay, the yeast. 2 and a half ...

Teacher: Small spoon. What's it called?

Student: Tablespoon.

Teacher: Nope, it's not a tablespoon, it's a ...

Student: Teaspoon. No, I was actually going to say teaspoon.

Teacher: You did.

Teacher: Of what?

Student: Yeast.

Teacher: Yeast, okay. Is yeast living or not living?

Student: Living.

Teacher: It is living.

Student: Because it grows like flowers.

Teacher: It grows. Let's see, I'm going to put it inside here. We need 2 and a half, so let's all count.
[30:00] 1, 2, and let's see if we can find a half . Yep, we found a half.

Student: Then we're going to eat the bread.

Teacher: Then ...

Student: Sorry.

Teacher: That's okay.

Student: 3.

Teacher: Nope, that's a half. 2 and a ...

Student: 1.

Teacher: Half.

Student: Awesome.

Teacher: Take a look, and let's see. The last thing, what do we need? The last thing?

Student: Number 3.

Teacher: I didn't even put the cinnamon, didn't realize.

Teacher: I see that.

Teacher: No, Teacher has to check something, I've got to check my ... I'm trying to think, the cinnamon. I think it's 1 teaspoon. Just a minute, guys, I will just check on my computer.

Teacher: What is this one? Student.

Teacher: I don't want to make a mistake, so ...

Student: Eggs?

Teacher: Well, yeah, figure out the last one. What's the last thing that we need while I check?

Student: Raisins?

Teacher: You got that? Wow. We do, we need raisins. Let me see.

Teacher: 3/4ths.

Student: Half.

Teacher: 3/4ths of a cup.

Teacher: Cinnamon, cinnamon! I need to have 1 small spoon ... what's the small one called? A ...

Student: Teaspoon.

Teacher: Good. I need 1 teaspoon. Who wants to put in the cinnamon?

[32:00]

Student: Me.

Student: Me.

Teacher: You're going to hold it for me. Hold it carefully. He's going to put in the cinnamon, we have to be fair and everybody has to have a chance. I'll put it in first, and then I'll give it back to you, okay? Look at the cinnamon. What color is the cinnamon?

Student: Brown.

Teacher: It is. Thank you.

Student: I smell something.

Teacher: You smell something.

Student: The cinnamon.

Teacher: What does it smell like?

Student: Cinnamon.

Teacher: It does, it smells like cinnamon. Let me see.

Student: Cinnamon.

Teacher: See? Okay, the last thing we have to add in are the ...

Teacher: What was the last thing, Student? What did we say this was?

Student: Grapes?

Teacher: Tell the boys. Louder.

Student: Raisins.

Teacher: Good, Student, thank you. Raisins. I need three-quarters of a cup. Let's see. I've got this, because it's going to help me, it tells me. Can you see three-quarters? Let's see if my cup is still good. Can you see three-quarters?

Teacher: The 3 and the 4.

Teacher: Where's the number?

Teacher: Where's the 3 and 4?

Teacher: [34:00] 3 and the 4? 3 and the 4. Right there, good job. Keep your finger there so I know how many raisins to add. Okay. You tell me if it's enough, okay?

Student: Yeah.

Teacher: Okay. Okay, let me see, is that enough?

Student: No.

Teacher: Do I need more? More, okay.

Student: Then you can stop ...

Teacher: Maybe I'll pour, you tell me when it's enough.

Student: Okay, that's enough.

Teacher: Is it enough? Okay, I'll even shake it. All right, Student you can add in the ... that's it, put it in.

Student: It's my ...

Teacher: All right.

Student: You forgot these.

Teacher: That's okay, he's on the table, he's dirty. Okay.

Student: I want to see ...

Teacher: Look at that, right? Okay, Teacher ... now what are we going to do with this? What do we have to do? What did they ... with a pen? What did she do?

Student: The dough.

Teacher: The dough in the ...

Student: Oven.

Teacher: Oven, so Teacher has an oven over here, it's actually a bread machine. We're going to put it in there, okay? Just a second.

Teacher: Do you have to mix it?

Teacher: Nope, it goes all in. The bread machine is going to ... can you hear that?

Student: It's spinning around.

[36:00]

Teacher: It is. It's mixing all of the ingredients together and then it's going to mix ... no. We have to wait a little while because it takes some time for the bread to cook and to be made. Not yet, we're not finished yet, because I want you see the other recipe Teacher makes.

Student: The big one and the black one?

Teacher: The big one and the black one, let's take a look and see.

Student: Oh my gosh.

Teacher: It is so fun. Let's see this. 1 ...

Student: 2.

Teacher: 2 ...

Student: It's a black one.

Teacher: It is. We're going to open it up. Do we have the hand sanitizer for everybody?

Student: Are we going to eat them? Yes, we are going to eat them.

Teacher: Are we going to eat it? Are we going to try the bread? Who wants to try the bread?

Student: Me.

Teacher: Okay. Everybody ...

Teacher: You've got to sit down. Arjor, pass it down.

Teacher: Pass it down.

Student: Down.

Student: You have to pass it to Student, then Student, pass it to Student, then Student, pass it back to Sid, then Student, pass it to Teacher.

Teacher: That's right. Now all our hands are nice and clean, right?

Student: I want to taste this one.

Teacher: All right. Okay, so let's take a look at our ...

Student: Bread.

[38:00]

Teacher: Bread. Are they the same or different?

Student: That one's the yellow one, this is the yellow one.

Teacher: Well, let's see.

Student: That's the brown one.

Teacher: You know what, Teacher put flour in both of them and I put sugar, and I put everything, almost the same, but I forgot something in this one. What did I forget to put in?

Student: Sugar.

Teacher: No. I didn't put any yeast in this one, so look what happened. We're going to look and we're going to see things that are the same and things that are ...

Student: Different.

Teacher: Good. Well, let's see. What is the same?

Student: There's no same, that over there-

Teacher: What is the same about these? What do we call them?

Student: Breads.

Teacher: Bread, so what's the same? They're ... the name's the same, right? Because ... is this bread?

Student: Yeah.

Teacher: Is this bread?

Student: No. Yes?

Teacher: It is bread.

Student: Yeah, but ...

Teacher: It is bread. I know. We're going to put ... these things are the same, so we're going to say their name is the same, bread. Okay. What's different?

Student: These ones are ...

Teacher: Why?

Student: Why? It is flat.

Teacher: It is flat. Good job.

Student: That one is flat.

Teacher: You're right. This one is flat, and this one is not flat, so we're going to make it ...

Student: It's big.

Teacher: It's big, right?

Student: It's flat.

Teacher: What else is different?

[40:00]

Student: The flat one.

Teacher: What else ... what looks different, Student?

Student: Breads.

Teacher: Student?

Student: These are the same, over there it's mixing.

Teacher: It's what?

Student: It's mixing over there.

Teacher: It is mixing over there. Student, what's different?

Student: This is different.

Teacher: Why?

Student: Because it's flat.

Teacher: Yeah, but something else if different. Do they look the same color?

Student: No. There's yellow in there, the color.

Teacher: The yellow one, so one is ...

Student: Flat.

Teacher: Yeah, it is flat, but the color, what color?

Student: Yellow.

Teacher: Yellow. Student, what color is this one?

Student: Brown.

Teacher: Brown. One is brown ...

Student: One is yellow.

Teacher: One is yellow.

Student: Oh no.

Teacher: Thank you. Yellow. Okay. Now, this one has what inside of it?

Student: Yeast.

Teacher: It does, it has some yeast. We're going to make ... let's see, what color should we use for the yeast?

Student: Brown.

Teacher: Brown again? Okay. This one has yeast, put the little drops.

Student: This one has yellow.

Teacher: This one, does it have any yeast? Yeah, it doesn't. Let's cut it and let's see what it looks like inside, okay? Okay, let's see.

Student: Teacher, we use the new thing?

Teacher: Let's see. Look inside, what do you see?

Student: A hole.

Student: A hole.

[42:00]

Teacher: You see lots of holes , right?

Student: Up and down.

Teacher: I know, if I can cut it.

Student: This is hard.

Teacher: It's pretty hard. Let's see.

Student: This is the middle ...

Teacher: Do you see lots of holes in here?

Student: No.

Teacher: No. Do you see lots of holes in here?

Student: Yes.

Teacher: This one has what inside of it?

Student: Holes.

Teacher: It does have lots of holes. Remember, when we gave the yeast some sugar and water it started to ...

Student: Grow.

Teacher: Well, it did start to grow, it burped, right? It burped and it made all the holes.

Student: It eats all the sugar then it burps.

Teacher: Yeah, it does, good job. Who would like to taste the bread?

Student: Me!

Teacher: Which one would you like to taste?

Student: This one.

Teacher: This one? Where did I put the knife, did I put it back in the bag?

Student: Teacher? I was in that black bread.

Teacher: Okay, who would like a piece of bread?

Student: Me!

Student: Me!

Teacher: What do you say?

Student: Thank you.

Teacher: You're welcome.

Student: Can I taste?

Teacher: You can taste.

Student: Awesome.

Teacher: You are welcome. [Crosstalk 43:42] Let's see, now you have to tell me if it's good or not. [44:00] [Crosstalk 44:01] Who doesn't have?

Student: Me!

Student: Me first, the big one.

Teacher: You didn't have breakfast this morning, you need to have breakfast, right?

Student: Thank you.

Teacher: You are welcome.

Teacher: Does it taste good?

Teacher: Does it taste good? Well, there's none left, so it must taste good. Does it taste good? Was it you that said that? Good, does it taste good? Maybe it'll taste even better ... what should we put on our bread?

Student: Sugar!

Teacher: No. What should we put on our bread?

Student: Yeast!

Teacher: No, not yeast on the bread.

Student: Chocolate!

Teacher: How about some peanut butter? Okay, let's see. Who wants to try this bread?

Student: Me.

Student: Me too.

Teacher: You want to try the bread? You want to taste it? Student is going to experiment for us. Now, I know that this is okay to eat, you always have to ask mom or dad, right? This is okay to eat, but the only thing it's missing ... what is it missing? It's missing the ... Go ahead, you tell us all what it tastes like.

Student: It's weird.

Teacher: Weird. I think it would taste weird because it's really ... this one is ...?

Student: Hard.

Teacher: Hard. This one is ...?

Student: Soft.

Teacher: Soft.

Student: This one is weird.

[46:00]

Teacher: It is, right? Okay, all right. We're going to stop there for now, but we have to wait. In about an hour ... it'll wait until you're finished. Thank you, Student. Right, when we're eating, we have to be polite. In about an hour, who wants to taste the cinnamon raisin bread we made?

Student: Me.

Student: Me.

Teacher: Okay, so in one hour we're going to see what happened to our bread. Okay? All right, we can have a break, we'll go out for recess and then we'll come back later on, okay? Come on, let's go. Is it tasty? Would you like another piece, Student? Are you hungry? This one, not this one. This one, Teacher's going to throw this one in the garbage.

Student: Yeah.

Teacher: It's no good, but you can have this one. Do you want it with some jam on it? I think we have some jam in the fridge.

Student: Jelly?

Teacher: Jelly in the fridge? Okay. No, we don't have peanut butter, just jelly. Yeah.

Student: That one?

Student: With the knife.

Teacher: Wait, what are you doing taking off the crust? That's a good part for you, don't you dare, you're not going to have any left ... to give you more. You need to eat that. There you go.

Student: I wanted some more.

Teacher: No, that's enough sugar. There you go. Do you want some, too, Student?

[48:00]

Student: Yes. Outside, outside, 5 minutes, there you go. That good?

Teacher: Let's go outside for a little while.