

K-3 SPED Bread
Main

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 help me! Let's go.

(Singing)

Help me again, I didn't hear you.

(Singing)

Thank you.

(Singing)

Let's go [Student 00:01:14]

(Singing)

Let's go.

(Singing)

Stomp your feet, let's go [Student 00:01:29].

(Singing)

Stomp those feet, let's go.

(Singing)

Good morning!

[00:02:00] (Singing)

All right, well let's do, we're going to start off this morning and we're going to read, what are we-

Student: [crosstalk 00:02:09]

Teacher: Put it in your hair. What are we going to read?

Student: Pete the Cat.

Teacher: We are, 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?

Students: Bread!

Teacher: Bread. Who's going to help me this morning?

Student: Me!

Teacher: [Student 00:02:25] is going to help me, who else?

Student: Me!

Teacher: [Student 00:02:30] are you going to help me? You're going to have to go wash your hands, right? We have to wash our hands and have clean hands.

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 me.

Student: [inaudible 00:02:41] Teacher? Teacher?

Teacher: Ah yes, mm-hmm (affirmative).

Student: I shower 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 first because I don't think we have time for everything. We can do We Are the World after recess, okay?

Student: Then we could get to exercise?

Teacher: Yeah, we can do exercise too. Okay, let's see.

Laptop: Pete the Cat was walking down the street in his brand new, white shoes.

Teacher: Let's see.

Laptop: Pete loved his white shoes so much. He sang this song:

Teacher: Help me. (Singing)

Teacher: What's next?

Student: Strawberries.

Laptop: Oh no! He stepped in a-

Teacher: What did he step in?

Student: Strawberries.

Laptop: ... Large pile of strawberries.

Students: Strawberries.

Teacher: What color?

Student: Red.

Teacher: What color [Student 00:03:50]?

Student: Red.

Laptop: Red! Did Pete cry? Goodness no!

Teacher: Goodness no.

Laptop: He kept walking along and singing his song.

[00:04:00]

Teacher: Singing his song, let's go! (Singing) Uh-oh!

Laptop: Oh no!

Student: Blueberries.

Student: Blueberries.

Laptop: Pete stepped in a large pile of-

Teacher: Of?

Laptop: Blueberries.

Teacher: What color, [Student 00:04:25]?

Student: Blue.

Teacher: Blue, good.

Laptop: Blue! Did Pete cry?

Teacher: Did he cry?

Laptop: Goodness no!

Students: No.

Teacher: No, kept walking along and singing his song, let's go! (Singing). Uh-oh.

Laptop: Oh no! Pete stepped in a large puddle-

Teacher: Of?

Students: Mud.

Laptop: Mud.

Teacher: What color?

Student: Brown.

Teacher: Good girl.

Laptop: What color did it turn his shoes?

Students: Brown.

Laptop: Brown. Did Pete cry? Goodness no!

Students: No.

Teacher: No!

Laptop: He kept walking long and singing his song.

Teacher: Let's go. (Singing) Uh-oh.

Laptop: Oh no!

Teacher: What happened?

Laptop: Pete stepped in a bucket of water, and all the brown, and all the blue, and all the red were washed away. What color were his shoes again?

Teacher: What color?

Student: White.

Students: White.

Laptop: White.

Teacher: White!

Laptop: But now they were wet.

Teacher: Wet! Oh no.

[00:06:00]

Laptop: Did Pete cry? Goodness no. He kept walking along and singing his song.

Teacher: Let's go! (Singing).

Laptop: The moral of Pete's story is no matter what happens, keep walking along and singing-

Teacher: [Student 00:06:31] what color?

Student: Red.

Teacher: What color?

Student: Brown.

Teacher: What color?

Student: Blue.

Teacher: What color?

Student: White.

Teacher: What color's the little bird?

Student: Yellow.

Teacher: Good girl, all right. I'm going to shut this, now we have our song. Let's see, who's going to help me. Let's see, we have our growing things. Things that are alive and things that are not alive. Can someone show me something that is alive? What is it?

Student: A flower.

Student: A dog.

Teacher: A dog. Is the dog alive everybody?

Students: Yes.

Student: A elephant.

Teacher: An elephant, yes, okay [Student 00:07:13] thank you for answering. Let's see, somebody else.

Student: Flowers.

Teacher: Flowers are alive. [Student 00:07:21], is the book alive?

Student: No.

Teacher: No, the book is not alive. Nope. Let's see, how about Student, can you name me something that's alive?

Student: Yeah.

Teacher: What?

Student: Family.

Teacher: You're family, you're family is alive! Good job. How about the hat? Is the hat alive?

Students: No.

Teacher: No, the hat-

Student: It's just a winter for the-

Teacher: You put it on for winter, yeah.

Student: ... so you can be [freezed 00:07:50] in.

Teacher: [00:08:00] It doesn't get cold, right? We have the hat, so 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-

Student: Seeds.

Teacher: Yes, we put seeds in the ground, and we're going to make ... Let's see my song.
(Singing)

Oh, I hear [Student 00:08:31], I hear Student, but I don't hear [Student 00:08:33],
you're always so good, how about helping me, let's go, from the beginning again.
(Singing)

The tree is alive, but is the apple alive?

Student: No, it grows like flowers.

Teacher: It grows flowers, 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 the ...?

Student: Hens.

Teacher: 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?

Student: Help.

Teacher: Help. Let's say the letters. H.

Student: E. I.

Teacher: I?

Student: I mean, L.

[00:10:00]

Teacher: P. Help. Well, the little red hen wanted some help. [Student 00:10:03], don't say
anything, let's see if somebody else can get this. What did she want, to? What word
is this? What did she want? Oh, [Student 00:10:17], don't give hints. Let's say the
letters, okay everybody? B. A. K. E.

Students: B. A. K. E.

Teacher: What did the little red hen want to do?

Student: Let.

Teacher: No, let's see. [Student 00:10:34], 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. 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?

Students: Mm-hmm (affirmative).

Teacher: It is. What happened, what do we need to make the yeast grown and come alive?

Student: Sugar.

Teacher: Sugar.

Student: Yeast.

Teacher: We need sugar, we need the yeast.

Student: Water.

Student: Water.

Teacher: Water.

Student: What else?

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

Student: Teacher, do we need bread?

Student: Yeast. Yeast.

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: Flours.

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

Student: Hot.

Student: Hot.

Teacher: Hot, hot. Yep, so we are going to go to our work table. Who is going to help me bake some bread today?

Students: Me.

[00:12:00]

Teacher: Very good, okay. Actually before we go, [Student 00:12:00], would you please do our poem for us first?

[Student 00:12:10], come over here. I Have a Dream, right? Remember on Monday, are we coming to school?

Students: No.

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

Students: Martin Luther King.

Teacher: Excellent. Very good. Very good guys. Okay could you stand on the other side, [Student 00:12:36], so I can see too. Let's do our poem for him, everybody!

Students: Dreams are here. Dreams are there.

Teacher: Good.

Students: Dreams, dreams are everywhere.

Teacher: Good.

Students: Working, learning ...

Teacher: Good

Students: Sleeping, eating ...

Teacher: Good.

Students: Sharing caring, helping, [meeting 00:13:10].

Teacher: Excellent. Keep going.

Students: All as equal.

Teacher: Good.

Students: Together as one.

Teacher: Good.

Students: He worked hard to segregate none.

Teacher: Segregate none, excellent reading. Let's keep going.

Students: Dreams are here, dreams are there. Dreams, dreams are everywhere.

Teacher: Good job, [Student 00:13:45], thank you very, very much. Okay, so we are going to go to our work table. Teacher is going to show you something, look what I have. I'm going to remove this.

Student: Wait, we never did number 8.

[00:14:00]

Teacher: That's okay. I put the recipe up there. We need a recipe to make our bread. Let's go over to our work table. [Student 00:14:13], would you help me carry this over? Come on over. Help me, whoa, you're so strong. Over here, over here, let's go and sit.

Student: Oh, put it over here.

Teacher: Right here's fine. It's fine. Okay. Let's go.

Helper: [Student 00:14:47], you can sit right there. [Student 00:14:48], right here.

Teacher: Okay-dokey. Who's going to help me? All my little monkeys.

Student: I see a [inaudible 00:15:06].

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

Student: Bread.

Teacher: It's bread. We're going to look at that after and make a comparison of it, but right now, we're going to make our bread.

Student: Me and [Student 00:15:23] and [Student 00:15:24].

Teacher: Everybody altogether, all of our friends. Okay. Okay-dokey, well, what does this look like?

Student: A pan.

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

Student: I see something.

Student: That's for the mixing.

Student: Like this.

Teacher: That's right. Look it mixes.

Student: Remember when we got applesauce?

Teacher: We made applesauce, right? Right? See it turns inside? [crosstalk 00:15:59]

[00:16:00] Okay, so you 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: Mm-mm (negative). Well, oh you're looking up here. Okay. Let's look at the recipe because this tells Teacher what I need. We're going to be making first, this is kind of like the title, right? Raisin ...?

Student: Bread.

Teacher: Good. Raisin bread. 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. 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 one cup of water? Go, go, go.

Student: In the sink.

Teacher: In the sink, that's good thinking, [Student 00:17:14]. We need to get some water in the sink. Okay.

Well, he's gone. I need to have 2 tablespoons of butter. Now, I brought some butter from home. Let me make sure I can find it in here. Does this look like butter?

Students: No.

Student: No, that's cinnamon.

Teacher: Oh, it's cinnamon. Thank you, [Student 00:17:35]. You are right. Let's see. Does this look like butter?

Student: No, it's sauce.

Teacher: It's 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?
[00:18:00]

Student: Yeast.

Teacher: It's the yeast, right?

Student: I have your water.

Teacher: It's the yeast.

Student: I have your water Teacher.

Teacher: Thank you for the water. You know what, [Student 00:18:09] 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.

Oh, does this look like butter?

Student: Yes.

Teacher: It does. It's margarine, but it's close. Okay, and let's see, well 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.

Student: I am.

Teacher: Okay. Does anyone remember, what is this?

Student: Spoons.

Teacher: Spoons.

Student: I know the biggest.

Teacher: The biggest one is a ...?

Student: Tablespoon.

Teacher: Tablespoon, excellent! You remembered! The small one is a ...?

Student: Teapot.

Teacher: Teapot, close. Teaspoon, good, so tablespoon and teaspoon, good thinking. My last ingredient here is, oh, what you like. You like the ...?

Students: Sugar.

Teacher: Sugar. Okay, so let's see, who's going to help me.

Student: [inaudible 00:19:40] We need something to like-

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

Student: One cup.

Teacher: Who's going to pour in the cup of water?

Students: Me!

Teacher: Let's see, we got some quiet people over here, who would like to help me?

Helper: Would you like to help Teacher?

Teacher: Can you help Teacher?

Helper: Okay.

Teacher: Can you hold it, hold it with both hands.

Helper: Two hands.

[00:20:00]

Teacher: Let's see. We're going to pour it in, pour it in. Yeah.

Helper: Okay go.

Teacher: Good job.

Helper: Yeah [Student 00:20:07], Good job.

Teacher: Yay, pour it, you pour it.

Helper: Keep going, keep going.

Teacher: All the way in. Pour, empty it. Thank you.

Helper: Good job.

Teacher: All right, we have one cup. How much butter do I need?

Student: 2.

Teacher: Look at that, begins with a T.

Student: 2 Sugar.

Teacher: Mmm. 2 tablespoons, so should I do it in this? Or with this?

Student: That one.

Teacher: The spoon, okay. I'm going to look at this [crosstalk 00:20:48]

Student: Teacher, it will mix like cake, cupcakes, pancakes.

Teacher: Pancakes, right. Well you know what?

Student: Maybe cookies.

Teacher: Sometimes, they help you, and they mark it, you see the numbers.

Student: Yeah.

Teacher: See the numbers.

Student: That's for the pancake-

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.

Student: Half.

Teacher: No I'm going to go to 2 tablespoons. Can you show me where it shows me 2 tablespoons? Look, [Student 00:21:31], look here, 1, 2, so I'm going to cut it right here.

Student: Like half?

Teacher: Mm-hmm (affirmative). 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. So, [Student 00:21:57], or actually,

[00:22:00] [Student 00:21:58], do you think you could unwrap that for me and put it into the ...

Pull it, pull, pull, pull, okay. Can you 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? Oh, no, okay thank you, I thought. Okay, here we go. Oh you know what, maybe it's easier, yeah, just pull it like that, all right, and put it in. Yay!

Student: Is that the paper?

Teacher: Will you please go and keep him-

Student: Is that the paper?

Teacher: Nope, it's okay, it's okay, will you please go get him a cloth?

Student: Okay.

Teacher: It's margarine, it's not quite butter, but it's the same thing. All right, we're good.

Student: I want to see.

Teacher: Look, let's see what's inside. Whoa.

Student: Neat.

Teacher: All right. Next, what's next?

Student: Number 3.

Teacher: I need 3 cups of ...?

Student: Flour.

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

Student: Me.

Student: I want to see, Teacher. Awesome.

Teacher: Awesome. Okay, now [Student's 00:23:26] going to do one, [Student's 00:23:29] going to do one, and maybe-

Yeah, got to go.

Helper: Got to go potty.

Teacher: [Student 00:23:34], would you please go get the hand cleaner for [Student 00:23:38] because he has a little bit of a cold. Here [Student 00:23:42], 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.

Teacher: [Student 00:23:59].

Student: Stop.

[00:24:00]

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

Student: In here?

Teacher: Yes, you can do it. Pour it all in, all of it. [Student 00:24:14], she can do it, she's a big girl.

Student: Do this, do this.

Teacher: Okay. Who's next?

Students: Me! Me!

Student: I never tried, I never tried.

Teacher: Just wait. [Student 00:24:25], you go and look and see what you can figure out what the next thing we need. Okay, [Student 00:24:30].

Helper: Hold it over, [Student 00:24:30].

Teacher: Put it over. You tell me when to stop. Tell me when to stop. It's going to be full, you have to say stop.

Helper: Say stop, [Student 00:24:48].

Student: Stop.

Teacher: Yeah, yeah, good talking, okay good. Okay, put it in, two.

Student: Tablespoon.

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

Student: One.

Teacher: Thank you.

Student: Me, me!

Teacher: Okay, who's going to do the one more?

Helper: [Student 00:25:07].

Teacher: [Student 00:25:08].

Student: [inaudible 00:25:11]

Teacher: Okay, hold it.

Student: Butter?

Helper: Hold it over. No, no, Teacher's going to.

Student: Awesome, you're going to mix it.

Teacher: Tell me when to stop.

Helper: Tell Teacher when.

Teacher: Tell me when to stop.

Helper: [Student 00:25:23] look.

Student: Where we go next?

Helper: Say stop.

Teacher: Okay. What's next?

Helper: Say stop.

Teacher: Say stop.

Student: Where we go next?

Helper: Say stop.

Student: Stop.

Teacher: Thank you, pour it in.

Student: Teacher.

Student: Teacher.

Teacher: Mm-hmm (affirmative). [crosstalk 00:25:45] Let's see, we haven't put our sugar yet. Please, I think so.

All right. Sugar,

Student: Let me see? Awesome.

Student: We need, we need 3 ...

[00:26:00]

Teacher: 3, thank you.

Student: Tablespoons.

Teacher: Good. Of?

Student: Sugar.

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

Students: Me!

Teacher: Who's going to put the sugar?

Student: [Student 00:26:09], [Student 00:26:10], [Student 00:26:11]!

Teacher: All right, [Student's 00:26:11] first, [Student 00:26:12] hold this, we're going to put sugar okay?

Oh, I got to ask, I got to get [Student 00:26:20] 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.

Student: 1 cup of-

Teacher: Go ahead.

Student: 1.

Teacher: Go ahead, put it in. 1, okay, [Student 00:26:40], 1, okay, help me, come on, help me. 1, 2, and-

Student: Me! Me!

Teacher: Actually we'll let him do one more, then I'll let you do the yeast, okay? 2, and oh no, no, no, no, 3!

Student: I want to see.

Teacher: Good boy! Thank you. Look, take a look, do you see what's inside?

Student: Sugar.

Teacher: Look what's inside. [crosstalk 00:27:23] Wow. Okay.

Student: I want to do the yeast.

Teacher: What's next. Nope. Oh, you're doing the yeast, but Miss Student is pointing, what do we need next? We need the ...?

Helper: Finish this first okay?

Teacher: Yeah, that's a little hard, we've never done that before. 1 1/2 ...?

Student: Oh, tea, tea.

Teacher: Tea, you're right. 1 1/2 teaspoon of ...?

Student: Yeast?

Student: Flour.

Student: Yeast?

Teacher: Nope, look at the letters.

Student: Oh, I mean, salt.

Student: Flour.

[00:28:00]

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

Student: Hers is.

Teacher: Who's that, Student.

Student: Oh, yeah yeah.

Teacher: Okay. Oh, somebody has a bad cough.

Student: I want to do the yeast.

Student: Crabs 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 a half is right here. You want to do it? Let's do ... Yay! Good job, thank you.

Student: I want to see.

Teacher: Okay, just a second.

Student: I want to see, awesome.

Student: I want to see. Awesome.

Teacher: What color is it in there?

Student: White.

Teacher: It's white, still. You know what, it's not going to stay white because we are going to add something to change the color. What's going to change the color?

Student: Bread, oh, yeast!

Student: Cinnamon.

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

Student: Cinnamon means that- [crosstalk 00:29:06]

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

Student: Yeast.

Student: Number 2.

Teacher: Tell the boys.

Student: I like putting the yeast.

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

Student: Tablespoon.

Teacher: No, it's not a tablespoon, it's a ...?

Student: Teaspoon.

Teacher: Hold this.

Student: No, [Student 00:29:31] actually said teaspoon.

Teacher: He did. Okay.

Student: Yeast.

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

Students: Living.

Teacher: It is living, right.

Student: Because it grows like flowers.

Teacher: It grows, yeah, it grows. Let's see, I'm going to put it inside here, so we need 2 1/2. Let's all count.

Students: 1.

Student: This a water.

Students: 2.

[00:30:00]

Teacher: Let's see if we can find a half, yep we found a half.

Student: We're going to eat the bread.

Teacher: Then-

Student: Whoa, sorry.

Teacher: That's okay.

Student: Oh, 3.

Teacher: No, that's a half. That's a half, so 2 and a ...?

Student: 1.

Teacher: Half. Half.

Student: Too many.

Teacher: All right.

Student: Awesome.

Teacher: Take a look. Let's see, the last thing, oh, what do we need? The last thing, oh wait, actually wait. I didn't even put the cinnamon in there.

Helper: Yeah, 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 check on my computer.

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

Student: Eggs?

Teacher: Oh yeah, figure out the last one, what's the last thing that we need while I check?

Helper: (Sounding out the word). Raisins, Raisins.

Student: Raisins?

Teacher: Oh, you got that? Wow. We do, we need raisins. Let's see.

Helper: 3/4ths.

Student: Half.

Helper: 3/4ths of a cup.

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

Student: Teaspoon.

[00:32:00]

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

Students: Me! Me!

Teacher: Put in the cinnamon?

Helper: Say yes.

Teacher: Okay, you got to hold it for me, hold it carefully. Hold it straight.

Student: I didn't like putting [crosstalk 00:32:20].

Teacher: Oh, he's going to put in the cinnamon, we have to be fair, right? Everybody has to have a chance. Just a minute, I'll put it in first, and then I'll give it back to you, okay?

Helper: Give to Teacher.

Teacher: Okay. Look at the cinnamon. What color is the cinnamon?

Student: Cinnamon.

Students: Brown.

Teacher: It is, okay.

Student: Awesome.

Teacher: Okay.

Helper: Go ahead.

Teacher: Whoa, thank you.

Student: I smell something.

Teacher: You smell something? [crosstalk 00:32:53] What does it smell like? What does it smell like?

Student: Cinnamon.

Teacher: It does, it smells like cinnamon. Look, can you see?

Student: Cinnamon.

Teacher: Wow. See, look?

Student: I can't see, Teacher. Teacher, can I see?

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

Helper: What is the last thing?

Teacher: Tell the boys.

Student: Raisins.

Teacher: Louder.

Student: Raisins.

Teacher: Good, Student, thank you.

Student: Yeah, I tried to say that.

Teacher: Raisins. I need $\frac{3}{4}$ of a cup. Almost, now well, let's see. I brought this because it's going to help me. It tells me. Can you see $\frac{3}{4}$? Let's see if my cup is still good. Can you see $\frac{3}{4}$?

Student: Yeah.

Helper: The 3 and the 4.

Teacher: Where's the number? 3 and the 4?

Student: Oh I know where's the 3 and the 4.

Teacher: 3 and the 4.

Student: Here.

[00:34:00]

Teacher: Right there, good job. Keep your finger there so I know how many raisins to add. You tell me if it's enough okay?

Student: Yeah.

Teacher: Okay. That's a flying raisin. Okay, let me see, is that enough?

Students: No.

Teacher: Do I need more? [crosstalk 00:34:17] More? Okay.

Student: You have to make it higher. Then you can stop right there. No, not yet.

Teacher: Well let me see, maybe I'll pour, you tell me when it's enough.

Student: Okay, right ... Okay, that's enough!

Teacher: Is it enough? Okay.

Student: Yes.

Teacher: Make it all even, shake it. All right, [Student 00:34:44] you can add in the ...?

Student: On the sugar.

Student: The pan.

Teacher: Okay, put it in.

Student: This is like coffee, [inaudible 00:34:58].

Teacher: All right, okay. All right, you want to see.

Student: You forgot these!

Teacher: That's okay, leave him out. He's on the table, he's dirty. All right. Look at that.

Student: I want to see!

Student: Teacher, I want to see, Teacher.

Teacher: Oh, look at that. Right? What are we going to do with this? What do we have to do? What did the red hen, what did she do? Put 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?

Student: I want to see.

Teacher: Okay, just a second.

Helper: You don't have to mix it?

Teacher: Nope, it goes all in, and the bread machine is going to ... Can you hear that?

Student: Yeah, it's spinning around.

[00:36:00]

Teacher: It is, it's mixing all of the ingredients together and then it's going to make some [crosstalk 00:36:00] dough ... No.

All right, so we have to wait a little while because it takes some time for the bread to cook and to be made, so we're going to take a look at some [crosstalk 00:36:13] not yet. We're not finished yet, because I want you to see the other bread that Teacher made. I'm just going to put this to one side.

Student: Oh, the big one and the flat one?

Teacher: The big one and the flat one? Let's take a look and see.

Student: Oh my God, it's so flat.

Teacher: It is so flat.

Student: Why is there some-

Teacher: Well let's see this. 1, 2.

Student: It's a flat one.

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

Student: Are we going to eat them?

Student: No.

Student: Yes, we are going to eat them.

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

Student: Yes.

Teacher: Who wants to try the bread?

Students: Me! Me!

Student: Me, me, me, me, me.

Teacher: Okay. Everybody-

Student: Smells smelly.

Student: Down. Pass it down.

Helper: [Student 00:37:18], pass it down.

Teacher: Oh, pass it down.

Student: Pass it down.

Student: Pass it down.

Student: No, you have to pass it to [Student 00:37:25], then [Student 00:37:26] pass it to [Student 00:37:27], then [Student 00:37:30] pass it to [Student 00:37:33], then [Student 00:37:35] will pass it to Teacher.

Teacher: That's right, thank you, now all our hands are nice and clean, right? Thank you. [crosstalk 00:37:47]

Student: I want to taste this one.

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

Student: Bread.

Teacher: Bread.

Student: Not the same. These are the-

[00:38:00]

Teacher: Are they the same, or different?

Students: Different.

Student: That was the yellow one. This was the yellow one.

Teacher: Well let's see.

Student: That's the brown one.

Teacher: Well 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: Nope.

Student: Oh you mean the-

Student: Yeast!

Teacher: I didn't put any ...

Students: Yeast.

Teacher: ... Yeast in this one, so look what happened.

Student: We can eat that.

Teacher: Let's see.

Student: What we got, so there.

Teacher: Hmm. 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, oh wait. Okay, he's mixing. Well let's see, what is the same?

Student: This is same. The over there, is-

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

Students: Breads.

Teacher: Bread! What's the same? They're ...

Student: Different.

Teacher: No, no. The name is the same, right? Is this bread?

Students: Yeah.

Teacher: Is this bread?

Student: No, yes.

Teacher: It is bread. It is bread.

Student: Yeah, but you forgot yeast.

Teacher: Mmm, I know, I know, but 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: This one's different.

Teacher: Why?

Student: Just why, it's flat.

Teacher: It is flat. Good job.

Student: This one's not flat.

Teacher: You're right, so this one is flat.

Student: You're going to put in the yeast on it.

Teacher: This one is not flat, so we're going to make it-

Student: It's big.

Teacher: It's big, right?

Student: It's fat.

[00:40:00]

Teacher: Mm-hmm (affirmative). What else is different?

Student: The flat one.

Teacher: What else? What looks different, [Student 00:40:06]?

Student: Breads.

Teacher: [Student 00:40:08]?

Student: Yellow.

Student: These the same, over there is mixing.

Teacher: It's what?

Student: It's mixing over there.

Teacher: It is mixing over there. [Student 00:40:20], what's different.

Student: This is different.

Teacher: Why?

Student: Because it's flat.

Teacher: Well yeah, but something else is different. Do they look the same color?

Students: No.

Student: They yellow one that's in the color.

Teacher: Oh the yellow one, so one is ...?

Student: Flat.

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

Students: Yellow.

Teacher: Yellow. [Student 00:40:44], what color is this one?

Student: Brown.

Teacher: Brown, so one is brown.

Student: One is ...

Students: Yellow.

Teacher: Yellow. Can you find me yellow please?

Student: Oh no! Look at these-

Teacher: Thank you, and we have yellow.

Student: It's flat.

Teacher: 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, because remember the little drops.

Student: This one has yellow.

Teacher: Oh, but this one, does it have any yeast?

Student: Sugar.

Teacher: Yeah, it doesn't. Mm-mm (negative). Mm-mm (negative).

Student: Zero, it's zero.

Teacher: Let's cut it and let's see what it looks like inside.

Student: I want to see them.

Helper: [Student 00:41:41] sit down, sit down.

Teacher: Okay, let's see.

Student: Teacher, [Student 00:41:52] is touching your things.

Teacher: That's okay. Let's see, look inside. What do you see?

Student: A hole.

[00:42:00]

Student: A hole.

Teacher: Well, you see lots of holes right?

Student: How about that one?

Teacher: I don't know if I can cut this one.

Student: It's too hard.

Teacher: It's pretty hard. Let's see. Whoa, let's see.

Student: This is littlest smaller ones.

Student: I'll eat it.

Teacher: Do you see lots of holes in here?

Student: No.

Student: There's a lot.

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

Students: Yes.

Teacher: Look, look.

Student: Bread.

Teacher: Look.

Student: Bread.

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 ...?

Students: Grow.

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

Student: It eats all the sugar then it burps.

Student: Teacher, there's a lot of holes in there.

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

Students: Me.

Teacher: Which one would you like to taste?

Student: This one.

Teacher: This one?

Student: This one.

Teacher: Okay, we can taste the bread. Okay. Where did I put the knife?

Helper: Put it back in the bag.

Teacher: I put it in here, yeah I did. Okay. Okay.

Student: Teacher.

Teacher: Mm-hmm (affirmative).

Student: I was in the [inaudible 00:43:23].

Teacher: Okay. Who would like a piece of bread?

Students: Me! Me!

Teacher: There you go. What do you say?

Student: Thank you.

Teacher: You are welcome.

Student: Can I taste?

Teacher: You can taste.

Student: Awesome.

Student: Thank you.

Teacher: You are welcome.

Helper: Do you want a piece of bread?

Teacher: Would you like bread? Yes, thank you for listening. Oh let's see. Now, you'll have to tell me if it's good or not.

[00:44:00] Would you like bread? Does she generally eat bread?

Helper: Sometimes.

Teacher: Depends? Depends?

Helper: Yeah.

Teacher: I don't know if this one will. Bread?

Helper: Right there.

Teacher: Who doesn't have?

Student: It's yum.

Students: Me.

Student: Me.

Student: Me first, the big one.

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

Student: Thank you.

Teacher: You are welcome.

Student: I like the big one. Thank you.

Teacher: Does it taste good? Well there's none left so it must taste good!

Student: Tastes good.

Teacher: Does it taste good? Was that you that said that? Good. Does it taste good? Maybe it would taste even better with something, what should we put on our bread?

Student: Sugar!

Teacher: No, what should we put on our bread?

Students: Yeast.

Teacher: No, I'm not going to put yeast on the bread.

Student: Chocolate.

Teacher: How about some peanut butter?

Student: Oh yeah, yeah! I like peanut butter and jelly.

Student: On my piece.

Student: I like peanut butter and jelly.

Teacher: Let's see, who wants to try this bread?

Student: Me!

Student: [Student 00:45:10].

Student: Me too.

Teacher: You want to try the bread?

Student: Yeah.

Teacher: You want to taste it? I'll give you, I don't think, [Student 00:45:16] 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 ...?

Student: Yeast.

Student: Brown.

Teacher: Go ahead, you tell us all what it tastes like.

Student: It's yummy, only it tastes like weird.

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

Student: Hard.

Teacher: Hard, and this one is ...?

Students: Soft.

Teacher: Soft.

Student: This one is weird.

Teacher: It is right?

Student: Make my eye crazy.

[00:46:00]

Teacher: Okay, all right, so we're going to stop there for now, but we have to wait in about an hour. Oh, excuse me, I'll wait until you're finished. Thank you [Student 00:46:10]. Because right, when we're eating, we have to be polite. Right?

Student: Mm-hmm (affirmative)

Teacher: Okay, so in about an hour, who wants to taste the cinnamon raisin bread we made?

Students: Me. Me.

Teacher: Okay, so in 1 hour, we are going to see what happened to our bread, okay. All right, you can have a break, we'll go out for recess and then we'll come back later on okay? All right.

Helper: Okay, come on, let's go.