What's Really in Our Bread?

Educator & Parent Companion Guide – Sample Excerpt

Teaching Materials & Resources

Supporting inquiry-based learning about food systems, agriculture, and health

Ages 8–12

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Worksheet downloads: www.whatsreallyinourbread.com

Teacher Quick Reference (Excerpt)

Quick unit snapshot:

• Ages: 8–12

• Timeframe: 2–4 class sessions (45–60 min each)

• Core activities: read-aloud, produce-wash observational experiment, small research/project/poster

• Key aims: inquiry-based learning, media literacy, food-system awareness; avoid alarm, emphasize evidence-informed choices

Suggested teacher script:

"Science is a process. Some studies show possible effects; others show different results. We will look at age-appropriate evidence and focus on practical steps to reduce risk while research continues."

Section 1: Quick Start Guide (Excerpt)

This companion guide supports the children's book What's Really in Our Bread? by providing ready-to-use lesson plans, student activities, and background information. The materials are designed to:

✓ Spark curiosity about food systems without causing alarm

✓ Support inquiry-based, age-appropriate learning

✓ Align with Common Core and NGSS standards

✓ Provide balanced, science-based information

✓ Engage families in meaningful conversations about food

For a 2–4 class session unit: Go straight to Section 2 (Teacher Lesson Plan) for complete, ready-to-implement lessons.

Section 2: Teacher-Facing Lesson Plan – 'Bread, Farms & Us' (Excerpt)

Overview: This plan supports a short unit (2–4 class sessions) built around the narrative about three children exploring bread, farming, and chemicals (focused example: glyphosate). Lessons are inquiry-driven, low-risk, and designed to spark curiosity without alarm.

Learning Objectives (Sample)

• Students will explain, in their own words, where bread comes from and the main steps from field → table.

• Students will identify at least two ways agricultural chemicals can enter the food system and discuss simple actions to reduce exposure.

• Students will observe and record changes in a simple food-handling experiment and use evidence to draw conclusions.

Standards Alignment (Sample)

CCSS ELA: Reading comprehension, informational text, speaking & listening (grade-appropriate standards for 3–6, e.g., RL/RI and SL strands).

NGSS: Connections to life-science concepts (ecosystems, growth, human impacts) and engineering/design practices for problem solving.

Student Worksheet – 'Bread, Farms & Us' (Sample Excerpt)

Name: _____ Date: _____ Class: _____

Part A — Quick Comprehension (from today's story)

1. Write 3 steps in the order that wheat becomes bread:

   a. _____

   b. _____

   c. _____

2. Who were the three children curious about bread? Pick one and write one thing they did to learn more:

   Child: _____ Action: _____

Part B — Vocabulary Match (sample)

Match each word to its meaning:

1. Desiccant

2. Herbicide

3. Microbiome

(Full worksheet, answer key, and additional parts are available in the complete companion guide.)

About This Sample

This sample excerpt from What's Really in Our Bread? Educator & Parent Companion Guide is intended to illustrate the structure, tone, and classroom-ready nature of the full resource, including lesson sequencing, worksheets, and background information for educators.

For full lesson plans, all student worksheets, answer keys, parent communications, and an expanded resource section, please refer to the complete companion guide.