



# Bread in Latvia

**Maize Latvijā  
Activities**



- Using think, pair, share method pupils brainstormed what they would like to tell children from other countries about bread in Latvia
- Teacher wrote the final suggestions on a big sheet of paper.
- This is what they agreed to be important to know:

1. Kā garšo
2. Kā izskatās
3. Kā cep, kā gatavo
4. No kā gatavo
5. Ar ko gatavo (tehnika), kur
6. Kāda veida maizis ir
7. Kādas ir mums raksturīgākās

1. How the bread tastes
2. How it looks
3. What it is made from
4. How and what is used to make bread
5. What types of bread we have
6. What the most typical breads in Latvia are



# Completing questionnaire

Complete the questionnaire:

1. What type of bread do you like?

1. What type of bread do you like?

Kāda maize Tev garšo?

Baltmaize, rupy maize, saldskābe maize.  
graudumaize, sēklu maize, maģa maize.

2. What kind of bread does your family eat?

What kind of bread does your family eat?

Kādu maizi ēd Tavā ģimenē?

rupy maize, graudu maize  
saldskābe maize

3. What kind of bread you would offer guests from our partner countries?

What kind of bread does your family eat?

Kādu maizi ēd Tavā ģimenē?

kokļu maize  
un tums & sēklu.

What kind of bread would you offer guests from our partner countries?

Kādu maizi Tu piedāvātu ciemiņiem no mūsu partnervalstīm?

rupy maize



- Pupils had to collect information from the questionnaires
- They worked in three groups and each group collected answers given to one question.
- Then they had to use their summary and decode information given in the charts.

*Inese*

Use your summary and complete the tables.

What kind of bread do you like?

8	8						
7	7						
6	6						
5	5						
4	4						
3	3						
2	2						
1	1						
	1. sweet-and-sour bread						
	2. white bread						
	3. rye bread						
	4. bread with seeds						
	5. whole grain bread						
	6. bread with butter						
	7. bread with poppy seeds						

Choose the appropriate and write in:

rye bread  
white bread  
sweet-and-sour bread  
bread with seeds  
bread with poppy seeds  
whole grain bread  
bread with cinnamon

The most popular bread is sweet-and-sour bread.

What kind of bread would you offer guests from our partner countries?

9	9						
8	8						
7	7						
6	6						
5	5						
4	4						
3	3						
2	2						
1	1						
	1. sweet-and-sour bread						
	2. white bread						
	3. rye bread						
	4. whole grain bread						
	5. bread with cinnamon						
	6. bread with poppy seeds						
	7. bread with seeds						

Choose the appropriate and write in:

rye bread  
white bread  
sweet-and-sour bread  
bread with seeds  
bread with poppy seeds  
whole grain bread  
bread with cinnamon

The most popular bread is sweet-and-sour.

*Stina*

What kind of bread does your family eat?

8	8						
7	7						
6	6						
5	5						
4	4						
3	3						
2	2						
1	1						
	1. sweet-and-sour bread						
	2. white bread						
	3. rye bread						
	4. bread with seeds						
	5. whole grain bread						
	6. bread with seeds						

Choose the appropriate and write in:

rye bread  
white bread  
sweet-and-sour bread  
bread with seeds  
bread with poppy seeds  
whole grain bread  
bread with cinnamon

The most popular bread is white bread.



## Learning and activating vocabulary

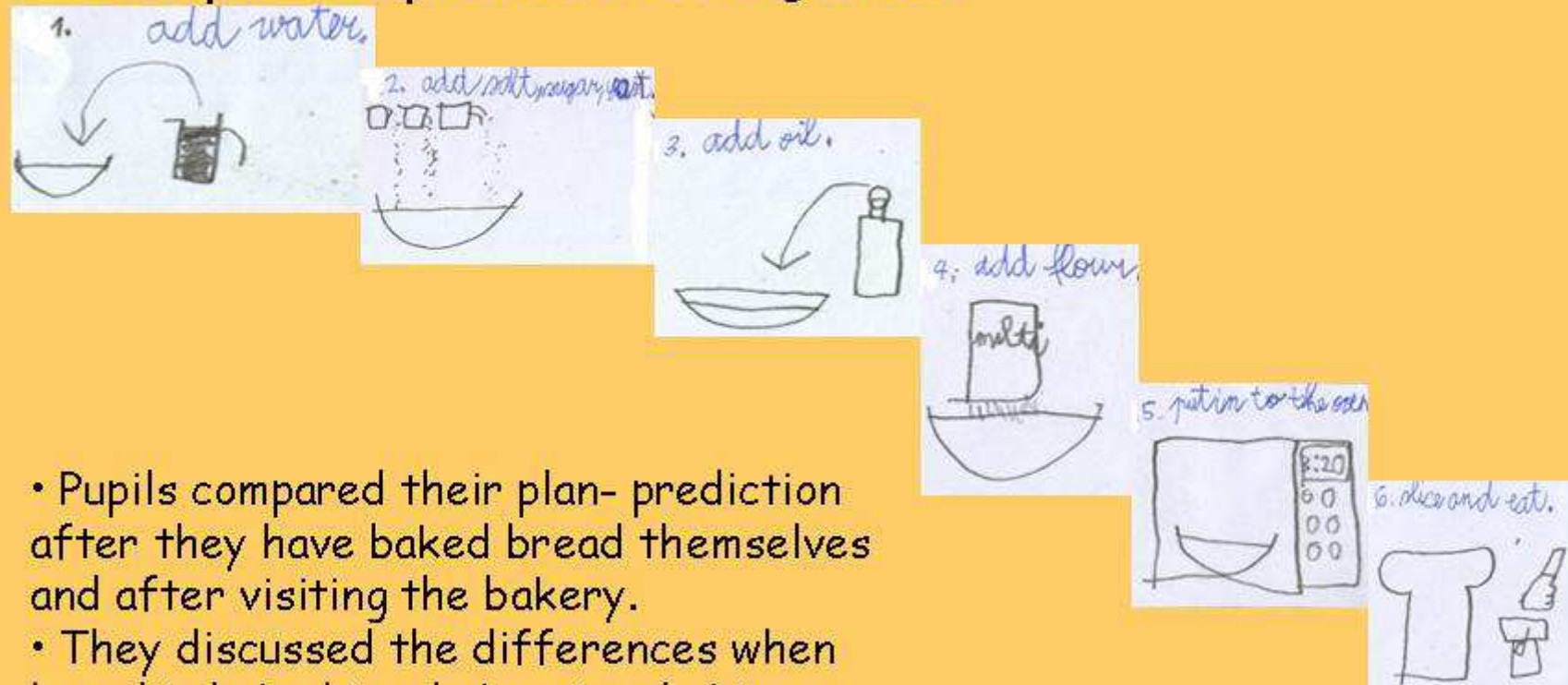


1. Pupils play game to learn 'bread' words.
  2. Children sit in a circle and one player has no chair. Each has a word card.
  3. Teacher calls out two words E.g. 'Yeast and sugar change places!' Children who have the words try to change places. The free player tries to occupy one of the free chairs.
  4. All the players change places when the command 'bake bread' is given.
  5. Pupils take over the guidance of the game
1. Pupils had to find different recipes of baking three typical kinds of bread in Latvia.
  2. They looked on Internet, recipe books and some of them got recipes from their grannies who bake bread at home.
  3. Children worked in groups. Each group chose recipe of one kind of bread.
  4. They read through the recipes and prepared a list of words and ingredients one should know to understand a recipe.
  5. Pupils used bilingual dictionaries and found the words they do not know in English.



# Planning - predicting the process of baking bread

Work in cooperative groups. Use think, pair share method and plan the process of baking bread.



- Pupils compared their plan- prediction after they have baked bread themselves and after visiting the bakery.
- They discussed the differences when bread is baked in a baker, in a baking machine or at home using traditional method.



## Getting the right order of the ingredients to bake white bread

### White bread with eggs

Put the ingredients into the pan in the following order:

Weight of a loaf	1 kg	750 g	500 g
<b>Ingredients</b>			
<b>Eggs</b>	2	1 and 1 egg yolk	1
<b>Water</b>	See 1*	See 1*	See 1*
<b>Salt</b>	1 ½ tsp	1 ½ tsp	1 tsp
<b>Sugar</b>	4 tsp	1 tbsp	2 tsp
<b>Oil</b>	1 ½ tbsp	1 ½ tbsp	1 tbsp
<b>Flour (wheat)</b>	600 g	450 g	350 g
<b>Dry yeast</b>	1 ½ tsp	1 ½ tsp	1 tsp

1\* - put eggs/egg and water into the measuring jug, add water to get:

	380 ml	290 ml	245 ml
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tsp – tea spoon

tbsp – table spoon



- Children study the recipe and try to remember the order of the ingredients to be put into the pan
- They sit in groups of seven and draw out a word card (yeast, water, eggs, sugar, salt, wheat meal, oil)
- If there are more words than pupils in the group one gets two cards.
- The pupil who has the first ingredient stands up and says the name, then the one who has the second etc.
- If they make mistake, they start from the beginning.
- Children swap cards and repeat the activity.



## Baking white bread with baking machine



Putting in ingredients. Each group was responsible for measuring certain ingredients.



Observing the process of kneading.



Tasting and smelling the dough



Bread is ready. Now it smells differently.



Cutting and tasting.





# Experiment with yeast



## What does yeast like?

Follow instructions

	Bottle 1	Bottle 2	Bottle 3
1.	Take an empty bottle. Mix yeast with 2 tablespoons of sugar.	Take an empty bottle. Mix yeast with 2 tablespoons of sugar.	Take an empty bottle. Mix yeast with 2 tablespoons of sugar.
2.	Add 1/2 cup of warm water	Add 1/2 cup of cold water	Add 1/2 cup of warm water
3.	Put a balloon on the mouth of the bottle.	Put a balloon on the mouth of the bottle.	Add 3 tablespoons of flour. Mix.
4.			Put a balloon on the mouth of the bottle.
5.	Wait 15 – 20 minutes. What happens? Measure the balloons.		
6.			
7.	Conclusions. What does yeast like?		
	It likes .....		
	It doesn't like .....		
8.	To bake bread you need		
	.....		
	.....		
	.....		
9.	For the experiment you needed		
	.....		
	.....		
	.....		



## Playing Memory Game

**YEAST**

**RAUGS**

**WATER**

**ŪDENS**

**CUMIN**

**ĶIMENES**

**SALT**

**SĀLS**

**SUGAR**

**CUKURS**

**FLOUR**

**MILTI**

**OIL**

**EĻĻA**

**DRY  
YEAST**

**SAUSAIS  
RAUGS**

**MILK  
POWDER**

**PIENA  
PULVERIS**

**EGG**

**OLA**

**SEEDS**

**SĒKLAS**





## Matching word with its explanation

1	yeast	a	A plant. Its seed is used for making food and beer.
2	sugar	b	The clear liquid in rivers and seas.
3	water	c	A white powder or crystal. It is in the earth and in sea water.
4	flour	d	A thick liquid made from plants or animals. It is used for cooking.
5	salt	e	A sweet food that is put in drinks and other food to make them taste sweet.
6	oil	f	A plant whose seeds are used to make flour. The seeds are called grains.
7	wheat	g	A material that makes dough become bigger.
8	barley	h	A powder made from wheat and used for baking bread.





## Arranging pictures and text to show the baking process

Pupils in groups brainstormed the order of the baking process. Then:

- Group 1 arranged pictures
- Group 2 arranged text and matched it with the appropriate picture.
- Groups discussed the result and made corrections if they were necessary.
- We used pictures and text from [sparklebox.co.uk](http://sparklebox.co.uk)





# Visiting the bakery LIEPKALNI





## Listening with key words

<b>PUT</b>	<b>YEAST</b>	<b>ADD</b>	<b>SUGAR</b>
<b>POUR</b>	<b>WATER</b>	<b>FLOUR</b>	<b>SIEVE</b>
<b>WARM PLACE</b>	<b>DOUGH</b>	<b>SALT</b>	<b>OIL</b>
<b>OVEN</b>	<b>BAKE</b>	<b>EAT</b>	<b>PAN</b>
<b>BARLEY MEAL (FLOUR)</b>	<b>WHEAT MEAL (FLOUR)</b>	<b>CUT</b>	<b>SLICE</b>

- Pupils work in groups of four.
- Each takes five word cards.
- They listen to the text and arrange the cards in the order they appear in the text.
- Repeat the text several times
- Encourage children to tell it using the key words.
- **Note.** The text is too long for retelling it at one attempt. It is better to read a chapter or two several times, then ask to tell it. Then continue with the rest of the text in the same way.



## Text for listening with key words. Recipe

Put yeast into the bowl and add a teaspoon of sugar. Add two tablespoons of warm water. Mix.

Pour warm water into the measuring glass. Pour  $\frac{1}{2}$  of the water into the bowl. Sieve barley meal (flour) into the bowl. Mix to a dough.

Gradually add all the water. Measure  $\frac{1}{3}$  of the wheat meal (flour). Sieve it into the dough. Mix.

Add salt. Mix. Put the bowl in a warm place. Leave the dough double in size.

Add olive oil. Sieve the rest of flour and knead the dough. Put the bowl in a warm place. Leave the dough double in size.

Cut the baking paper and put it into a pan.

Put the dough into the pan and let it rise for 10 minutes.

Put the pan into the oven. Bake for 35 – 40 minutes.

Take the bread out of the pan. Leave bread to cool down.

Slice the bread and eat with butter or jam.

### To bake bread you will need:

Yeast – 25 grams

Wheat meal – 200 grams

Barley meal – 150 grams

Olive oil – 1  $\frac{1}{2}$  tablespoon

Sugar – 1 tablespoon

Salt – 1 teaspoon

Water – 250 millilitres



# Text Circles

## Reading comprehension

1. Put yeast into the bowl and add a teaspoon of sugar. Add two  
-----  
tablespoons of warm water. Mix. Pour warm  
water into the measuring glass. Pour  $\frac{1}{2}$  of the water into the  
-----  
bowl. Sieve barley meal (flour) into the bowl. Mix to a dough.  
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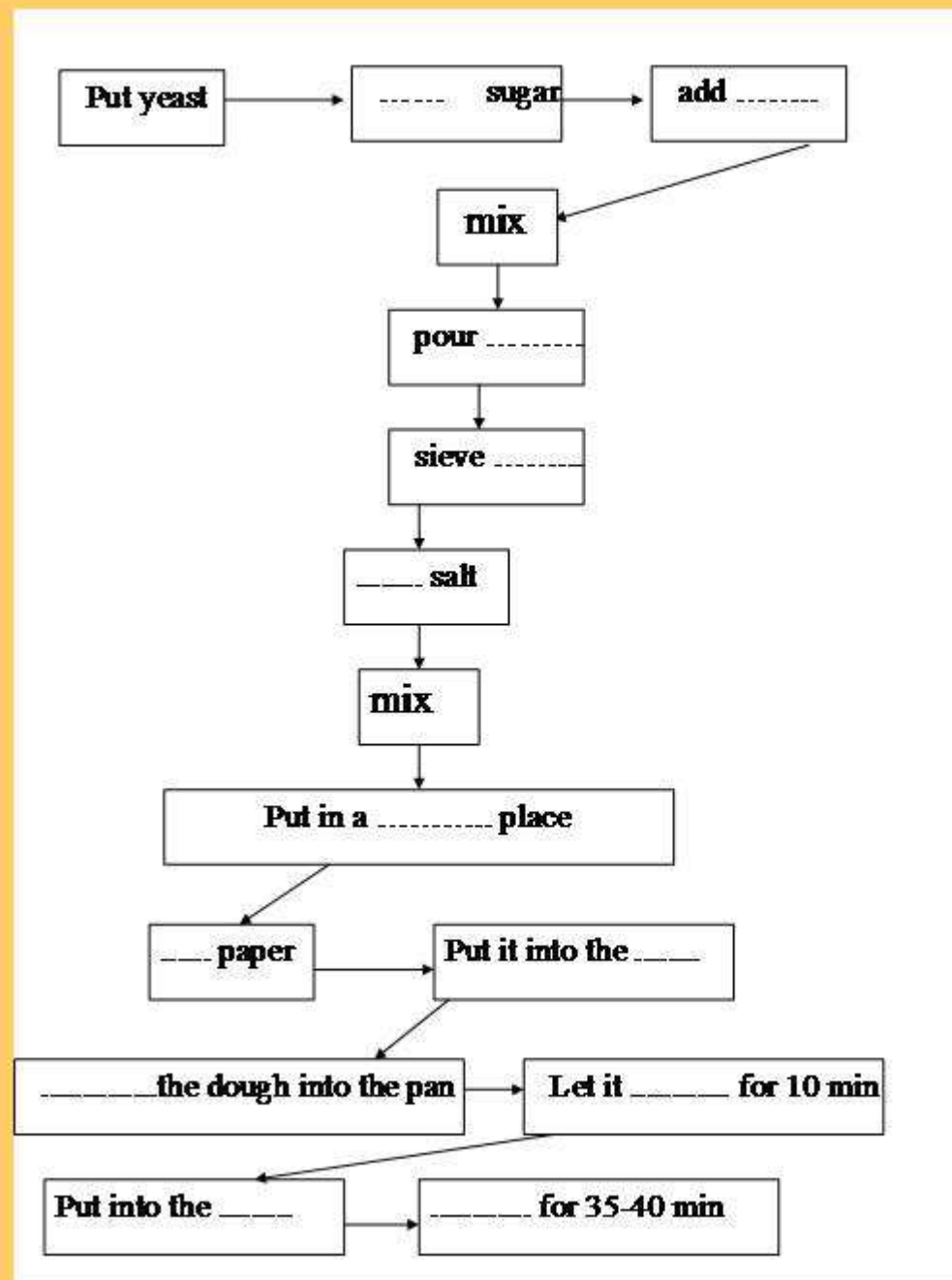
- Cut the text
- Divide pupils into pairs. Each pair gets a set of the text cards.
- Ask children to arrange the text in the appropriate order.







Reading the  
recipe and  
completing the  
graph.





Baking bread using traditional method.  
Children worked in three groups and each group  
baked a loaf of bread.





## BREAD in different languages

<b>pão</b>	<b>Portuguese</b>
<b>chleb</b>	<b>Polish</b>
<b>pa</b>	<b>Catalan</b>
<b>maize</b>	<b>Latvian</b>
<b>хлеб</b>	<b>Russian</b>
<b>bread</b>	<b>British</b>
<b>pan</b>	<b>Spanish</b>
<b>pane</b>	<b>Italian</b>
<b>pîine</b>	<b>Romanian</b>
<b>bröd</b>	<b>Swedish</b>
<b>ekmek</b>	<b>Turkish</b>
<b>brauð</b>	<b>Icelandic</b>
<b>leib</b>	<b>Estonian</b>

- Children worked in groups.
- First they tried to match country and name of the bread.
- Then they were given key for checking the answers.
- They had to discuss criteria for grouping words.
- Children agreed to group the words according to the letter the word begins.
- They used a map and found the countries on the map and came to conclusion that most neighbouring countries have similar words.
- **Suggestion.** Use a map of Europe and write the name of the bread in MT of the particular country. Then compare the words.



## Assessment

### **Self assessment** - Round table method

- Children worked in groups. They got numbers from 1 - 4. Each child had a sheet of paper.
- Number 1 wrote the title **I liked ...**
- Number 2 **I learned ...**
- Number 3 **It was difficult to ...**
- Number 4 **It was easy to learn because ...**
- They wrote the answer and passed it over to Nb 1 to Nb 2, Nb 2 to Nb 3 etc.
- Each group summarized the answers and reported them to the class.

### **Teacher's assessment:**

- Mostly it was done observing pupils on task.
- Final assessment was done observing children reading the recipe and baking bread.
- Interesting discoveries were done observing children working in cooperative groups.



## This is what children wrote

### I liked:

- excursion to the bakery;
- baking bread;
- experiment with yeast;
- playing games;

### I learned:

- to bake bread following the recipe;
- new words, ingredients;
- make dough;
- names of breads in English;

### It was difficult:

- observing the sequence of baking
- reading recipe
- experiment with yeast

### It was easy to learn because

- friends taught and helped me
- I liked doing everything
- I know English well
- I know Russian

Kan patina 1  
Ekskursija.  
mida galav.  
spilis  
Ekskursija  
cepe moisi  
gotatet moizi  
vis kop  
spilis ordes  
dnoze  
maozi on recepti  
muklos gava.

Lija greiki  
1. piece ltes.  
2. receptes.  
3. list recept.  
4. list receptes.  
5. klausit

Ko umogomos  
sept moisi pie receptes.  
list vanden.  
apt moisi  
paukus vanden  
juvats viedus par moisi  
sept moisi  
ke sastosolalar.  
cepe moisi



# Some ideas we did not manage to do



**The name of the bread**

**It is made of**

**The ingredients come from**

**How the bread is made**

**It smells**

**It looks**

**It feels**

**It tastes**

**How we eat the bread**

## Across

1. miezi
3. klaips
4. piederumi
8. milti
10. maize
11. udens
15. recepte
16. sviests
18. ella
20. sijat
23. sastavdalas
24. glaze

## Down

1. hloda
2. cept
5. siets
6. sals
7. cukurs
9. tejkarote
12. raugs
13. griest
14. merit
17. parslas
19. mikla
21. samaisit
22. pievienot

