Rooftop Sandwich

Objective
Students will create books showing the main ingredients of a peanut butter and jelly sandwich. Students will use their 5 senses to explore peanut butter. Students will give and follow directions to make a pbj sandwich and write about their experience.

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. 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. Read and discuss background and vocabulary.
3. Hand out 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 that 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

Oklahoma C3 Standards

KINDERGARTEN
Science Process—1.3
Physical Science—1.1
COMMON CORE
Language Arts—K.RIT.4;
K.RFS.1bc, 3c; K.W.1, 2, 3; K.SL.5,6

GRADE 1
Science Process—1.2; 2.1; 4.1,3
Physical Science—1.2
COMMON CORE
Language Arts—1.RL.2;
1.RIT.2,7; 1.W.3; 1.SL.4,5;
1.L.1d,2

GRADE 2
Science Process—1.2; 2.1; 4.1,3
COMMON CORE
Language Arts—2.W.3;
2.SL.6; 2.L.1,3

GRADE 3
Science Process—1.2; 2.1; 4.1,3
Physical Science—1
COMMON CORE
Language Arts—3.RIT.1,2;
3.W.1ab, 4; 3.SL.3,4,6;
3.L.3

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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.
   — 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.

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.
   — 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.

Extra Reading


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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 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.

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 and chunky.