

# Baking with Whole Grains

A Comprehensive Home Economics  
Unit Study



## Student Notebook

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## *Sue Gregg Cookbooks*

**Introduction to Whole Grain Baking**, first edition w/**PowerPoint Demo**

**Main Dishes**, third edition

**Soups & Muffins**, second edition

**Meals in Minutes**, fifth edition

**Lunches & Snacks**, third edition

**Breakfasts**, third edition

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**Russian Cookbook**, Russian/English

(*Healthy Recipes with Nutrition Basics*)

## *Curriculum*

**Taste & Tell, An Introduction to Whole Foods** w/**PowerPoint Demo**

**Lunches & Snack** w/**CD Demo**

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## PREFACE

The title of *Baking with Whole Grains* is descriptive of the *thematic focus* of this course. It is intended to present the subject in-depth so that the student gains the essentials for making a permanent lifestyle commitment to whole grain baking. It is action-centered, not academic-centered. That is, information gathering is supplemental to and supportive of food preparation. The lessons are designed to develop a sense of being at home with whole grain baking. This is very much needed in today's confusing food world that is deeply inadequate to meet our nutritional needs. We have much cultural baggage to unlearn as well as much to learn. For example, most, if not all, of the existing home economics food curricula available for home schooling is still primarily focused on the typical American way of doing things in food preparation and nutrition. There are some good things in them, but too little in promoting many nutritional changes that need to be made. As such, they continue to promote what basically needs to be unlearned if we are to take better advantage of food's contribution to our health and well being. Thus, this course is definitely counterculture even in the home schooling movement and worldwide. It takes strong commitment and confidence to go against the prevailing winds of doing things, especially when the majority of us, even Christians, are blissfully blown about by them ourselves. We pride ourselves in resisting the world system, yet, as believers, we are far behind in so doing as far as food and nutrition are concerned. The aim of this course is to put some in-depth action into changing this picture. While not claiming to have all the answers, I present to you what is well grounded in careful research and in biblical truth.

As a unit study, *Baking with Whole Grains* also provides practical experiences in many facets of homemaking, building skills that will be used for a lifetime in all other areas of both food preparation and homemaking. These include the following:

Artistry:	Recipe & menu presentation; Photo portfolio project
Biblical Focus Building:	Key scripture memorization Biblical perspectives family discussions Exploring origin of grains Journaling thoughts
Exploring Food Costs:	Understanding economy of whole grains Homebaked and commercial yeast bread cost comparison Exploring hidden costs of poor nutrition
Food Preparation Skills:	Two-stage process of grain preparation, yeast breads, sourdough, muffin making, blender batters, sprouting grain
Food Storage Management:	Storing and caring for whole grains and oils
History:	Exploring history of grains and dietary fiber Historical basis for two-stage preparation of grains
Home Design:	Establishing a bake center in the kitchen
Internet Research:	Mills, kneaders, salt





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Hospitality:	Evaluating recipes with family members Hosting a guest event Planning food preparation and service around family schedules, needs and interests
Kitchen equipment:	Developing accuracy, convenience and safety habits Use of blender in blender batter recipes with whole grains
Kitchen safety:	Developing accuracy, convenience and safety habits
Mathematics:	Memorizing and calculating measurement equivalents Calculating cost of a recipe from unit measures and costs of ingredients Working with point system additions
Meal Management:	Menu planning and serving with selected recipes
Ministry Awareness:	Using food as a bridge to the gospel Practicing hospitality Meeting family nutritional needs Teaching others
Nutrition:	Grains, dairy, dairy alternatives, fats, sweeteners, salt, nuts and seeds, dietary fiber, leavenings, working with allergies
Organizational Skills:	Scheduling for unit lessons and recipe preparation Developing accuracy, convenience and safety habits
Reading:	Reading detailed instructions and recipes chronologically with care
Record Keeping:	Photo Portfolio; Personal journal writing
Speaking:	Performing a planned demonstration before a group
Shopping:	Shopping survey of health food store, supermarket, mail order, label reading, use of internet
Teaching:	Teaching a recipe to a friend Sharing by planned demonstration

The most difficult part of whole foods preparation is baking with whole grains. When you have completed this course, you will have gained confidence and skills for successfully tackling almost any recipe in any area of food preparation. With your acquired skills and nutritional knowledge you will be able to teach and serve others for a lifetime.

*We may live without poetry, music and art. . . We may live without conscience and live without hearts. . . We may live without friends. . . We may live without books. . . But civilized man cannot live without cooks.*

*Athenaeus, a Greek gourmet cook, 2nd Century B.C.*



**Sue Gregg**





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# A ~ COURSE STRUCTURE

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**May the favor of the Lord our God  
rest upon us;  
establish the work of our hands for us--  
yes, establish the work of our hands.**

**Psalm 90:17**

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## Introduction

*Baking with Whole Grains* has been designed for credit as a semester course with 18 lessons divided into 5 segments each. One to two weeks is recommended for each lesson. You will learn a wide variety of whole grain baking recipes that will serve you and your family for a lifetime. In addition, you will gain skills that will apply to all areas of food preparation. We have spared no effort to make it a rewarding and challenging course that is both informative and inspirational. The course involves the family in tasting responses, discussion and consultation regarding biblical applications, acquisition of equipment and ingredients and in coordinating prepared recipes with family meals. The student must take family needs and interests into consideration.

Course materials:

***Baking with Whole Grains Student Notebook***

*Tests & Answer Keys CD*

Text: ***An Introduction to Whole Grain Baking***, 1st edition by Sue Gregg  
with demonstration CD

Personal journal to be supplied by student for short writing activities.

One set of materials, with exception of the personal journal, is sufficient for more than one student within the family. To facilitate multiple use of worksheets in C and D sections, extra copies may be printed from the *Tests & Answer Keys CD*, or answers can be written on separate sheets of paper.

The ***Student Notebook*** is divided into four sections with pages designated by section:

A Course Structure	A1 - A21
B Lessons	B1 - B72
C Worksheets	C1 - C97
D Family Records	D1 - D31

Attach tabs provided on page A21 to designate sections.

**Course Goals**, A8-9, are divided into eight topics:


1. Biblical Perspective
2. Recipe Preparation
3. Taste Appeal
4. Nutritional Value
5. Convenience
6. Locating Resources
7. Cost Control
8. Ministry

**Grading** is based on a point system.

- The point value has no relationship to any other homeschooling curriculum nor to the number of credits received.
- By completing the course with a passing grade you will earn the number of semester credits that apply to the credit system in your area.
- Reading with worksheets and other related activities provide the background for successful food preparation. Everything counts to motivate you to learn by doing.
- Bonus points are awarded for selected additional activities (see A16).
- Points for each activity are listed in the right hand column of the lesson plans. Space is provided next to the listed points to record your own score. (see B1 for example). You will total your points at the end of each lesson and record them on the *Lesson Points* sheet, A15. Record Bonus Points on the *Bonus Points* sheet, A16.
- The midterm written test is given in lesson 11 and final written test plus demonstration exam in lesson 18. The written tests make up only 6% of total points. While testing memory recall is useful, the true measure of success is retaining valuable information when it is used repeatedly in practice. Written tests with the answer keys to both tests and worksheets are provided on the *Tests & Answer Keys* CD. While you should be accountable to a parent who oversees your work, it is recommended that you grade your own tests and worksheets. This in itself assists learning.
- While a grading scale is suggested (A17), the final decision lies with the parents.

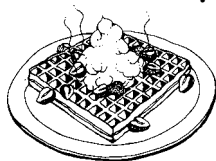


**Lessons** (Section B)

- Each lesson is divided into 5 days. The course may be concluded in 18 weeks or in approximately 90 hours. However, lessons can be spread over a longer period to serve personal and family schedules. More than two weeks on a lesson is not recommended.
- Time for bonus activities are not calculated in the estimated 90 hours. Spreading lessons  over more time will allow for more enjoyable participation in bonus activities that interest the student and serve to provide more in-depth experience.
- The student is guided step-by-step through each lesson. Activities are given in a particular order so that you acquire the information needed for doing the next part of the lesson. In most cases, it is best not to skip around. Some activities, however, such as verse memory review or bonus activities, do not need to be done in any particular order.



- The lessons provide the key to locating what you need for each step by giving the correct page number of each activity. Follow these carefully. As each step is completed, check it off in the box in the left hand column and enter your total points in the right hand column (see B1 for example).
- While detailed lesson instructions may appear complicated, they are designed to help you work through the course easily. Capturing the big picture of the basic repeated activities from lesson to lesson will simplify everything for you. These include:
  - ~Reading objectives for each lesson
  - ~Memorizing and reviewing six key scripture verses
  - ~Readings and answering Reading Focus Questions (C-section)
  - ~Viewing photo recipe demonstrations on CD
  - ~Preparing two recipes each lesson
  - ~Developing accuracy, convenience and safety habits while preparing recipes
  - ~Collecting and recording family responses to recipes (D-section)
  - ~Planning and serving menus with selected recipes (D-section)
  - ~Conducting family discussion on biblical principles
  - ~Reading about grains and bread in Bible passages with journal responses
- Other lesson and bonus activities are included at various points in the course.



### Food Preparation

· The first eleven lessons focus on quick breads--recipes without yeast. These baked items are designated as quick because they do not require the long kneading and rising time of yeast breads. The final lessons introduce yeast bread baking.



- Each lesson, excluding Lessons 1, 11, 12 and 18, is titled by the recipe introduced in that lesson (see B-Table of Contents). Review practices are also included. Thus there are two recipes in these lessons unless a bonus recipe is added. See *Recipe Preparation Chart*, A10-11, for an overview at-a-glance.
- Beginning in lesson 12 the student selects the quick bread recipe practices.
- The purpose of repeated practice is not to make recipes perfect, but to move toward preparation with confidence and ease by developing familiarity with the techniques and habits common to all whole grain recipes.
- All recipes, except *Sprouted Grain Dough* are divided into two-stages, the first stage the day before the second stage. See lesson 2, B6 for example.

- Food and menu preparation and family responses count for 42% of total points for the course. In addition, a final exam recipe demonstration counts for 1/3 of the total score of testing. Every activity facilitates successful recipe preparation and serving.
- Every effort should be made to serve prepared recipes to the family as part of family meals. Coordinate this effort with your parents.
- Charts are provided for recording responses to recipes, D1 - 20.
- Essential equipment and ingredients should be discussed and planned for with your parents before you begin the course. These are outlined on the demonstration CD and in the text, pp. 10-11. *Grain & Flour Quantities for Recipes* are summarized on A18-19 to facilitate purchasing grain and flour.



### CD Digital Demonstrations & Information

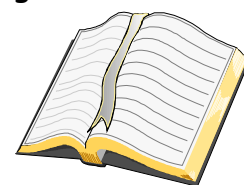
- Each recipe is visually demonstrated step-by-step on CD that accompanies the text. Viewing is written into the lesson plans before you prepare the recipe the first two times; thereafter, view them when you feel the need.
- No points are given for CD viewing; total points are not reduced by not viewing the demonstrations.



· Demonstrations are keyed to recipes in the text, *An Introduction to Whole Grain Baking*, which include the most up-to-date procedures for baking with whole grains. These procedures can be easily adapted to recipes from other cookbooks.

**Biblical Perspective** is the foundation of the course.

- ***Baking with Whole Grains*** places strong emphasis upon understanding the role of food as God planned. Six Bible verses are included for memorization, discussion and personal journaling. Discussion of these and others involves the family.
- Other biblically focused exercises are included, both involving family discussion and personal reading about grains and bread in the Bible with journal responses.
- *Psalm 90:17* is designated as the theme prayer to begin each lesson: *May the favor of the LORD our God rest upon us; establish the work of our hands for us--yes, establish the work of our hands.* Pray this request seriously and from the heart.



- The chart, *Food~A Creator-Redeemer Based Unit Study, A7*, ties a biblical perspective of food together visually. Reading focus questions and family discussion aim to build understanding of the total picture.
- Activities focusing on Biblical perspective constitutes about 10% of total points.



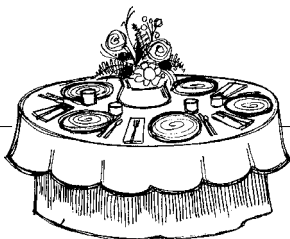
### Reading & Related Activities

- The reading assignments give the reasons why recipes call for ingredients and procedures indicated and also explain details more fully that are not included in the recipes. It is important to understand and recall these key points. Worksheets (C-section) accompany most reading assignments to initiate this process. Recall will gradually become second nature with experience in preparing the recipes.
- ***An Introduction to Whole Grain Baking*** is the text for this course. Throughout the *Student Notebook*, this book will be referred to as the text, in most cases without naming the book every time.
- Approximately 40% of total points focus on reading and related activities. As with the tests, checking your own worksheet answers from the *Tests & Answer Keys* CD is recommended, further reinforcing your recall. The student should be accountable to a responsible parent.
- All reading assignments are listed both in the lesson segments and on the worksheets.
- A variety of activities are provided in addition to recipe preparation, biblical perspective activities and reading. These are exploratory in nature and especially tie in related goals for cost control, convenience, locating resources and ministry (see, for example, *Guidelines for Shopping Survey, C58*).
- Optional bonus activities (for example, the *Photo Portfolio, A13-14*) are included in the lessons. Points are generously given for these to encourage your participation (A16). While bonus points can be added to your total points for your final grade at the discretion of the parent, only total lesson points (A15) have been used to calculate the suggested grading scale (A17).



### Ministry

- Ministry (service to others) is the ultimate goal in this course. Ministry-focused activities include serving recipes to family members, planning family menus with selected recipes, teaching another person one of the recipes, hosting a guest event and executing a recipe demonstration for the final exam.
- The *Photo Portfolio* (A13-14) is a valuable bonus project (scoring 620-920 bonus points). It is the one bonus activity that I hope you will select above all the others. It will require several hours in addition to the course work, but will be a treasure shared with others for years to come. It will summarize, document and illustrate your accomplishment in colorful visual form and give you opportunity to develop your creative imagination. Making step-by-step progress toward a completed *Photo Portfolio* is included in the lessons. A few portfolio page examples are included on the CD.
- A survey of *A Creator-Redeemer Based Unit Study*, A7, is part of Lesson 3 to build toward ministry and mission awareness.



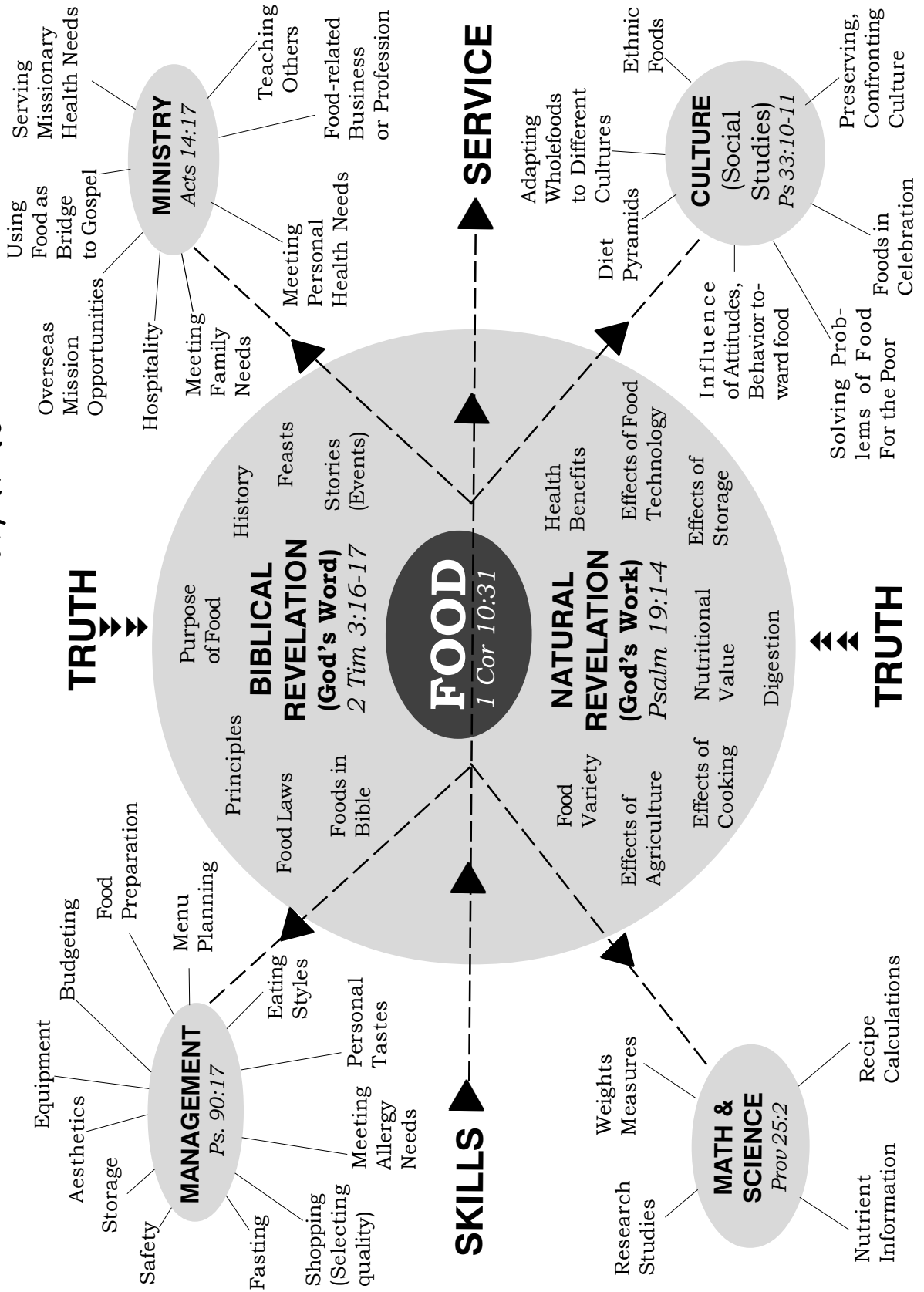
### Before You Begin Lesson 1

- Survey *Equipment & Ingredients for Baking with Whole Grains* on CD. The text, pp. 10-11, also provides an equipment list.
- Consult with your parents about any missing items in your kitchen supply and how to acquire needed equipment and ingredients. Grain/flour amounts are provided on A18-19 to assist in purchasing needed grains and flour. Organically grown grains and other ingredients are recommended.
- Attach tabs (A21) to Student Notebook sections. These facilitate locating quickly where the lessons direct you.
- Schedule the dates for lesson 1 by writing them in the space provided for each segment beginning on B1.

*May the favor of the Lord our God rest upon us;  
establish the work of our hands for us--  
yes, establish the work of our hands.  
Psalm 90:17 (NIV)*

# Food - A Creator-Redeemer Based Unit Study

Romans 1:20 ~ John 6:35, 47-48



## Course Goals

Goals for *Baking with Whole Grains* focus on 8 related areas. These are reviewed in various lessons. Beginning with each lesson, objectives are listed according to these topics (e.g. B1):

1. Biblical Perspective
2. Recipe Preparation
3. Taste Appeal
4. Nutritional Value
5. Convenience
6. Locating Resources
7. Cost Control
8. Ministry

### **Biblical Perspective Goals** (to develop a Christian perspective about food)

- Cultivate consistent dependence and seeking of God to establish the work of your hands.
- Acquire a biblical purpose and theme prayer for food preparation and service.
- Grasp a biblical foundation for the study and practice of preparing and serving food for a lifetime.
- Understand how food and food preparation relate to other major areas of a God glorifying life.
- Memorize six key scriptural truths to be applied to food issues.
- Discern how key scriptural truths are related to food.
- Begin to appreciate the glory of God in His creation of food and His purpose for it.
- Understand how to use food as a bridge to the gospel in conversation.

### **Recipe Preparation Goals** (to learn successful baking techniques)

- Progress in the use of a variety of whole grains in baking.
- Understand and follow recipes accurately.
- Develop habits of recipe preparation that promote accuracy, convenience and safety.
- Master standard measurement equivalents.
- Cultivate use of the appropriate utensil and bakeware for the job.
- Acquire basic mixing and baking skills for whole grain quick and yeast breads.
- Become familiar with using ingredients of high quality nutritional value.
- Gain confidence and interest in applying basic skills learned to new recipes.

### **Taste Appeal Goals** (to prepare recipes that give pleasure)

- Encourage family taste appeal by preparing a variety of different types of breads.
- Execute mixing and baking techniques that enhance taste and texture.
- Promote tasty toppings/fillings for crepes, pancakes and waffles.
- Obtain family responses to recipes as a guide to making future preparation changes and choices to improve taste appeal and to promote active participation.
- Clarify family taste preferences for specific whole grains used in baking.
- Cultivate the value and practice of presentation (i.e. we eat with our eyes).
- Experience the enhancement whole grain breads bring to family menus.

**Nutritional Value Goals** (to appreciate and use ingredients of high nutritional value)

- Understand the basic nutrient content of whole grains.
- Realize how the nutritional value of whole grains benefits human health.
- Learn about quality liquids, oil, eggs, sweeteners, salt, leavenings for whole grain baking.
- Learn how preparing baked products in two stages improves nutritional value.
- Become aware of the three methods of grain preparation by the two-stage process.
- Learn to adapt whole grain baking to meet allergy needs of family members.
- Acquire label reading skill on commercial bread products to evaluate nutritional value.
- Gain perspective of the relation between nutrient information and quality ingredients.

**Convenience Goals** (to manage time by preplanning, technique and equipment use)

- Acquire the value and skill of planning/working ahead for food projects and events.
- Capture the convenience value of preparing recipes in two stages.
- Cultivate use of the blender as a convenience tool in whole grain baking.
- Facilitate convenience with the most effective equipment and utensils for the job.

**Locating Resources Goals** (to obtain essential equipment and ingredients)

- Become familiar with local and mail-order sources for whole grains and other ingredients used in whole grain baking.
- Become familiar with equipment and appliances for whole grain baking.
- Determine best sources available to your family.

**Cost Control Goals** (to accommodate the family budget)

- Understand the comparative cost of whole grains to other types of food.
- Learn the relative cost levels (low/med/high) of ingredients used in whole grain bread baking.
- Learn how to compare recipe costs.
- Learn how to compare cost of recipes with cost of commercial baked products.
- Explore the hidden costs of poor nutrition.

**Ministry Goals** (to express God's love in food service to others)

- Serve recipes to family members.
- Arrange to put whole grain breads appropriately in family menus.
- Serve guests a selected whole grain favorite bread recipe, creating a bridge between food and Jesus as the bread of life in conversation.
- Teach a friend or another family member one of the course recipes
- Optional: develop a creative project to share your work with others to encourage their interest in developing skill in whole grain baking.
- Begin to gain appreciation of how food ministry can act as a bridge to the good news of Christ.



## Recipe Preparation Chart

<b>1</b>	Getting Started		
<b>2</b>	#1 Blender Waffles/Pancakes p. 96 <sup>1</sup>		#2 Blender Waffles/Pancakes p. 96, 95
<b>3</b>	#1 Almond Coffee Cake p. 89		#3 Blender Waffles/Pancakes pp. 96, 95
<b>4</b>	#1 Blender Cornbread p. 90		#2 Cornbread p. 91
<b>5</b>	#1 Blender Crepes p. 101		#2 Almond Coffee Cake p. 89
<b>6</b>	#1 Blender Banana Muffins p. 108		#2 Banana Nut Muffins p. 109
<b>7</b>	#1 Cinnamon Scones p. 110		#3 Blender Cornbread, p. 90 or Cornbread, p. 91 with Menu
<b>8</b>	#1 Hearty Biscuits p. 111		#3 Blender Banana Muffins or Banana Nut Muffins, pp. 108, 109 with Menu
<b>9</b>	#1 Tortillas or Chapatis pp. 112-113		#4 Blender Waffles/Pancakes pp. 96, 95 with Menu

<sup>1</sup>Page numbers refer to text, *An Introduction to Whole Grain Baking*

10	#1 Quick Loaf Bread: Pumpkin Bread, p. 114		#2 Blender Crepes, p. 101 Cottage Filled Fruit Crepes, p. 102 with menu
11	Quick Breads Review		#2 Zucchini Bread p. 115
12	Introducing Yeast Breads		#1 Quick Bread Choice with Menu
13	#1 Delicious WG Dough, p. 144 Delicious WG Bread, p. 145		#2 Quick Bread Choice with Menu
14	#2 Delicious WG Dough, p. 144 Delicious WG Bread, p. 145 Cinnamon Rolls, p. 150 with Menu Option		#3 Quick Bread Choice with Menu Option Bonus: Sprouted Grain, p. 154
15	#3 Delicious WG Dough, p. 144 Break-Apart Loaf, p. 146 WG Dinner Rolls, p. 147 with Menu Option		#4 Quick Bread Choice with Menu Option Bonus: Sprouted Grain Dough, p. 155 for bread or variations
16	#4 Delicious WG Dough, p. 144 Pizza Crust, p. 153 Party Pizza, p. 153 with Menu Option		#5 Quick Bread Choice with Menu Option Bonus: Sourdough Starter, p. 157
17	#5 Delicious WG Dough, p. 144 Parmesan Herb Bread, p. 152 with Menu Option		#6 Quick Bread Choice with Menu Option Bonus: Sourdough Bread or English Muffins, pp. 158-159
18	Wrap Up		

\* Course Structure

<b>Biblical Perspectives for Memorization</b>						
Lesson						
1	Psalm 90:17 5 reviews					
2	Psalm 90:17 5 reviews	Acts 14:17 5 reviews				
3	Psalm 90:17 5 reviews	Acts 14:17 5 reviews	1 Cor. 10:31 5 reviews			
4	Psalm 90:17 5 reviews	Acts 14:17 5 reviews	1 Cor. 10:31 5 reviews	Prov. 25:2 5 reviews		
5	Psalm 90:17 5 reviews	Acts 14:17 5 reviews	1 Cor. 10:31 5 reviews	Prov. 25:2 5 reviews	Rom. 1:20 5 reviews	
6	Psalm 90:17 5 reviews	Acts 14:17 5 reviews	1 Cor. 10:31 5 reviews	Prov. 25:2 5 reviews	Rom. 1:20 5 reviews	John 6:35 5 reviews
7	Psalm 90:17 5 reviews	Acts 14:17 5 reviews	1 Cor. 10:31 5 reviews	Prov. 25:2 5 reviews	Rom. 1:20 5 reviews	John 6:35 5 reviews
8	Psalm 90:17 1 review	Acts 14:17 5 reviews	1 Cor. 10:31 5 reviews	Prov. 25:2 5 reviews	Rom. 1:20 5 reviews	John 6:35 5 reviews
9	Psalm 90:17 1 review	Acts 14:17 1 review	1 Cor. 10:31 5 reviews	Prov. 25:2 5 reviews	Rom. 1:20 5 reviews	John 6:35 5 reviews
10	Psalm 90:17 1 review	Acts 14:17 1 review	1 Cor. 10:31 1 review	Prov. 25:2 5 reviews	Rom. 1:20 5 reviews	John 6:35 5 reviews
11	Psalm 90:17 1 review	Acts 14:17 1 review	1 Cor. 10:31 1 review	Prov. 25:2 1 review	Rom. 1:20 5 reviews	John 6:35 5 reviews
12		Acts 14:17 1 review	1 Cor. 10:31 1 review	Prov. 25:2 1 review	Rom. 1:20 1 review	John 6:35 5 reviews
13			1 Cor. 10:31 1 review	Prov. 25:2 1 review	Rom. 1:20 1 review	John 6:35 1 review
14				Prov. 25:2 1 review	Rom. 1:20 1 review	John 6:35 1 review
15					Rom. 1:20 1 review	John 6:35 1 review
16						John 6:35 1 review
17	Psalm 90:17 1 review <sup>1</sup>	Acts 14:17 1 review	1 Cor. 10:31 1 review	Prov. 25:2 1 review	Rom. 1:20 1 review	John 6:35 1 review

<sup>1</sup>To retain verses in memory, a monthly review for 12 months is recommended and periodically thereafter.

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# Making a Photo Portfolio

## Purpose

The photo portfolio is a bonus project that will document your accomplishments during this course. It will be the proof, the evidence of your work. It will serve as a memory book to share with friends and family. It could become part of your resume for future employment.

This project should be fun. It gives you the opportunity to be creative. The pictures you select reflect the beauty of food and the fact that we eat with our eyes. Your portfolio album will demonstrate a balance between the artistry and the science of food. A few sample pages are included on the demonstration CD.

## Format Suggestions

There are a variety of formats you could choose from. Three options include:

- 1) A 6" x 4" album with plastic sleeves, at least 22 sleeves.
- 2) An 8 1/2" x 11" album or similar size. A 12 or 24 Sleeve Presentation Book with top loading clear view plastic sleeves is one simple type inexpensive album to use, or for a more ambitious project, a *Creative Memories* album.
- 3) A computer format using digital photos.

## Pages

Use one or two pages for each recipe introduced in the course. There are 18 recipes and 4 bonus recipes (see *Recipe Preparation Chart*, A 10-11). In addition to recipes, you will begin preparing a menu with selected recipes beginning in Lesson 5. Include photos of your menus as well. You might also include a page on your teaching session with a student, your guest event and your final demonstration exam.

For a 6" x 4" album, use one page for the photo and the facing page for content information about the recipe. For a larger format, one or two photos with content information can go on one page, or three or more photos with content can fit on two facing pages.

## Photos

Plan to have a camera ready for photo taking at the time you complete a recipe. Begin shooting from the first recipe preparation in Lesson 2. Plan to take several out of which you can choose the best. If you do not have a camera, purchase one or two instant disposable flash cameras with 400 film. With two instant cameras, you can develop the first set halfway through the course and the second at the end so that you can get a good start on your portfolio before the end of the course. Beginning portfolio assembly is suggested in Lesson 8. You may want to use the services of a business such as Kinkos, Office Depot or Staples to process your materials. With a digital camera, you can use desktop publishing.

Plan to have a minimum of one good photo for each recipe and menu. Three photos is a good number and not more than five. For more than one photo, consider presenting the recipe from different views. Close-up action photos are often the most interesting.

Examples could include:

- A photo of yourself in midst of preparing the recipe  
e.g. while you are pouring pancake batter from blender to griddle
- A photo of the recipe during preparation  
e.g. a baked waffle before it is taken from the waffle iron
- A photo of yourself holding the completed recipe--with or without its menu accompaniments: e.g. waffle topped or garnished with fruit
- A photo of the recipe in the pan and/or cut and placed on a colorful serving plate, e.g. a coffee cake in baking pan or cut coffee cake arranged on plate
- A photo of the recipe and/or menu served at the table with the table setting
- A photo of a person or family at the table enjoying your recipe and/or menu

### **Content**

Make a title page with the name of the course, your name and the date course was completed. With each photo or photos of a recipe, include the name of the recipe and the date you prepared it. Additional information could include the menu served with the recipe, how the family enjoyed it, if any guests were present or any interesting anecdotes.

### **Enhancements**

Be as creative as you want in displaying your photo with decoration. Use stickers, frames, borders or colored construction paper background. Even 4 x 6 photo albums can include sticker decoration. Tack the stickers on the outside of the plastic photo pocket. Trim off distracting photo background if desired. Decorative scissors can be used around the edges. Such enhancements or decorations are for your enjoyment and in no way a requirement. Let your focus be on taking and selecting some effective photos. Keep in mind that some decorations can distract from a good photo or interesting subject. If you plan to use your portfolio as part of your resume, cutesy decorating may be a disadvantage, depending on what profession you are aiming for.

### **Schedule of Assembly**

Follow the schedule in the lessons to complete the project: Getting oriented, purchasing supplies, planning format, taking photos, assembling pages. Keep a record of photos taken and interesting bits of information as you go. Bonus points for the project are outlined on B72.

## Lesson Point Totals

LESSON	TOTAL POINTS	MY SCORE
1 Getting Started	206	
2 Blender Waffles/Pancakes	331	
3 Blender Coffee Cake	395	
4 Cornbread	302	
5 Blender Crepes	341	
6 Muffins	337	
7 Scones	405	
8 Biscuits	361	
9 Tortillas or Chapatis	429	
10 Quick Loaf Breads	603	
11 Quick Breads Review	528	
12 Introducing Yeast Breads	373	
13 Delicious Whole Grain Bread	401	
14 Cinnamon Rolls	555	
15 Dinner Rolls/Break-Apart Loaf	371	
16 Pizza Crust & Party Pizza	438	
17 Parmesan Herb Bread	276	
18 Wrap-up	433	
<b>TOTAL LESSON POINTS (Record on A17)</b>	<b>7085</b>	

## Bonus Points

LESSON - ACTIVITY	POINTS	MY SCORE
3 Add 2 T. ground flax seed to <i>Waffles/Pancakes</i> , B11	20	
6 Research a high quality sea salt, C35	25	
8 Calculate Family Cost for Whole Grains, C26	25	
9 Add 2 T. ground flax seed to <i>Waffles/Pancakes</i> , B35	20	
10 Establish a Kitchen Bake Center, C67-70	100/200	
11 Research Grain Mills, C71	75	
13 Calculate Actual Family Cost of <i>My Delicious Whole Grain Bread</i> , C85	96	
14 Guest Event: 10 points for each guest over 4 guests (8 maximum over 4), C64	80	
14 Guest Event Guest Evaluations--12 maximum at 5 points each, C66	60	
14 Sprouted Grain, B56	80	
Recorded Recipe Response Record, D19	7	
15 Label Reading Research at Health Food Store, C92	50	
15 Sprouted Grain yeast bread variation, B60 (or sprouted grain used in two alternative bread recipes in Lesson 15)	80	
Recorded Recipe Response Record, D19	7	
17 Research Bread Kneaders/Heavy Duty Blenders, C82	75	
17 Sourdough Starter	80	
Recorded Recipe Response Record, D20	7	
17 Sourdough Bread or English Muffins	100	
Recorded Recipe Response Record, D20	7	
18 Photo Portfolio (A13, 14), B72	620/920	
<b>TOTAL POSSIBLE</b> (Record on A17)	<b>2014</b>	

## Total Points Summary

TOTAL SCORE (from A15) \_\_\_\_\_  
TOTAL BONUS SCORE (from A16) \_\_\_\_\_  
FINAL SCORE (A15 + A16) \_\_\_\_\_  
FINAL GRADE \_\_\_\_\_

## Suggested Grading Scale

- A - 6377 - 7085 pts** (90% - 100% of Lesson Point Total)  
**B - 5668 - 6376 pts** (80% - 90% of Lesson Point Total)  
**C - 4251 - 5667 pts** (60% - 80% of Lesson Point Total)

May God be glorified  
through the work of your hands!  
PSALM 90:17



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## Grain & Flour Quantities for Recipes

The chart below summarizes the amount of grain and flour required for the recipes. You may wish to combine amounts to purchase at one time to save on cost and time.

To determine number of lbs. to purchase calculate needs according to rule of thumb (exact amounts depend on type of grain):

1 lb. grain = approximately 2 2/3 (2.66) cups grain

1 lb. flour = approximately 4 cups flour

Milling grain into flour rule of thumb: 1 cup grain = 1 1/2 cups flour

To view example of available package sizes and prices, visit [www.sunorganic.com](http://www.sunorganic.com) or call for catalogue at 1-888-269-9888.

Page numbers refer to text.

L2	Blender Waffles/Pancakes <sup>1</sup> (p. 96)	2 cups brown rice 1 cup rolled oats
L3	Coffee Cake (p. 89)	1 1/3 cups pastry wheat berries or 1 1/2 cups spelt, brown rice or 1 1/2 cups Kamut <sup>®</sup> grain or 1 1/4 cups hulled barley grain 1/2 cup rolled oats
	Blender Waffles/Pancakes (p. 96)	1 1/2 cups Kamut <sup>®</sup> grain (recommended)
L4	Blender Cornbread (p. 90)	1 1/3 cups whole kernel corn or 2/3 cups each corn, Kamut <sup>®</sup> grain or pastry wheat berries
	Cornbread (p. 91)	2 cups stoneground cornmeal or 1 cup each stoneground cornmeal, Kamut <sup>®</sup> grain flour or pastry wheat flour
L5	Blender Crepes (p. 101)	2/3 cup grain choice
	Coffee Cake (p. 89)	See L3 above
L6	Blender Banana Muffins (p. 108)	1 1/3 cups pastry wheat berries or 1 1/2 cups spelt, brown rice or 1 1/2 cups Kamut <sup>®</sup> grain or 1 1/4 cups hulled barley grain
	Banana Nut Muffins (p. 109)	2 1/3 cups whole wheat pastry flour or 2 1/2 cups Kamut <sup>®</sup> grain flour or 2 1/4 cups barley flour or 2 2/3 cups spelt or brown rice flour

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L7	Cinnamon Scones (p. 110)	1 3/4 cups whole wheat pastry flour 1/4 cup barley flour or pastry flour
	Cornbread or Blender Cornbread	See L4 above
L8	Hearty Biscuits (p. 111)	2 cups whole wheat pastry or barley flour or 2 1/3 cups spelt flour
	Blender Banana or Banana Nut Muffins	See L6 above
L9	Tortillas or Chapatis (p. 112)	2 cups Kamut® grain flour, spelt flour, or hard red or hard white wheat flour
	Blender Waffles/Pancakes (p. 96)	One of these choices recommended: 1 cup sprouting buckwheat or 1 1/2 cups whole kernel corn or 3/4 cup each corn, millet
L10	Pumpkin Bread (p. 114)	1 3/4 cups whole wheat pastry flour or 2 1/4 cups spelt flour
	Blender Crepes	See L5 above
L11	Zucchini Bread (p. 115)	See L10 above as for Pumpkin Bread
L12-17	6 Quick Bread Choices	See L1 - L10 above
L13-17	5 Delicious Whole Grain Dough (p. 144) with Variations	9 or more <sup>2</sup> cups flour choice each recipe: whole wheat (hard red spring, hard white or hard red winter)
L14	Sprouted Grain (p. 154), Bonus for Sprouted Grain Dough (L15)	5 cups grain choice as in L13-17 above
L16	Sourdough Starter (p. 157), Bonus	5 cups rye flour
L17	Sourdough Bread or English Muffins (pp. 158, 159), Bonus	12 cups wheat or spelt flour

<sup>1</sup>You may wish to purchase flax seeds at the same time you purchase grains/flour for bonus use in Blender Waffles/Pancakes beginning in Lesson 3.

<sup>2</sup>For good measure, plan to have 11 cups per recipe on hand (even a little more of spelt flour). For 5 recipes this calculates to 55 cups flour (14 lbs. flour or grain)



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## **B ~ LESSONS**

### **Table of Contents**

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Lesson 3 ~ Introducing Blender Coffee Cake	B9
Lesson 4 ~ Introducing Cornbread	B13
Lesson 5 ~ Introducing Blender Crepes	B17
Lesson 6 ~ Introducing Muffins	B21
Lesson 7 ~ Introducing Scones	B25
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Lesson 9 ~ Introducing Tortillas or Chapatis	B33
Lesson 10 ~ Introducing Quick Loaf Breads	B37
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Lesson 17 ~ Introducing Parmesan Herb Bread	B65
Lesson 18 ~ Wrap-up Week	B69





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**Everything should be done  
in a fitting and orderly way.  
1 Corinthians 14:40**



# Lesson 1 ~ Getting Started



## LESSON 1 OBJECTIVES<sup>1</sup>

### Biblical

- Pray and memorize *Psalm 90:17* (course prayer).
- Explore meaning of *Ps. 90:17* as prayer for the course.
- Read course *Biblical Perspectives Goals*; summarize in personal journal.
- Survey *Grains & Bread in the Bible*.
- Read *Genesis 41:45 - 42:2* with journal response.

### Recipe Preparation

- Read introduction to *An Introduction to Whole Grain Baking*.
- Read course *Recipe Preparation Goals*; summarize in personal journal.
- Read *Accuracy, Convenience & Safety Habits for Recipe Preparation*.
- Read *Measuring Techniques*.
- Review *Equipment Check List*.
- Anticipate shopping for Lesson 2 ingredients.

### Nutrition

- Read course *Nutritional Value Goals*; summarize in personal journal.
- Read *Should We Eat Whole Grains?* with Reading Focus Questions.
- Read *Understanding the Two-Stage Process* with Reading Focus Questions.
- Read *Allergy Alternative Ingredients*; journalize family needs.

### Convenience

- Read course *Convenience Goals*; summarize in personal journal.
- Read *Whole Grain Blender Magic!* with Reading Focus Questions.
- Define and summarize blender batter baking in personal journal.
- Explore *Measurement Equivalent*s.
- Place tabs on text, *An Introduction to Whole Grain Baking*.

<sup>1</sup>An introductory overview of the lesson. Page references are listed in lesson sections below.

**DAY 1** \_\_\_\_\_ (day) \_\_\_\_\_ (date)

- |  |         |
|--|---------|
| <input type="checkbox"/> Read Lesson 1 Objectives (above).   | _____ 1 |
| <input type="checkbox"/> Pray <i>Psalm 90:17</i> , the theme prayer for <i>Baking with Whole Grains</i> ; begin to memorize it. See <i>Scripture Memory Notes</i> , B4.                | _____ 3 |
| <input type="checkbox"/> Set up a "Course Goals" page in your journal. On the left side of your page, make a numbered list of the goals as they appear at top of page A8; for example: | _____ 5 |
| 1. Biblical Perspective  |         |
| 2. Recipe Preparation  |         |
| etc.   |         |

\* Lesson 1



Read the list of *Biblical Perspectives Goals*, A8. Next to this topic on your *Course Goals* journal page, write in the brief paranthetical meaning of the topic as listed on A8. For example: \_\_\_\_\_ 2

1. Biblical Perspective - to develop a Christian perspective about food

In your journal make a list of the six verses you will be memorizing during this course (see A12). \_\_\_\_\_ 2

During a meal or other family time, share *Psalm 90:17* with family members. Explain why you think it is the theme prayer for this course. \_\_\_\_\_ 2

Read *Introduction*, text, p. 2.<sup>1</sup> \_\_\_\_\_ 5

**DAY 2**

\_\_\_\_\_ (day) \_\_\_\_\_ (date)

Pray *Psalm 90:17*, continuing to memorize it. \_\_\_\_\_ 1



Read *Recipe Preparation Goals*, A8; write in the brief paranthetical meaning of the topic as listed on A8 on your *Course Goals* journal page. \_\_\_\_\_ 2

Read *Accuracy, Convenience & Safety Habits for Recipe Preparation*, text, pp. 35-37. Following these as they appropriately apply to specific recipes will be part of every recipe you prepare during the course. Summarize in your journal how developing these habits will be beneficial. \_\_\_\_\_ 5

Read *Measuring Techniques*, text, pp. 33-34. You will be reminded to follow these techniques with each recipe prpeparation in succeeding lessons. \_\_\_\_\_ 5

Review the *Equipment Check List*, pp. 10-11. Check items that you do not have at this time. Discuss with parent if and when these should be purchased. \_\_\_\_\_ 5

**DAY 3**

\_\_\_\_\_ (day) \_\_\_\_\_ (date)

Pray *Psalm 90:17*, continuing to memorize it. \_\_\_\_\_ 1

Read *Should We Eat Grains?*, text, p. 5 with Reading Focus Questions, C1. \_\_\_\_\_ 15


Read *Understanding the Two-Stage Process*, text, pp. 12-14 with Reading Focus Questions, C2-3. \_\_\_\_\_ 41

<sup>1</sup>All page references not preceded with A, B, C, or D, refer to the text, *An Introduction to Whole Grain Baking*.



- Read *Nutritional Values Goals, A9*; write in the brief paranthetical meaning of the topic as listed on A9 on your Course Goals journal page. \_\_\_\_\_ 2
- Read *Whole Grains*, text, p. 17 with Reading Focus Questions, C4. \_\_\_\_\_ 11
- Read *Allergy Alternative Ingredients*, text, p. 32; write in your journal what allergy needs any of your family members have. It is not a requirement that you must meet these needs, since it is important to learn about using basic ingredients. However, be sensitive to these needs and make an effort to meet them reasonably. Discuss this issue with your parent. \_\_\_\_\_ 5

**DAY 4** \_\_\_\_\_ (day) \_\_\_\_\_ (date)

- Pray *Psalm 90:17*, continuing to memorize it. \_\_\_\_\_ 1
-   Read *Convenience Goals, A9*. Write in the brief paranthetical meaning of the topic as listed on A9 on your Course Goals journal page. \_\_\_\_\_ 2
- Read *Whole Grain Blender Magic!* text, pp. 81-84 with Reading Focus Questions, C4-5. \_\_\_\_\_ 21
- In your journal, title a page *Blender Batter Baking*. Write a simple definition. List the summary of steps from text, p. 81. \_\_\_\_\_ 7

**DAY 5** \_\_\_\_\_ (day) \_\_\_\_\_ (date)

- Pray *Psalm 90:17*, continuing to memorize it. \_\_\_\_\_ 1
- Complete *Measurement Equivalents* worksheet, C6-7. \_\_\_\_\_ 36
- Survey *Grains & Bread in the Bible*, text, p. 77.  
In your journal write in your own words why we should learn to think biblically (or from a Christian perspective) about food. \_\_\_\_\_ 5
- Read *Genesis 41:46 - 42:2* (see text, p. 77). In your journal, write the reference; give the event a title. Record how this biblical event reflects an historically central place of grains in the diet (see text, p. 5). \_\_\_\_\_ 10

\* Lesson 1

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Attach tabs on sections of text, *An Introduction to Whole Grain Baking*, \_\_\_\_ 5  
(tabs in back of text).

Total your points for Lesson 1 and record on A15. \_\_\_\_\_ 206 pts



Read through Lesson 2 (B5-8). Check recipes and A18 for needed ingredients and supplies. Plan for necessary shopping.

**Scripture Memory Notes**



- See A12 for the scripture memory chart for overview.
- Locate the position of the scripture on the Unit Study Chart, A7.
- Write the memory verse without reference on one side of a 3 x 5 card. Write the course topic (without reference) in upper right hand corner:  
Theme Prayer-- *Psalm 90:17*  
Ministry of food-- *Acts 14:17*  
Course Purpose-- *1 Corinthians 10:13*  
Discovery-- *Proverbs 25:2*  
Natural Revelation-- *Romans 1:20*  
Food Bridge to Gospel-- *John 6:35*
- Flip card over from the top and write verse reference on opposite side in opposite direction. This allows you to flip the card over from the top to check the reference.
- Each verse is to be reviewed 5 times for 7 lessons, then once during the 4 succeeding lessons, followed by a final review in Lesson 17. See footnote, A12, for recommended long-term review. This is patterned after the Navigator Memory System.
- Each verse review counts 1 point for an accumulated total of 40 points each.

## Lesson 2 ~Introducing Blender Waffles/Pancakes

### LESSON 2 OBJECTIVES

#### Biblical

- Pray according to *Psalm 90:17*.
- Review *Psalm 90:17* daily.
- Explore application of *Psalm 90:17* to food management.
- Memorize *Acts 14:17* (ministry of food).
- Read *John 21:1-13* with response in journal.



#### Recipe Preparation

- View *Blender Waffle/Pancake* CD demonstration.
- Read *Waffle/Pancake Making Tips* with Reading Focus Questions.
- Read *Grain Variety for Waffles/Pancakes* with Reading Focus Questions.
- Prepare *Blender Waffles/Pancakes* with brown rice and rolled oats two times.
- Perform habits in recipe preparation for accuracy, convenience and safety.
- Anticipate shopping for Lesson 3 ingredients.

#### Taste Appeal

- Read course *Taste Appeal Goals*; summarize in personal journal.
- Read *How to Record Responses to Recipes*.
- Record responses to *Blender Waffles/Pancakes*.

#### Nutrition

- Read *God's Grain Wonders* with Reading Focus Questions.
- Read about oats and brown rice with Reading Focus Questions.

#### Convenience

- Memorize measurement equivalents.
- Learn how to take advantage of recipe cross-reference page numbers.

#### Ministry

- Read course *Ministry Goals*; summarize in personal journal.
- Serve recipes to family members and record responses.
- **Bonus** Make plans and purchase supplies for course photo portfolio.

**DAY 1** \_\_\_\_\_ (day) \_\_\_\_\_ (date)

- |  |         |
|--|---------|
| <input type="checkbox"/> Read Lesson 2 Objectives (above).   | _____ 1 |
| <input type="checkbox"/> Pray <i>Psalm 90:17</i> for lesson 2 as you review it for memory recall.                        | _____ 3 |
| <input type="checkbox"/> Begin to memorize <i>Acts 14:17</i> (ministry of food). See <i>Scripture Memory Notes</i> , B4. | _____ 1 |

\* Lesson 2

Read *Waffle/Pancake Making Tips*, text, pp. 92-94, and *Grain Variety for Waffles/Pancakes*, p. 95, with Reading Focus Questions, C8-9. \_\_\_\_\_ 37



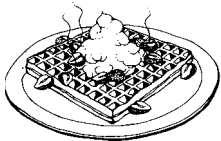
Conduct a family discussion on *Psalm 90:17* following the *Biblical Perspectives Discussion Guide*, C103-104. \_\_\_\_\_ 5

Summarize family thoughts including yours on *Psalm 90:17* in your journal. \_\_\_\_\_ 5

**DAY 2** \_\_\_\_\_ (day) \_\_\_\_\_ (date)

Review *Psalm 90:17*. \_\_\_\_\_ 1

Memorize *Acts 14:17*. \_\_\_\_\_ 1



Read *Taste Appeal Goals*, A8. Write in the brief paranthetical meaning of the topic as listed on A8 on your *Course Goals* journal page. \_\_\_\_\_ 2

Review the 5 basic measurement equivalents and work on memorizing them, C6, #6. \_\_\_\_\_ 1

View *Blender Waffles/Pancakes* demonstration on CD (see A4).



**START #1** *Blender Waffles/Pancakes*, p. 96, *Stage 1* with brown rice and uncooked rolled oats

Follow *Accuracy, Convenience & Safety Habits*, text, pp. 35-37 that apply to preparation of this recipe.<sup>1</sup>

**DAY 3** \_\_\_\_\_ (day) \_\_\_\_\_ (date)



**COMPLETE #1** *Blender Waffles/Pancakes*, p. 96, *Stage 2* \_\_\_\_\_ 80<sup>1</sup>

Deduct 1 point from 80 total points for each habit, pp. 35-37 applicable to this recipe that you missed.<sup>1</sup>

<sup>1</sup>Total possible of 80 points for each recipe is the same throughout this course. Your total score includes following all the *Accuracy, Convenience & Safety Habits* (pp. 35-37) that reasonably apply to a given recipe. Subtract a point for each habit you missed from 80 points for your score. No points are deducted for any recipe that does not turn out well. Good results will come by experience and by following good habits.

- Review *Psalm 90:17*. \_\_\_\_\_ 1
- Memorize *Acts 14:17*. \_\_\_\_\_ 1
- BONUS** Read *Making a Photo Portfolio*, A13-14. Anticipate how you would like to develop this project.

Consult with parent. Photo taking of recipes is recommended for Lessons 3-17. Begin thinking about what supplies to purchase on Day 5.

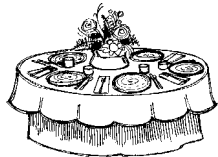
When you have completed this step, enter 25 bonus points on *Photo Portfolio Record Sheet, #1, B72*.



- Read *How to Record Responses to Recipes*, D1-2. \_\_\_\_\_ 5
- Responses to recipes are the key to monitoring taste appeal and the level of recipe difficulty. Responses are intended to evaluate the recipe, not your skill in preparation. Evaluating your skill will come later in responding to the *Family Menu Record*.

**DAY 4** \_\_\_\_\_ (day) \_\_\_\_\_ (date)

- Review *Psalm 90:17*. \_\_\_\_\_ 1
- Memorize *Acts 14:17*. \_\_\_\_\_ 1



- Read *Ministry Goals*, A9. \_\_\_\_\_ 2
- Write in the brief paranthetical meaning of the topic as listed on A9 on your *Course Goals* journal page. \_\_\_\_\_ 2

- Read *God's Grain Wonders*, text, pp. 48-49, with Reading Focus Questions, C10-11. \_\_\_\_\_ 21
- Read about oats and brown rice with Reading Focus Questions, C11-12. Identify oats and brown rice from CD *Grain Identification* or from your home grain supply. \_\_\_\_\_ 44
- BONUS** Make a shopping list for photo portfolio supplies, consulting with parent as needed. Remember film (Review A13-14). Enter 10 bonus points for making a written shopping list on *Making a Portfolio Record Sheet, #2, B72*.
- Review *Blender Waffles/Pancakes* demonstration on CD (see A4).



- START #2 Blender Waffles/Pancakes**, p. 96, Stage 1 with brown rice and uncooked rolled oats

Follow *Accuracy, Convenience & Safety Habits*, text, pp. 35-37 that apply to preparation of this recipe.

**DAY 5** \_\_\_\_\_ (day) \_\_\_\_\_ (date)



- COMPLETE #2 Blender Waffles/Pancakes**, p. 96, Stage 2 \_\_\_\_\_ 80

Deduct 1 point from 80 total points for each habit, pp. 35-37 applicable to this recipe that you missed (see footnote, B6).



- Record responses on *Recipe Response Record, D3* to #2 *Blender Waffles/Pancakes*. \_\_\_\_\_ 7

- Read *Understanding Page References in Recipes* with Reading Focus Questions, C13. \_\_\_\_\_ 12

- Review *Psalm 90:17*. \_\_\_\_\_ 1

- Memorize *Acts 14:17*. \_\_\_\_\_ 1

- Read *John 21:1-13* (see text, p. 77); In your journal, write the reference and give the event a title. Write how you think this biblical event makes a bridge from a physical meal served by Jesus to the challenge Jesus made to "feed my sheep." \_\_\_\_\_ 15

- BONUS** Shop for portfolio supplies. Be sure to include film for taking photos (see *Photo Taking Notes, B12*).

Enter 100 points when your shopping is completed on *Photo Portfolio Record Sheet, #3, B72*.

- Total your points for Lesson 2 and record on A15. \_\_\_\_\_ **331 pts**



- Read through Lesson 3 (B9-12). Check recipes and A18 for needed ingredients and supplies. Plan for necessary shopping.

<b>Photo Portfolio Record Sheet<sup>1</sup></b>		
ACTIVITY	POSSIBLE	MY SCORE
1. Orientation to Photo Project (Lesson 2, B6)	25	
2. Written Shopping List (Lesson 2, B7)	10	
3. Shopping for Supplies Completed (Lesson 2, B8)	100	
4. Completed 4" x 6" Photo Album, or Digital Photo Presentation on computer, with 1 photo each recipe (evaluate thoroughness and creativity with parent).	400	
5. Completed 8 1/2 x 11" or Creative Memory style photo album, or Digital Photo Presentation on computer, with 3 or more photos each recipe (evaluate thoroughness and creativity with parent).	700	
6. Shared Portfolio Project with <i>Final Exam Demonstration Guests</i> (need not be completed) (see <i>Final Exam Demonstration Preparation, #8, C94</i> ).	25	
7. Shared Completed Portfolio with Family.	20	
8. Shared Completed Portfolio with two friends (20 points each).	40	
<b>TOTAL</b> (Record on A16)	<b>620/920</b>	

<sup>1</sup>Adding total project points:

For small album, add #1, 2, 3, 4, 6, 7, 8.

For large album, add #1, 2, 3, 5, 6, 7, 8.



## C ~ WORKSHEETS ~ Table of Contents

Should We Eat Whole Grains?	C1	A Little Fiber History	C51
Understanding the Two-Stage Process	C2	A Fiber Analysis Chart	C52
Whole Grain Blender Magic!	C4	Buckwheat, Sorghum, Amaranth, Teff, Wild Rice	C53
Measurement Equivalents	C6	Grains Have Protein!	C55
Waffle/Pancake Making Tips	C8	Whole Grain Storage & Care	C56
Grain Variety for Waffles/Pancakes	C9	Guidelines for Shopping Survey	C58
God's Grain Wonders	C10	Shopping Survey Worksheets	C60
Oats & Brown Rice	C11	Planning a Guest Event	C64
Understanding Page References in Recipes	C13	Establishing a Kitchen Bake Center	C67
Techniques & Tips for Quick Breads	C14	Researching Grain Mills	C71
Nuts & Seeds	C17	Quick Breads Checklist	C72
Wheat-King of grains, Bran & Germ, & A Kernel of Truth	C19	Introducing Yeast Breads	C73
Whole Wheat Pastry Flour, Spelt, Barley, Kamut® grain	C20	Pans & Equipment for Yeast Breads	C75
Corn	C22	Grains for Yeast Breads	C76
What About Whole Grain Flour?	C23	Ingredients for Yeast Breads	C78
The Value of a Grain Mill	C24	Yeast Bread Baking Techniques	C80
All Grains are Low Cost!	C25	The Value of a Bread Kneader	C82
Research Actual Family Cost for Whole Grains	C26	Evaluating My Yeast Bread Loaves	C83
Tips for Making Crepes	C27	Calculating Cost of <i>Delicious Whole Grain Bread</i>	C84
Millet & Quinoa	C29	Calculating Actual Cost of My <i>Delicious Whole Grain Bread</i>	C85
Liquids for Baking & Eggs	C30	Yeast Bread Baking Techniques	C86
Making Muffins	C33	The Best Thing Before Sliced Bread	C87
Salt	C35	Sprouted Grain	C89
Research a High Quality Salt	C35	Yeast Bread Baking Techniques	C90
Spices & Flavorings	C36	Label Reading Research	C92
Biscuits & Scones	C37	Sensational Sourdough	C94
Sweeteners	C38	Yeast Bread Baking Techniques	C95
Leavenings	C41	Compare Homebaked & Commercial Whole Grain Bread	C98
Fats	C43	Research Bread Kneaders & Mixers	C99
Grains are Low Fat!	C45	Quick & Yeast Bread Nutrition Info.	C100
Quick Shopping Guide for Quality Ingredients	C46	Surveying Food - Unit Study	C101
Prepare for Teaching	C47	Biblical Perspectives Discussion	C103
Teaching Self-Evaluation	C49	Isaiah 28:23-29	C105
Whatever Happened to Whole Grains?	C50	Scriptures for Unit Study	C106
		Final Exam Demonstration	C107
		Recipe Demonstration Tips	C109
		Final Exam Evaluation	C111





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**It is the glory of God to conceal a matter,  
and the glory of kings to find it out.**

**Proverbs 25:2**



## Reading Focus Questions

### Should We Eat Grains?

Read text, p. 5. Fill in blanks below (1 point each blank).

1. Some leading nutritionists are cautioning consumption of whole grains. Give three means for a better approach:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

2. Give at least three occasions in the Bible where God is involved in providing grains for people to eat:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

3. Write out Psalm 65:9 (2 points).

4. Where else in the text can you learn more about grains in the Bible? \_\_\_\_\_

Why is this important? \_\_\_\_\_

5. While God gave us grains as a gift for our health and enjoyment, it is our responsibility to \_\_\_\_\_ them. The biblical command that tells us this is

\_\_\_\_\_ (give reference only).

**POSSIBLE POINTS: 12 MY SCORE \_\_\_\_\_**  
**Record in Lesson 1, B2**

## Reading Focus Questions

### Understanding the Two-Stage Process

Read text, pp. 12-14. Fill in blanks below (1 point each blank).

1. The *Two-Stage Process* releases nutrients for absorption by neutralizing phytic acid. Key minerals that are released especially include:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

2. The three two-stage process methods include:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

3. The two-stage process not only releases nutrients, but also allows enzymes, lactobacilli and other helpful organisms to:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_ including \_\_\_\_\_.

4. What two benefits does the two-stage process provide for many people in addition to releasing key nutrients?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

5. In what type of liquid medium should whole grain flour be soaked during the first stage of recipe preparation? \_\_\_\_\_. Examples of these include:

- 1) As the main liquid in the recipe: \_\_\_\_\_
- 2) Water + acid in a small amount such as: \_\_\_\_\_, \_\_\_\_\_,  
or \_\_\_\_\_

Examples of an acidic medium, which is the entire liquid for soaking include:

1) \_\_\_\_\_

3) \_\_\_\_\_

2) \_\_\_\_\_

4) \_\_\_\_\_

6. Sweet milk or non-dairy milk substitutes may be soured by adding 1 tablespoon of \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ per 1 cup.

7. What is *whey*? \_\_\_\_\_

8. Three grains that require seven hours of soaking are:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

The remaining grains should be soaked for \_\_\_\_\_.

9. The grain highest in phytates is \_\_\_\_\_ and is best soaked for \_\_\_\_\_ hours.

10. List two additional advantages to the two-stage process besides improving the nutritional value:

1) \_\_\_\_\_

2) \_\_\_\_\_

11. What historical precedent is there for soaking or fermenting grains?

12. The two-stage process is completely foreign to our normal way of doing things. This is called a \_\_\_\_\_.

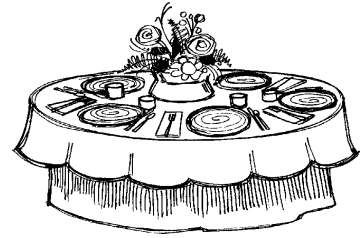
13. The best way to learn the two-stage process is just to \_\_\_\_\_.

14. Phytates are always bad. \_\_\_ True \_\_\_ False

15. The two-stage process, faithfully followed will cut all phytates out of the diet.  
\_\_\_ True \_\_\_ False

**POSSIBLE POINTS: 41 MY SCORE \_\_\_\_\_**  
**Record in Lesson 1, B2**

## Planning a Guest Event



1. *Anticipate* the event.
  - In Lesson 11 (Day 5, B43) you will make out a written plan for preparing and serving one of the course recipes to guests. Steps for making out your written plan begin with step #2 below. In the meantime, begin to think and pray now about your preparations. To facilitate this initial thinking stage familiarize yourself with the following steps for planning. Pray for creative ideas. Set up a page in your journal to jot down initial ideas as they come to you. This will give you a head start when you begin to make the written plan.
2. Choose the recipe.
3. Decide what you want to serve with the recipe.
  - It may be as simple as a hot or cold drink, fresh fruit or as involved as a complete meal. Accompaniments should follow the same nutritional standards as the recipe, be a pleasing taste combination and pleasing to the eye.
4. Decide how you will serve.
  - Around a table? Served or self-service buffet? On laps? In the backyard? Table cloth? Centerpiece? What serving items will you need?
5. Plan the content. Include:
  - Guests eating and enjoying your recipe
  - How you made the recipe and the nutritional quality of the ingredients
  - Why you are taking this course
  - What you are learning from a biblical perspective, especially making the bridge from food to Jesus as the bread of life (God's purpose for food is to reveal himself as the loving Creator/Father and Jesus as Lord and Redeemer--telling the story of Jesus feeding the 5000 makes an easy transition)
  - Evaluations (see #9, C65)
  - Optional additional activities
6. Make a guest list.
  - The minimum number of guests should be four who are age 14 or more. They may be friends, another family or any type of group. They may even be your Sunday School class or some other class. Invite up to 12 guests and earn 10 bonus points each above the minimum 4 (80 bonus points maximum for 8 additional guests who actually attend the event ). You may welcome children but they will not count for points. Plan on the necessity of inviting more guests than will actually commit to the event.

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### 7. Schedule the time: date, day and hour. Invite the guests.

- Plan your event to last about 45 minutes. No longer than 1 1/2 hours. The event is scheduled for Lesson 14, but may be during any lesson. Choose a time suitable for your guest list. You may need to make some preliminary phone calls to find that out. Or you may wish to send out invitations with your date and time and pray for a good response. Invite your guests at least two weeks in advance of your date, but no earlier than four weeks in advance. Include an R.S.V.P. with a deadline date. Get confirmation from your guests a few days before the event.
- State your clear purpose to prospective guests. Keep it simple. You are taking a course in *Baking with Whole Grains* and planning a guest event (party, evening, gathering) to serve one of the recipes you have learned with friends and briefly share what you are learning in the course.
- Write the scheduled time on the family calendar and your personal calendar.
- Inviting guests is scheduled for Lesson 12 in anticipation of the event taking place during Lesson 14 (Day 1, B53). If you choose different times to invite and serve, write in the times on your Student Notebook lesson plans and on your calendar.

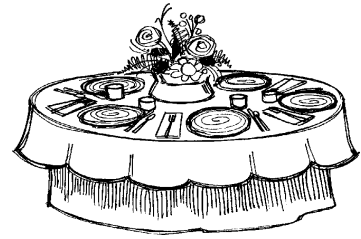
### 8. Write out a "To-Do" List.

- A week before the event make a to-do list to prepare for the event (scheduled in Lesson 13).
- When will you shop for needed supplies? When will you prepare your recipe? When will you prepare accompaniments? When will you assemble the table service, prepare the house, etc.?
- Plan to get things done in advance to prevent a rush at the last minute. This facilitates a calm spirit.

### 9. The Event

- If guests are not acquainted with one another you may want name tags or include a get-acquainted ice breaker.
- Serve shortly after arrival. Give guests a chance to get settled. As they are about to finish or after all are served, share about the recipe, why you are taking the course and what you are learning from a biblical perspective.
- Invite response and questions. Ask guests how they like the recipe.
- Evaluation. An evaluation form is included for this event (C66). You should plan on using a copy to evaluate yourself and a copy for a parent evaluation. However, if you invite guest evaluations, you may earn 5 bonus points for each evaluation. Copy evaluation forms from *Tests & Answer Keys* CD. Hand them out, giving guests two or three minutes to fill them out. Collect them as guests leave.
- Thank your guests for coming. Give them a copy of your served recipe, a *Taste & Tell* Recipe Sampler, if desired (Request in advance of your event from *Sue Gregg Cookbooks*, 1-800-99-TASTE; there is no charge for these).

## Guest Event Evaluation



Guest Name (optional) \_\_\_\_\_

1. Name one aspect you enjoyed most about this event.
2. What was the featured recipe and what was served with it?
3. Rate the appeal of the recipe to you on a scale of 1 - 10 (10 is highest);

taste                    1    2    3    4    5    6    7    8    9    10

texture                1    2    3    4    5    6    7    8    9    10

color                    1    2    3    4    5    6    7    8    9    10

presentation\*        1    2    3    4    5    6    7    8    9    10

\*Presentation is the visual appeal with plate or table service and accompaniments.

4. What information did you learn about:

How the recipe was made

The nutritional quality of the ingredients

Biblical connections with food

5. Did the event show evidence of good planning?
6. Name one thing that could have been improved. For none, say NONE.

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## Establishing a Kitchen Bake Center

### BONUS ACTIVITY

#### What is a Kitchen Bake Center?

A kitchen bake center is an area in which all the main items used for baking are collected in one local space within the kitchen. This includes non-refrigerated and non-freezer ingredients, utensils, pots and pans and appliances. The items are so arranged to minimize travel from one spot in the kitchen to another and for easy access within the area. To be adequate, such an area includes upper and lower cupboards, drawer space and counter space.

#### What is the purpose of this activity?

Your kitchen may have a well arranged bake center, no bake center or a bake center that needs improvement. The purpose of this activity is to enable you to think through your present kitchen arrangement, analyze what is working and what is not and why and make changes that are workable. The bake center should include items for the baking you are learning in this course in addition to other baking activities performed in your family. Follow through the steps below. Use separate sheets of paper to record information.

1. **Make A List** List all the following items you and your family need for baking. (Clue: check through recipes regularly used by the family and the recipes used in this course. Think about both the ingredients and the utensils, bakeware and appliances needed to make them).

Ingredients that can be stored at room temperature

Utensils

Baking Pans (including those used on top of the stove for pancakes, crepes, etc.)

Mixing Bowls

Small Appliances

Other items

2. **Analyze Your Current Arrangement** Use *Tips for Arranging a Bake Center*, C69-70 to answer the following questions:

- We have a well arranged bake center.
- We have a bake center that needs improvement.
- We do not have a bake center.
- We do not have enough room for an adequate bake center.

**3. Working through Your Current Arrangement**

Answer the following statement that applies to your situation using the *Tips for Arranging a Bake Center, C69-70* to guide you in giving your reasons.

- Our kitchen bake center is well arranged because.....
- Our kitchen bake center needs improvement because.....
- We do not have a bake center because.....
- Since we do not have enough room for a kitchen bake center, this is how we make do.....

**4. Taking Practical Action** (If you cannot take any practical action, go directly to #5).

Use *Tips for Arranging a Bake Center, C69-70* to determine what changes you could make in your existing bake center. List the changes, share them with your parent for approval and his/her input. Proceed to make them. Place a check by the changes that you actually made.

**5. My Dream Bake Center** Complete this step even if your family kitchen already has a well arranged baking center or a bake center for which you were able to make improvements.

Draw a picture of your imagined bake center. It need not conform to any limits of your present kitchen. Include: upper and lower cupboard space with the shelves, drawer space and counter space. Wall space may also be included. Consider also where you would like placement of the refrigerator and range/oven in relation to your bake center. List what you would put in each space. You can place numbers on your picture and cross reference them to a list of items. In filling cupboard and drawer spaces, consider what you would put in the front and in the back and what you would put on higher shelves and lower shelves. Use *Tips for Arranging a Bake Center, C69-70* to guide you. You might also find some magazine photos of kitchen ideas that you like. Clip these out and include them. Write a summary description of your proposed bake center. You may wish to place your drawing and summary in your bonus photo album, your journal or in your Student Notebook. A day may come in the future when you may apply these ideas to your own kitchen.

**6. Calculating Your Bonus Points** Evaluate the quality of your Kitchen Bake Center project with your parent to determine the total bonus points earned. Your parent must agree with your decision. The maximum score for a thorough job well done is 100 if no actual changes were made in the existing family bake center, or up to 200 points for the same if you made some actual worthwhile changes in the family kitchen.

**BONUS POINTS: 100-200**

**MY SCORE\_\_\_ (Record on A16)**

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## Tips for Arranging a Bake Center

- Choose a kitchen area close to either the refrigerator or the range/oven. Close to both is ideal. Consider the location of the area in relationship to the direction in which the refrigerator door opens.
- Select a space that is not crossed by a major thoroughfare such as in the path of an open doorway.
- Ingredients are usually grouped in upper cupboards or shelves.
- Arrange ingredients for the easiest access: place most-used ingredients in front and on the lower shelves. Turntables are very handy to bring ingredients to the front.
- Less frequently used ingredients can go on higher shelves, but consider that heat travels upward. High shelves are not good for the shelf life of ingredients. Lower drawers and cupboard areas are cooler and good if not too difficult to reach items. A lower cupboard built-in lazy susan is an excellent place for heavier ingredient containers and less used ingredients. Pull-out shelves are especially useful for ingredients, pots/pans and appliances.
- Consider changing ingredient containers that preserve the food better and are a better shape for the space. Uniform sizes and shapes can often transform a storage area. They may be neatly labeled for identification.
- If grains are used in bulk, consider keeping smaller amounts in tightly closed containers on the counter or in a cupboard. These should be grains that are used and refilled frequently. Do not store any whole grain flours at room temperature.
- Store spices away from the heat, keeping them each easily accessible with visible labels. Place cinnamon in the area of most used bake items (these usually include baking powder, baking soda, salt, honey, oil (if coconut or olive oil), vinegar, non-stick spray, vanilla, cinnamon, etc.).
- Baking pans are usually grouped in lower cupboards. A narrow cupboard is handy to stand them up side-by-side instead of on top of one another.
- Mixing bowls are usually grouped in either upper or lower cupboards.
- Small appliances are usually arranged conveniently on the counter space within or very close to the bake area. They must be near existing outlets. Cords should not cross over a sink area. Placed toward the back or in the corners of counter space, they should leave working space room in front. Some kitchens have pull out shelves for appliances.

## \* Worksheets

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- Wall space is often used to hang utensils and/or pots/pans with handles. Some items may be hung under cupboards, inside cupboards or on inside of cupboard doors.
- Utensils usually go in drawers, are hung or placed in crocks or holders on the counter. Use drawer dividers to group and arrange utensils. Larger utensils might also hang above a counter or kitchen island.
- Store items where most frequently used. For example, store pot holders in a drawer or on a wall directly next to the range.
- Allow enough counter space to process a recipe without having to walk to another counter unless to use the sink.



## Researching Grain Mills

### BONUS ACTIVITY (75 points) MY SCORE \_\_\_\_ (Record on A16)

Research the Internet for availability, description and cost information on various types of mills. Record your findings answering the questions below (in your journal for #2, 3). Below are listed several websites where you can find especially good reviews on the various types of mills, though you need not be limited to these. You may wish to print out information to include in your notebook. Total score depends on amount of time and thoroughness invested in this research and should be determined in consultation with your parent.

[www.suegregg.com/resources/grainmillreviews](http://www.suegregg.com/resources/grainmillreviews)

[www.best-bosch.com/whisper\\_mills\\_grain](http://www.best-bosch.com/whisper_mills_grain)

[www.countrybaker.com](http://www.countrybaker.com)

[www.nutritionlifestyles.com/gold](http://www.nutritionlifestyles.com/gold)

[livingright.com/btbgrainmill](http://livingright.com/btbgrainmill)

[www.armchair.com/store/gourmet/baking/grainmill](http://www.armchair.com/store/gourmet/baking/grainmill)

[doitbest.com/shop/find2\\_spc+coffee+grinder](http://doitbest.com/shop/find2_spc+coffee+grinder)

[www.nutritionlifestyles.com/magic](http://www.nutritionlifestyles.com/magic)

[waltonfeed.com/kitmill](http://waltonfeed.com/kitmill)

Bed, Bath & Beyond - retail store

Kitchen specialty retail shops

We cannot guarantee continued access or information to these sites. A search on "grain mills" is also helpful.

1. Match the mills in column 1 with the descriptions in column II (see Answer Key for Lesson 11 for correct matches).

\_\_\_\_ Magic Mill or K-Tec Mill

\_\_\_\_ Retzel Mill

\_\_\_\_ Whisper Mill

\_\_\_\_ Back to Basics Mill

\_\_\_\_ Coffee Bean Mill

\_\_\_\_ Mini Mill

\_\_\_\_ Golden Grain Mill

\_\_\_\_ Nutrimill

- a. a slow speed heavy duty stone grinder
- b. a small and noisy high speed micronizer
- c. an inexpensive mill that grinds seeds and very small amounts of grain
- d. a large capacity high speed impact mill, newer than e.
- e. a quiet high speed mill compared to the noise of b.
- f. a high speed heavy duty stone grinder
- g. an effective hand operated mill with cone shaped grinding burrs
- h. a mill especially designed for grinding small amounts of flour

2. Organize the list of mills above in order of price, listing the most to least expensive, giving the price of each. Include any other mills you researched that are not on the list above.

3. Based on your research which mill do you think would be most suitable for your family's needs and interests (consider also the family budget). Why? Discuss your findings with appropriate family member(s).

## Scriptures for a Creator-Redeemer Based Unit Study

Refer to the *Food - A Creator-Redeemer Based Unit Study, A7*, and note the location of the scriptures listed below. Write out each when instructed in lessons. For those you have memorized, write them in from memory.

<b>SUBJECT-FOOD</b>	<b>THEME PURPOSE</b> <i>1 Corinthians 10:31</i>
<b>TRUTH</b> Biblical Revelation (God's Word)	<i>2 Timothy 3:16-17</i>
Natural Revelation (God's Work)	<i>Psalm 19:1-4</i>
<b>SKILLS</b> Management	<b>THEME PRAYER</b> <i>Psalm 90:17</i>
<b>Math &amp; Science</b>	<i>Proverbs 25:2</i>
<b>SERVICE</b> Ministry	<i>Acts 14:17</i>
<b>Culture</b>	<i>Psalm 33:10-11</i>
<b>THE CREATOR-REDEEMER</b> <b>FOCUS</b> of the Food Unit Study	<b>Creator:</b> <i>Romans 1:19-20</i>
Read John 6:1-15, 25-51 for story setting of this truth	<b>Redeemer:</b> <i>John 6:35</i>



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## D ~ FAMILY RECORDS

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**Yet He has not left Himself without testimony:  
He has shown kindness by giving you rain from  
heaven and crops in their seasons;  
He provides you with plenty of food and fills  
your hearts with joy.  
Acts 14:17**



## How to Record Responses to Recipes

A *Recipe Response Record* as illustrated below is provided to record family taste responses and personal preparation responses to the recipes you prepare during the course. Each response scores 7 points, recorded in the respective lessons.

<b>#2 Blender Waffles/Pancakes</b> Record Points on B8										
<b>Day</b>	<b>Date</b>									
1	2	3	4	5	6	7	8	9	10	
<b>Taste Evaluation Summary</b>										
<b>Preparation Comments</b>										

Request each family member who eats the recipe to rate it for APPETITE APPEAL from 1 to 10. Ten is the top rating of *delicious*. You may have several numbers circled on your scale and may wish to write family members' names above the ratings. Ask reasons for each rating. "Yuk" or "Yum" won't help much in adjusting recipes to family taste preferences. The following discussion points will help family members to identify reasons for their taste responses.

<b>Appearance</b>	Presentation: Colorful - Drab - Unsightly - Strange Appetizing - Appealing - Needs more color accompaniment
<b>Texture</b>	Pleasant - Mushy - Pasty - Chewy - Soupy - Coarse - Hard Heavy - Light - Flaky - Melt-in-Your-Mouth - Hard - Soft Firm - Crumbly - Uninteresting - Strange Would an additional ingredient help?
<b>Flavor</b>	Sweet enough - Too bland - Good seasoning - Too strong One flavor too dominant - Strange - Pleasant - Fantastic

Briefly summarize the family conclusions about taste under *Taste Evaluation Summary* on the *Recipe Response Record*.

Under *Preparation Comments*, briefly evaluate your recipe preparation. Was it easy? Difficult? Quick? Time consuming? Were any of the ingredients hard to find?

Family responses help to solve problems in preparation, taste, ingredient availability and in selecting new recipes or modifying recipes to make as part of your family meals.

# Recipe Response Record

See How to Record Responses to Recipes, D1.



<b>#2 Blender Waffles/Pancakes</b>										<b>Record points on B8</b>
(brown rice + rolled oats)										
<b>Day</b>										<b>Date</b>
1	2	3	4	5	6	7	8	9	10	
<b>Taste Evaluation Summary</b>										
<b>Preparation Comments</b>										

<b>#3 Blender Waffles/Pancakes</b>										<b>Record points on B11</b>
(grain _____)										
<b>Day</b>										<b>Date</b>
1	2	3	4	5	6	7	8	9	10	
<b>Taste Evaluation Summary</b>										
<b>Preparation Comments</b>										

# Baking with Whole Grains

## *A Comprehensive Course for Families with High School Students*

Master 19 basic whole grain recipes for waffles & pancakes, coffee cakes, crepes, muffins, cornbread, scones, biscuits, tortillas, quick loaf breads, yeast bread variations, pizza, cinnamon rolls, dinner rolls



Introduces  
the Two-Stage Process  
Blender Batter Baking,  
Fresh Flour Quick Breads  
Whole Grain Yeast Breads  
Sprouted Grain & Sourdough

Emphasizes  
a Biblical perspective,  
nutritional value, convenience,  
taste appeal, cost control, &  
resources research.



Provides opportunities  
for creative activities,  
bonus projects,  
and serving others.

### **Course Materials**

*An Introduction to Whole Grain Baking, Text  
with Demonstration CD by Sue Gregg,  
Student Notebook & Curriculum Guide*

*Sue Gregg Cookbooks, Publishers* ISBN 1-878272-06-3