

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

Eve Bearne, Helen Wolstencroft



Procedural Text Writing Piece Lesson Plan:

Engaging Teachers, Students, and Families in K-6 Writing Instruction Danielle L. DeFauw, 2020-06-03 This text draws on interviews assignments field notes and observations from a flipped writing methodology course conducted with preservice elementary teachers in the US In doing so the text powerfully illustrates the benefits of using flipped methodologies in K 6 instruction to engage students teachers and families in authentic writing practices *Engaging Teachers Students and Families in K 6 Writing Instruction* demonstrates the use of flipped writing methodologies to engage preservice teachers in literacy instruction increase their confidence as writers and bolster their understanding and application of pedagogical content knowledge In turn this underpins teachers ability to teach writing as an authentic purpose driven audience focused process In particular chapters explore effective teaching strategies including writing clinics writing contests and family literacy sessions which encourage writing development within a community of students teachers families and authors This text will be an engaging and informative guide for educational researchers teacher educators and preservice and inservice teachers looking to develop effective flipped writing pedagogies to support educators students and families **Integrating**

Technology into the Writing Process , Teaching New Literacies in Grades K-3 Barbara Moss, Diane Lapp, 2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included *Teaching Writing Genres Across the Curriculum* Susan Lee Pasquarelli, 2006-06-01 This volume showcases the efforts of real teachers using the teaching events from real middle school classrooms Included is the work of eight hard working middle school teachers who are convinced that the form and function of genre is a way to teach writing across the middle school curriculum Each chapter contains sample lessons protocols classroom instructional materials and assessment tools to provide middle school teachers with an approach to explore rigorous expository writing instruction in their own classrooms Read to Achieve Teacher's Resource , 2015-06-08 The Read to Achieve Teacher s Resource Guide provides complete instruction for the defined standards but also provides scaffolded instruction for the standards leading up to 3rd grade

Attractive Lesson Plans in Online Class: Various Designs in Remote Teaching Rini Estiyowati Ikaningrum, Penerbit Pustaka Rumah C1nta, This English book contains various lesson plans for fun learning especially in online class The interesting designs including steps strategies media materials and assessments are created here Dealing with the latest situation teachers need guidance in conducting remote teaching that help them run the class and create more

interesting lesson plan about new things in teaching English **Teaching Informational Text in K-3 Classrooms** Mariam Jean Dreher, Sharon Benge Kletzien, 2015-09-09 Specifically designed for K 3 teachers this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction The book presents lessons read alouds and activities that motivate students to engage with a wide variety of exemplary texts Links to the Common Core State Standards CCSS are explained throughout Key topics include how to build academic vocabulary balance fiction and nonfiction and address the needs of English language learners Examples from diverse classrooms and end of chapter discussion questions and engagement activities enhance the book s utility as a professional development resource Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size Teacher Development for Content-Based Language Education Susan Ballinger, Ruth Fielding, Diane J. Tedick, 2024-09-10 This book fills a large gap in our understanding of how to prepare teachers for the challenging but increasingly popular task of integrating content and language instruction It brings together findings on content based teacher education from Africa Asia Australia Europe and North America in order to inform researchers and teacher educators and enable them to play a critical role in the continued success of such programs It offers a solid grounding in theories and applications of content based approaches with empirical studies investigating teacher identity materials design use of cognitive discourse functions and best practices for teacher education Responding to the growing popularity of content based programs and the shortage of qualified teachers for these contexts this book promotes teacher researcher collaboration and provides support for trainee teachers in service teachers and course leaders *The Multi-age Learning Community in Action* Barbara Cozza, 2017-09-18 As schools struggle to teach all students the multi age teaching and learning framework has emerged as one of today s most effective ways to structure schools Multi age Learning Community MAC Program is a professional development program in action It presents a framework that can transform schools from a graded system to a multi age learning environment This multi age school targets students individual and personal needs and allows students to excel and succeed The school reform climate today focuses on schools of choice and building effective school environments This multi age program creates a unique school niche that is marketable to families Parents have the option of sending their children to schools that concentrate on achievement that best meets the needs of the learner without disrupting the mandates of the curricula This book is intended to assist educators at all levels of all school organizations as well as give policymakers educators and parents the information on an effective school program This book gives information on how to transform schools into multi age classrooms This book is divided into four parts that explain both the theory and the practice of effective strategies for the multi age school program Organizational Practice Building Culture Learning Processes and Assessment and Systemic Improvement There are specific basic principles and practices that are integrated into a quality and effective framework discussed in the chapters of this book Each chapter begins with a vignette based on my experiences in multiage schools and concludes with an educator s

reflection to recap the concepts in the chapter Each chapter also integrates snapshots that are short real to life passages that bring to life concepts discussed in the chapter Although this book discusses multi age schools these ideas may be applied to all school environments To accommodate all school programs at the end of each chapter a section titled Application for All Schools is a framework that discusses just how to apply chapter concepts in any school or classroom program It is recommended that the reader review the book one time in sequence and then reread each chapter as needed to give meaning to the reader's purpose

Proceedings of 5th Borobudur International Symposium on Humanities and Social Science (BISHSS 2023) Zulfikar Bagus Pambuko, Muji Setiyo, Chrisna Bagus Edhita Praja, Agus Setiawan, Fitriana Yulastuti, Lintang Muliawanti, Veni Soraya Dewi, 2024-08-01 This is an open access book In our rapidly evolving modern era the intersection of green technology and digital society has shifted paradigm shifts across various facets of human life The fusion of these two domains holds the potential to profoundly impact society's social aspects Therefore The 5th Borobudur International Symposium with the theme Smart and Sustainable The Synergy of Green Technology and Digital Society is designed to delve into and celebrate the strong synergy between green technology and the digital society specifically focusing on social sciences The background of this conference reflects the significant tensions in modern society On the one hand we witness innovative strides in green technology to reduce negative environmental impacts and develop more sustainable systems On the other hand our society is becoming increasingly interconnected in a vast digital network enabling unprecedented information exchange that influences social interactions work education and many other aspects of daily life As green technology and the digital society converge new and crucial opportunities and challenges emerge in the social context Through this International Conference we hope to provide a platform for researchers practitioners and stakeholders to share knowledge experiences and innovative ideas to better understand how green technology and the digital society can collaborate to achieve smarter and more sustainable societies

Challenging Lessons, *Visual Approaches to Teaching Writing* Eve Bearne, Helen Wolstencroft, 2007-09-26 Includes CD Rom Why are visual approaches to literacy important Children's experience of texts is no longer limited to words on printed pages their reading and writing worlds are formed in multimodal ways combining different modes of communication including speech or sound still or moving images writing and gesture This book is a practical guide for teachers in making sense of multimodal approaches to teaching writing The book covers topics such as The design of multimodal texts and the relationships between texts and images How to build a supportive classroom environment for analysing visual and audiovisual texts and how to teach about reading images How to plan a teaching sequence leading to specific writing outcomes Examples of teaching sequences for developing work on narrative non fiction and poetry Formative and summative assessment of multimodal texts providing levels for judging pupil development and suggestions for moving pupils forward How to write review and carry out a whole school policy for teaching multimodal writing The book is accompanied by a CD which contains a range of examples of children's multimodal work

along with electronic versions of the activities and photocopiable sheets from the book and material designed for use with interactive whiteboards It will be a valuable resource for primary teachers literacy co ordinators and students on initial teacher training courses

Teaching Writing to English Language Learners in the Elementary Classroom Subrata Bhowmik, Marcia Kim, 2025-10-29 This book focuses on research informed approaches and techniques for teaching writing to elementary English Language Learners ELLs The book highlights strategies for enriching writing literacy education for elementary ELLs With contributions from prominent scholars in the field of elementary ELL writing from around the world the chapters in this book focus on a wide range of topics including curriculum design metalanguage and translanguaging integrating playfulness into a genre based approach to writing instruction metacognitive instruction teaching the genre of school identity texts multimodal writing using mentor texts teaching science writing and interrogating raciolinguistic ideologies in assessment practices Together they highlight both the challenges and possibilities of writing instruction for elementary ELLs in diverse educational contexts This is a foundational text for students in TESOL programs focusing on writing instruction for ELLs as well as for pre and in service teachers who want to upgrade their teaching abilities and knowledge bases

Learning to Teach English in the Secondary School Jon Davison, Jane Dowson, 2003 Focused on the key skills needed to teach English at the secondary school level this text covers a range of issues that include use of new technology reading writing speaking listening drama and the teaching of grammar

Brainwaves Teaching Guide Leone Strumbaun, Katrin Cornell, 2005 Teacher guide to a set of nonfiction books with attitude to grab even the reluctant readers attention Provides direct instruction in vital comprehension strategies opportunities to engage with authentic texts in a variety of text types and integration of other learning areas with reading and writing opportunities for ages 6

Handbook of Research on Teacher Practices for Diverse Writing Instruction Hodges, Tracey S., 2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom However resources related to writing typically do not focus on the depth and breadth of writing and there is a need for a resource that offers a comprehensive look at diverse writing instruction research The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues perspectives and methods for writing instruction currently in use with an added lens focusing on diversity and equity It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting Covering topics such as student motivation curriculum development and content area instruction this major reference work is an essential resource for preservice teachers faculty and administration of K 12 and higher education academic libraries government officials school boards researchers and academicians

Intermediate Lessons ,

When Writers Drive the Workshop Brian Kissel, 2023-10-10 With increasing school mandates and pressure to perform

well on standardized tests writing instruction has shifted to more accountability taking the focus away from the writer In his engaging book *When Writers Drive the Workshop Honoring Young Voices and Bold Choices* author Brian Kissel asks teachers to go back to the roots of the writing workshop and let the students lead the conference What happens when students not tests determine what they learned through reflection and self evaluation In *When Writers Drive the Workshop* you ll find practical ideas guiding beliefs FAQs and Digital Diversions to help visualize digital possibilities in the classroom Written in an engaging teacher to teacher style this book focuses on four key components of writing workshop Student led conferring sessions where the teachers are the listeners The Author s Chair where students set the agenda and gather feedback Structured reflection time for students to set goals and expectations for themselves Mini lessons that allow for detours based on students needs not teacher or curricula goals All students have the powerful shared need to be heard when they choose their writing topics they can see their lives unfold on the page Teachers are educated by the bold choices of these young voices

Language in Writing Instruction María Estela Brisk, 2020-09-22 Accessible and engaging this book offers a comfortable entry point to integrating language instruction in writing units in grades 3-8 A full understanding of language development is necessary for teaching writing in a successful and meaningful way Applying a Systemic Functional Linguistics SFL approach Mar a Brisk embraces an educator s perspective breaks down the challenges of teaching language for non linguists and demonstrates how teachers can help students express their ideas and create cohesive texts With a focus on the needs of all students including bilingual and English language learners Brisk addresses topics necessary for successful language instruction and moves beyond vocabulary and grammar to address meaning making and genre This book provides a wealth of tools and examples for practice and includes helpful instructional resources that teachers can return to time after time Moving from theory to practice this teacher friendly text is a vital resource for courses in language education programs in service teacher training seminars and for pre service and practicing English Language Arts ELA teachers who want to expand their teaching abilities and knowledge bases This book features a sample unit and a reference list of instructional resources

What English Language Teachers Need to Know II Denise E. Murray, 2010 Designed for pre service teachers and teachers new to the field of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher s role in the larger professional sphere of English language education Volume II covers the three main facets of teaching pla

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