

Yeast Breads - Refrigerator Rolls Evaluation and Lab

Summary

Each student gets a portion of the refrigerator dough that was made the class period before and individually shapes their dough into a different shape, allowing it to rise, bake and is evaluated based on the techniques and skills that used in the preparation of the rolls.

Main Core Tie

Dietetics and Nutrition 1

[Strand 4 Standard 1](#)

Time Frame

1 class periods of 90 minutes each

Group Size

Small Groups

Materials

Handouts:

Yeast Bread Roll Recipes

Scorecard for Yeast Bread Rolls

Lab Planning Sheet

Ingredients needed to prepare the different shapes of rolls (refer to Lab Planning Sheets):

butter to shape and to eat, jelly and jam

Orange

orange, sugar, butter, orange extract

Cinnamon

cinnamon, sugar, brown sugar, butter, nuts, raisins

Glaze

powdered sugar, vanilla, butter, milk, water or orange juice

Background for Teachers

The teacher needs to have a basic understanding about yeast breads; their characteristics; the three classes, basic ingredients and their function, and how to prepare them. Identify and know how to shape rolls into different shapes using refrigerator dough. Refer to a Cookbook for an illustrated picture and explanation.

The teacher needs to remove the students refrigerator dough from the refrigerator earlier in the day so the dough will be at room temperature and easier to handle when shaping.

Student Prior Knowledge

The student needs to know what yeast breads are and how they differ from quick breads. They should know how to prepare different shapes of rolls using a yeast dough.

Intended Learning Outcomes

The students should be able to identify the characteristics and ingredients used in yeast breads from quick breads and how to identify and prepare rolls into different shapes using a yeast bread dough.

Instructional Procedures

Remove the dough from the refrigerator earlier in the day so it can rise and get to room temperature and will be easier for the students to handle. At the start of class, have the bowls of dough and the ingredients needed for the lab for the students on the supply table.

Review with the students the names and how to prepare the different shapes of rolls. I give two grades for this day - one for shaping their portion of the dough into a roll shape and one for the lab.

Lab: Students will portion out dough and individually each student needs to shape their dough into several different rolls and place on cookie sheet on in a muffin tin. (Use as few of pans as possible so the rolls can rise and bake before the end of class.) When the rolls are shaped, the teacher needs to check them off. The rolls should be placed on top of the stove to rise, covered with a towel and oven preheated. The students need to clean up their units and set their tables to eat and evaluate their rolls.

Hand out the scorecard for the Yeast Bread. Read and explain how the students will evaluate their rolls. The students will evaluate both the exterior and the interior as excellent, good, fair or poor according to the questions. The teacher needs to also evaluate the rolls before the papers are turned in to be recorded.

When there is about 30 minutes left of class, place the rolls in the oven to bake. Allow enough time for the students to evaluate, eat and clean up before leaving.

Because there are so many extra rolls, I generally will share the extra rolls that the students cannot eat with the students in the other Family and Consumer Science classes as they have been smelling them baking all hour long.

Authors

[DEBRA PAULL](#)

[Cindy Tegge](#)