



## Learning Plan: ELEMENTARY & SECONDARY<sup>1</sup>

<b>Student Teacher</b>	Stefania Tangredi		<b>Co-operating Teacher(s)</b>	-	
<b>Date</b>	May 21, 2025	<b>Start/End Time</b>	12:30-1:30	<b>Room</b>	E32

<b>Title of lesson</b>	Mix, Measure, Write: Developing Procedural Writing Skills	<b>Grade level</b>	Cycle 2, Year 1 (Grade 3)
<b>Subject</b>	English Language Arts	<b>Topic</b>	Procedural Writing
<b>Relevance</b>	<p>It is essential that students understand procedural writing (i.e. know how to write clear, coherent, step-by-step instructions) as it promotes the development of critical thinking and sequencing skills. The students' will also establish goals and design a procedure around their set goal, thereby developing students' understanding of goals and objectives. As the students learn to write clear, well-detailed instructions they will begin to understand how processes flow which will help them decode/follow reading comprehension texts. For instance, if students understand the usage of key words "first" "then" "next" they will develop an enhanced understanding of story sequencing. The students' will also think critically about how pieces of a story flow together and develop effective strategies which they can apply to their creative writing pieces. This lesson also improves the students' ability to integrate descriptive vocabulary in their writing, specifically working to develop their understanding and usage of adverbs and adjectives. It is vital that students understand the relevance of descriptive language and coherent writing as its importance extends across all subject areas/life domains (e.g. understanding the steps to a science experiment, reading a manual to build a piece of furniture, understanding task instructions, cooking, rule following.)</p> <p>The activity within the lesson paves opportunity for students to bring in their own backgrounds, knowledges, and interests enhancing its' value. The content that students explore will reflect topics explored in their GHC class (Geography, History, Citizenship).</p> <p><i>As students worked on their creative writing pieces they struggled to transition between ideas and organize events coherently, thereby this lesson was created.</i></p>		
<b>Materials/Resources Required</b>	<ul style="list-style-type: none"> <li>• <i>The Stolen Lemonade</i> letter and recipe</li> <li>• SMARTboard</li> <li>• Lemons, sugar, water (teacher only)</li> <li>• Recipe card sheet</li> <li>• Support cards</li> <li>• Challenge cube</li> <li>• Pencils/erasers</li> </ul>		
<b>QEP Subject Area Competencies</b>	<p><u>Competency 1: to read and listen to literary, popular and information-based texts</u></p> <p>The students will listen to a read-aloud of "The Stolen Lemonade" and "the principal's lemonade recipe". The students will use this information to build their understanding of writing step-by-step processes. The students' will develop an understanding of the role of procedures in our daily activities, along with the key features that shape the clarity and accuracy of procedures. The students will construct meaning of procedures by reading and editing an undetailed and disorganized procedure.</p> <p><u>Competency 2: to write self-expressive, narrative and information-based texts</u></p>		

<sup>1</sup> Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner



	<p>The students will learn about strategies for procedural writing and adapt them to their own recipe creations. They will focus on smooth transitions between steps and following an organized, coherent, process in their writing. The students will integrate their knowledges and cultural backgrounds in their recipe writing.</p> <p><u>Competency 3: to represent her/his literacy in different media</u> The students' will communicate their interests, knowledges and backgrounds through a recipe. The students will develop a goal prior to designing their procedure. The students will then design a process of clear, organized, well-detailed steps to help their reader achieve that goal. By exploring the world of food and creating their recipes the students are constructing/communicating their identities and developing their sense of belonging/connection within others.</p> <p><u>Competency 4: To use language to communicate and learn</u> The students' will use talk for thinking and learning about procedural writing, namely when activating prior knowledge on the role of procedures in our daily activities. The students will share their responses orally and at times communicate through body-language (thumbs up). The students' will convey their unique experiences and perspectives through talk about step-by-step processes.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The students will learn and apply appropriate strategies for writing clear step-by-step procedures.</li> <li>• The students will differentiate clear, detail-filled procedures from oversimplified ones.</li> <li>• The students will draft coherent, well-detailed step-by-step procedures.</li> <li>• The students will understand the relevance of procedural writing within and beyond academia.</li> <li>• The students will understand the impact of detail lacking, incoherent procedures on a readers' comprehension.</li> <li>• The students will establish goals and design procedures around them</li> <li>• The students will learn about and use transition words, adjectives, and adverbs (i.e. descriptive language).</li> </ul>
<b>Essential Question(s)</b>	<p><i>What is a procedure? What strategies can we use to sequence steps logically/coherently?</i></p> <p><i>How does unclear procedures that lack detail impact the reader?</i></p> <p><i>What are some key components of procedural writing?</i></p> <p><i>Why is the order we write things in important?</i></p> <p><i>Where do we see procedural writing/step-by-step instructions? Why is learning how to write step-by-step instructions important?</i></p> <p><i>What is a goal? Why do we need to design our steps around it?</i></p>

Lesson Timing	Introduction (hook): <u>The Stolen Lemonade</u>	Student will know:
<b>10 minutes</b>	To evoke student curiosity the teacher will read a letter that they believe was sent by the school principal. The teacher will carry the read-aloud as a dramatization, ensuring it is very animated and thought-provoking (see Figure A).	<ul style="list-style-type: none"> <li>• A procedure is described through a series of steps</li> <li>• An adjective is added to a noun</li> <li>• An adverb is added to a verb</li> <li>• A procedure must have an identified goal</li> </ul>



	<p>After the read aloud is complete the teacher will say “now let’s read the ingredients attached and recreate the principal’s lemonade”.</p> <p>The teacher will ask student volunteers to read out each step of the provided recipe. As the students’ read the steps the teacher will enact what they are reading in its’ most literal sense, for instance if the recipe calls “sugar on lemons” the teacher will take a whole lemon and sprinkle sugar on it (see Figure B below).</p> <p>The teacher will then ask the students’ “why was it so difficult for me to follow this procedure – why did we have to correct so many steps?”</p> <p>After the students’ respond the teacher will ask the students to think-pair-share why writing steps with detail, and in an organized manner is important.</p> <p>The teacher will say “I want you to think for a little bit, and when I saw go, you will turn to a partner to discuss your ideas, but why is writing steps in an order that makes sense, and with lots of detail important?”</p> <p><i>After the students participate in a think-pair-share the teacher will ask them to share their ideas and write them on the board to maintain a public record for student thinking.</i></p>	<ul style="list-style-type: none"> <li>• A transition word helps one step change/connect to the next</li> <li>• A goal is defined by the desired result of the procedure</li> </ul>
40 minutes	<b>Development (Learning activities – step by step sequential procedure):</b>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• Procedures that lack detail and organization can influence a readers’ comprehension and ability to execute steps</li> <li>• Procedures are used in various subject areas/daily activities (e.g. science, construction, cooking)</li> <li>• Procedures must be well-detailed, and organized in the steps to be completed</li> <li>• They should develop a goal prior to executing steps, and use it to explain the process in detail</li> </ul>
	<u>Explanation of Procedural Writing (10 minutes)</u> The teacher will say “today we are going to explore how to write step-by-step procedures. What do we know about writing procedures?”	<p><b>Students will do:</b></p> <ul style="list-style-type: none"> <li>• Listen to a dramatic read aloud of “the principal’s missing lemonade letter”</li> <li>• Discuss key vocabulary in pairs (think-pair-share), small and large groups.</li> </ul>



*After students' share their responses, the teacher review students' ideas from the think-pair-share and the definition of procedural writing*

The teacher will add: "We are going to practice and come up with some strategies to write detailed and organized steps. It's important to write detailed, organized steps to our readers easily understand our writing- imagine if you give a Chef a recipe that's missing detail and the steps are all mixed up, how can we expect them to create the right dish? Or have you ever seen instructions to build a desk or piece of furniture, how can we put it up correctly if the steps are all jumbled and missing detail up like the principal's lemonade recipe?"

The teacher will ask the class "what does it mean to write organized detail filled steps?"

After student volunteers share their responses, the teacher will explain "when we write steps for a task, recipe or any other sort of instruction it's important we write them in the order we do them in so it's important we come up with our goal first.  
Can somebody tell me what a goal is?"

After students share their responses, the teacher will review "a goal is what you want the process to bring you to, so when I follow those steps what am I going to get out of it – is it a meal? Will my furniture piece be up? Will I have just completed a science experiment?"

The teacher will prompt thinking, "I think the goal in the principal's lemonade is to cut lemons – show me a thumbs up if you agree or a thumbs down if you disagree"

*The teacher will then ask student volunteers to share the reasoning behind their decisions and guide discussion to reveal the real goal.*

The teacher will add "To get to this goal you need to smoothly follow a series of steps- some words we can use to transition between steps are "firstly" "second" "thirdly" "lastly" "then" "next" *As the teacher writes the words on the board*

The teacher will then ask the class "what does it mean to transition?"

*After students share their responses, the teacher will review*

- Explore diverse transition words, adjectives, and adverbs
- Co-revise and edit the teacher-provided lemonade recipe
- Set a goal for their procedural writing
- Develop a step-by-step recipe for a meal they enjoy cooking or eating
- Build and adopt strategies for writing clear, well-detailed, coherent step-by-step instructions
- Co-create a "Gotta Have It" checklist that summarizes the key strategies/ideas of procedural

### Cross Curricular Competencies:

To use information: The students will use the information provided in the principal's lemonade recipe and their knowledge of procedural writing strategies to revise the original recipe. In their revision the students will co-create (alongside the teacher) a well-detailed organized recipe. The students will use information gathered regarding procedural writing to write their own recipe.

To exercise critical judgement: The students will exercise and qualify their critical judgement when co-editing "the principal lemonade" recipe. The students will stipulate and communicate their critical judgement when developing their own recipes (and potentially adapting their recipes to the challenge cube question). The students will exercise critical judgement when validating their decisions for certain steps.

To use creativity: The students will use their creativity to compile and create their recipes for a dish they enjoy or representative of their backgrounds. The students will develop their voices and express them in their recipe construction.

Solves problems: The students will evaluate the components of procedural writing (goal, transition words, order, detail) and formulate possible solutions for writing a step-by-step procedure. The students will evaluate "the principal's lemonade" recipe and evaluate the techniques used, identifying errors in procedural writing. The students will adopt these strategies in their



“Transitioning means to go from one step to another. We can use steps like first, firstly, secondly, next, then to organize our steps when writing them”

The teacher will add “let’s edit the principal’s recipe to practice writing an organized, well-detailed step-by-step recipe. Before we start can someone tell me what it means for steps to be detailed and well-organized? Can you give me some examples” (Figure C)

*The teacher will record students' responses on the board.*

After students’ share their responses, the teacher will say “we will use lots of adjectives and adverbs, we must describe what we are doing so when I read the recipe I can see the steps clearly in my mind. We can use adjectives to describe our ingredients like the white, plastic knife or adverbs to describe the actions we take during the recipe like quickly stir the soup for two minutes.”

The teacher will then transition to co-edit the recipe with the class. **The teacher will use a variety of instructional strategies alternating between having students’ share editing suggestions or the teacher suggesting and having the students’ show a thumbs up if they agree or thumbs down if they disagree** (the teacher will ask student volunteers to explain their choice) (see sample revision in Figure C below).

### Activity Explanation (5 minutes):

The teacher will then review “see how we added so much detail and fixed the step in the order we needed to make a delicious lemonade – now the principal will be very happy. Now, I want you to think about a recipe you love to eat or enjoy making – something that represents who you are. On this sheet you will write out step-by-step instructions, they must be detailed and clear so that I or a classmate can recreate this recipe because at the end of class I’m going to collect them all and make a class cookbook. The recipe should be at least five steps. If you need more time we can put on our finishing touches in tomorrow’s ELA class. We should be working at a volume level of 0, we are focused on our own recipe’s I will put up the timer so you can keep track of time. If you would like you can come pick up a recipe helper card so you can review some key parts of procedural writing or a challenge cube once your recipe is completed. If you pick up a challenge cube, you will roll it and respond to the question on the back of your recipe card (see Figure E)”

creative writing and manipulate them in manners that best resonate with them.

Adopts effective work methods: The students will understand and participate in a series of tasks (e.g. analyzing a recipe, small/large group discussions, and creating their own recipe cards). The students will persevere in completing the series of tasks asked of them.

To construct his/her identity: The students will build their voice as they construct a recipe for foods they enjoy. As students share their ideas others will show openness and depend on their understanding of their own/their peers’ values.

To cooperate with others: The students will participate in a think-pair-share. The students will show respect for others by actively listening and complying to class conduct (e.g. raising their hand, taking turns to speak, no interruptions)

Communicates appropriately: The students will settle and identify the goal/message they must communicate. The students will exhibit proper intonation, and respectful language towards their peers and teacher. The students will communicate ideas orally and in writing. The students will convey their goal by writing clear, cohesive, step-by-step procedures. The students will recognize their audience and communicate ideas in a well-detailed fashion. The students will adapt their voice levels depending on the type of discussion (e.g. large group discussions, reflection and think-pair-shares).

Achieves their potential: The students will work towards an identified goal and develop content that resonates with their interests and values. The students will demonstrate respect for their peers by actively listening to their shared ideas, thereby demonstrating maturity and courtesy/empathetic values. The students will recognize their impact on other students’ and readers of their procedure.

**Broad Areas of Learning:**



**10 minutes**

*The teacher will hand out the recipe sheet. The students will work on the activity (Figure G). The teacher will put on a 25-minute timer and have students' work. If students' do not finish writing their activity, they will continue at bell work the next day (as done when enacted) As the students work the teacher will pass around a glass of lemonade – in this classroom there are no allergies, and it was cleared by the CT and admin staff*

Health and well-being: This lesson explores the world of food as students will use procedural writing to create their own recipes. As the students write they will learn about different foods, their connection to culture and their role in human health/nourishment. Students will also develop and connect to their well-being as they learn key features/strategies used in procedural writing. As the students learn these strategies, they will adapt them to their writing and build their confidence, thereby prompting well-being and positive self-talk.

Citizenship and community life: The students will develop communal values (e.g. openness to diversity, respect for others' ideas, appropriate/clear communication). The students will also recognize and reflect on the role of food in shaping communities and cultures.

## **Universal Design for Learning/ Differentiation/ Presenting information and content**

- The teacher will use visuals displayed on the SMARTboard to maintain a public record of students' thinking when discussing components of procedural writing and the "Gotta Have It checklist.
- The students will have access to hands-on manipulatives. For instance, the students will have access to a laminated support card which they can write on with a dry-erase marker – the support card can help students' who struggle with procedural writing or lack confidence (see Figure F)
- The teacher and students' will co-review key ideas of procedural writing/writing step-by-step processes orally

## **Differentiating expression**

- Written tasks (i.e. recipe card) responses to assess individual understanding.
- Scaffolded activities: prior to the students' writing their own activities they will participate in think-pair-shares and discussions to





		<p>build their understanding of procedural writing</p> <ul style="list-style-type: none"><li>• The students will express their learning in small/large group discussions, whiteboard writing, recipe worksheet</li><li>• The students will respond to the teachers' questions orally and by showing a thumbs up or down</li><li>• The students' also have access to challenge cubes (see Figure E) which they can roll and respond to questions to elevate their writing</li></ul>
		<p><b><u>EDI considerations</u></b></p> <p><b>Stimulating interest and motivation:</b></p> <ul style="list-style-type: none"><li>• The students' will write a recipe that reflects their interests and backgrounds</li><li>• Culturally responsive content allows students to show openness for diversity, and feel the value of their voices in the classroom</li><li>• Flexible seating, students may work on the floor, at their desk or on a wobble stool (<i>note, not all schools have access to wobble stools, but this classroom specifically does</i>)</li><li>• Students can use the noise cancelling headphones when writing their recipe (<i>note, this classroom specifically has these available, however not all schools/classrooms do</i>)</li></ul>
	<p><b>Closure (transition):</b> The teacher will ask students "how do you feel this activity went?"</p> <p>After students' share their responses, the teacher will ask student volunteers to share their recipes.</p> <p>Proceeding this, the class will co-develop a "Gotta Have It" checklist to summarize the key ideas for writing step-by-step procedures. The teacher will say "now let's create a class checklist summarizing all the key ideas for writing step-by-step instructions" - the teacher will suggest some responses and have students show a thumbs up or down to demonstrate if they agree or disagree, and they will ask the students to explain their opinion. The teacher will also ask students to suggest some responses (see Figure D for a sample).</p>	<p><b>FORMATIVE - Assessment FOR learning:</b></p> <ul style="list-style-type: none"><li>• The teachers will observe class discussions, maintain a public record of students' ideas (e.g. transition words, adjectives, adverbs explanations) and acquire insight into students' needs by listening/responding to students' questions.</li><li>• Correcting the principal's letter: the class will engage in a think-pair-share (the teacher will circulate as the class discusses) acquiring insight into students' readiness levels. The teacher and class will co-correct the principal's recipe.</li></ul>



	<p>Ideas to be covered:</p> <ul style="list-style-type: none"> <li>• Well-organized steps in the order to be completed</li> <li>• Details</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Transition words</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will prompt thinking through diverse questions. The students will be encouraged to explain their reasoning behind their responses to help the teacher identify common misconceptions or areas of strength in relation to procedural writing.</li> </ul> <p><b>FORMATIVE - Assessment AS learning:</b></p> <ul style="list-style-type: none"> <li>• The class will collectively construct the key components of procedural writing strategies (e.g. well-organized steps, details, transition words, using adjectives, using adverbs)</li> <li>• The students' will adopt different strategies and features of procedural writing in their creative writing</li> <li>• The class will collectively co-construct a "Gotta have it" checklist to consolidate learning.</li> </ul> <p><b>SUMMATIVE - Assessment OF learning:</b></p> <ul style="list-style-type: none"> <li>• The students' will draft their own recipe which allows them to practice key elements of procedural writing</li> <li>• Teachers will also observe students' contributions to the "Gotta have it checklist" and when correcting the principal's recipe to offer insight into their grasp of key concepts.</li> </ul>
<p><b>EDI Consideration:</b></p> <ul style="list-style-type: none"> <li>- <i>Student culture:</i> As students draft their recipes, they will bring in elements of their diverse cultural identities and family backgrounds (e.g. traditional dishes, favorite meals, nostalgic foods).             <ul style="list-style-type: none"> <li>• By creating recipes that resonate with their interests and backgrounds the students will develop their identities. The students will also understand how values and knowledge differ amongst individuals, yet they all carry richness and value, thereby fostering an inclusive classroom climate and feelings of belonging.</li> </ul> </li> <li>- <i>Varied tasks:</i> This lesson provides access to a challenge cube which will motivate students. Often, when students do not feel challenged or represented in curriculum they may exhibit off-task behavior or feel invalidated, hence this approach acts as a preventative.</li> <li>- <i>Supports:</i> Students who require support will be offered a time support card that helps them read and perform procedures accurately and confidently at their own pace. The support card acts as a guide and checklist for students as they design their procedures.</li> </ul>		





- This tool promotes inclusion and builds students' confidence as students who need additional support can continue to work in a group setting without being pulled aside to develop skills in isolation.
- Flexible approach to activity and seating (the students will participate in a think-pair-share, class discussion, individual reflective work on the floor, desk, wobble stool)
- *Class culture:* This lesson encourages a positive classroom by providing opportunities for students to bring in their own ideas. The lesson begins with a dramatization promoting students' interests as brings in members of school staff beyond the classroom (e.g. the principal).

## **Further considerations.**

### Multiliteracies:

- The students will listen to a read-aloud of the "principal letter" where they learn about a stolen pitcher of lemonade that must be recreated. The class will read the recipe (student volunteers will take turns) as the teacher enacts each step, thereby promoting visuals in the classroom. By enacting the steps, the teacher is helping students visualize the step-by-step process which composes procedural writing.

### Learning Styles:

- This lesson considers students' diverse communication/learning strategies. For instance, some students tend to be less vocal or shy, thereby using "show me a thumbs up if you agree or thumbs down if you disagree" will promote class participation.
- The class will alternate between class/group activities and individual work (i.e. editing the lemonade recipe, then individually drafting a recipe, later co-constructing the "Gotta Have It" checklist)
- The teacher will read and display the letter/recipe on the SMARTboard to ensure that students have both visual and auditory support.
- The teacher will invite the use of noise cancelling headphones and choice of seating to ensure students' comfort and concentration.
- The teacher will provide access to a support card for students who struggle with confidence or require additional support. They will also provide access to challenge cubes for students to explore the activity in depth.

### Higher order thinking:

- The students will analyze and evaluate the pre-written "principal's lemonade" recipe, thereby evoking higher order thinking.
- The students will create their own recipes, thereby developing their own procedures and skills to clearly outline step-by-step processes.

### Creativity:

- The teacher invites student creativity in revising "the principal's lemonade" recipe. The students will bring in their imaginations and creativity as they develop the steps to their recipes. As an additional level, for students at a more advanced readiness level, they will bring in elements of creativity in responding to the questions.

### Potential extensions:

- The class recipes will be compiled to create a class cookbook. The students may select a recipe they would like to create, and they can make it at home with their families. The students may take photos which can be shared with the class. The class can also experiment by making one of the recipes in class.
- In a future lesson that explores food and nutrition (e.g. in science or physical education) the students can explore the nutrition facts to the recipe they decided (i.e. proteins, vitamins, where do the ingredients grow)
- The students can explore the country of origin of the recipe, exploring further culture, traditions, and the community within that country in GHC (geography, history, citizenship).



## Reflection:

- Did the students understand the relevance of clear, coherent, well-organized step-by-step writing?
- Did the students understand the process of procedural writing (i.e. identifying a goal and explaining steps in the order they occur)?
- Did the students' benefit from the support card? Was it effective? How did students choose to use it?
- Did students' benefit from the challenge cube?
- Did the students develop strategies and techniques for procedural writing? Did they adopt these strategies in their own writing?
- Did the students recognize the impact of unclear, underdeveloped procedures on the readers' comprehension?
- Did the students connect to the content? Did they bring in elements of their own family and culture?
- Did students' show openness and respect to their peers when sharing their ideas?
- Did the class comply to expectations?

## Professional Competencies:

### Competency 1: Act as a cultural facilitator when carrying out duties

- The teacher gives meaning to the lesson by involving mention of school staff (i.e. the principal). Additionally, the teacher draws connection to the cultural/backgrounds present in the classroom by having students create their own recipes. The students will understand the relevance of procedural writing by exploring diverse, cross-curricular examples of how well-detailed, organized step-by-step processes must be written. The teacher will visually represent the recipe by creating it in front of the students to demonstrate the impact of undetailed procedures on the readers' comprehension. The teacher has fostered a culturally inclusive space by integrating students' backgrounds and cultures which will penetrate in their recipe writing.; the students will visit diverse countries, some of which resonate with their family backgrounds or desire to visit. The teacher will support positive talk about different cultures and model openness to diversity by creating a class cookbook of all the recipes.

### Competency 2: master the language of instruction

- The teacher will focus on sharing instruction clearly and concisely. The teacher will adapt language and terminology based off students' responses, and questions. They will focus on pace, and intonation ensuring that students remain actively engaged and connected to the class theme. The teacher has organized instruction to critically reflex students' readiness levels and facilitate the students' ability to grasp content. The teacher will use appropriate, student friendly language when sharing the definitions of key terms (e.g. adverb, adjective, goal, procedure, transition words). The teacher will maintain an organized public record of student thinking throughout the lesson, namely when creating the "Gotta Have It" list. The teacher will model grammatically correct sentences in writing and speech. In addition, the teacher will circulate the class and provide positive, constructive feedback while students' work on their recipe's.

### Competency 3: plan teaching and learning situations

- The initial class discussion aims to activate students' prior knowledge of procedural writing/step-by-step processes. As the students participate in pair/large group discussions they will begin to recognize how frequently they interact with procedures. The students will explicit demonstrate this knowledge as they co-revise the recipe with the teacher. The teacher has organized the lesson to find a balance between students' active listening, discussion, and individual reflective work. The purpose of this strategy was to promote students' active engagement and build their autonomy. The challenge cube will provide opportunity for students to deepen their understanding of procedural writing. All students will have access/choice in using a support card, for instance students who require more support or struggle with confidence in ordering steps may refer to the card consideration student diversity. The teacher has planned this activity with the intention that students' transfer key knowledges and skills in their creative writing processes (i.e. students' will develop strategies for ordering events and transitioning between situations using key words) .The teacher will also circulate the class to support students', response to questions and regular the volume level of the room (i.e.



students will work at a “0” voice level to promote concentration – the teacher will remind students’ of this prior to beginning the activity ). To plan and prevent disorder, the teacher will display a timer on the board to keep students on task and help them develop time management skills.

#### Competency 4: implement teaching and learning situations

- The teacher will inform students of the educational aims of the lesson after exploring the principal’s lemonade recipe to promote an understand of key concepts. At the end of the lesson the class will co-develop a “Gotta Have It” checklist which summarizes the key ideas of the lesson (i.e. organization, goals, details, transition words). The teacher will elicit/lead a class wide discussion to tap into students’ preconceived ideas and misconceptions of writing procedures. The teacher will embrace students’ misconceptions to direct/guide discussion. In terms of lesson organization, the teacher planned a balance between students’ verbal communication in pairs/as a class, the students’ opportunity to reflect on key ideas individually. The students will also have diverse opportunities for students to share their responses verbally or through body language (silent thumbs up), thereby considering student diversity. Some students tend to be shy from sharing their responses verbally, therefore causing them to restrict from participating. In turn, using a “show me” approach provides an opportunity for participation. The teacher will provide students with constructive, positive feedback which aligns with the class learning objectives (both in discussion and in writing). They will also check-in on students’ feelings regarding the activity which acquires the teacher with insight into how to adapt future lessons.

#### Competency 5: Evaluates Learning

- The teacher will evaluate students through observation and insight during class discussion. The teacher will circulate and facilitate learning as students circulate the class, these insights will be used to push pedagogy forward. The teacher will collect the recipe card as a low stakes summative evaluation to encapsulate the students’ understanding of key ideas. By collecting this assessment, the teacher will develop an understanding of the students’ areas of improvement/strengths and tiering future content to the students’ readiness levels. The teacher will return these worksheets to the students with constructive feedback and an opportunity to discuss some misconceptions, major questions or processes inspired by this activity in future lessons. This worksheet will also be added to the students’ portfolio to present to families.

#### Competency 6: manage how a class operates

- The teacher will use positive reinforcement to remind students of class expectations and manage the classroom. To signal the classes’ attention the teacher will use a variety of strategies, including “if you hear my voice hands on your head and stop talking” or “grade 3 eyes on me”. The students’ will have access to challenge cubes which promotes positive class participation, students will feel the value of sharing their ideas and when they see their readiness levels represented in class content. For instance, students’ who do not feel challenged may feel underrepresented and call out more frequently. The students will practice turn-taking, essential social skills during class discussions. The teacher will remind students of the activity regulations and follow up on unfavourable behaviour through private discussion.

#### Competency 7: take into account student diversity

- All students may access a support card (see figure F), for students who struggle with confidence or have difficulty recalling the key components of procedural writing. The card holds some reminder questions which students’ can use to guide their writing. The students may also use the challenge cube which will deepen their understanding of their recipe. The challenge cube will further outline students’ areas of strength/improvement as students may easily develop a procedure, yet struggle identifying potential errors or solutions to problems that may arise during the recipe creation.
- During the recipe creation the teacher will circulate the class to provide students with individualized feedback and support. The teacher will allow students to choose comfortable seating/choice of noise cancelling headphones to proactively prevent/work through feelings of anxiety or stress around participation.

#### Competency 8: support students love of learning



- The recipe procedural writing activity within the lesson allows students to autonomously respond to the strategies explored during the teacher-led discussion which promotes the development of their critical thinking skills and confidence, in turn developing an intrinsic love of learning. The learning situations/writing provides opportunities for students to bring in diverse cultural references and have students to see their backgrounds reflected in the class content. Within the lesson the students and teacher will discuss the key strategies/points for procedural writing and its relevance in our everyday world. The students will understand the value of writing accurate procedures beyond the classroom.

Competency 12: mobilizes digital technologies

- The teacher will use the smartboard to maintain a public record of student thinking, namely reviewing the main ideas/rules about procedural writing and its impact on the readers' comprehension.

Figure A: *A Letter from the Principal*

Dear Ms. Stefania and Class,

I am writing to you in extreme  
anger. This morning I made a fresh  
pitcher of lemonade and placed it  
in the staff room fridge. I went back  
this afternoon and it was no longer  
there. Someone stole it! I am so  
sad, I am hoping that your class can  
recreate the recipe I sent you.

Best Wishing,

Principal



Figure B: Principal's Recipe



## *The Perfect Principal Lemonade*

First, cut the lemons

Then put the lemons on the water.

Second, sprinkle sugar on the lemons.

Put the lemons in a cup and drink. Now you have  
lemonade.

### Teacher's enactment of the Recipe

## *The Perfect Principal Lemonade*

*Teacher notes for actions to enact:*

First, cut the lemons (teacher will cut lemons in half)

Then put the lemons on the water (teacher will place put  
lemons on top of the closed container of water)

Second, sprinkle sugar on the lemons (teacher will put a  
small sprinkle of sugar on the lemons that are resting on  
the water container)

Put the lemons in a cup and drink. Now you have  
lemonade (teacher will put half a lemon in a cup and  
try to drink it.

Figure C: Revised Recipe (sample, the students' will lead the discussion – when I enacted this lesson this is the recipe the class came up with)



## *The Perfect Principal Lemonade (Revised with class)*

First, cut two lemons in half.

Second, grad your big spoon and pour 4 cups of water into the pitcher.

Third, take your lemon juicer, put the lemon on the pointy part and squeeze. Repeat this for each half a lemon.

Next, pour the lemon juice in the pitcher slowly.

After you pour in the lemon juice, pick up your wooden spoon and stir the mixture slowly for thirty seconds.

Once you have mixed the water and lemon juice add two big tablespoons of sugar.

Next, take the extra lemon and cut them in to 10 thin slices (as thick as your pinky finger).

Once, cut, place the lemon slices in the pitcher.

Lastly, pick up the pitcher and pour yourself a full glass in the black cup.

*enjoy*

Figure D: Gotta Have It Checklist Sample





# SAMPLE "GOTTA HAVE IT" CHECKLIST

When I write step-by-step processes I must remember to....

- ☐ Write steps in the order I will complete them in \_\_\_\_\_
- ☐ Make sure I describe all the actions and materials I am using \_\_\_\_\_
- ☐ Use transition words to move between steps (First, then, next, after) \_\_\_\_\_
- ☐ Use adjectives (describe a noun) \_\_\_\_\_
- ☐ Use adverbs (describe an action) \_\_\_\_\_
- ☐ Set a goal (These steps will lead me to...) \_\_\_\_\_

Figure E: Challenge Cube (to be built prior to class) *Roll the dice and respond to the questions*

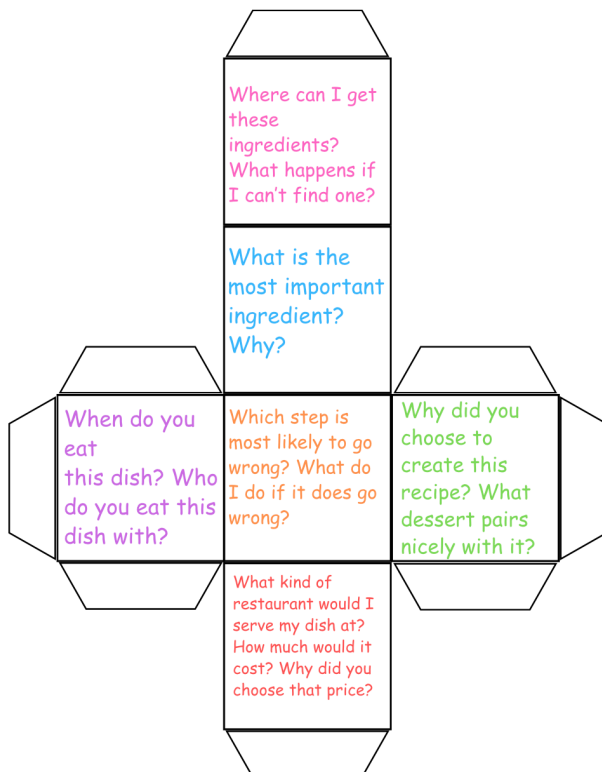




Figure F: Support Card (side A and B)

Side A

When writing a procedural I will....

1. Identify my goal.
2. Write the steps in the order I am completing them in.
3. Use transition words between steps.
4. Use adjectives and adverbs.



Side B

Some examples

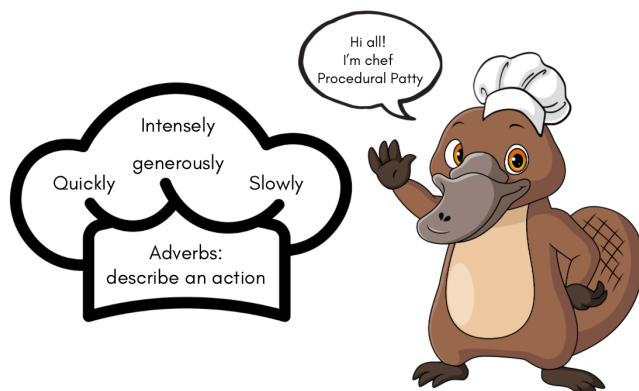
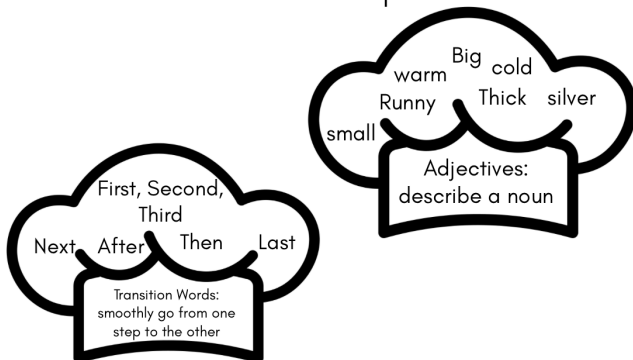




Figure G: Recipe Card – student completion

## *An All About Me Recipe*

My recipe/goal: \_\_\_\_\_

**Ingredients**

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**A picture of my recipe:**

**Method**

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