This book describes the process of baking a variety of bread products and follows a day in the life of a baker named Claudia. On this particular day, she arrives at 2:00 A.M. and bakes rosemary bread and muffins. Soon she is ready to greet her first customer of the day!

**Lesson Vocabulary**
- baker’s dozen
- carbon dioxide
- fermentation
- knead
- recipe
- bakery
- dough
- ingredients
- professional
- yeast

**Introduce the Title and Author**
Discuss with students the title and author of *Mixing, Kneading, and Baking: The Baker’s Art*. Ask students what they think the book will be about. Do they think baking could be considered an art?

**Build Background**
Discuss students’ interest in baking. Ask if any of them have ever baked bread or watched bread being made. Have them describe the process.

**Preview/Use Text Features**
Encourage students to look at the captions, photos, charts, and the map on page 19. How many of the international breads listed on page 19 have they eaten?

**Read the Book**

**Set Purpose**
Have students set a purpose for reading *Mixing, Kneading, and Baking: The Baker’s Art*. Remind students that setting a purpose helps guide their reading. They could think about the science of baking, or a particular baked good that they enjoy.

**Strategy Support: Summarize**
Draw students’ attention to the two tables on pages 6 and 11. Point out that tables are graphic ways of organizing lists or steps. Students may want to make their own lists as they read. Alternatively, they can summarize the details for a section after reading it. Remind students that a good summary leaves out unimportant details.

**Comprehension Questions**

**Page 4**
What would happen if Claudia got to work at 4:00 A.M. instead of 2:00 A.M.? (She would be late getting started baking and wouldn’t be ready to serve her customers.)

**Page 5**
Why do bakers wear white? (to keep the food clean)

**Page 6**
Why do bakers use such large ovens? (They have many things to bake at the same time.)

**Pages 8–17**
Summarize the tasks that Claudia must complete before her bakery opens. (gets out ingredients and weighs them, makes rosemary bread, makes muffins, gets the cash register ready)

**Page 13**
What are the names of some of the different shapes of bread? (boule or ball, batard or torpedo, fendu or split loaf, braided loaf)
REVISIT THE BOOK

READER RESPONSE
1. Possible response: The dough wouldn’t rise.
2. Responses should give an overview of the steps listed in the chart on page 11.
3. Possible response: Bakery in center; in surrounding ovals: oven; kitchen; recipe; bread; rolls; cakes
4. Possible response: China: mooncake; Germany: pretzel; Russia: pumpernickel; Italy: focaccia

EXTEND UNDERSTANDING Have students examine the table on page 11. Ask: Is this a helpful way to list the various steps needed to bake bread? Then have students find a recipe for baking bread in a cookbook or online. Do they think they could bake bread by following that recipe?

RESPONSE OPTIONS
WRITING Have students imagine they are bakers. If they arrived at their bakery for work at 2:00 A.M., what would they bake first for their customers?

SOCIAL STUDIES CONNECTION Have students research chocolate on the Internet or using library resources. What is the history of cocoa? What are its cooking and baking properties? What countries grow cocoa beans and which countries are known for producing the finest chocolate?

Skill Work

TEACH/REVIEW VOCABULARY
Review the vocabulary words with students. What can students learn about baking from knowing the definitions of yeast, carbon dioxide, and fermentation? (When yeast is added to dough, it eats the sugars in the dough, producing carbon dioxide, which causes the dough to rise.)

ELL Have students describe the types of bread eaten in their home country. Have them describe the process for making bread there.

TARGET SKILL AND STRATEGY
DRAW CONCLUSIONS Remind students that to draw a conclusion means making a decision that makes sense after thinking about facts or details. Have students think about the following question as they read: Why does a baker need to start work so early in the morning? (to have fresh baked goods ready to be sold first thing in the morning)

SUMMARIZE Remind students that summarizing is boiling down a story to its main points. To gain practice, have students summarize their favorite books or movies. They can also take notes on the baking process as they read, and summarize the process upon finishing reading the book.

ADDITIONAL SKILL INSTRUCTION
MAIN IDEA Remind students that most stories have one or more main ideas. Ask students to take notes as they read, listing the main points and supporting details. Ask: What is the most important thing a baker does each day?
Draw Conclusions

- To draw a conclusion is to think about facts and details and decide something about them.

Directions Read the following passage from Mixing, Kneading, and Baking: The Baker’s Art. Then write two facts about yeast and draw a conclusion.

Yeast is a tiny, live organism. It eats the sugars that are part of the dough. As it does, the yeast gives off a gas called carbon dioxide. The gas causes the dough to expand. This process is called fermentation. This process makes the bread soft and chewy.

1. Fact: ________________________________

2. Fact: ________________________________

3. Conclusion: ____________________________

Directions Read the following passage from Mixing, Kneading, and Baking: The Baker’s Art. Then write two facts about Lisa on the lines below. See what conclusion you can draw.

When Lisa comes in and orders twelve muffins, Claudia gives her an extra one for free. That’s called a baker’s dozen.

4. Fact: ______________________________________

5. Fact: ______________________________________

6. Conclusion: ____________________________________
Vocabulary

Directions: Complete each sentence with the word from the box that fits best.

**Check the Words You Know**

| ___baker’s dozen | ___bakery | ___carbon dioxide |
| ___dough | ___fermentation | ___ingredients |
| ___knead | ___professional | ___recipe |

1. When yeast is added to dough, ________________ is produced.

2. The baker refused to give out her ________________ for raisin bread.

3. Before beginning, the baker set out all of the ________________ he would need.

4. Claudia’s favorite step in the recipe was shaping the ________________.

5. The process of fermentation began after the ________________ was added to the dough.

6. When Lisa ordered a dozen muffins, she got thirteen, or a ________________.

7. Although it can be tiring work, Claudia loves to ________________ the dough.

8. The chef at the restaurant is talented and ________________.

9. When yeast consumes sugars in dough, the process of ________________ takes place.

10. To buy the freshest bread, go to your neighborhood ________________ early in the morning.