

# Shopping 1

## TEACHERS' HANDBOOK

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Pont/Storlann

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Pont Books would like to thank the Powys Foundation Phase team for their help in preparing *Shopping 1*. Thanks are also due to Olwen Fowler for her expert bean cultivation and photography, and to Roch Community School for images of their wonderful garden (and gardeners). We would also like to thank Gawain Davies for his photography and technical support throughout the project.

### Explanatory note

These notes are a version of the teachers' notes produced by Pont Books to accompany an English/Welsh version of these materials. In order to ensure that resources available for pupil materials are maximised, Stòrlann Nàiseanta na Gàidhlig does not routinely undertake translation of accompanying materials specifically aimed at teaching staff as opposed to pupils. Localisations in this instance have been limited to substitutions where text and/or other detail differs between Gaelic and English/Welsh texts.

Published in 2009 by Stòrlann Nàiseanta na Gàidhlig, 11/12 Harbour View, Cromwell Street Quay, Stornoway, Isle of Lewis, HS1 2DF, from an original published in 2009 by Pont Books, an imprint of Gomer Press, Llandysul, Ceredigion, SA44 4JL.

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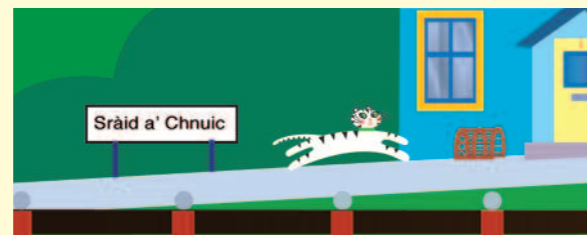
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Sponsored by the Welsh Assembly Government.  
Stòrlann is funded by The Scottish Government and Bòrd na Gàidhlig.

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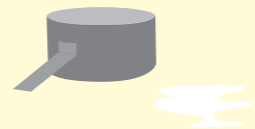
## Introduction

Welcome to *Shopping 1*, one of a series of investigation packs for Early Years. The packs work towards a wide range of outcomes for Knowledge and Understanding of the World and are based on the original characters and settings in *Catrìona air Chuairt* by Viv Sayer and Suzanne Carpenter. Although the packs are entirely freestanding, the following background information will be useful for teachers and teaching assistants.

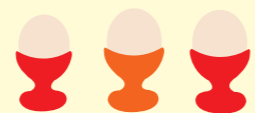


The central characters are *Catrìona*, an inquisitive young cat, and her neighbours, friends and local community. *Catrìona* lives in *Sràid a' Chnuic*, ten houses which differ in design, height, width, colour and shape. The neighbours are individuals too: young and old, male and female, they have different jobs and come from different cultural backgrounds, although most of them share the ability to speak at least two languages, English and Welsh.

1. 'An Acarsaid' is where *Catrìona* lives with *Dòmhnall*, Mam and Dad. Dad is a fisherman who also takes tourists on boat trips. Mam is a teacher.



2. 'Darach' is the house of *Seònaid NicGriogair*, in which she lives with her husband, her son *Pàdraig* and her baby daughter *Laura*.



3. 'Sealladh na Tràghad' is a bed-and-breakfast business run by *Maighstir Moireasdan*.



4. 'An Cala' is the house *Dr Anna Patel* shares with her husband and children, *Sunita* and *Sandeep*. She is expecting twins and will shortly be moving (see pack 2).



5. 'Ceòl na Mara' is where *Ruairidh* agus *Raonaid* live – *Seònaid NicGriogair's* parents-in-law (this is not articulated to allow for discussion) and *Pàdraig's* grandparents. *Ruairidh* is a keen cook and *Raonaid* an enthusiastic gardener. They try to be as self-sufficient as possible.



6. 'An Seann Mhansa' is shared by *Aonghas Iain*, his wife *Jenny* and his daughters *Ealasaid* and *Fiona*. *Aonghas Iain* is a builder working on a new housing estate in the village. While he is very good at building homes for other people, there are a few projects awaiting attention in his own house!



7. 'Casa Mia' is *Signora Sidoli*, the baker's, house and shop.



8. 'Taigh an Leathaid' is *Anna Mhurchaidh*, the lady minister's house.

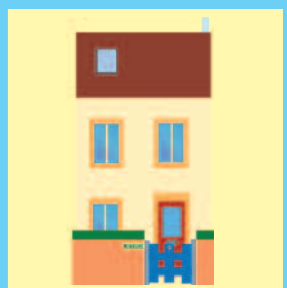
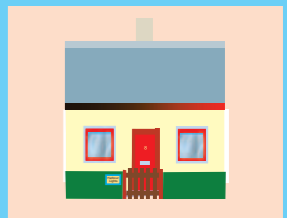
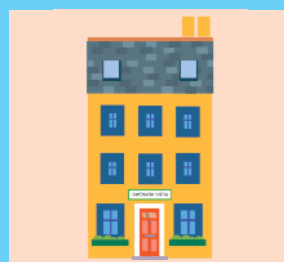


9. 'Fasgadh' is where *Alasdair Mòr* the fireman and keep-fit enthusiast lives. Some day, he and *Anna Mhurchaidh* are going to get married.



10. 'Ceann a' Bhàigh' is *Anndra* the vet's home and surgery.

The resources and tasks in *Shopping 1* are all targeted at less experienced learners in the Early Years. For each resource and task, there is detailed guidance in these notes.



## RESOURCE 1: FAIGH IASG DHÒMHSA!

**Learning Outcomes: children should make progress in their ability to:**

- ✓ sequence events, routes and routines in the story.
- ✓ identify animals and plants that live in the outdoor environment, for example hens and broad beans.
- ✓ learn about why people and places are linked, for example why Seònaid NicGriogair (Pàdraig's mother) visits Ruairidh and Raonaid when she needs eggs for a cake. (They are her in-laws, although this is not articulated – let the children guess).

### Before reading

Draw attention to Catrìona the cat. Do the children know any other Catrìona stories? Do cats usually make shopping lists? If they could, what might they put on them?

- Why is Mgr MacGriogair having a special cake and sandwiches? Talk about the importance of birthdays. Ask for volunteers to draw what they think a birthday cake might look like. (This could either be carried out on the interactive white board, a large flip chart or on mini white-boards.) Catrìona has an agenda of her own. What would she like to eat at Mgr MacGriogair's birthday tea?

- The baker's shop is at Number 7 Sràid a' Chnuic. Why do Seònaid and the children call at the baker's first and visit Ceòl na Mara on the way back? (The bakery might run out of bread, or might close, whereas Ruairidh and Raonaid are 'open all hours'.) Mrs Sidoli sells all sorts of different kinds of bread and rolls. What would be best for the party? The story could lead on to a practical sandwich-making activity. Display a thought bubble to stimulate discussion about what Pàdraig and Catrìona might be thinking.

- Now they come back to Ceòl na Mara. Why is Seònaid asking whether the hens have laid any eggs today? Do the children know that hens lay eggs? Where do the hens live? (There is a hen house in the garden where the hens stay at night but they are able to roam freely during the day. This is an opportunity to talk about hens which live inside all the time, and birds which have the opportunity to move freely and scratch around outside.)



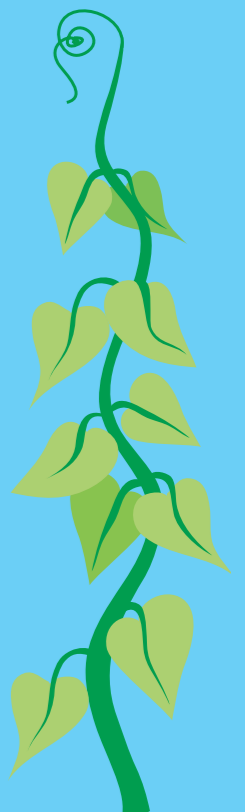
- Raonaid has given Pàdraig a present – what is it? Why has she given it to him? What do we know about Raonaid? (She is a very keen gardener. She grows all kinds of vegetables from seed. Perhaps she wants to encourage Pàdraig to do the same, or to teach him about growing things). Provide a selection of seeds of different shapes and sizes for discussion, including broad bean seeds. N.B. Catrìona is still thinking about fish!

- Back at Number 2 Sràid a' Chnuic, Seònaid is checking what she needs. Pàdraig is very keen to add his 'ingredient' to the cake. Do the children think that his broad bean seeds would improve it? What does Seònaid suggest instead (note 'cur' put and 'cur' plant here)? Although she suggests planting the broad bean seeds in the garden, these can also be started in pots. Try planting your seeds in the classroom or playroom.

- Everybody is pleased at the end of the story. Mgr MacGriogair has his favourite cake; Pàdraig has his seeds and Catrìona has her tuna. Are there other kinds of sandwiches at the tea party or has Seònaid chosen tuna because she knows that this is what Catrìona would like?

### After the story

- Can the children recall the events of the story in order? Use five fingers to remember the five main events.
- Can the children retrace the route taken by the characters? (The house cards in the *Catrìona air Chuairt Bag* resource set could be used as a support. Alternatively a simple set of 'house' cards could be made with a list of house names and pictures of the occupants.) There is also a picture map on the CD-ROM.



## RESOURCE 2: MRS SIDOLI'S BREAD POSTER

**Learning Outcomes: children should make progress in their ability to:**

- ✓ explore a wide range of stimuli, for example different varieties of bread.
- ✓ understand how some everyday materials, for example bread dough, change in shape when stretched, squashed, bent and twisted, and when heated or cooled.
- ✓ use a range of historical sources, including . . . adults recalling their own past to investigate how bread has changed in their lifetime.

The bread-making activity is related to the bread poster from Mrs Sidoli's shop. From top left the poster shows:

- Row 1 – flowerpot bread (handmade, wholemeal wheat), plaited loaf (handmade, wholemeal).
- Row 2 – rye bread (handmade, wholemeal), soda bread (shopmade, brown), split tin (shopmade, white).
- Row 3 – farmhouse loaf (shopmade, granary), poppy seed roll (shopmade, white), cottage roll (shopmade, wholemeal), pitta bread (shopmade, white).
- Row 4 – 2 mini loaves (shopmade, brown with oat / poppyseed topping).
- Row 5 – ciabatta (shopmade, white), pumpernickel bread (shopmade, wholemeal rye with pumpkin seeds).

- Talk with the children about the story *Faigh Iasg Dhòmbsa!* and why Seònaid and Pàdraig visited Mrs Sidoli.
- Show the poster hanging up in Mrs Sidoli's shop. Which loaf do the children think that Seònaid might have chosen to make sandwiches for the party?
- Ask the children whether they have ever eaten any of the bread they can see in the poster. What kind of bread do they like to eat at home? This is an opportunity to talk about bread which comes from different countries. On the poster the pumpernickel loaf traditionally comes from Germany, the soda bread from Ireland, the ciabatta bread (the word means carpet slipper) from Italy and pitta bread is eaten in Greece and all over the Middle East. The children might be able to tell you about other breads too.
- Do they know how bread is made? The breads on the poster are all different shapes and sizes but in one way they are all the same too: they are all made from at least flour and water. Most of the loaves also use yeast – even the pitta bread – the only exception is the soda bread which is made with sodium bicarbonate.



- Make bread with the children (this could be sweet as well as savoury), using whichever recipe and method is most convenient. The one included in the appendix uses dried yeast because there is something magical about adding the yeast to the water and sugar and seeing it grow. It also gives off a pungent yeasty smell so that children know that something special is happening. It helps to explain what is happening inside the dough to make it get bigger.
- At each stage in the process, it is important to get the children to use their senses, to be aware of the appearance, texture, smell and taste of the ingredients, because these change when yeast and liquid are added, when the mixture is kneaded and when the loaf has been baked. Compare the look and feel of the baked bread with the soft and sticky dough.
- The children will enjoy shaping the dough, becoming aware in the process that it can be stretched, squashed and twisted. They could make Catriona-shaped faces out of dough. Pinch ears and roll whiskers for a realistic-looking Catriona!
- Experiment with other tastes and textures! Chocolate matchsticks or strawberry laces make for tasty whiskers.
- Once the bread has been made, take photographs to create a bread poster for the class or group. Invite guests (particularly grandparents and great-grandparents) to come and sample the bread. Remember to ask them about bread when they were young.

### After the activity

- Revisit the stages in the bread-making process, emphasising the order in which they happened. Make sure the children understand that most of the changes in the process are not reversible. It is impossible to recover flour or yeast from the dough, and, once the bread is baked, it has changed for good. It is possible though to knock the dough down once it has risen, and it will rise again.



## RESOURCE 3: BEAN SEQUENCING CARDS

**Learning Outcomes: children should make progress in their ability to:**

- ✓ learn the names of different parts of a plant.
- ✓ sequence a series of events in the life of a plant.
- ✓ understand that broad beans are part of a healthy diet.
- ✓ grow broad beans, using a simple set of instructions.
- ✓ make observations and simple measurements and keep simple records.

The sequencing cards are made up of 2 smaller sets: 1) Cuiridh sinn Pònairean! 2) Ithidh sinn Pònairean!

The Cuiridh sinn Pònairean! series of photographs shows the following sequence:

- getting ready;
- potting;
- rooting and shooting;
- a plant with stem and leaves.

The Ithidh sinn Pònairean! series of photographs shows the following sequence:

- a bean plant growing in the open;
- bean flowers;
- bean pods growing on the plant;
- beans ready for eating.

### Before the activity

- Broad bean seeds are an important part of the story. Pàdraig is pleased when Raonaid (his granny) gives him seeds from the garden but he is a little confused and thinks these might go in the cake!
- Explain that Pàdraig loves eating Ruairidh's beans and show the photo card of the beans and bean pods on the plate. Which vegetables do the children like eating?
- Seònaid suggests that Pàdraig plants his broad bean seeds. How is he going to do this? One way is to plant bean seeds outside in the garden. Another way is to grow them in a pot. What do the children already know about planting seeds? Use the first set of cards to discuss what is needed.

Card 1. Preparations for growing. What is needed to grow broad beans? Soil (compost), seeds and water.

Card 2. The bean seed is planted about 3cm below the surface of the soil. From now on it will need regular watering. When the first shoot appears, it will need daylight too. This is so that the plant can make food for itself.

Card 3. The bean seed has started to shoot and it has already put down roots. The plant pot has been cut away to show what is happening above and below the surface of the soil. Can the children still see the original seed? What has happened to it? At this stage the root is very simple. Later on the main root will branch out. This is so that the plant can drink as much goodness as possible from the soil. (Growing beans in water helps to show this happening.)

Card 4. The broad bean is beginning to look much more like a plant. Can the children see the stem and the leaves? What do they think is happening beneath the soil?

Card 5 shows a broad bean plant growing in open ground. Most people sow broad beans directly into the ground outside. There is plenty of room for the roots to grow and the plants quickly develop.

Card 6 shows the broad bean plant in flower. It not only looks very attractive, it smells good too. Honey bees visit the flowers to collect nectar, a sugary liquid. They pick up pollen as they go. Some of it will brush off when the bees visit different flowers. Pollination means that bean pods (containing seeds for new plants) will grow where the flowers used to be.

Card 7 shows the bean pods growing on the plant. The flowers have now blown away and in their place are bean pods. The sepals (the green petal-shaped parts of the flower supporting the petals) can still be found at the base of each pod.

Card 8 shows the finished produce. Can the children see the fleecy lining in the seed pod? Can they see the new broad bean seeds? These can either be eaten, or they can be used to grow a new broad bean plant.

- Growing broad beans in the classroom gives children an opportunity to understand what plants need in order to grow. It also offers the chance to measure growth using simple standard or non-standard measures. Collect the children's comments at each stage, together with photographs, in order to make a simple digital text.
- Make broad beans available for the children to taste them raw, then cook them to see which they prefer. Talk about the importance of eating vegetables.
- Use the cards for sequencing activities. Can the children put the first 4 cards in order and explain what is happening? (This is much easier if the children are involved in growing broad beans themselves.) Both sets of cards can be used, the number being determined by the children's age and ability.
- The cards can be used to create simple instructions. Encourage the children to describe what they can see at each stage. Scribe what they say, and model how to change each statement into a list (equipment / materials) or a command.



## RESOURCE 4: CATRÌONA PUPPET

**Learning Outcomes: children should make progress in their ability to:**

- ✓ observe differences between animals and humans in order to group them.
- ✓ understand how some everyday materials change . . . when heated or cooled.

- The original Catrìona story is driven by Catrìona's search for the perfect breakfast. Dad is a fisherman and is able to provide exactly what Catrìona requires: fish. Catrìona is equally single-minded in *Faigh Iasg Dhòmhsa!* too.
- The Catrìona puppet may be used for a variety of communication purposes. The intention in this activity is to investigate food preferences.
- A fish is attached to Catrìona's paw with a velcro patch. The fish is removable, however, to see whether Catrìona can be tempted with other foodstuffs such as the cut-out images in the pack (to which the fuzzy dots provided should be attached).
- Catrìona will certainly have a strong reaction to what she is offered and there is plenty of scope for children to describe their own pets' likes and dislikes and how animals and people eat different kinds of food.
- Sort the foodstuffs according to a variety of criteria: raw / cooked; vegetable / animal; natural / made; the set can be extended at the teacher's discretion.
- Discuss healthy eating and the importance of different food groups. Discuss the importance of a balanced diet and why some foods are better for us than others.
- Investigate what happens when a food changes state, for example, the melting and freezing of ice cream; dissolving jelly.
- Investigate eggs by cooking them in different ways.
- Play Catrìona's circle game. Children sit in a circle, with Catrìona and a blindfolded child sitting in the middle. The fish from Catrìona's paw is passed around the seated children whilst the following is sung to the tune of 'Aodann, cluasan, sròn is beul'.

*O Chatrìona, càil an t-iasg?* (circle of children)

*Chaidh a ghoid às mo mbias!* (child in the centre)

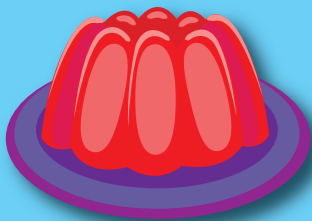
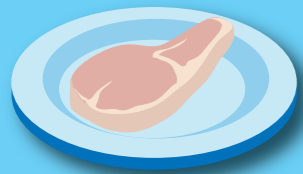
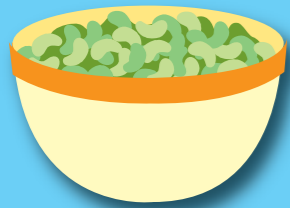
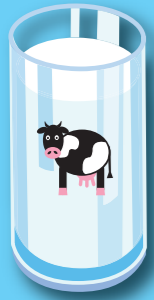
*O Chatrìona, càil an t-iasg?* (circle of children)

At this point the children stop passing the fish around and the keeper sings: *Tha e agam!*

The fish stays with the keeper whilst the child in the centre tries to work out his or her identity.

*A Chatrìona, a Chatrìona, càil an t-iasg?* (circle of children)

*Tha mise a' smaoineachadh gun do ghoid \_\_\_\_\_ an t-iasg.* (child in centre names the keeper).



## RESOURCE 5: CD-ROM ACTIVITIES

### Starting the Disk

- Put the CD-ROM into the CD drive of your PC.
- Click on My Computer.
- Click on *Shopping 1* and then the Welcome icon.
- The title page will open automatically. The program moves automatically from the title screen to Seònaid's instructions. If you don't want to hear her instructions, click in the centre of the screen to move straight to the next page (which offers the full menu).
- Click on Catrìona's paws to move from page to page in the story.
- Click on Catrìona's face to hear the story read aloud.
- Click on the bean plant to play the games.
- Click on Seònaid for help at any time.
- Click on the door to exit the program.

To escape from the program at any time, press Escape.

**Learning Outcomes: children should make progress in their ability to:**

- ✓ assemble and sequence a set of images showing the stages in the growth of a bean plant.
- ✓ use a simple map, to find where places are and how places relate to other places.
- ✓ listen carefully to a story presented audio-visually.

### Faigh Iasg Dhòmhsa!

This is the screen version of the story.

### Mapa-deilbh Catrìona

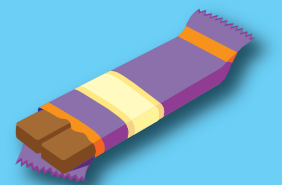
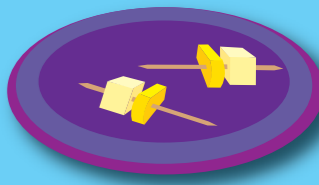
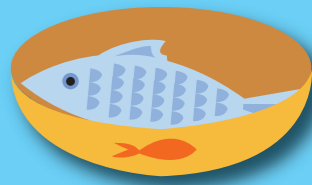
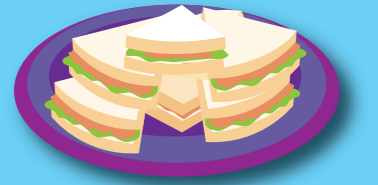
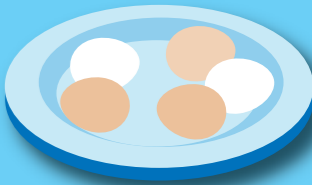
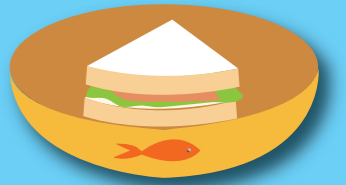
Move Pàdraig around the screen village to 'visit' the cheese factory, supermarket, shops, school, sheltered housing, fire station, new houses, church and Sràid a' Chnuic.

### Càit a bheil Catrìona a' fuireach?

Children drag different features onto the appropriate shaded area on the map. Clicking the ? sign brings up a visual prompt. In the related task *Càit a bheil Catrìona a' fuireach?* there is an interactive facility for writing map labels.

### A' cur phònairean

This is a jigsaw activity based on four different stages in the process of growing a broad bean plant from seed. When the task is completed, a short description of the sequence appears on screen and is read aloud.



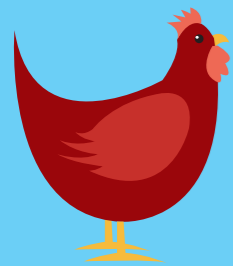
## ADDITIONAL TEACHING IDEAS

1. Discuss what Seònaid and Pàdraig need for the party. It's clear from the story that they just need some ingredients for the cake and some bread for sandwiches so the shopping trip is a very local one. They're going to get the eggs from Ruairidh and Raoniad (who are also Pàdraig's grandparents), and bread from Mrs Sidoli's bakery. What would you need if you were planning a party? Jelly? Ice cream?  
**(Thinking about questions and then asking them and listening to the answers.)**
2. Make a simple picture map showing the route that Seònaid, Pàdraig and Catriona take to the shop. Make a map to show the route you would take for your shopping trip if you were planning a party.  
**(Exploring and experimenting.)**
3. Ask the children whether Ruairidh and Raoniad are going to give Seònaid the eggs she needs. Is she going to pay for them? Remember that hens need to be fed and that Ruairidh and Raoniad are no longer working! If Seònaid pays for them, is she going to pay more or less than she would in a shop?  
**(Investigating sources and issues.)**
4. Talk about when the children's grandparents were young. There were far more small shops like Mrs Sidoli's in those days and far fewer supermarkets. How could the children find out what shopping was like in those days? Invite a grandparent (or even a great-grandparent) to come to talk to the children about shopping years ago, using a shopping basket as a visual stimulus. Set up a role play area based on an old-fashioned shop.  
**(Identifying what they want to find out and how to do it. Thinking about questions and then asking them and listening to the answers.)**
5. Talk about seeds. Look at a selection and sort them according to colour, shape and size. Ask the children what seeds are for and what they do. Establish that some seeds are good to eat – like sunflower or pumpkin seeds – whilst others are definitely not. In fact caraway 'seeds' are not seeds at all, but the dried-out fruit of the caraway plant.  
**(Making comparisons and identifying similarities and differences.)**
6. Grow a grass Catriona (preferably one for each child). Add a small amount of grass seed to the inside of a pop sock and add sawdust to create a Catriona 'head'. Twist the sock and tie it to prevent the contents from escaping. Sit the 'head' with the knot-end underneath so that the grass seed is at the top. Use a waterproof marker to draw a face on one of the sides, using cocktail sticks (or similar) for whiskers. Water the head regularly and enjoy taking Catriona to the cat parlour for a grooming session.  
**(Thinking creatively and imaginatively. Exploring and experimenting.)**

7. What would the children like to grow? Growing plants outdoors will give lots of opportunities for comparison. Pumpkins, potatoes, tomatoes, runner beans and broad beans are all very rewarding and dramatically different from each other. The children will have opportunities to make and record simple observations and measurements, as well as learning about conditions needed for growth and enjoying eating the produce.  
**(Making observations and measurements and keeping records. Thinking about how they will know if something has worked.)**
8. Create a garden diary, using photos to record progress. Ask the children to describe and explain what is happening at each stage. Their comments can be added to the electronic text as the diary develops.  
**(Describing what they have found out and offering simple explanations.)**
9. As well as growing plants, talk about growth in other living creatures. Discuss life cycles for humans as well as cats and hens. Incubate eggs in the classroom. Some schools keep their own chickens!  
**(Describing what they have found out and offering simple explanations.)**
10. Ask the children about the different kinds of bread they eat at home. Ask them to bring in examples and provide others to make sure there is a range. Which do the children prefer? Make sure there are examples of white, wholemeal, granary, wheatmeal and rye breads, and talk about how they differ in smell, taste, texture and shape.  
**(Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others.)**
11. Before making bread, plan a shopping trip to buy the ingredients. Talk about all the steps needed and emphasise the importance of following a sequence.  
**(Seeing links between cause and effect.)**
12. Arrange a visit to a bakery, either a local baker's shop or a supermarket bakery to see the differences between baking bread at home and making it on a large scale. Create a bakery / baker's shop. Discuss with the children what kinds of malleable materials they could use for making baked goods for the shop. Let them decide what they would like to use, experiment with a range of materials and tools and talk about what worked best and why.  
**(Thinking creatively and imaginatively. Exploring and experimenting.)**



## Appendix







### Ingredients

500g wholemeal flour  
500g strong white flour  
4 level teaspoons salt  
2 tablespoons olive oil  
500ml warm water (you may need more than this)  
2 teaspoons brown sugar  
4 teaspoons dried yeast (not easy-blend)  
(sunflower seeds, pumpkin seeds, rolled oats)

### Equipment

1 large mixing bowl  
1 measuring jug  
1 wooden spoon  
tins lined with non-stick baking paper  
(this recipe will make 2 1kg loaves in conventional tins)



## RECIPE FOR WHEATMEAL BREAD USING DRIED YEAST

### *For the yeast*

1. Put 250ml of warm water (half from kettle, half from tap) into the measuring jug.
2. Dissolve 2 teaspoons of brown sugar in the water.
3. Sprinkle on the dried yeast and stir well.
4. Wait until the yeast mixture has developed a large head (at least 7.5cm).

### *For the dough*

1. Weigh the flour into a large mixing bowl.
2. Add seeds, if desired.
3. Add 4 teaspoons of salt and mix well.
4. Add 2 tablespoons of olive oil.
5. Make a well in the flour and add the yeast mixture.
6. Add enough warm water and stir with a wooden spoon to form a dough.
7. Towards the end of the mixing process, bring the dough together with your hands, making sure that you leave as little as possible clinging to the bowl.
8. Knead the dough on a floured board or table. Push it away from you with the heel of one hand and pull it towards you with the other. Then fold it, give it a quarter turn and knead it again.
9. Repeat the kneading until the dough starts to feel less lumpy and more elastic. The more you work the dough, the smoother it will become.
10. Now the dough is ready to be shaped. It will make two large loaves, or one large loaf and 8-12 cottage rolls, or any permutation you like!
11. Once the dough has been shaped, leave it in a warm place until it has doubled in size. Cover the dough while it is rising – a large plastic bag is ideal for this.
12. (Sprinkle seeds or rolled oats on the risen dough, if desired.)
13. Put into the oven at 200°C (gas mark 6) for 30 minutes or until the bread is golden brown and sounds hollow when knocked on the underside. It's often a good idea to take it out of the tin and allow it to finish off in the oven for 5 minutes or so uncovered.
14. Place on a rack to cool.