

Sandwich Feast

Background

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 time-saving nourishment idea caught on quickly and changed the eating habits of people forever.

Language Arts/Math

1. Read aloud Shel Silverstein's "Recipe For A Hippopotamus Sandwich," from *Where the Sidewalk Ends*.
 - Students will use the sandwich cutout pattern provided with this lesson to 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 illustrates a different sandwich stuffer. Encourage students to describe traditional and nontraditional ingredients.
 - When the booklet pages are completed, the student will decorate the front and back of the booklet as desired.
2. 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.
3. Guide Words
 - Hand out copies of the Guide Words worksheet.
 - Review guide words.
 - Students will complete the worksheet.
4. 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

P.A.S.S.

PREKINDERGARTEN

Creative Skills—1.1

Oral Language—1.1; 3.2

Writing—9.1,3

KINDERGARTEN

Reading—1.1,4

Writing—1.1,2,3

Oral Language—1.2

GRADE 1

Writing—1.1,4; 2.1,5; 3.3

Oral Language—3.1,2

Math Process—1.1,2; 2.3; 4.4; 5.1,2

Math Content—5.1,2

GRADE 2

Reading—7.1c

Writing—2.1; 3.3

Oral Language—3.1

Math Process—1.1,2; 2.3; 4.4; 5.1,2

Math Content—5.2

GRADE 3

Reading—6.1b

Writing—2.1,2,3ab; 3.3

Oral Language—3.1.

Visual Literacy—3

Math Process—1.1,2; 2.3; 4.4; 5.1,2

Math Content—2.2b; 5.1abc,2b

GRADE 4

Reading—5.1a

Writing—1.5; 2.,1,2; 3.3

Oral Language—3.1.

Visual Literacy—3

Math Process—1.1,2; 2.3; 4.4; 5.1,2

Math Content—2.3b; 5.1ab

GRADE 5

Writing—1.3,6; 2.1,5; 3.3

Oral Language—3.1

Visual Literacy—3

Math Process—1.1,2; 2.3; 4.4; 5.1,2

Math Content—5.1abd

Materials

permanent marker

sandwich bags

index cards

lunchbox

Sandwich Song

Tune: "Old MacDonald
Had a Farm"

Let's all make a big sand-
wich

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 sand-
wich

Yummy, yummy, yum

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

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 avoid duplication.

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

5. 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.

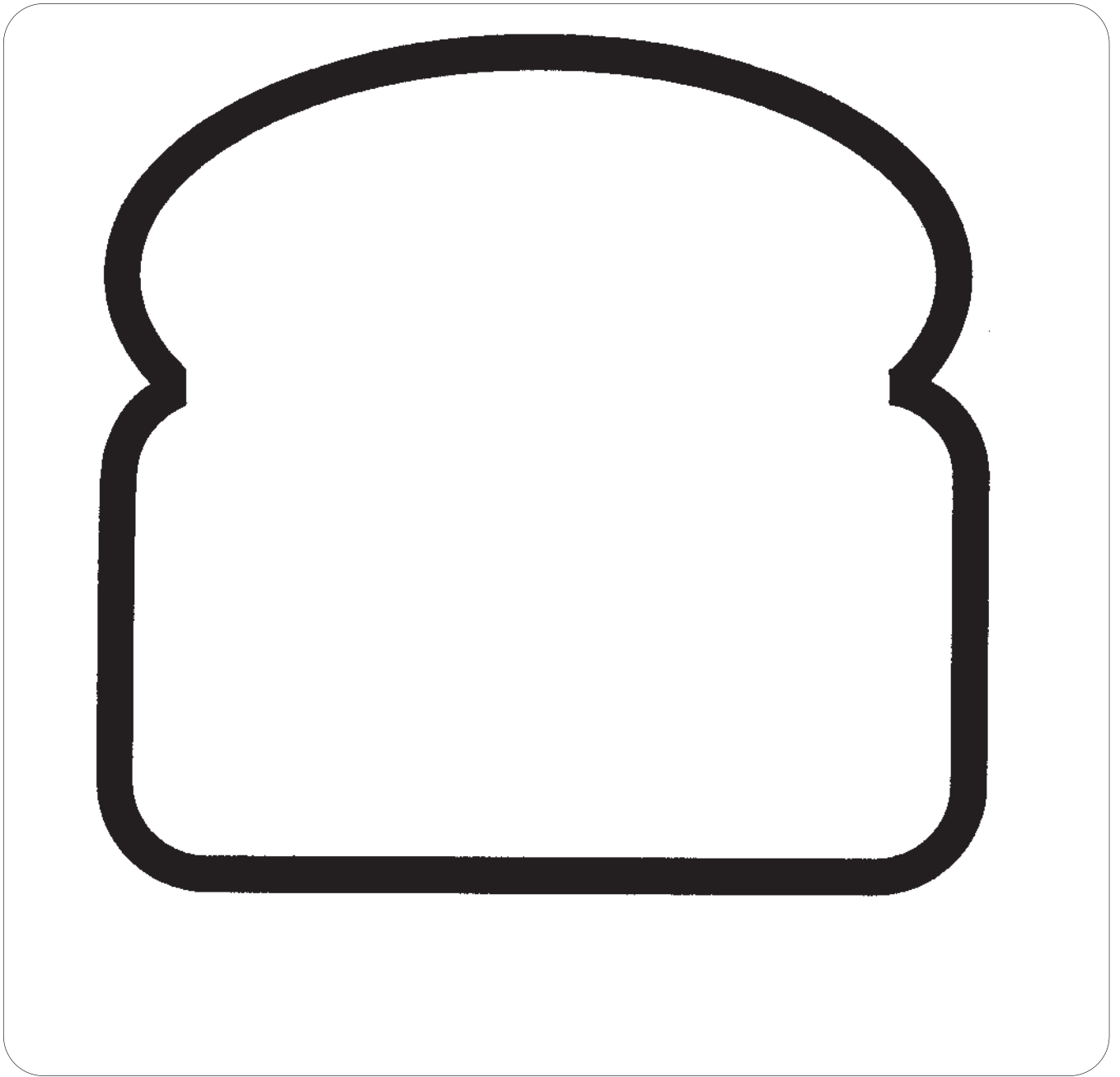
Extra Reading

Gershator, Davis, *Bread is for Eating*, Henry Holt, 1998.

Pelham, David, *Sam's Sandwich*, Dutton, 1991.

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

Sandwich Pattern



Name _____

Build a Sandwich: Using Guide Words



band beat broom



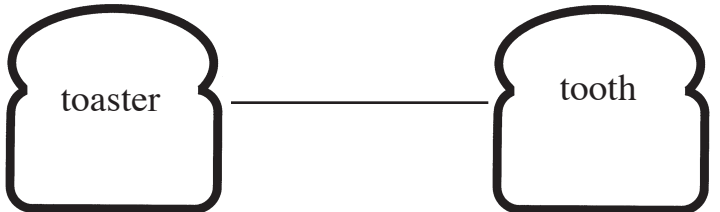
layer learn lucky



club child chew



okra onion orbit one opal



to tomato tie taste together tongue

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?
What word will fit between the two **guide words**?