

Quick Breads- 9th grade

Summary

Quick breads are fun, nutritious, and quick and easy to make.

Main Core Tie

Food And Nutrition

[Strand 3 Standard 3](#)

Time Frame

3 class periods of 45 minutes each

Materials

supplies to make muffins, copies of the worksheets, recipe, lab sheets

Background for Teachers

Quick breads are different than yeast breads in 2 ways. 1) Quick breads are raised by baking soda or powder whereas yeast breads are raised by yeast. 2) Quick breads rise faster than yeast breads, because the chemical reaction between the liquid and baking powder works faster than yeast. Quick breads include muffins, pancakes, biscuits, fruit breads (banana, zucchini, etc.), and cornbread. Each ingredient in the quick bread has a purpose to cooking as well as providing nutrition. Flour provides carbohydrates and fiber (if whole wheat). It helps form the structure. Sugar provides carbohydrate and gives flavor and tenderness. Eggs provide protein and iron. They also give structure. Baking soda provides leavening. Fat (oil) provides fat and gives flavor and tenderness. Fruit and nuts provide fiber, vitamins and minerals. Their purpose is to flavor. Liquid (buttermilk) provides protein, and calcium. It creates moistness with the fiber, and works with the soda to help leaven. The 4 steps to making muffins are 1) Sift dry ingredients 2) Beat liquid ingredients separately. 3) Pour liquid into center of dry ingredients, and mix until just moistened. (Batter will look lumpy.) 4) Fill in muffin cups 2/3 full. Overmixing muffins will cause the muffins to peak at the top, and the texture to be tough and heavy. Well-made muffins have a round, pebbly top, and light texture.

Intended Learning Outcomes

Students will take notes about muffins and cooking procedures. Students will cook muffins correctly. Students will experience and explain how ingredients affect the final product.

Instructional Procedures

Demo making muffins, while students take notes on the worksheet. I demo banana-date muffins from the curriculum. You can make some wrong to show students the differences, and have them try them. If there is free time, students copy the recipe for the demo and/or the lab. For lab the next day, have students make a different type of muffins. Blueberry works well. Check to see if students remember correct cooking concepts. On the 3rd day, do a muffin lab experiment. Have each group make muffins that are missing a different ingredient. Students compare and try all the muffins, and fill out a worksheet about what they learned. Discuss the purpose of the missing ingredients.

Strategies for Diverse Learners

Many textbooks and recipe books have steps and picture instructions that students can refer to for help.

Assessment Plan

Students receive 5 points for notes, 5 points for each recipe copied, 15 points for lab, and 5-10 points for correctly made muffins.

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