
UNIT: NUTRITION AND FOOD**TOPIC: Bread, Cereal, Rice & Pasta**
TIMELINE: 2-3 days

TEACHER NOTE: Although the official title used in the food pyramid is "Bread, Cereal, Rice & Pasta", this group may also be referred to as the "Grains" group throughout this unit.

OBJECTIVES:

1. Students will identify the foods found in the bread, cereal, rice and pasta group.
2. Students will identify the various whole grains.
3. Students will identify whole grain products.
4. Students will cook with whole grains.
5. Students will explain the role of grains in a healthy diet.
6. Students will taste a variety of grain products.

MOTIVATORS:

1. TRIVIA QUESTIONS: Use as desired. (pages 6-7)
2. MUFFIN DEMONSTRATION (pages 8-9)
3. BISCUIT DEMONSTRATION (page 10)
4. PASTA DEMONSTRATION (page 11)
5. LEAVENING EXPERIMENT (pages 12-13)
6. TAKE A CLOSE LOOK AT BREAD (page 14)
7. RICE DISPLAY (page 15)
8. GRAINS ON PARADE--Have small bottles of the different types of grains for the students to see. (pages 16-17)
9. PARTS OF GRAINS: Introduce the part of the grains. (pages 18-19)
10. MAJOR NUTRIENTS FOUND IN GRAINS: Introduce the nutrients and functions associated with grains. (page 20-22)
11. NAME THAT DOUGH: Identify different types of dough: pour batters, drop batters, doughs. (page 23)

GRAINS OVERVIEW, continued

12. **QUICK BREADS:** Introduce quick breads to the class. (page 24)
13. **PREPARING CEREAL GRAINS:** Share information with the class. (page 25)
14. **PASTA PUZZLE:** Discuss pasta, how it is made and its various uses. (pages 27-28)
15. **LEARNING ABOUT LEAVENING:** Introduce the various leavening agents used in making batters and doughs. (pages 29-30)
16. **RICE COOKERY:** Discuss the various kinds of rice and how to prepare it. (page 31)
17. **CARBOHYDRATE SEARCH:** Let students complete the experiment. Be sure to have supplies ready for the student to use. (page 32)
18. **READY-TO-EAT CEREALS:** Have a display of cereals for reference so students can complete this worksheet. The teacher will also have to correct this worksheet, based on the cereals that are displayed. (page 34)
19. **RIGHT ON RICE:** Have samples of several types of rice so the students can complete this assignment. The teacher will have to correct this worksheet, based on the rice display. (page 35)

INDIVIDUALIZED ACTIVITIES:

1. **ASSIGNMENT SHEET:** Give each student an assignment sheet and review any necessary information with them. (page 4)
2. **SUMMARY SHEET:** Give each student a summary sheet to complete as the lesson on dietary guidelines is taught. (page 5)
3. **GRAINS ON PARADE:** Have students complete the worksheet. (pages 36-39)
4. **COMPUTER PROGRAM--MECC FOOD FACTS:** Have students use the computer program and complete the corresponding worksheet. (pages 40-42)
5. **GRAINS CROSSWORD PUZZLE:** Have students complete the crossword puzzle. (pages 43-44)
6. **GRAINS DISCOVERY:** Have students use the Dairy Council Comparison Cards to complete this assignment. (pages 45-46)
7. **QUICK BREADS MATCH-UP:** Have students read about quick breads from their text book, then complete the assignment. (pages 47-48)

GRAINS OVERVIEW, continued

8. PASTA PUZZLE: Have students complete the pasta puzzle. (pages 49-50)
9. LEARNING ABOUT LEAVENING PYRAMID: Have students complete this worksheet after reading information dealing with leavening. (pages 51-53)

REVIEW/TEST:

1. PLAY BALL WITH GRAINS: Have students complete this worksheet, then play the game. (pages 54-59)
2. GRAINS TEST: Have students take the test. (pages 60-63)

LABS:

1. BERRY MUFFINS (page 64)
2. CLOUD BISCUITS (page 65)
3. HAM FRIED RICE (page 66)
4. PASTA SALAD (page 67)
5. GRAINS GROUP RECIPES (page 68)

CHALLENGE PROJECTS:

1. PREPARING A FOREIGN RECIPE: Students will complete the cooking activity. (page 69)
2. SHOPPING FOR GRAIN PRODUCTS: Have students visit a grocery store to complete this activity. (page 70)

SUMMARY:

There are many types of grains. Each grain has specific characteristics that are helpful in preparing healthful foods. Grains provide many nutrients needed for good health.

RESOURCES:
