

Year 2 Literacy: Procedure Writing

Date 12/10/2011 Time 10.00 Length of session 45 minutes	Year Group 2 Number of pupils 28	SEN = stage More able pupils EAL	
Groupings with targets: In ability groups	My focus group MA and demonstration	LSA/TA group: LA	
Prior experience , this lesson builds on / links with: The children have covered procedure writing before and we have written an 'ingredient list' of things that must go into instructions			
Learning Outcomes (Differentiated as Must, Should, Could) Share these with the children WALT We Are Learning To Juggle <ul style="list-style-type: none">All learners must be able to write instructions for making cous-cousMost learners should be able to write an appropriate titleSome learners should be able to design their own instructions format		Success criteria: (To be successful) W.I.L.F. (What I am looking for) All the steps are included in the instructions A title and what you will need box Pictures/diagrams and written instructions	
Key Vocabulary weigh, pour, cous-cous	Use of ICT None	Safety/Risk Assessment We will be using hot water to cook the cous-cous, which will be done by the teacher so the children must stay sat in their seats and watch from there.	Equipment Weighing scales, bowl, spoon, hot water, cous-cous
Lesson outline including timings and differentiation: Instructions: (5-10 minutes) What are instructions? What do we need to make sure we use in instructions? (bossy words etc.) Demonstration (10 minutes) Make the cous-cous with the children sat in their seats watching. Get them to guess what they think the next step is. While waiting for the cous-cous to absorb the hot water and be ready, write key words on the board which they may not know and need to be able to spell (e.g. cous-cous) Once ready, the children can taste the cous-cous (TA to walk around to each child and give them a plastic spoon to take some from the bowl) Main section (20 minutes) Quickly recap what we did in what order. Children then to work in their ability to groups to write up instructions for how to make cous-cous. Review/Plenary (5 minutes) In pairs/groups, discuss if you're pleased with your work today and if you found it difficult, okay or easy. Stick red, orange or green sticker in your book depending on how you found it. Whole class: In 2 minutes sum up how to make-cous-cous. Differentiation: LA: Instruction sheet that has the title prewritten on it with boxes for drawing and lines for writing. TA support. Difficult words written on individual whiteboard to help them when needed. MA: Instruction sheet with a space to write their own title as well as boxes for drawing and lines for writing. Teacher support where needed. HA: No sheet, child must create their own in their Literacy book, writing everything themselves. They will be more focused on the writing rather than pictures. Teacher support where needed but mostly individual work.			

Procedural Text Writing Piece Lesson Plan

**Susan Ballinger, Ruth Fielding, Diane J.
Tedick**



Procedural Text Writing Piece Lesson Plan:

Decoding **Procedural Text Writing Piece Lesson Plan**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Procedural Text Writing Piece Lesson Plan**," a mesmerizing literary creation penned by a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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Table of Contents Procedural Text Writing Piece Lesson Plan

1. Understanding the eBook Procedural Text Writing Piece Lesson Plan
 - The Rise of Digital Reading Procedural Text Writing Piece Lesson Plan
 - Advantages of eBooks Over Traditional Books
2. Identifying Procedural Text Writing Piece Lesson Plan
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Procedural Text Writing Piece Lesson Plan
 - User-Friendly Interface
4. Exploring eBook Recommendations from Procedural Text Writing Piece Lesson Plan
 - Personalized Recommendations
 - Procedural Text Writing Piece Lesson Plan User Reviews and Ratings

- Procedural Text Writing Piece Lesson Plan and Bestseller Lists
- 5. Accessing Procedural Text Writing Piece Lesson Plan Free and Paid eBooks
 - Procedural Text Writing Piece Lesson Plan Public Domain eBooks
 - Procedural Text Writing Piece Lesson Plan eBook Subscription Services
 - Procedural Text Writing Piece Lesson Plan Budget-Friendly Options
- 6. Navigating Procedural Text Writing Piece Lesson Plan eBook Formats
 - ePub, PDF, MOBI, and More
 - Procedural Text Writing Piece Lesson Plan Compatibility with Devices
 - Procedural Text Writing Piece Lesson Plan Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Procedural Text Writing Piece Lesson Plan
 - Highlighting and Note-Taking Procedural Text Writing Piece Lesson Plan
 - Interactive Elements Procedural Text Writing Piece Lesson Plan
- 8. Staying Engaged with Procedural Text Writing Piece Lesson Plan
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Procedural Text Writing Piece Lesson Plan
- 9. Balancing eBooks and Physical Books Procedural Text Writing Piece Lesson Plan
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Procedural Text Writing Piece Lesson Plan
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Procedural Text Writing Piece Lesson Plan
 - Setting Reading Goals Procedural Text Writing Piece Lesson Plan
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Procedural Text Writing Piece Lesson Plan
 - Fact-Checking eBook Content of Procedural Text Writing Piece Lesson Plan
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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