

Writing Sequencing Procedures Lesson Plan

Grade: Third		Subject: Language Arts/Literacy	
Materials: Graphic organizer sheets, writing utensil, and the example sheet		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input checked="" type="checkbox"/> Other (list) Explain: Small group activity (Reading Rotations)	
Standard(s) W.3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.4 – Produce writing in which the development and organization are appropriate to task and purpose. W.3.5 – Develop and strengthen writing as needed by planning, revising, and editing.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) By the end of the lesson, students will recall how to write a sequence task and will demonstrate their understanding by beginning to write their procedures for their chosen task. By the end of the lesson, students will indicate if their procedures are organized by sequencing and are appropriate to their chosen task. By the end of the lesson, students will practice/simulate their procedures using imaginative items to check if they need revising and editing. Bloom’s Taxonomy Cognitive Level: Remembering, Understanding, & Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be at their desks for whole group instruction which will be done by the classroom teacher. After whole group instruction has ended, the students will move to reading rotations. The students will be broken up into four groups with 4-5 students per group. The groups will be pre-selected and written on the white board in the “Reading Rotations” section for the students to see throughout the day until the afternoon. Each rotation will be 15 minutes long and it will be announced by the teacher when the students have about two minutes left until moving to the next rotation. There will also be a timer set which will go off after the 15 minutes are up so the students will know when to move to their rotation.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - The students will stay seated at the kidney table during the small group lesson (Reading Rotations) - If a student has a question, they will raise their hand and wait to be called on - When a student is answering a question, they must raise their hand and wait to be called on and answer the question at a voice level 1 - The students must not blurt out any answers (voice level 0), they must raise their hand - The students must be at a voice level 0 during the lesson - The students will demonstrate “whole body listening” during the lesson, when the teacher is talking, and when their peers are talking - The students will respect the space they are in and their peers around them - The students must participate - After the explanation is given to the students, they may talk at a voice level 1 with their peers while writing their procedures for ideas or help - When students are modeling their procedures, they must be respectful of those around them and use a voice level 1 when talking through the steps	
Minutes	Procedures		
1-2	Set-up/Prep: The teacher will gather the needed materials for the small group lesson: The “How to” graphic organizer (brought by the students), writing utensils (brought by the students), and the example brought by the teacher.		

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1-2	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>The teacher will say, “Can anyone remind me what sequencing is and why it is important?”</p> <ul style="list-style-type: none"> • What it is: <ul style="list-style-type: none"> ○ Doing things in order ○ The order of events in a story ○ Steps we follow to complete a task • Importance: <ul style="list-style-type: none"> ○ Know what we are supposed to do step by step to complete a task <p>The teacher will say, “What are the transition words we use when we are sequencing?”</p> <ul style="list-style-type: none"> • First, next, then, last
4-6	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>The teacher will say, “Today we are going to continue working on your sequence writing. Yesterday, we thought of some ideas that we want to give clear and concise directions for and today you (the students) are going to start writing your procedures (steps) for your chosen task.”</p> <p>The teacher will say, “When we are first starting to think of what the first step would be, we can look at the materials we will need for this task which will help us decide what order our steps will need to be in.”</p> <ul style="list-style-type: none"> • Example: (Appendix A) <ul style="list-style-type: none"> ○ Materials: <ul style="list-style-type: none"> ▪ Four lemons ▪ Knife ▪ Bowl ▪ Pitcher ▪ Water ▪ 1 cup of sugar ▪ Tall spoon ▪ Cup ▪ Straw ○ How to Make Lemonade <ul style="list-style-type: none"> ▪ First, slice four lemons in half with a knife and squeeze the lemons into a bowl to get the juice out. ▪ Next, fill the pitcher $\frac{3}{4}$ full with water and add the lemon juice from the bowl to the water. ▪ Then, add 1 cup of sugar to the pitcher and stir the mixture with a tall spoon. ▪ Last, pour the lemonade into a cup, add a straw, and enjoy! <p>The teacher will say, “From my example, I was able to develop the procedures (steps) I needed to complete the task from looking at the materials I needed to make lemonade. These directions were clear and concise so I was able to make the lemonade by knowing exactly what I needed and what to do step by step.”</p> <ul style="list-style-type: none"> • Be CLEAR and CONCISE when writing your steps <p>The teacher will say, “Depending on your chosen task, it may take more than four steps and that is okay. If your task is more than four steps, I will give you extra lined paper or another graphic organizer sheet so you are able to write each step for your task.”</p> <ul style="list-style-type: none"> • When adding more steps, use the transitions in this order: <ul style="list-style-type: none"> ○ Next, then, next, then, ect. <p>The teacher will say, “During or after you have finished writing your procedures (steps), I want you to model your steps with invisible items to help you see if your procedures (steps) make sense and if they need to be revised and edited. You can ask a peer for help as well.”</p> <ul style="list-style-type: none"> • The teacher will model her example with invisible items <p>The teacher will say, “After you have completed writing each step, you will draw a picture in the box next to each step to help you (the students) or someone reading your directions visually see what each step of your task will look like. If you do not make it to this step today, that is okay because we will finish the sequence writing on Friday during class.”</p> <p>The teacher will say, “Now you (the students) will begin to write your procedures (steps) for your chosen task. You will start with the first step and work your way through until your task will be completed with the last step.”</p>
6-8	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The students will begin to write their procedures for their chosen task on the graphic organizer sheet from the ideas they generated during the small group lesson from the previous day.</p> <ul style="list-style-type: none"> • The students will model each step of their chosen task with invisible items

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	<ul style="list-style-type: none"> The students will draw a picture for each step
1-2	<p>Review (wrap up and transition to next activity): If the students do not finish their sequence writing, they will put their work in the unfinished work folder to complete during class on Friday.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>After teaching this lesson and looking back at how it went, it went well for a few reasons. I enjoyed teaching this lesson as it was a continuation of the lesson I taught the previous day about writing sequences and learning what the process entails. The first day, the students thought of an idea for their sequence writing and wrote down the title with the correct capitalization along with listing the materials in the materials section on the graphic organizer. For this lesson, the students continued the process, but began to write their procedures and drew a picture to go with each step after the step was written. The lesson went well for a few reasons. First, I began with asking why it is important to have clear and concise directions so they students would be able to recall what we talked about during the previous lesson and they were able to answer the questions without hesitation. This showed me that the students were paying attention during the first lesson which led me to know that they comprehended the lesson and were able to recall the information. Second, the students were able to pick up from where they left off from the previous lesson and began writing their procedures right away after a little explanation and showing them my example of what the end product would look like. As the students came to the kidney table, I could tell that they were excited to begin writing their procedures instantly which showed me that they have enjoyed working on their sequence writing so far. This showed me that the students enjoyed the content and were engaged with it the whole time which contributed to the overall outcome of the lesson. Third, as the students were writing their procedures, they were asking for some guidance regarding how they should begin writing their procedures and I gave them a couple of ideas, but they mostly turned to their peers for some guidance which was great to see. To me, learning from your peers is important and I am glad the students turned to their peers for guidance rather than turning to me right away. Lastly, the students were able to draw a picture that went with each step of their sequence after having written each step. Drawing each picture contributed to the students' knowledge of how each step would look if they were to complete the task with real materials. They were able to visualize in their heads what their task would look like step by step then drew what it would look like in each box on the graphic organizer.</p> <p>From this lesson, the students learned a couple of new things and added onto their previous knowledge of sequence writing. The students learned how to develop their procedures for their sequence writing from my example then implemented that knowledge and wrote their own procedures. From this, the students learned what language to use when writing their steps so each one would be clear and concise. The students also learned how to take what they wrote for each step and formed it into a picture which was drawn next to each step. They had to think about what materials were used in each step and be able to draw the steps which included the materials of how it would take place. The students added onto their previous knowledge of sequence writing by taking what they learned during the first lesson and brought that knowledge to this lesson which helped them with being able to write their procedures. I know the students learned because of the previous knowledge they had of sequence writing and being able to implement that knowledge by filling out the rest of the graphic organizer.</p> <p>After teaching my lesson, there are a couple of things I would change or add to my lesson if I were to teach it again. The first thing I would add to my lesson would be reinforcing that I want the students to model with invisible items after they have finished writing their procedures. After some of the students finished, they were not as interested in modeling their task with invisible items which I think is important for them to do as they would recognize if one of their steps was not clear and concise which they would then have to do some editing. I modeled my task with invisible items and they were able to tell that my steps were clear and concise as it made sense so I think it would be beneficial for them to do this. Next time, I would make sure the students model their task with invisible items to help them better understand sequencing and for them to be able to know how important it is to be clear and concise with directions. The second thing I would change would be when I model my example, to make a mistake so they students would recognize it and be able to correct that mistake. This may help them recognize any mistakes in their procedures as they are working through how they are written and if they would need to add anything or restructure their sentences. This would be beneficial as the students would be able to know that mistakes are okay and they happen to everyone and recognizing those mistakes are important as then you are able to correct them and work from there.</p>	

Name: Ms. Rebecca

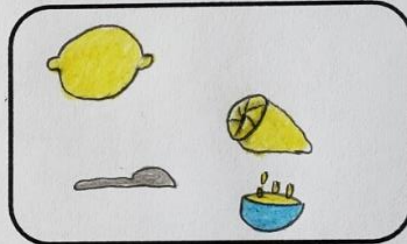
How to Make Lemonade

Materials needed:

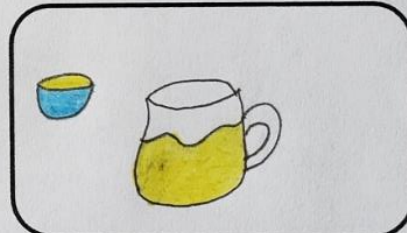
Four lemons, knife, bowl, pitcher, water, one cup of sugar, tall spoon, cup, and a straw

Steps:

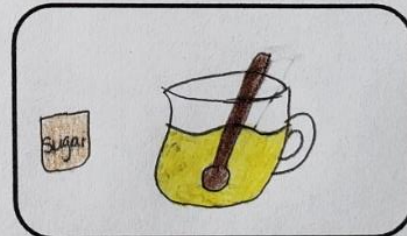
First, slice four lemons in half with a knife and squeeze the lemons into a bowl to get the juice out.



Next, fill the pitcher $\frac{3}{4}$ full with water and add the lemon juice from the bowl to the water.



Then, add 1 cup of sugar to the pitcher and stir the mixture with a tall spoon.



Last, pour the lemonade into a cup, add a straw, and enjoy!

