



INDIAN NAAN BREAD

Kitchen

EST. TIME 45 minutes SEASON spring TYPE cooking

GRADE 2 | LESSON #18

? ESSENTIAL QUESTION(S)

- What are some common flatbreads around the world?
- How do grains nourish our bodies?
- How is bread made?



MATERIALS

- ☐ Recipe
- ☐ Handouts/ Visual Aids
- ☐ Equipment
- ☐ Ingredients
- ☐ Tableware
- ☐ Cleaning Tools

Abc VOCABULARY

- Grains
- Flatbread
- Leavened, unleavened
- Yeast
- Naan
- Sifter

✓ ASSESSMENT

- Observational checklist

PREPARATION (30 MINUTES)

- Gather materials, equipment, and ingredients listed above.
- Pre-make six batches of dough to be used with the first class so that it can rise for about an hour before being rolled out and baked. Then the dough that the first class mixes will rise for about an hour and be used by the second class, and so forth.
- Heat water on the stovetop to 100–110 degrees F (at least ½ cup for each small group).
- Prepare and warm clarified butter (at least ½ cup for each small group).

Note:

See Recipe for Indian Naan Bread in Recipe Section for instructions on how to make clarified butter.

TEACHER BACKGROUND

Naan is a flatbread from India, similar to pita bread. Flatbreads are made around the world and often do not use yeast (they are “unleavened”) but in this lesson students will use yeast for a puffy naan bread.

LESSON DESCRIPTION

In this lesson, students will share what they know about bread and learn about flatbreads from around the world. Students will learn about yeast and how to properly use a sifter while making naan together in their small groups. The naan will be served as part of the school-wide Feast Around the World.



Use the lesson template to create your own and share with us!

LEARNING OBJECTIVES

Content Learning Objectives

RC.2.1 Describe how traditional foods and recipes function in social contexts of families and communities, and cultural traditions and celebrations.

KTE.2.1 Use tools introduced in previous grades independently.

KTE.2.2 Name, identify, locate, and safely use new tools (sifters).

KTE.2.3 List tools in recipes.

KTE.2.4 Select the correct tool to perform and complete a task with minimal instructor input.

KTE.2.5 Explain the reason for selecting a tool for a task.

Life Skills Learning Objectives

CLS.2 Students cooperate and communicate well with each other.

CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.

ACADEMIC CONTENT STANDARD CONNECTIONS

CCSS.MATH.CONTENT.2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Social Studies: Diversity and Culture.

Social Studies: Geography.

HEALTH STANDARD CONNECTIONS

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



LESSON MATERIALS

Materials for Lesson Introduction

Handouts

- ☐ **Indian Naan Bread,**
There's a Chef in My World! (recipe, 1 copy per small group)
- ☐ Flatbread Image Flashcards
- ☐ Tool Card (1 per small group)

Equipment

For Each Small Group (of about 5 students):

- ☐ 1 set of measuring cups
- ☐ 1 set of measuring spoons
- ☐ 1 glass measuring cup
- ☐ 1 spoon
- ☐ 1 sifter
- ☐ 5 small bowls for ingredients
- ☐ 1 large mixing bowl
- ☐ 1 small mixing bowl
- ☐ 1 roll of plastic wrap
- ☐ 1 large baking sheet
- ☐ 1 paper towel (for greasing baking sheet)
- ☐ 1 rolling pin
- ☐ 2 oven mitts

For Whole Class:

- ☐ 1 instant-read thermometer
- ☐ Kettle or saucepan (to warm water)
- ☐ Oven
- ☐ Oven timer

Ingredients

For Each Small Group (of about 5 students):

- ☐ 1 teaspoon active dry yeast
- ☐ ½ teaspoon sugar
- ☐ ½ cup of warm water (100-110 degrees F on instant-read thermometer)
- ☐ 1 ¼ cups all-purpose flour (for dough)
- ☐ ¼ cup all-purpose flour (for kneading dough)
- ☐ ½ teaspoon salt
- ☐ ¼ cup of warm clarified butter (for dough)
- ☐ 1 teaspoon of clarified butter (for oil)
- ☐ 1 small tab of butter for (greasing baking sheet)

Materials for Enjoying or Storing the Food

- ☐ Air-tight plastic bag

Materials for Cleaning Up

- ☐ Dish soap
- ☐ Scrubber (for dishes)
- ☐ Drying rack
- ☐ Kitchen towels
- ☐ Sponge (for counters)
- ☐ Broom and dustpan

PREPARE TO COOK (5 MIN)

Have students tie hair back, wash hands, put on aprons (if relevant) and take their seats.

RECIPE INTRODUCTION (5 MINUTES)

1. Explain to students that they will be baking bread and review the main ingredients to make dough for the bread: flour and water. Then, introduce the concept of flavor enhancers and explain how salt and butter, which is a fat, can be used to enhance flavor. Next, explain how leavening agents are added to dough to make it rise. Leavening agents create gas which gets trapped in the dough to form tiny bubbles. When the dough is heated in the oven, the tiny gas bubbles rise like hot air balloons and make the “bread rise”. One leavening agent is called yeast. **Yeast** is a tiny living fungus (like mushrooms!) that likes to eat sugar. When yeast eats sugar, it releases carbon dioxide (humans release carbon dioxide when they breathe out or exhale).
2. Remind students that **grains** nourish our bodies by providing energy in the form of carbohydrates. It is recommended that grains make up a quarter of your plate for each meal.
3. Explain to students that they will be making a certain type of bread called a **flatbread**. Many flatbreads are **unleavened**, meaning they do not use yeast (however, the recipe used today will include yeast).
4. Show students images of flatbreads from around the world using the flatbread flashcards.
5. Explain to students that today they will be making **naan**, a flatbread from India.

FLATBREAD	COUNTRY OF ORIGIN
Foccacia	Italy
Lavash	Armenia
Pita Bread	Greece
Roti	Pakistan
Chipati	India
Arepa	Columbia
Tortilla	Mexico
Naan	India



See “Teaching Strategies” in Appendix section for more information on helping students divide up tasks effectively.

REVIEW FAMILIAR SKILLS (7 MINUTES)

1. Model for students where to find and how to collect the tools their group will need, listed on their tool card. Have students work as a team to retrieve all tools and bring them back to their cooking station.

- 1 set of measuring cups
- 1 set of measuring spoons
- 1 spoon
- 1 sifter
- 5 small bowls for ingredients
- 1 large mixing bowl
- 1 small mixing bowl
- 1 roll of plastic wrap
- 1 large baking sheet
- 1 rolling pin

2. Model for students where to find and how to measure each of the ingredients to place in small bowls at their cooking stations.

- 1 teaspoon active dry yeast
- ½ teaspoon sugar
- ½ cup of warm water (100–110 degrees F on instant read thermometer)
- 1 ¼ cups all-purpose flour (for dough)
- ¼ cup all-purpose flour (for kneading dough)
- ½ teaspoon salt
- ¼ cup of warm clarified butter (for dough)
- 1 teaspoon of clarified butter (for oil)

Have students work as a team to measure all ingredients and bring them back to their cooking station. When all of the groups have collected their ingredients, ingredients should be put back away where they are stored.

3. Introduce the idea of “mise en place” to the teams. It refers to the setup required before cooking, and is often used in kitchens to refer to organizing and arranging the ingredients that a cook will need to complete the menu. Provide time for small groups to create their “mise en place” at their cooking station to be prepared to move forward with directions.



(MEEZ ahn plahs) is a French culinary phrase which means “putting in place” or “everything in its place.”

Note:

While the teams are working, scoop ½ cup of warm water from the stovetop (100–110 degrees F) into glass measuring cups and deliver to each small group.

DEMONSTRATE NEW TOOLS AND SKILLS (5 MINUTES)

1. Review with students how the naan will use yeast to rise. The carbon dioxide released by yeast causes the dough to expand as the gas forms pockets or bubbles. When the dough is baked, the yeast dies and the air pockets “set,” giving the baked product a soft and spongy texture.
2. Model for students how to combine the yeast and sugar, then add the warm water and stir well. Explain to students that they will then let the mixture rest until it’s foamy, for about 5–10 minutes. Provide students with time in their small groups to divide then execute tasks before returning their attention back to the whole group.
3. Explain to students that a **sifter** is a tool used to separate and break up clumps in dry ingredients such as flour, as well as to mix ingredients and mix in air.
4. Model for students how to sift together the flour and salt into the large mixing bowl. Provide students with time in their small groups to divide then execute tasks before returning their attention back to the whole group.


DIVVY UP TASKS (10 MINUTES)

1. Model for students how to make a well in the center of the flour with clean hands and pour the yeast mixture and $\frac{1}{4}$ cup of clarified butter into the center. Demonstrate how to mix together with your fingers until a smooth dough forms that is slightly sticky (add a small amount of extra flour, if needed).
2. Model for students how to lightly flour their surface before transferring the dough to knead for about 3 minutes.
3. Model for students how to oil a small mixing bowl with the remaining 1 teaspoon of clarified butter. Then place the dough in the bowl and turn to coat. Lastly, cover the bowl with plastic wrap and put it aside for it to rise. Explain to students that the dough they created will almost double in size and will be ready for the next class to bake.

Note:

Provide students time in their small groups after each step in DIVVY UP TASKS to divide and then execute tasks before returning their attention back to the whole group.

COOK! (8 MINUTES)


1. Explain to students that the last class (or you) made the dough for them to bake and it has been rising for about an hour. It should be about double the size of the dough they set aside.
2. Show students how to position the rack in the center of the oven and preheat the oven to 400 degrees F. Then, model for students how to lightly grease a large baking sheet using butter and a paper towel. Model for students how to divide the dough into 6 equal pieces, transfer it to their lightly floured work surface, and gently roll them with a lightly floured rolling pin until they are in a circle of about 5 or 6 inches diameter. Lastly, model for students how to transfer the dough circles to the prepared baking sheet. Provide students with time in their small groups to divide then execute tasks before returning their attention back to the whole group.
-  3. As students work in their small groups, remember to use the cooking and cleaning observational checklist to assess students' mastery of cooking skills.
4. When all of the dough circles are placed on the prepared baking sheet, carefully put the baking sheets in the oven, and set the timer for 12 minutes for their first check (it may take up to 15 minutes to bake).

CLEAN UP (5 MINUTES)

1. As the naan is in the oven, model clean up tasks for students, such as washing dishes, wiping cooking stations, sweeping the floor around the cooking station, etc. Demonstrate specifically how to clean new tools, such as the sifters. Also, model for students how to prepare the naan for storage when it comes out of the oven. Provide students with time in their small groups to divide then execute tasks before returning their attention back to the whole group.

Note:

As soon as naan cools, store in the refrigerator for up to 3 days in airtight plastic bag so that it doesn't have time to dry out. Reheat in foil pouches over open flame or reheat in oven at 350 degrees F for 10 to 12 minutes.

-  2. As students work in their small groups, remember to use the cooking and cleaning observational checklist to assess students' mastery of cleaning skills.

ENJOY!

Remove naan from oven, cool and store to enjoy with Vegetable Curry at the Feast Around the World.

REFLECT (5 MINUTES)

1. Recognize specific students' behaviors that aligned with being the best for themselves, their communities, and their environment. Specifically, ask students to reflect on how they showed cooperation and how they communicated in their small groups.
2. Review the essential question, "How is Bread Made?" by providing partner groups with this list of nouns to include in a description of the process.

- yeast
- sugar
- water
- salt
- flour
- butter
- rolling pin
- sifter
- baking sheet
- oven

Ask students to list the verbs they used in their description.

CONNECTIONS TO GARDEN LESSONS

Offer fresh herbs from the garden as an optional garnish on the side, particularly if you grew any herbs common in India in your Herbs of the World bed. Bring compost out to the garden. Serve the final feast out in the garden.

POSSIBLE EXTENSIONS

Community: Ask students if they have family members from India. If so, invite them in to share a favorite recipe from the region.

ADDITIONAL RESOURCES

- *The River Cottage Bread Handbook* by Daniel Stevens
- *The Hot Bread Kitchen Cookbook: Artisanal Baking from Around the World* by Jessamyn Waldman Rodriguez and Julia Turshen

FLATBREAD FLASHCARDS

FRONT



FOCCACIA

ITALY 



BACK

FLATBREAD FLASHCARDS

FRONT



LAVASH

ARMENIA 



BACK

FLATBREAD FLASHCARDS

FRONT



PITA BREAD

GREECE 



BACK

FLATBREAD FLASHCARDS

FRONT



BACK



FLATBREAD FLASHCARDS

FRONT



CHIPATI

INDIA 



BACK

FLATBREAD FLASHCARDS

FRONT



AREPA

COLUMBIA 



BACK

FLATBREAD FLASHCARDS

FRONT



TORTILLA

MEXICO 



BACK

FLATBREAD FLASHCARDS

FRONT



INDIA 



BACK

TOOL CARD



set of measuring cups



set of measuring spoons



spoon



sifter



small bowls for ingredients



large mixing bowl



small mixing bowl



roll of plastic wrap



large baking sheet



rolling pin