

Rooftop Sandwich

Objective

Students will create books showing the main ingredients of a peanut butter and jelly sandwich. Students will use their five senses to explore peanut butter. Students will give and follow directions to make a peanut butter and jelly sandwich and write about their experiences.

Procedures

1. Ask students if they have ever helped make sandwiches for snacks or meals. Brainstorm the kinds of sandwiches students have helped make, and list them on the chalkboard. Make sure peanut butter and jelly sandwiches are included on the list.
 - Students will look at the list and figure out which kind of sandwich might be called a “rooftop sandwich.” (Peanut butter, because it sticks to the roof of your mouth.) Ask students what peanut butter is made from.
2. Hand out copies of the student worksheets.
 - Students will use the blank page on the worksheet to draw ingredients they like to add to their peanut butter and jelly sandwiches.
 - Students will write about the food item they drew in the booklet.
 - Students will color all the sandwich parts on the student worksheet.
 - Students will cut out all the sandwich parts and arrange them in order.
 - Students will staple their books together to create peanut butter and jelly books.
 - After students have completed their books, read each page aloud as students follow silently along. Discuss the statement on each page.
3. Lead a discussion in which you ask students why peanut butter sticks to the roof of your mouth. Invite your school’s speech pathologist to class to talk about the hard and soft palates and their functions.
4. Pair students up to make peanut butter and jelly sandwiches.
 - One student will turn his or her back and tell the other how to make the sandwich without looking. The other student will do EXACTLY what the other student says. (For example, if Student # 1 says “Put peanut butter on bread,” Student # 2 should use his or her hand, unless told to use a knife.)
 - Students will write about their experiences making a sandwich from the directions given by their partners.
5. Hold taste tests of different brands of peanut butter, smooth or chunky, natural or name brand. Use a bar graph to record the results.
 - Students will use their five senses to describe the various brands of peanut butter.
 - Students will create a Venn diagram to compare the various brands of peanut butter.

Oklahoma Academic Standards

PRE-KINDERGARTEN
Speaking and Listening:
R.1,2,3,4. Print Concepts:
2,3. Reading and Writing
Process: R; W. Critical
Writing
Data & Probability: 1.1,2

KINDERGARTEN
Speaking and Listening:
R.1,2,3,4. Print Concepts:
2,3. Reading and Writing
Process: R.1,2; W.1.
Critical Writing
Data & Probability: 1.1,2,3

GRADE 1
Speaking and Listening:
R.1,2,3,4. Print Concepts:
1. Reading and Writing
Process: R.1; W.2. Critical
Writing: 2
Data & Probability: 1.1,2,3

GRADE 2
Speaking and Listening:
R.1,2,3,4. Print Concepts:
Reading and Writing
Process: W.1. Critical
Writing: 2
Data & Probability: 1.1,2,3

Baby Peanut Plants

Bread is made from wheat. Oklahoma farmers grow the kind of wheat used to make bread.

Jelly is made from fruit. There are many flavors of jelly. Strawberry, blackberry and grape are just a few.

Color and cut out the peanut butter, jelly and bread to make your bread book. Use the blank page to draw another food you like to add to peanut butter and jelly sandwiches.

Bread makes your body strong. You get fiber and vitamins when you eat bread.

Peanut butter is made from peanuts. Peanut butter can be smooth or chunky.