

Rooftop Sandwich

Skills: Language Arts

Objective: Students will create books showing the main ingredients of a peanut butter and jelly sandwich.

Background

Americans buy over 800 million pounds of peanut butter each year—enough to coat the floor of the Grand Canyon. Our enthusiasm for the sticky substance isn't shared by the rest of the world, however. Very little peanut butter is consumed outside the United States.

The standard recipe for manufactured peanut butter calls for 90 percent peanuts, 10 percent salt, natural sweeteners and some kind of vegetable oil.

Peanut butter is full of good things for the growing body. In fact, peanut butter was invented around 1890 by a St. Louis doctor who was looking for a nutritious, inexpensive food for elderly people to eat. It wasn't coupled with jelly until the 1920s. After that, people began adding all kinds of things to peanut butter and jelly sandwiches. Some additions include bacon, bananas, chocolate chips, pickles, raisins and raw onions.

Peanut butter slices, wrapped individually like American cheese, are now available in many grocery stores. These are an Oklahoma invention, developed at Oklahoma State University's Food and Technology Center.

Language Arts

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.
2. Ask students to 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. Read and discuss background material.
3. Hand out student worksheets.
 - Direct students to use the blank page on the worksheet to draw ingredients they like to add to their peanut butter and jelly sandwiches.
 - Have students color all the sandwich parts on the student worksheet.
 - Have students cut out all the sandwich parts and arrange them in order.
 - Have students staple their books together to create peanut butter and jelly books.
 - After students have completed their books, read each page aloud as

P.A.S.S.

KINDERGARTEN

Reading—1.1,4; 4.1; 5.2

Writing—1.1,3

Oral Language—1; 2.1; 3

GRADE 1

Reading—6.1b,3a

Writing—1.1; 2.5

Oral Language—1.2; 2.1,2

GRADE 2

Reading—5.1b

Writing—1.3

Oral Language—1.2; 2.1,3

GRADE 3

Reading—2.1; 4.1b,3a

Writing—1.1,5; 2.1

Oral Language—1.2; 2.1,5

Materials

crayons

scissors

stapler

Oklahoma Ag in the Classroom is a program of the Oklahoma Cooperative Extension Service, 4-H Youth Development, in cooperation with the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education.

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Vocabulary

banana—a treelike tropical plant with large leaves and flower clusters that develop into a bunch of finger-shaped fruit which are usually yellow when ripe; also : its fruit

bread—a baked food made of flour or meal

consume—eat or drink up.

jelly—a food with a soft elastic consistency due usually to gelatin or pectin; especially : a fruit product made by boiling sugar and the juice of fruit

peanut—a plant of the legume family that has yellow flowers and is grown for its underground pods of oily nut-like edible seeds which yield peanut oil or are crushed to make peanut butter

nutritious—providing nutrients needed for good health

standard—something set up by authority or by general consent as a rule for measuring or as a model

Creamy Peanut Butter Macarons

Mix three cups flaked coconut, 1/2 cup creamy peanut butter and one can condensed milk. Stir ingredients together. Spoon the mixture onto a lightly greased cookie sheet by rounded teaspoonfuls. Bake at 350 degrees for 13 minutes. Cool and serve with milk. Makes about five dozen cookies.

- students follow silently along. Discuss the statement on each page.
4. 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.
 5. Pair students up to make peanut butter and jelly sandwiches. Have one student turn his or her back, and tell the other how to make the sandwich without looking. Have the other student 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.)

Science

1. Hold taste tests of different brands of peanut butter, smooth or chunky, natural or name brand. Use a bar graph to record the results.

Extra Reading

Erlbach, Arlene, *Peanut Butter*, Lerner, 1995.

Maccarone, Grade, *The Lunch Box Surprise*, Scholastic, 1995.

Micucci, Charles, *Life and Times of the Peanut*, Houghton Mifflin, 1997.

Ralph, Judy, and Craig Terlson, *The Peanut Butter Cookbook for Kids, Vol. 1*, Hyperion, 1995.

Name _____

Rooftop Sandwich

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.

