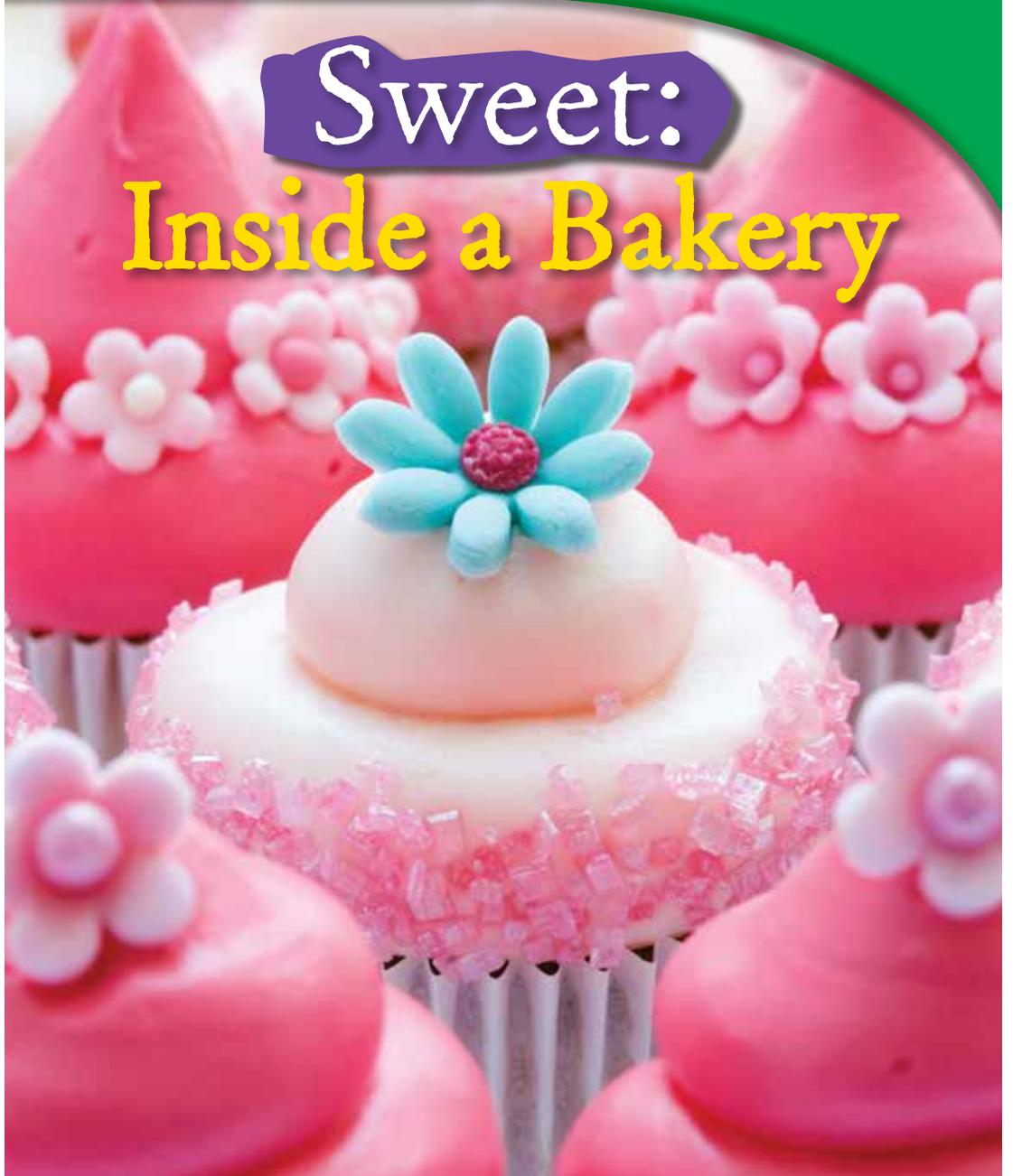


Sweet: Inside a Bakery

Lisa Greathouse

Sweet: Inside a Bakery



Lisa Greathouse

Consultant

Timothy Rasinski, Ph.D.
Kent State University

Publishing Credits

Dona Herweck Rice, *Editor-in-Chief*
Robin Erickson, *Production Director*
Lee Aucoin, *Creative Director*
Conni Medina, M.A.Ed., *Editorial Director*
Jamey Acosta, *Editor*
Heidi Kellenberger, *Editor*
Lexa Hoang, *Designer*
Stephanie Reid, *Photo Editor*
Rachelle Cracchiolo, M.S.Ed., *Publisher*

Image Credits

Cover Ruth Black/Shutterstock; p.3 lazlo/Shutterstock; p.4-5 Oleg Golovnev/Shutterstock; p.4 top to bottom: brytta/Shutterstock; Andy Heyward/Shutterstock; p.5 Gordana Sermek/Shutterstock; p.6 George Muresan/Shutterstock; p.7 left to right: areashot/Shutterstock; Wavebreakmediamicro/Dreamstime; p.7 bottom: gerenme/iStockphoto; p.8 Claudia Dewald/iStockphoto; p.9 top to bottom: Subbotina Anna/Shutterstock; Dmitry Fisher/Shutterstock; p.10 goodgold99/Shutterstock; p.11 top inset: Robert Neumann/Shutterstock; p.11 bottom inset: wavebreakmedia ltd/Shutterstock; p.11 top: hideosy/iStockphoto; p.11-12 Mike Rodriguez/iStockphoto; p.12 Catalin Petolea/Shutterstock; p.13 inset: Oleksii Abramov/Shutterstock; p.13 Bryan Solomon/Shutterstock; p.14-15 Elena Schweitzer/Shutterstock; p.14 bottom Susan Ashukian/iStockphoto; p.15 Louie Psihoyos/Corbis; p.15 inset: Artistic Endeavor/Shutterstock; p.16 top: Sam Yeh/AFP/Getty Images/Newscom; p.16 bottom: photovideostock/iStockphoto; p.17 top: James Steidl/Shutterstock; p.17 bottom: Tim Bradley; p.18 Ruth Black/Shutterstock; p.19 top: Dan Peretz/Shutterstock; p.19 bottom: Thomas M Perkins/Shutterstock; p.20-21 Nate A.; Amero/Shutterstock; p.20 inset: Lauri Patterson/iStockphoto; p.21 Marcel Jancovic/Shutterstock; p.22 Olga Utlyakova/Shutterstock; p.23 bottom: bonchan/Shutterstock; p.23 top: Sally Scott/Shutterstock; p.24 top to bottom: Carmen Steiner/Shutterstock; geniuscook_com/Shutterstock; Brian Weed/Shutterstock; Robyn Mackenzie/Shutterstock; p.25 top to bottom: Catalin Petolea/Shutterstock; highviews/Shutterstock; William Berry/Shutterstock; Komar Maria/Shutterstock; seroymac/Shutterstock; p.26 auremar/Shutterstock; p.27 top: Michael Gatewood/iStockphoto; p.27 inset: Jack Puccio/iStockphoto; p.28 Yuri Arcurs/Shutterstock; p.29 left to right Alexander Rath/Shutterstock; Bochkarev Photography/Shutterstock; p.29 inset: caracterdesign/iStockphoto; p.32 Subbotina Anna/Shutterstock; background: Wojtek Jarco/Shutterstock; Krisztina Farkas/Shutterstock; Scorp/Shutterstock; wdstock; seanami; SDBT; bradwieland; LanceBLance/iStockphoto; back cover: Elena Schweitzer/Shutterstock

Based on writing from *TIME For Kids*.

TIME For Kids and the *TIME For Kids* logo are registered trademarks of TIME Inc.
Used under license.

Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

ISBN 978-1-4333-3663-8

© 2012 Teacher Created Materials, Inc.



Table of Contents

A Visit to the Bakery	4
The Art of Baking Bread.....	8
Sweet Treats	14
The Business of Baking	26
The Next Batch	28
Glossary	30
Index	31
About the Author	32



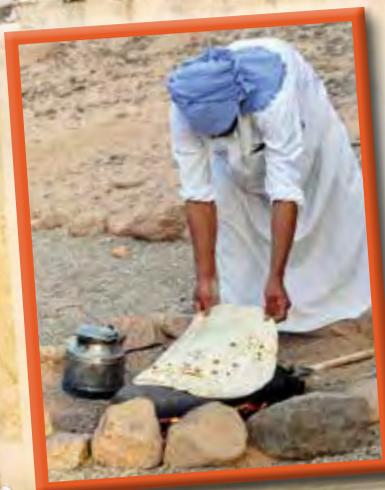
A Visit to the Bakery

Do you have a sweet tooth? Let's visit a **bakery**!

There is so much to choose from. There are cakes, cookies, and pies. You can find pastries and breads. And don't forget about the cupcakes. Yum! A sweet **aroma** greets you as you walk through the door. There are cinnamon rolls fresh from the oven.

Who Needs an Oven?

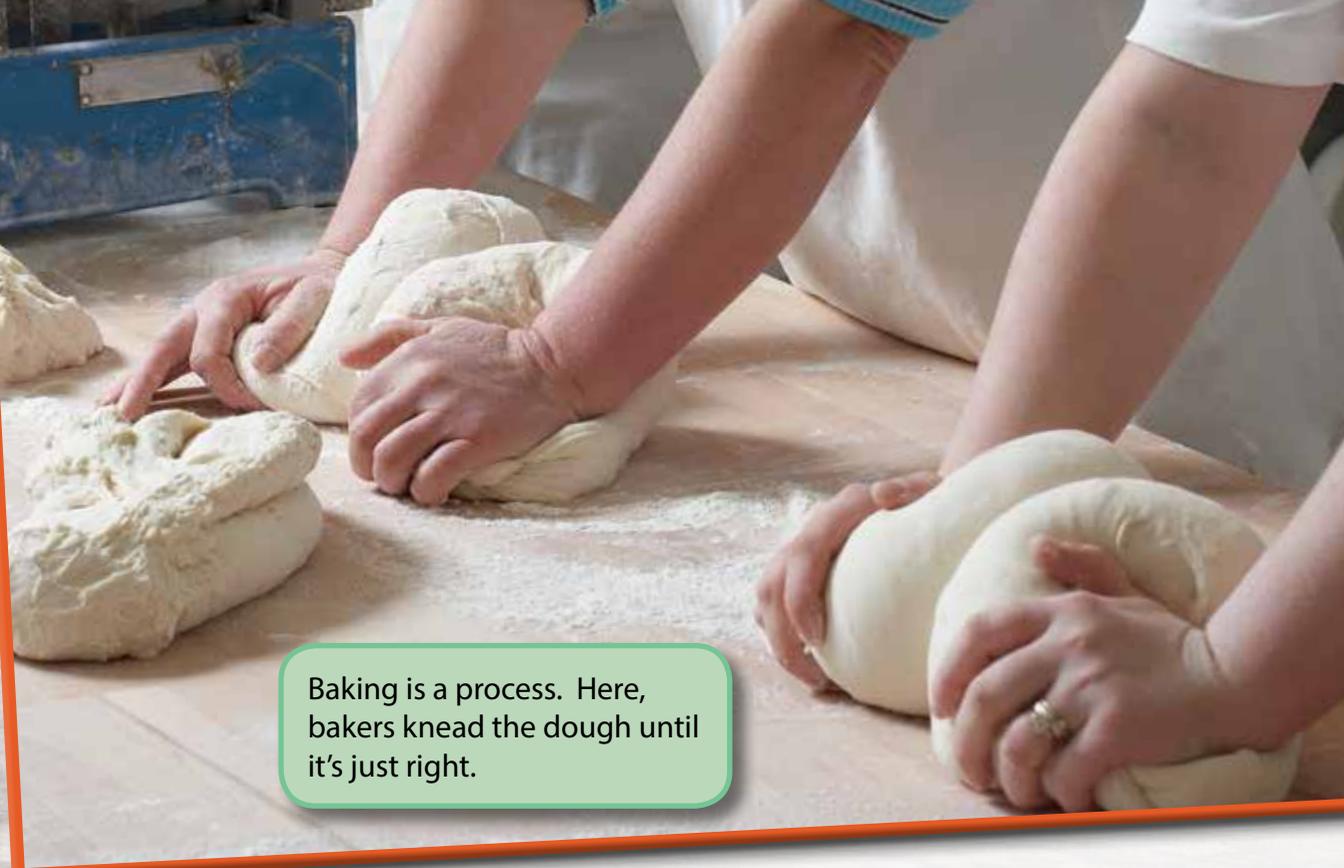
The art of baking dates back to ancient Egypt. The first baked good was probably a round, flat bread baked on a hot stone.





Glazed **doughnuts** and freshly brewed coffee line the shelves. Look inside the display case. Every shelf is full of deliciously sweet treats. But how do they make it all?





Baking is a process. Here, bakers knead the dough until it's just right.

The morning is the bakery's busiest time. The staff gets to work early—even before the sun rises! There is a lot of work to do before the bakery opens its doors for business.

The back room may be bigger than the front where the display cases are. In the back, giant mixers prepare dough and cake batter. Bakers roll dough on long countertops. Cakes and cupcakes are decorated with swirls of icing. Bakers slide wide pans of breads into huge ovens. The back of the bakery is where all the action is.



A baker carefully weighs butter. The measurement has to be exact!

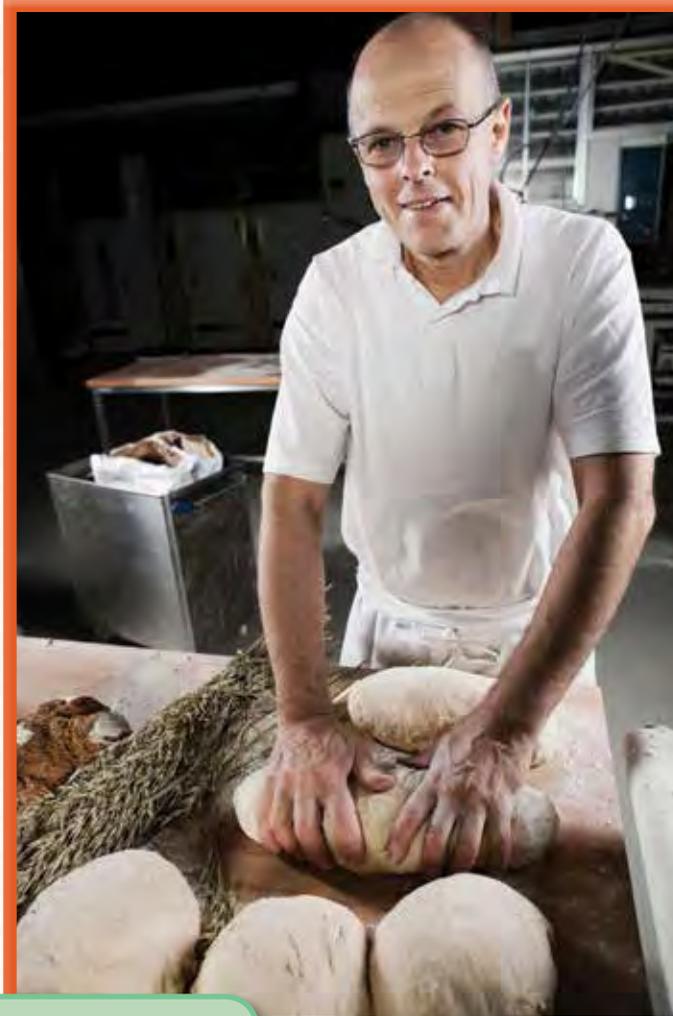
Mastering Measurements

It's important to make careful **measurements** when baking. Take time to learn what these common amounts look like. You'll be able to read a **recipe** and predict how it will taste before you make it.

-  1 teaspoon
-  1 tablespoon
-  1 cup
-  1 quart
-  1 gallon

The Art of Baking Bread

By 4:00 A.M., bakers are measuring flour, **yeast**, water, and salt. These **ingredients** combine to make bread dough. Everything goes into a giant mixer. After the mixing is done, bakers use their hands or a machine to **knead** (NEED) the dough. They flatten, fold, push, and turn the dough.



A baker is kneading dough.



Some breads take on interesting shapes. This dough looks like a spiral.



The Science of Bread Baking

There is a lot of science in the bakery. In fact, the yeast in bread dough is alive! Yeast is a kind of **fungus**. It reacts with the sugar in flour to create **carbon dioxide**. This makes the dough rise. Yeast can also give bread a light, airy **texture**.



After the dough rises, the baker shapes it. The bread can be placed in a loaf pan. Or it can be shaped into a long stick (like a **baguette**), a ring (like a bagel), or even a pretzel! The bread can be made in dozens of shapes. The dough is then allowed time to rise again before it goes in the oven. The temperature of the oven and the baking time depend on the dough's size and shape.





a bread slicer

The Greatest Thing Since Sliced Bread!

The next time you reach for a slice of bread to make a sandwich, think about this: It wasn't until 1928 that inventor Otto Frederick Rohwedder came up with a bread-slicing machine! Before then, people bought loaves and cut the slices themselves.



Flour Power

Flour is the main ingredient in bread making. White, wheat, whole grain, rye, sourdough, blended—there are as many different kinds of flour as there are breads!

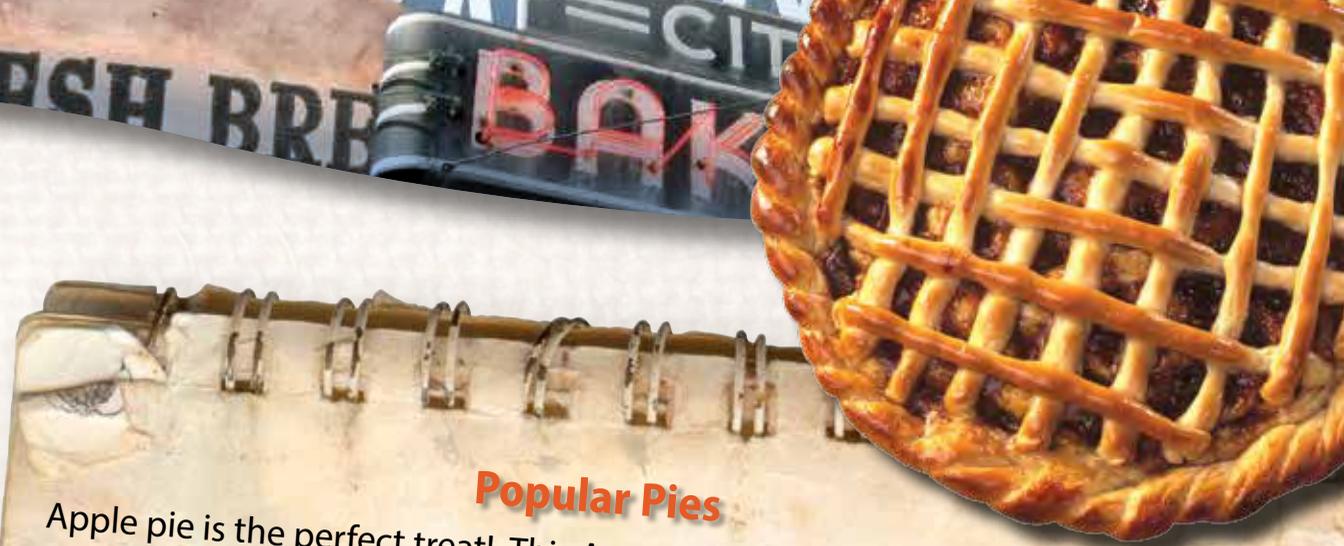
There are many different kinds of dough. There is dough just for pastries and piecrust. This kind of dough has flour, salt, sugar, eggs, and butter. The butter, or **shortening**, gives it a flaky or crumbly texture. Because it does not have yeast like bread dough, it does not rise.

It stays flat. That makes it easy to roll it thin with a **rolling pin**.

The bakery sells apple, cherry, and strawberry pies. Yum! Which is your favorite?



You can make your own piecrust at home.



Popular Pies

Apple pie is the perfect treat! This American favorite is especially popular in the summer and fall.

If you're really hungry, you can share it with a friend.



$$\frac{1}{2}$$

If you have two friends, you'll still have lots of pie.



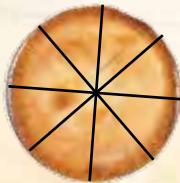
$$\frac{1}{3}$$

You'll have a hearty dessert if four people share the pie.



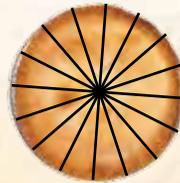
$$\frac{1}{4}$$

What if 8 people want dessert? You'll have to cut smaller pieces.



$$\frac{1}{8}$$

If there's a party you can cut 16 small pieces. That's a recipe for success!



$$\frac{1}{16}$$

All this crust needs is a tasty filling and someone to eat it!



Sweet Treats

Chocolate chip. Oatmeal raisin. Sugar. Snickerdoodle. What would life be like without cookies?

Most cookie batters start with flour, eggs, sugar, and butter. But bakers can add many other ingredients. Candy, nuts, vanilla, and raisins are just a few tasty extras.

Cookies can be iced and topped with sprinkles. Some bakeries sell a **dozen** kinds of cookies!

Cookie cutters come in lots of shapes, too. There are stars, hearts, snowflakes— even dog bones!



What other shapes could you cut a cookie into?

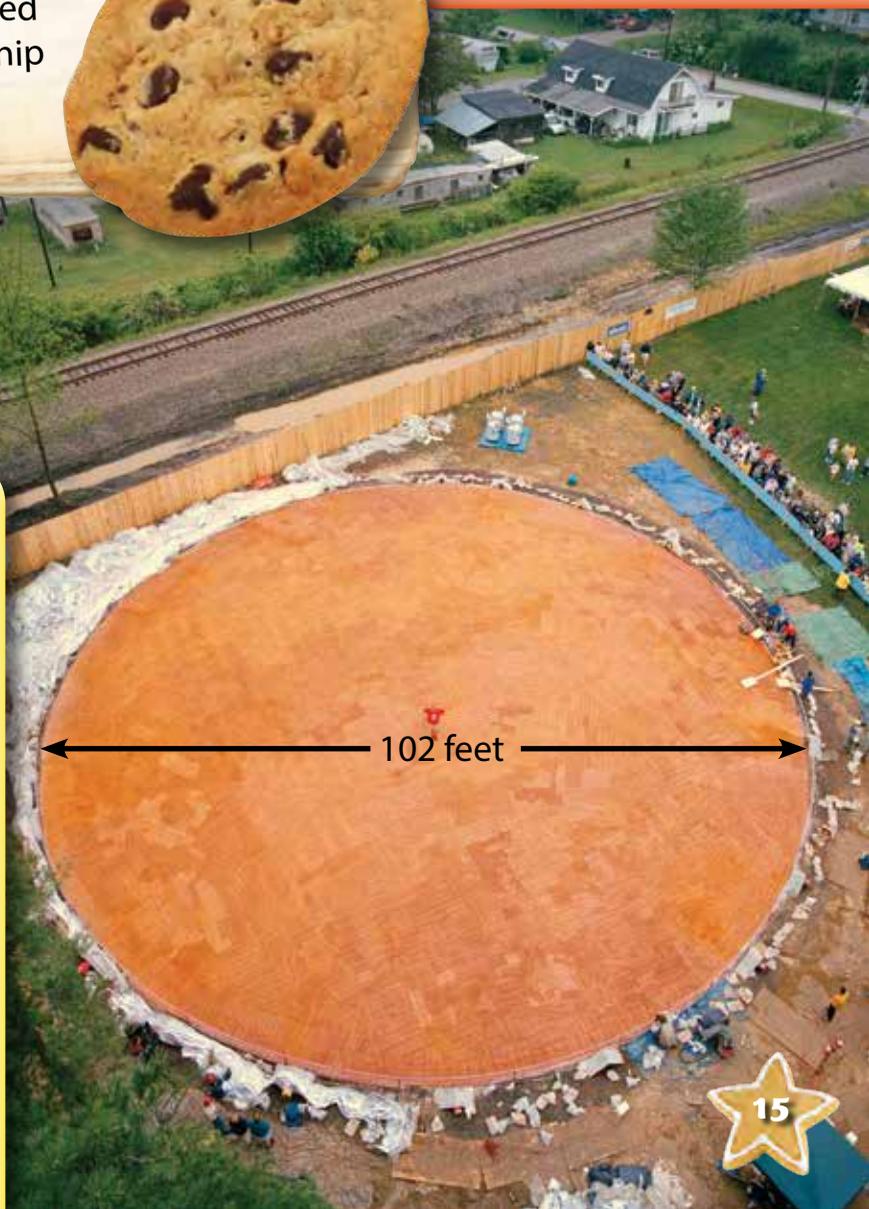
The Most Famous Cookie

Did you know the chocolate chip cookie was invented by accident? In 1930, Ruth Wakefield was mixing a batch of cookies for her guests at the Toll House Inn when she ran out of baker's chocolate. She put in pieces of a chocolate bar instead, and guests loved them. The chocolate chip cookie was born!



Did You Know?

In 2003, a baking company made the world's biggest cookie, measuring 102 feet in **diameter**. It took 40,000 pounds of ingredients to make the dough! What kind of cookie was it? Chocolate chip, of course!





These cakes are almost too special to eat.



Getting Bigger...

There is no yeast in cake batter. So why does it rise as it bakes in the oven? The secret ingredient is **baking powder**. Baking powder releases carbon dioxide, too. That makes the cake fluffy.

Cakes Are King!

No party is complete without a cake. Lots of bakeries make creative cakes. People who design and decorate these cakes are not only bakers—they are artists, too!

Some people like their cakes to say something about who they are or their hobbies. Some cakes take the shape of dogs, birds, cars, trains, houses, pianos, and even robots. Every cake is a delicious work of art!

Wedding Cakes

The wedding cake plays a big role on a couple's big day. Some wedding cakes can be several feet high and have as many as six **tiers**! They can feature ribbons and flowers that look very real but are safe to eat.

cake topper

dowels

tier base



Cupcakes Are Big!

Cupcakes may be small, but they are a big business. In fact, some bakeries sell only cupcakes.

Years ago, most cupcakes were simple. They were made with vanilla or chocolate cake batter. They were frosted with vanilla or chocolate icing.

Today, the batter might be red velvet or carrot cake. Food coloring can make the icing just about any color. Some bakers fill their cupcakes with buttercream or fudge. And the toppings have come a long way—try sprinkles and marshmallows or fruit and crumbled candy bars!



Competitive Cupcakes

Cupcakes are so trendy that a hit reality TV show has cupcake bakers competing against each other. The baker whose cupcakes are judged to be the best is the winner!



Not Just Kid Stuff

Over 500 million cupcakes are enjoyed each year in the United States!



Nuts for Doughnuts

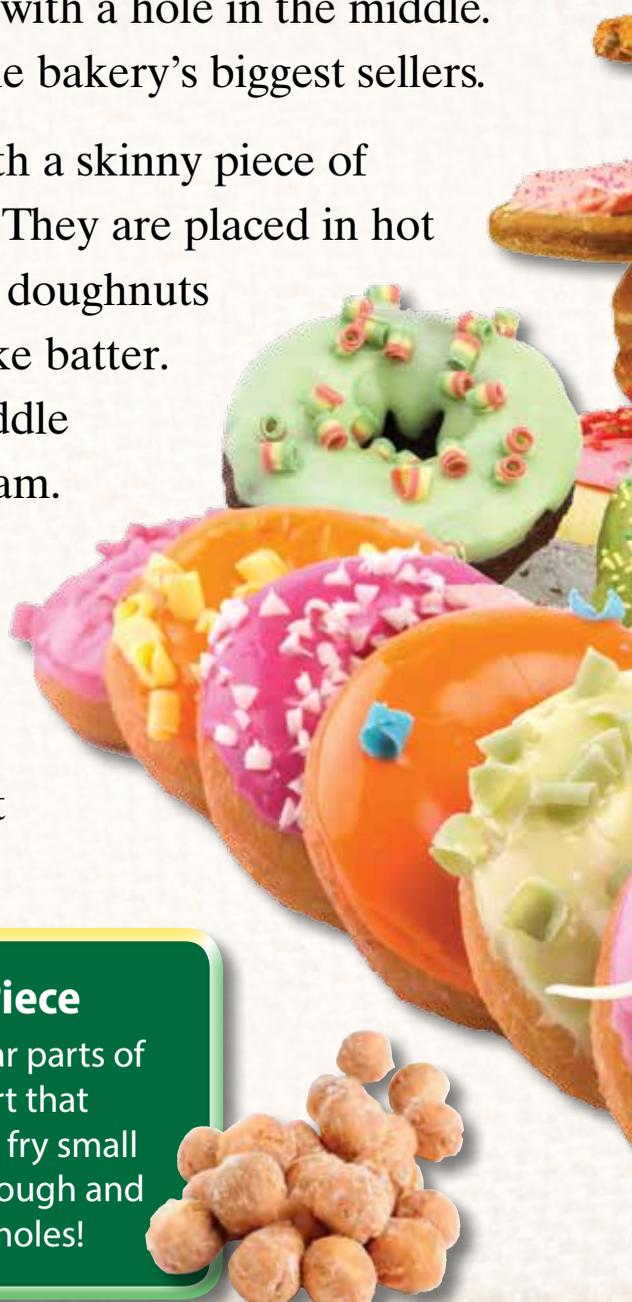
It's a simple round cake with a hole in the middle. But the doughnut is one of the bakery's biggest sellers.

Doughnuts are made with a skinny piece of dough in the shape of a ring. They are placed in hot oil and fried. There are yeast doughnuts and doughnuts made with cake batter.

Some have no hole in the middle and are filled with jam or cream.

Not all doughnuts are round.

Some are long bars. Others are twisted. They can be topped with glaze, sprinkles, chocolate, nuts, sugar—or just about anything!



The Missing Piece

One of the most popular parts of the doughnut is the part that isn't even there! Bakers fry small ball-shaped pieces of dough and sell them as doughnut holes!



Doughnut Discovery

No one is sure who invented the doughnut. But it is believed that Dutch settlers brought the *olykoek*—meaning “sweet cake fried in fat”—to North America. These cakes had fruit in the middle. An American teenager working on a lime-trading ship in 1847 is believed to be the first to punch a hole in the center of the dough!





Muffin Madness

A muffin is like a cross between a cupcake and bread. It's not as sweet as a cupcake and does not have frosting. But unlike bread, muffins are made with a type of cake batter. The batter is poured into the cups of a muffin tin. The batter rises over the top of the cup. This gives the finished muffin a giant mushroom shape. Extras such as fruit, poppy seeds, and chocolate chips can be baked inside.

The Giant Muffin

Standard muffin tins have cups that are $2\frac{1}{2}$ inches across in diameter. But today, giant muffins are popular. The muffin tins for these have cups that are $3\frac{1}{4}$ inches in diameter.



Do You Know the Muffin Man?

Muffins have been popular since the 18th century. In England, muffin men would walk around carrying muffin tins on their heads and ringing their bells so that people would buy these delicious treats.

Around the World

People all over the world love bakeries. The most popular baked goods depend on which part of the world you are in. Which sweets look good to you?

Country	Baked Good	What It Is
Austria	sacher torte (SAH-ker TAWRT)	a double-layer chocolate cake with apricot-jam filling. 
Australia	pavlova	a light cake with a crisp exterior and a soft marshmallow center 
Denmark	Danish pastry	a buttery, flaky pastry folded into layers; it can be topped with chocolate, sugar, icing, jam, or custard 
France	croissant (kruh-SAHNT)	a rich, buttery crescent-shaped roll 



Country	Baked Good	What It Is
Germany	strudel (STROOD-I)	a cake shaped into a long roll and often filled with fruit and topped with icing 
India	barfi (BER-fee)	flat and dense like cheesecake, made by cooking sugar and evaporated milk with a main ingredient, like nuts 
Italy	biscotti (bih-SKOT-ee)	a long, dry, hard cookie that has been baked twice 
Mexico	tres leches (TRESS LAY-chays)	a sweet, dense sponge cake soaked in three kinds of milk 
Turkey	baklava (BAH-kluh-vah)	a rich, sweet pastry made of thin layers of dough filled with chopped nuts and syrup or honey 

The Business of Baking

Running a successful bakery takes a lot more than great recipes. It takes a lot of business sense. Employees need to be hired. Equipment, supplies, and ingredients must be ordered. Coming up with the right menu takes careful planning.

(Some bakeries serve soup, sandwiches, and smoothies, too.)

A good **marketing** plan helps get the word out about the business. A website lets customers order online. Finally, **bookkeeping** and **budgeting** keep a business on track so it can pay its bills.





These bakers are hard at work making fresh goodies for you to enjoy.

Baker's Dozen

A dozen is 12 of something. But when you order a dozen doughnuts, you might wind up with 13. That's called a *baker's dozen*.





The Next Batch

Do you love spending time in the kitchen? Do you enjoy whipping up batches of cookies or baking pies? Do you like to watch TV shows about chefs creating amazing cakes? You might want to become a baker!



Bakers, like all chefs, need a good education. It is important to focus on math because bakers work with a lot of measurements and fractions. Most bakers go to **culinary** school. These colleges specialize in the art, science, math, and business of cooking and baking.

Who knows? Maybe you will develop the next great cookie recipe!

Watch, Learn, Bake!
Some bakers become **apprentices**. These are people who work with and learn from someone more experienced.





Glossary

apprentices—people who work for somebody else to learn that person’s skill or trade

aroma—a pleasant smell

baguette—a long loaf of bread, originally made in France

bakery—a place where baked goods are made and sold

baking powder—a baking ingredient that releases carbon dioxide

bookkeeping—keeping records of the money taken in and paid out by a business

budgeting—keeping track of the amount of money to be spent for a certain period or purpose

carbon dioxide—a gas without color or odor that is made up of carbon and oxygen

culinary—anything related to cooking or baking

diameter—the width of a circle, sphere, or cylinder

doughnuts—skinny pieces of dough that are often formed into rings

dozen—12 of something

fungus—a living thing that cannot make its own food and eats plants, animals, and other living matter

ingredients—the parts of a mixture

knead—to mix by pressing, folding, and pulling

marketing—advertising and other activities aimed at selling or promoting a product or service

measurements—sizes, weights, or amounts of something

recipe—a list of ingredients and instructions for making a food dish

rolling pin—a long wooden or metal cylinder used to flatten dough

shortening—fat used in some baking

texture—the feel or look of a surface

tiers—rows or layers placed one above another

yeast—fungi used to make bread



Index

- apprentice, 29
- Australia, 24
- Austria, 24
- bagel, 10
- baguette, 10
- baker's dozen, 27
- baking powder, 16
- batter, 6, 14, 18, 20, 22
- bread, 4, 6, 8–12, 22
- budgets, 26
- cake, 4, 6, 16–18, 20–21, 24–25, 28
- cookies, 4, 14–15, 25, 28
- culinary school, 29
- cupcakes, 4, 6, 18–19, 22
- Danish pastry, 24
- Denmark, 24
- dough, 6, 8–10, 12, 20–21, 25
- doughnuts, 5, 20–21, 27
- Dutch settlers, 21
- Egypt, 4
- England, 23
- flour, 8–9, 11–12, 14
- France, 24
- Germany, 25
- India, 25
- ingredients, 8, 14, 26
- Italy, 25
- marketing, 26
- Mexico, 25
- muffins, 22–23
- North America, 19
- pastry, 4, 12, 24–25
- pies, 4, 12–13, 28
- Rohwedder, Otto Frederick, 11
- sugar, 9, 12, 14, 24–25
- Turkey, 25
- Toll House Inn, 15
- United States, 19
- Wakefield, Ruth, 15
- websites, 26
- wedding cakes, 17
- yeast, 8–9, 12, 16, 20

About the Author



Lisa Greathouse grew up in Brooklyn, N.Y., and graduated from the State University of New York at Albany with a bachelor's degree in English and journalism. She was a reporter, a writer, and an editor for The Associated Press for 10 years, covering news on everything from science and technology to business and politics. She has also been a magazine editor and a writer for education publications and a university website. Today, she works as a writer at the Disneyland Resort, where she oversees an employee magazine. In her spare time, she enjoys visiting Mickey Mouse and riding Space Mountain. She is married with two children and resides in Southern California.





Thank you for purchasing this eBook.

This eBook is copyrighted. If you accessed this eBook without making payment, you should be aware that neither the author nor the publisher has received any compensation, and you may be in violation of state, federal, and/or international law.

For further information about our products and services, please e-mail us at: customerservice@tcmpub.com.

**Thank you for helping us
create a world in which
children love to learn!**



Sweet: Inside a Bakery

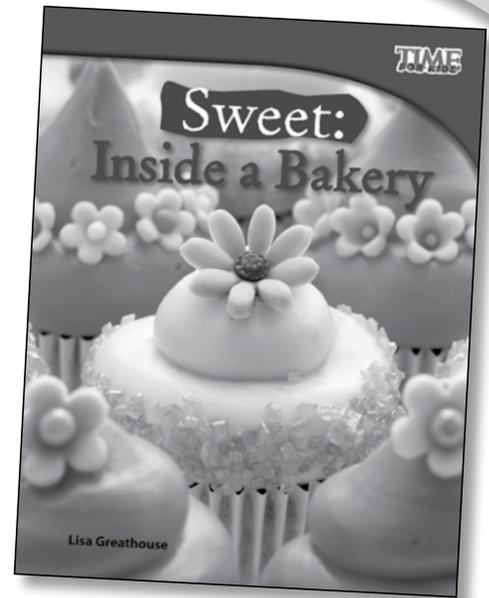
Focus Objectives

Students will be able to:

- make, confirm, and revise simple predictions about a text.
- use text organizers to determine the main idea and to locate information in a text.

TESOL Objective

Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.



Word Work

- **High-Frequency Words:** *choose, into, anything, over*
- **Word Study:** Suffixes
- *Suffixes* activity sheet

Academic Vocabulary

- *aroma*
- *decorate*
- *dough*
- *equipment*
- *ingredients*
- *marketing*
- *recipes*
- *texture*
- *yeast*

Comprehension

- Making Predictions
- Using Text Organizers
- *Drawing Conclusions* activity sheet

Writing

Write a short play about a funny event that could happen at a bakery.

Cross-curricular Connections

- **Mathematics:** Students understand the basic measures of volume.
- **Health:** Students know safety rules and practices to be used in home, school, and community settings.

Building Fluency

- **Reading the Book:** repeated and choral readings
- **Reading the Poem:** poetry folder; repeated readings; performance
- "Sweet!" poem

Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

TCM 14876 (i6080)

ISBN 978-1-4333-3876-2

© 2012 Teacher Created Materials, Inc.

ISBN: 978-1-4333-3876-2



Sweet: Inside a Bakery (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *choose*, *into*, *anything*, and *over* on the board. Read each word aloud. Depending on students' abilities, you may wish to introduce the high-frequency words one at a time.
 - Ask students to spell each word aloud, and write them in the air to the north, south, east, and west. Then have them turn to a partner and use them in sentences.
 - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the suffixes *-s*, *-es*, *-ed*, *-ing*, *-ly*, and *-ful* on the board, and discuss these common suffixes with students. Tell them that they will add suffixes to the end of base words. They may be real or nonsense words.
 - Start with the suffix *-ly* and tell students that *-ly* means *in a certain way or manner*. Have students brainstorm a few base words and add *-ly* to each. Then help students come up with a meaning for the word. Continue with the other suffixes.
 - For additional practice with suffixes, have students complete the *Suffixes* activity sheet.

Tip: Encourage students to have fun building silly words. Students can practice word structure with real and nonsense words.

Academic Vocabulary

- 1.** Introduce the vocabulary words by saying them and writing them on a sheet of chart paper. Your chart may look similar to the one below. Emphasize syllable patterns. Define each word in simple, student-friendly language. Provide an example of each word in a sentence.
- 2.** Have students create word maps. Assign each student a vocabulary word. Students write the word in the middle of a piece of paper. Then students draw a line up from the word and answer the question *What is it?* Next, students draw three lines extending below the word and answer the question *What are some examples?* Then have students draw three lines to the right of the word and answer the questions *What is it like?*, *What does it do?*, and *What does it have?* Have students share.

Bakery	
aroma	decorate
dough	equipment
ingredients	marketing
recipes	texture
yeast	

Comprehension

Before Reading

- 1. Introducing the Book**—Show students the cover of the book. Invite them to describe what they see in the picture.
 - Take a text walk through the book and allow students to discuss the features of the text.
 - As students browse the pictures and text, ask them to read the chapter titles and all the main headings.
- 2. Making Predictions**—Read the title of the book to students. Ask them to use the title and the picture on the front cover to make predictions about the text. Ask students what they know about drawing conclusions or inferring meaning from a text.

English Language Support

Show students photographs of a variety of baked items, including familiar ones from their cultures. Teach them the names and differences between bakery goods based on their ingredients. Introduce idiomatic expressions related to baking (*baker's dozen*, *little cupcake*, *sweetie pie*).

During Reading

- 1. Using Text Organizers**—Reread the title of the book. Use the choral-reading strategy to read the book aloud with students.
 - Tell students that nonfiction books contain special text features such as maps, charts, diagrams, time lines, boldface words, and other graphic aids. These features often graphically show a difficult concept to make it easier to learn and remember. At other times, these features add information to the main text.
 - Read the book aloud once more, this time asking students to read the chapter titles and main headings aloud. Model how to use the title and headings to determine what the main ideas of the selection are.
- 2. Making Predictions**—Explain to students that drawing conclusions is a bit like making predictions—use what you know plus any information you have to find a reasonable answer.
 - Challenge students to draw some conclusions. Model how to infer information from the text to draw a conclusion. Have students read pages 4–5 of the book aloud, and then ask, “Why did the author ask if the reader has a sweet tooth? What conclusion can you draw from this?” Think aloud with students while guiding the discussion. Have students share what they know about bakery foods and the idiom *sweet tooth*.
 - Have students work with a partner to draw another conclusion by inferring meaning from the various sections of the text.
 - Have students reread the book independently. Monitor and check for understanding.



Assessment Opportunity—Monitor students to ensure that they can read the high-frequency and vocabulary words accurately.

Sweet: Inside a Bakery (cont.)

Comprehension (cont.)

After Reading

- 1. Oral Language Activity**—Refer to the vocabulary chart created at the beginning of the lesson. Challenge students to extend their sentences with those words by asking each other *who*, *what*, *when*, *where*, *why*, and *how* prompts.
- 2. Making Predictions**—Have a discussion with students about making predictions and drawing conclusions. Ask students, “How did we use the information in the text along with our own experiences to conclude certain information?” Have students share their experiences with inferring meaning. Ask students to record one new piece of information in a journal. For additional practice with comprehension, have students complete the *Drawing Conclusions* activity sheet.

English Language Support

Have pairs of students read page 26 of the text out loud to each other. Have students identify the elements of a successful business. Clarify terms if necessary. Ask students to share whether any of their relatives own a business and what they know about it.

Writing

Have students work in groups to write a short play about a funny event that could happen at a bakery. Students should include settings, dialogue, and a problem/solution for their play. Group students together with varied writing abilities to provide support to one another.

- Have below-grade-level students brainstorm ideas and write one character’s dialogue.
- Have on-grade-level students brainstorm ideas and write another character’s dialogue.
- Encourage above-grade-level students to brainstorm ideas and write the set directions.

Cross-curricular Connections



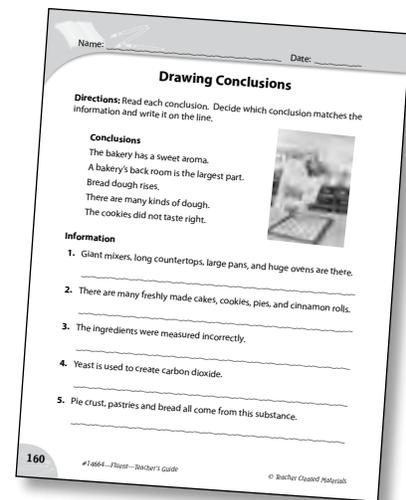
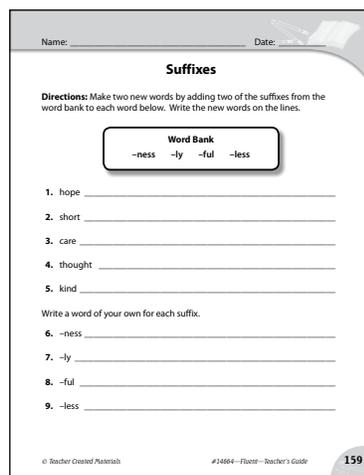
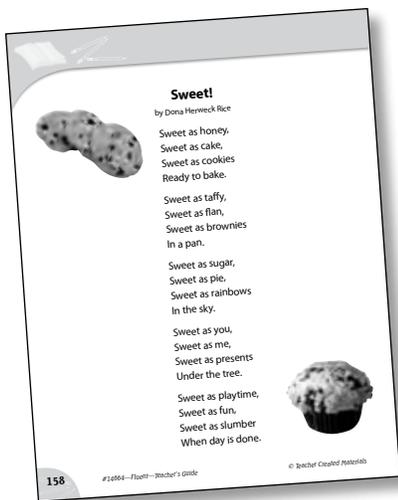
Math—Have students practice measuring liquid (water) with a cup, quart, half-gallon, and gallon, and have them measure dry a item (flour) with $\frac{1}{4}$ cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, 1 cup, teaspoon, and tablespoon. Make a simple recipe together with the class (e.g., pudding, biscuits, no-bake cookies).



Health—Plan a field trip to a local (family-owned) bakery. Discuss safety rules to be observed while getting there and safety rules to be observed inside the bakery. Have students write about the experience in their journals or in a short essay.

Building Fluency

- 1. Reading the Book**—Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Display the “Sweet!” poem. Have students compare and contrast the book and the poem.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in the folder during free-choice time and independent- or paired-reading time.
 - Write the poem on a sheet of chart paper. Take time to reread it with the class throughout the day to build fluency. Encourage students to create actions, gestures, or a tune to go along with the poem. Have the class rehearse and perform the poem for an audience.





Sweet!

by Dona Herweck Rice

Sweet as honey,
Sweet as cake,
Sweet as cookies
Ready to bake.

Sweet as taffy,
Sweet as flan,
Sweet as brownies
In a pan.

Sweet as sugar,
Sweet as pie,
Sweet as rainbows
In the sky.

Sweet as you,
Sweet as me,
Sweet as presents
Under the tree.

Sweet as playtime,
Sweet as fun,
Sweet as slumber
When day is done.



Name: _____

Date: _____



Suffixes

Directions: Make two new words by adding two of the suffixes from the word bank to each word below. Write the new words on the lines.

Word Bank

-ness -ly -ful -less

1. hope _____

2. short _____

3. care _____

4. thought _____

5. kind _____

Write a word of your own for each suffix.

6. -ness _____

7. -ly _____

8. -ful _____

9. -less _____

Drawing Conclusions

Directions: Read each conclusion. Decide which conclusion matches the information and write it on the line.

Conclusions

The bakery has a sweet aroma.

A bakery's back room is the largest part.

Bread dough rises.

There are many kinds of dough.

The cookies did not taste right.



Information

1. Giant mixers, long countertops, large pans, and huge ovens are there.

2. There are many freshly made cakes, cookies, pies, and cinnamon rolls.

3. The ingredients were measured incorrectly.

4. Yeast is used to create carbon dioxide.

5. Pie crust, pastries and bread all come from this substance.

Sweet: Inside a Bakery

Multiple-Choice Test

Name: _____ Date: _____

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 Why is yeast important in bread dough?

- (A) Yeast makes bread taste sweet.
- (B) Yeast helps make the carbon dioxide that makes the dough rise.
- (C) Yeast turns bread brown in the oven.
- (D) Yeast gives bread a crusty exterior that is very popular.

3 Which type of dough does *not* rise?

- (A) pie crust
- (B) sourdough
- (C) cookie
- (D) doughnut

2 Bakers use _____ instead of yeast in cakes.

- (A) butter
- (B) sugar
- (C) eggs
- (D) baking powder

4 Which one is *not* a common measurement in baking?

- (A) a teaspoon
- (B) a cup
- (C) a yard
- (D) a tablespoon

Sweet: Inside a Bakery *(cont.)*

Multiple-Choice Test *(cont.)*

Name: _____

Date: _____

5 Another word for a *pleasant smell* is _____.

- (A) *edible*
- (B) *knead*
- (C) *yeast*
- (D) *aroma*

7 How do bakers use math?

- (A) to choose fillings for pies
- (B) to measure ingredients
- (C) to display their baked goods
- (D) to decorate cookies

6 Which one of these is *not* an ingredient in cookies?

- (A) yeast
- (B) sugar
- (C) flour
- (D) eggs

8 The _____ is made of a piece of dough formed into a ring and fried in hot oil.

- (A) muffin
- (B) cookie
- (C) doughnut
- (D) baklava

Sweet: Inside a Bakery

Suffixes, p. 7

Answers will vary. Examples:

1. hopeless, hopefully
2. shortly, shortness
3. careful, carelessness
4. thoughtless, thoughtful
5. kindness, kindly

Answers will vary.

Drawing Conclusions, p. 8

1. A bakery's back room is the largest part.
2. The bakery has a sweet aroma.
3. The cookies did not taste right.
4. Bread dough rises.
5. There are many kinds of dough.

Multiple-Choice Test, p. 9

1. B
2. D
3. A
4. C
5. D
6. A
7. B
8. C

How to Use the Oral Reading Record

Using an Oral Reading Record

When taking an oral reading record, it may be useful to employ some or all of the following tips:

- Position yourself next to the student in such a way that you can hear the student easily, see the text clearly, and watch the student's eye and finger movements while he or she is reading.
- As the student reads, mark the oral reading record form with the conventions on the included coding chart on the following page.
- Errors to be marked include substitutions, omissions, insertions, and having to be told a word by the teacher.
- Self-corrections occur when a student realizes an error on his or her own and corrects it.
- Note where the errors and self-corrections are made via meaning, structure, or visual cues (defined below).
- If the student begins to read too quickly for you to follow, simply ask him or her to pause for a moment while you catch up with the record.
- Interrupt and intervene as frequently as possible in order to create the truest record.
- Wait several seconds when a student gets stuck before reading a word aloud for the student.
- If a student misreads a word, be sure to write the word he or she said above the correct word on the record form.
- Time the student to test for fluency. The Reading First standard for first grade is 60 words per minute. (It is 90 to 100 words read correctly by the end of second grade and 114 by the end of third grade.)

Meaning, Structure, and Visual Cues

Meaning. When the reader uses background knowledge and the context to identify words, he or she is using meaning (or semantic cues). On the oral reading record, mark these cues with an *M*.

Structure. When the reader applies knowledge of language structure in order to identify words, he or she is using structure (or syntax) cues. On the oral reading record, mark these cues with an *S*.

Visual. When the reader applies knowledge of letter and sound correspondence, including the look of the letter, letters, and the word itself, he or she is using visual (or graphophonic) cues. On the oral reading record, mark these cues with a *V*.

How to Use the Oral Reading Record

Marking Conventions Chart

Behavior	Marking Convention	Example
Accurate reading	(checkmark) above each word read	✓ ✓ ✓ This is big.
Substitution	Word read above actual word	✓ ✓ -bag This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	<i>very</i> This is ^ big.
Repetition of word (no error)	<i>R</i> (one repetition) <i>R2</i> (two repetitions)	<i>R</i> This is big.
Repetition of phrase (no error)	<i>R</i> with line and arrow at point where reader returned	→ <i>R</i> This is big.
Self-correction (no error)	<i>SC</i> after error	<i>bag/SC</i> This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	<i>A</i> over word where appeal occurred	<i>A</i> This is big.
Told (Student is asked to try again but ultimately must be told the word.)	<i>T</i> over word student was told	<i>T</i> This is big.
Beginning sound read separately and then word read correctly.	Beginning sound above word followed by mark for correct	<i>b/✓</i> This is big.

How to Use the Oral Reading Record

Scoring an Oral Reading Record

Teachers will use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction. The error and self-correction rates are written as ratios. The accuracy rate is a percentage. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

After or while marking the oral reading record as you observe the student, tally errors and self-corrections in the columns to the right of the text. Then circle whether those errors and self-corrections are in the area of meaning (M), structure (S), or visual (V) cues.

Use any of the following data calculations as appropriate to monitor student progress and inform instruction.

- **Calculate the rate of error.** Add the total number of words read. Divide that number by the number of errors made.
For example, if the text has 96 words and 8 errors were made, the ratio is 1:12 (one error for every 12 words read).
- **Calculate the rate of self-correction.** Add both the number of errors and self-corrections. Then divide that number by the number of self-corrections.
For example, if there are 8 errors and 6 self-corrections, that makes 14 total. Divide 14 by the number of self-corrections (6). This gives a ratio of 1:2.3 or, rounded, 1:2. This is interpreted as one self-correction for every two errors.
- **Calculate a percentage for accuracy.** Convert the error rate to judge the difficulty of the text. Use the information in the chart below to inform text selections for students.
For example, in a 1:12 error rate, divide 1 by 12 to get 0.08 (round to the nearest hundredth) or 8%. Subtract 8% from 100% to get 92%. This is the accuracy percentage.

Use the information below to determine test difficulty.

Accuracy Percentage	Difficulty of Text for Student
96% or higher	Easy
91%–95%	Instructional level
90% or lower	Challenging

Note: If you do not wish to assess with this level of detail, simply calculate the percentage of words read correctly and the number of words read correctly per minute. Both of these measures give adequate indications of word recognition and fluency. However, keep in mind that these calculations provide one kind of data for students—teachers should examine students' reading and learning in context, as individuals and as members of the larger learning group.

How to Use the Oral Reading Record

Fluency Rubric

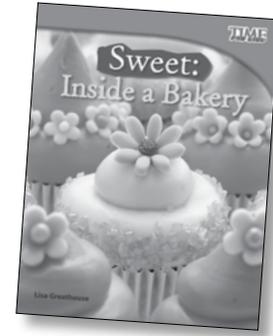
Score	Accuracy	Rate (Pace)	Expression	
			Structural phrasing, pausing, smoothness, pitch, volume	Interpretive mood, purpose, emotion, subtleties of meaning
4	Recognizes most words and reads them correctly without hesitation.	Consistently reads at a natural, conversational pace, or as appropriate for the text.	<p>Reads smoothly.</p> <p>Consistently uses meaningful phrasing and appropriate pausing.</p> <p>Adjusts pitch and volume to the circumstances (type of text or audience).</p>	<p>Recognizes different purposes for reading.</p> <p>Consistently conveys the appropriate mood and emotion.</p> <p>Distinguishes word meanings in context.</p>
3	<p>Recognizes pretaught and familiar words and reads them correctly.</p> <p>May hesitate, but can use context and apply word-attack skills.</p>	<p>Sometimes reads at a conversational pace, but is inconsistent.</p> <p>May speed up and slow down or generally read at a slightly slower pace.</p>	<p>Reads smoothly in general, but with some breaks or misuse of pausing.</p> <p>Is aware of pitch and volume.</p>	<p>Reads most text with emphasis appropriate for the purpose and mood of the text.</p> <p>May at times slip into concentrating on pronunciation, but will usually recover and resume once past the problematic area.</p>
2	<p>Recognizes and reads some words correctly, but hesitates.</p> <p>Has some difficulty using context clues and applying word-attack skills.</p>	<p>Reads somewhat slower than appropriate for text.</p> <p>May have stops and starts or have to go back and reread.</p>	<p>Reads unevenly.</p> <p>May miss punctuation clues, resulting in choppiness or run-on reading.</p> <p>Does not generally attend to pitch and volume.</p>	<p>May use natural-sounding language at times, but, in general, frequently resorts to focusing on word-by-word pronunciation without regard for the mood, purpose, or intended meaning.</p>
1	<p>Misreads words frequently.</p> <p>May not recognize words in different contexts.</p> <p>Is not adept at applying word-attack skills.</p>	<p>Reading is slow and laborious.</p> <p>Frequently hesitates, stops, or goes back to "start over."</p>	<p>Does not usually read in meaningful units, such as phrases or clauses.</p> <p>May read word by word with little attention to context or punctuation signals.</p>	<p>Reading is generally monotone and lacks a sense of awareness of mood, purpose, or emotion.</p> <p>May not recognize word meanings in context.</p>

Sweet: Inside a Bakery

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



Word Count	Codes				
225	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
4	Do you have a sweet tooth? Let's visit a bakery! There is so much to choose from. There are cakes, cookies, and pies. You can find pastries and breads. And don't forget about the cupcakes. Yum! A sweet aroma greets you as you walk through the door. There are cinnamon rolls fresh from the oven.			M S V	M S V
5	Glazed doughnuts and freshly brewed coffee line the shelves. Look inside the display case. Every shelf is full of deliciously sweet treats. But how do they make it all?			M S V	M S V
6	The morning is the bakery's busiest time. The staff gets to work early—even before the sun rises! There is a lot of work to do before the bakery opens its doors for business.			M S V	M S V
SUBTOTALS					

GO ON

Sweet: Inside a Bakery *(cont.)*

Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used					
				E			SC		
6	The back room may be bigger than the front where the display cases are. In the back, giant mixers prepare dough and cake batter. Bakers roll dough on long countertops. Cakes and cupcakes are decorated with swirls of icing. Bakers slide wide pans of breads into huge ovens. The back of the bakery is where all the action is.			M	S	V	M	S	V
8	By 4:00 A.M., bakers are measuring flour, yeast, water, and salt. These ingredients combine to make bread dough. Everything goes into a giant mixer. After the mixing is done, bakers use their hands or a machine to knead the dough. They flatten, fold, push, and turn the dough.			M	S	V	M	S	V
Subtotals from previous page									
TOTALS									

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



Notes



Notes