

Sandwich Feast

Objective

After reading about sandwiches, students will participate in creative writing experiences including poetry and similes; practice using guide words; use sandwiches to create fractions; and create graphs to show the favorite sandwiches for the school.

Background

When you think about eating lunch, what food comes to mind? If your answer is a sandwich then you are like most Americans. The average American eats 193 sandwiches in a year. Americans eat more than 300 million sandwiches each and every day! If you want to celebrate with other Americans you can eat a sandwich on National Sandwich Day, which is November 3. Have you ever wondered how sandwiches came to be so popular? The origin of sandwiches can be traced back to the 1700s.

John Montague, born in 1718, was an English nobleman who loved to play cards. Once, in 1762, he played cards at a men's club in London for 24 hours straight. He didn't want to push his luck by leaving the table to eat, so he asked that some roasted meats and cheeses be brought to him between two slices of bread so that he could hold his food in one hand and his cards in the other. The new food, the sandwich, was named for him, the Earl of Sandwich. Montague's timesaving nourishment idea caught on quickly and changed the eating habits of people forever.

Today we eat several types of sandwiches. The all-time American favorite is the ham sandwich. Another popular sandwich is the peanut butter and jelly sandwich. The average child will eat 1500 peanut butter and jelly sandwiches before graduating high school! Oklahoma City held the title for the World's Largest PB&J Sandwich from September 2002 until November 2010. The sandwich weighed 900 pounds!

No matter what your favorite sandwich might be, you will need agriculture to be able to eat it. Think about sandwich essentials: bread comes from wheat; ham comes from pork; peanut butter comes from peanuts; cheese comes from dairy cows; jelly comes from fruit; tomatoes, lettuce and pickles are all vegetables. Thankfully, we have farmers and ranchers working hard to provide the ingredients we need to enjoy a delicious sandwich for lunch!

English Language Arts

1. Read aloud Shel Silverstein's "Recipe For a Hippopotamus Sandwich," from *Where the Sidewalk Ends*.
 - Students will identify words or phrases in the poem that suggest feelings or appeal to the senses.
 - Discuss the rhythm of the poem.
 - Students will identify the rhyming words in the poem.
2. Students will use the sandwich cutout pattern provided with this lesson to

Oklahoma Academic Standards

GRADE 2

Speaking and Listening: R.1,2,3,4; W.1,2. Critical Reading and Writing: R.4,7; W.2. Vocabulary: R.5. Language: W.1. Number & Operations: 2.2,5; 3.1,2. Data: 1.2

GRADE 3

Speaking and Listening: R.1,2,3; W.1,2. Critical Reading and Writing: R.4,7; W.2. Vocabulary: R.5. Language: W.1. Number & Operations: 2.2,5. Data: 1.1

GRADE 4

Speaking and Listening: R.1,2,3; W.1,2. Critical Reading and Writing: R.4,7; W.2. Vocabulary: R.5. Language: W.2. Number & Operations: 1.5. Data: 1.1

GRADE 5

Speaking and Listening: R.1,2,3; W.1,2. Critical Reading and Writing: R.4. W.2. Vocabulary: R.5. Language: W.1. Number & Operations: 1.4

Materials

permanent marker

sandwich bags

index cards

lunchbox

Sandwich Song

tune: “Old Macdonald
Had a Farm”

Let’s all make a big sandwich
Yummy, yummy, yum!
And on it we will put some cheese
Yummy, yummy, yum!

With a little cheese here,
and a little cheese there,
Here cheese, there cheese,
everywhere cheese, cheese!

Let’s all make a big sandwich
Yummy, yummy, yum

(Additional verses:
Substitute mustard,
ketchup, pickles, lettuce,
ham, chicken, etc. for
cheese.)

make sandwich-shaped booklets containing six or more blank cutouts.

—The student will write the title, “A One-Of-a-Kind Sandwich” and his/her name on the top cutout.

—On each of the remaining cutouts, the student will describe and illustrate a different sandwich stuffer. Students will describe traditional and nontraditional ingredients.

—When the booklet pages are completed, the student will decorate the front and back of the booklet as desired.

3. Punctuation Practice

—Using a permanent marker, write punctuation marks as desired on sandwich bags.

—Cut out several cards cut to look like bread slices.

—On each card, write a sentence and omit one punctuation mark.

—Write the answers on the backs of the cutouts for self-checking.

—Laminate the cutouts for durability.

—Store the cutouts and bags in a lunchbox.

—Students will read the sentences, identify the missing punctuation mark, and pack the cutout in the correct sandwich bag.

4. Students will list the ingredients of their favorite sandwiches and explain how it relates to agriculture.

5. Duplicate the bread template provided.

—Students will write sight words, vocabulary words, spelling words, etc., on each slice.

—Students will create sandwiches they can read.

6. Simile Sandwich

—Students will cut construction paper to represent the ingredients of their favorite sandwiches.

—On each ingredient the student will write a simile. For instance: “Cheese is as yellow as a sunflower.” Or “Ham is pink like a calf’s nose.”

7. Guide Words

—Hand out copies of the Guide Words worksheet.

—Review guide words.

—Students will complete the worksheet.

8. Students will sit in a circle to play a game, “I’m Making a Sandwich.”

—The leader begins by saying, “I’m making a sandwich, and I need a slice of bread.”

—The next person repeats what has been said and adds something else to the sandwich—mayonnaise, mustard, ketchup, peanut butter, ham, lettuce, etc.

—The next person lists both items and adds another sandwich filling.

—Encourage creativity and discourage duplication.

—The teacher may have to prompt class members every now and then as the sandwich grows.

9. Students will plan and conduct a Sandwich Feast

—As a class, students will brainstorm to list possible sandwich ingredients.

—Students will list all the possible combinations of the ingredients in groups of 3-5.

—Students will each design an unusual sandwich from 3-5 of the ingredients listed.

—Students will name their sandwiches.

—Students will write detailed directions for making their sandwiches.

—Students will work in groups to create menus of the sandwiches.

—Students will write advertisements for their sandwiches in poem, song, or paragraph form.

—Students will share their advertisements with the class.

—Students will bring ingredients to class for a sandwich feast.

—Students will wash their hands and put on food handling gloves.

—Each student will follow the directions written by another student to make one of the sandwiches on the menu.

—Students will determine how many pieces they would have if they cut the sandwiches into halves, quarters, etc.

—Students will decide how to cut the sandwiches for sampling.

—Students will cut sandwiches into sample sizes.

—Students will sample the sandwiches.

—Students will record their impressions of the sandwiches based on sight, smell and taste.

—Students will vote by secret ballot to decide which sandwich is the favorite.

—Students will develop appropriate graphs to analyze the results of their vote.

Math

1. Students will poll other classes in the school to determine the school's favorite sandwich.

—Students will create a graph to show the results of their school survey.

2. Students will practice cutting the bread template provided into halves, thirds, and fourths.

3. Duplicate the bread template provided and create a math fact game for the students to practice their math facts.

Extra Reading

Butterworth, Chris, and Lucia Gaggiotti, *How Did That Get in My Lunchbox?: The Story of Food*, Candlewick, 2011.

Durant, Alan, and Mei Matsuoka, *Burger Boy*, Clarion, 2006.

Lee, Brenda Cartee, *Lunch at the Zoo*, Little Cottage, 2003

Silverstein, Shel, *Where the Sidewalk Ends*, HarperCollins, 2004.

Vocabulary

agriculture— the science or occupation of cultivating the soil, producing crops, and raising livestock

celebrate— to observe in some special way

essential— important in the highest degree

habit—a way of behaving that has become fixed by being repeated often

ingredient— one of the substances that make up a mixture

luck— whatever happens to a person apparently by chance

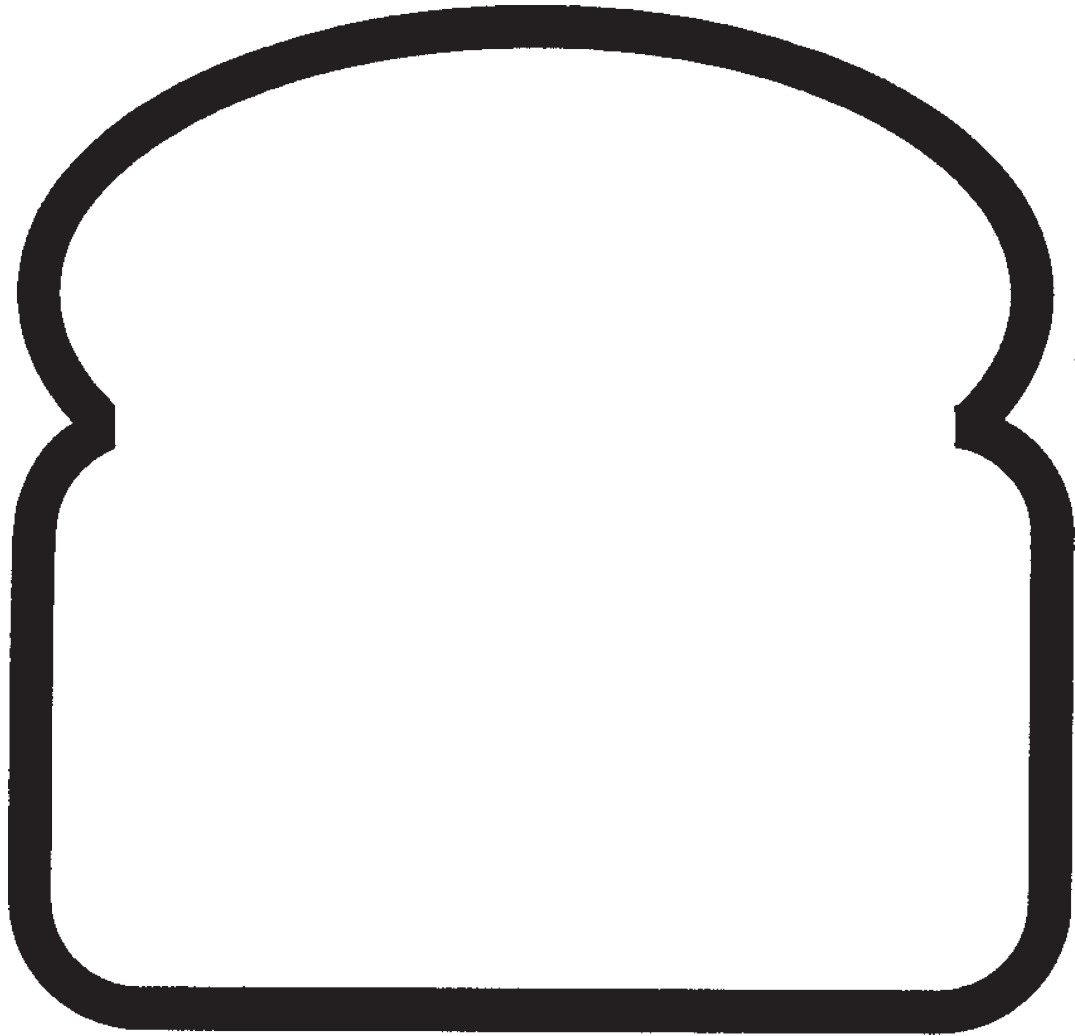
nourish—to provide with food

nourishment—something that nourishes: food

origin— a rising, beginning, or coming from a source

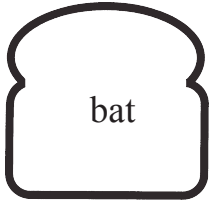
sandwich—two or more slices of bread or a split roll having a filling in between

Bread Slice

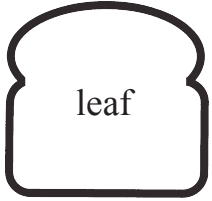
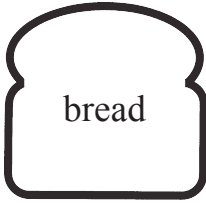


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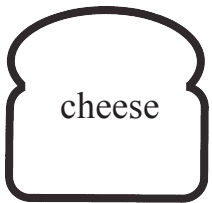
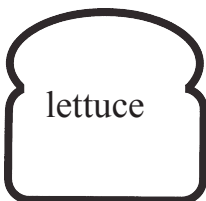
Build a Sandwich: Using Guide Words



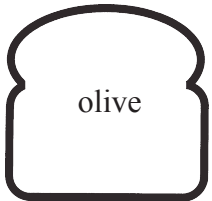
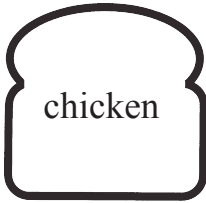
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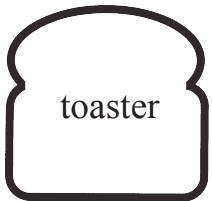
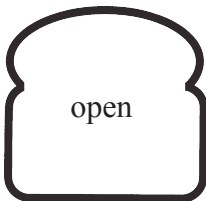
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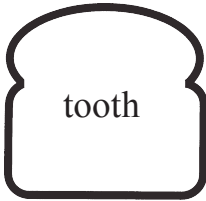


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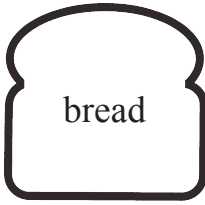
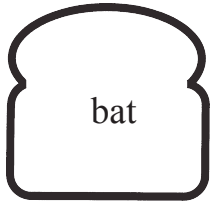
Guide words are the words at the top of a dictionary page to help you find entry words. They are the first and last words you will find on that page. All words on the page will fit between those guide words alphabetically.

Just as you put things between slices of bread for a sandwich, think of finding words between the two guide words.

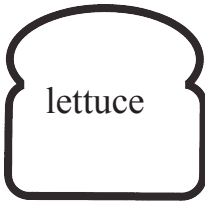
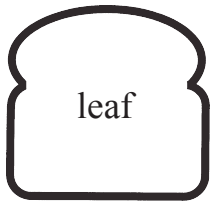
What comes between the bread slices? Circle the word(s) that will fit between the two guide words.

Name _____

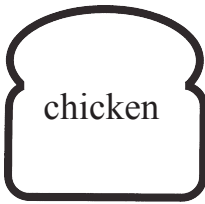
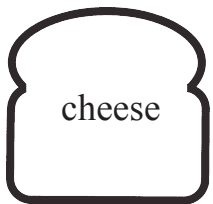
Build a Sandwich: Using Guide Words (answers)



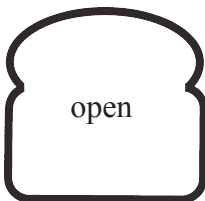
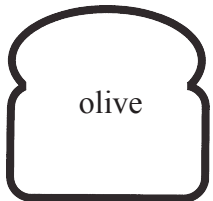
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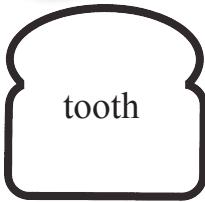
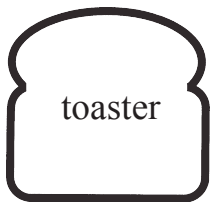
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What comes between the bread slices? Circle the word(s) that will fit between the two guide words.