

Project-Based Unit Outline

Unit Outline Developers:

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Mini Lesson Aligned with a SEL Standard

Grade: 3rd

Objectives:

Students will be able to give examples of ways we show respect at school, at home, and in the community.

Social/Emotional Standards:

Students will interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations.

Formative assessment:

FA1 – Questions– Students will orally respond to the following questions below as a whole class with at least three students answering each question. The questions will be written on the board for the class to view and refer to when answering.

1. Why is it important for us to be respectful at school, at home, and in the community?
2. What rewards could we receive for showing respect in these areas?
3. What consequences could we receive if we do not show respect in these areas?

Instructional Plan

Engage: “Respect is a word that you have all probably heard before. It is a word that your teachers and parents use a lot. You probably have heard it used by your coaches or maybe from other adults. Raise your hand if you have heard the word respect before. Now, I want you to turn to your classmate and talk about what it means to be respectful.”

Connect: “So as we are hearing from each other, respect is something that is very important because it helps us get along with each other and shows us that we are good students. We can also show respect when we are not in school such as in the grocery store, the library, or even when we are with our families.”

Launch: “Respect is a person’s feelings and/or actions toward other people, ourselves, and things. Today, we are going to talk about ways that we show respect at school, at home, and out in the community.”

Activity 1: Teacher Presentation of Respect

- I will display the “Showing Respect” activity sheet on the board where students can see it. I will give an example of how people show respect in each area on the activity sheet.

Transition- Now that you have some examples of how people show respect, let’s do some brainstorming! I am going to pass out a worksheet to you. Please just put your name on your paper and wait for me to explain what we will be doing.

Activity 2: Guided Student Practice

- I will pass out the “Showing Respect” activity sheet to each student. Students will share ways they show respect at school, at home, and out in the community. As students are brainstorming, I will direct them to fill in the activity sheet with their favorite examples so that they can refer to it whenever they need a “respectful reminder” of how to act appropriately.

Transition - We’re going to break out into small groups and work together on identifying respect and what we can do to help others be respectful if they are not. Please listen as I break you up. You will then be able to sit with your group and wait for my instructions.

Activity 3: Student Independent Practice

- I will break students into small groups, and provide each group with a Respect Scenario Card. I will direct students to read the card in their group. Then, they will work together to determine if the character in the scenario is being respectful. If he or she is not being respectful, the students are to determine what the character should do to be respectful.
- After the last card, students will return to their seats and participate in a class discussion to orally answer three questions provided below with 2-3 students answering each question (FA 1).

1. Why is it important for us to be respectful at school, at home, and in the community?
2. What rewards could we receive for showing respect in these areas?
3. What consequences could we receive if we do not show respect in these areas?

Closure

Have students read their scenario card to the whole class and then share what they determined with their group. If the group determined the situation was not respectful, have students share what the character can

do so that she or he is being respectful. Then, lead the class in a discussion about some consequences that could happen in each area if a person is not respectful.

SHOWING RESPECT

How Can I Show Respect?	
<p>At School</p> 	
<p>At Home</p> 	
<p>In the Community</p> 	

RESPECT SCENARIO CARDS

<p>Card 1</p> <p>Johnny's teacher asks the class to take out their math books and pencils. Johnny is mad because he forgot to do his homework and does not take out his math book or pencil. When his teacher reminds him of the directions, he still does not follow them. Is Johnny being respectful? What should Johnny do to show respect to his teacher?</p>	<p>Card 2</p> <p>Sarah is at the park; she throws her potato chip bag on the ground when she is done and runs to play on the swings. Is Sarah being respectful? What should Sarah do to show she is being respectful in the community?</p>
<p>Card 3</p> <p>Ben is running in the hallway on his way to the bathroom. A teacher he does not know asks him to walk. Ben ignores the teacher and keeps running. Is Ben being respectful? What should Ben do to show respect at school?</p>	<p>Card 4</p> <p>Anna's teacher tells the class to put their tablets away and go back to their seats. Anna really wants to finish the game she is playing, so she ignores the direction and continues playing on the tablet. Is Anna being respectful? What should Anna do to show respect to her teacher?</p>
<p>Card 5</p> <p>Eric's baseball team did not win the big game. Eric was very mad. When it was time for both teams to shake hands, Eric sat on the bench and refused to shake hands with the other team. Is Eric being respectful? What should Eric do to show respect?</p>	<p>Card 6</p> <p>Sean's mom told him that he could not go play with his friends until he cleaned his room. Sean did not want to clean his room, but he really wanted to play outside. Sean went upstairs and cleaned his room like his mom asked. Is Sean being respectful?</p>
<p>Card 7</p> <p>Serena's grandma made pasta for dinner. Serena does not like pasta. At the dinner table, she yells at her grandma for making pasta and tells her that she is the worst cook ever. Is Serena being respectful? What should Serena do to show respect to her grandma?</p>	<p>Card 8</p> <p>During Show and Tell, two boys start laughing when their classmate is sharing what her favorite movie is. They laugh and say that it is a boring movie. Are these students being respectful to their classmate? What should the boys do to show respect?</p>

Project-Based Unit Outline: Preliminary Planning

Grade: 3

Purpose: To learn and appreciate a variety of cultures and their foods that exist within society and the world.

Audience: Travelers, local restaurant owners, families, and/or food critics.

Final Product: Student-created recipe pages to be compiled into one class cookbook.

Key elements of the final product:

- Servings
- Ingredients
- Amounts
- Directions
- Equipment
- Temperature
- Time

Genre: Multicultural, Recipe, Cookbook

Phase	Skills	Texts	CCSS: ELA & Social Study/Science
Project Launch			
Session 1	Students will construct a response about what their favorite food is and why as well as some characteristics of that food.	<u>Launch Text:</u> Every Night is Pizza Night By: J. Kenji Lopez-Alt	<u>RL.3.6</u> Distinguish their own point of view from that of the narrator or those of the character
Reading & Research			
Session 2	<ul style="list-style-type: none"> Students will choose a character from the book and describe orally what their overall food and culture is like including how they eat and what their community is like. Students will write a reflection of their favorite part of the book and if they have ever eaten some of the food mentioned in the text. 	<u>Source Text:</u> My Food, Your Food, Our Food By: Emma Carlson Berne	<u>RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events <u>SS.EC.1.3</u> Compare the goods and services that people in the local community produce and those that are produced in other communities.
Session 3	<ul style="list-style-type: none"> Students will perform internet research on a country's ethnic food Students will write what they think about the food, what appeals to them, if they would try it, and why. 	<u>Source Text:</u> My Food, Your Food, Our Food By: Emma Carlson Berne	<u>W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.
Session 4	<ul style="list-style-type: none"> Students will choose their favorite food and do internet research of where the food originates from Students will organize the ingredients the directions of their chosen food 	<u>Source Text:</u> Food Around the World Read Aloud, Audio Book, Title: Food Around the World - YouTube My Sweet Story (Teacher made story recipe of cannoli and Italy) Tacos For You And Me (Teacher made story recipe of tacos and Mexico)	<u>SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <u>SS.G.3.3</u> Show how consumption of products connects people to distant places <u>W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Session 5	Students will research the different ingredients that different countries use and will discuss what is common and what is unique about the ethnic dishes that are made.	<p><u>Source Text:</u> Food Around the World Read Aloud, Audio Book, Title: Food Around the World - YouTube</p>	<p><u>RL.3.7</u></p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>
Writing & Research			
Session 6	<ul style="list-style-type: none"> Students will brainstorm as a class which dish they will use for writing a recipe. Students will discuss which dish they have chosen and provide reasoning. 	<p><u>Mentor Text:</u> Fry Bread: A Native American Family Story by Kevin Noble Maillard</p>	<p><u>SL.3.1.B</u></p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>SL.3.6</u></p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Session 7	Students will write a draft of their list of ingredients and materials needed	<p><u>Mentor Text:</u> The Runaway Rice Cake by Ying Chang Compestine</p>	<p><u>W.3.4</u></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p><u>SL.3.1.A</u></p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p>
Session 8	<ul style="list-style-type: none"> Students will write step by step instructions for their recipes that are detailed and followable. Students will silently read their directions to ensure they meet the standards of the student. 	<p><u>Mentor Video</u> THIS "EXACT INSTRUCTIONS CHALLENGE" IS SO HILARIOUS - YouTube</p>	<p><u>RL.3.4</u></p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><u>SL.3.1.D</u></p> <p>Explain their own ideas and understanding in light of the discussion.</p> <p><u>W.3.2</u></p>

			Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Session 9	Students will finish writing step by step instructions for their recipes	Mentor Video: <u>THIS "EXACT INSTRUCTIONS CHALLENGE" IS SO HILARIOUS - YouTube</u>	<u>W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly <u>RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Revision & Editing			
Session 10	<ol style="list-style-type: none"> 1. Students will get a partner and will read each other's instructions, giving feedback if something is unclear. 2. Students will revise their writing to be clearer 		<u>W.3.4</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>SL.3.1.B</u> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Session 11	<ol style="list-style-type: none"> 1. Students will get a partner and markup where they notice mistakes. 0. Students will edit their recipes 		<u>W.3.4</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Session 12	<ol style="list-style-type: none"> 1. Students will identify the components of the recipe and will take note of the appealing layout of the cookbook. 0. Students will begin typing out their recipe page. 	Mentor Text: Better Homes and Gardens New Junior Cook Book	<u>W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Session 13	<ol style="list-style-type: none"> 1. Students will finish typing and formatting their recipe page in an appealing manner. 0. Students will print their page and copies will be made to make 		<u>W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

	each student a complete cookbook to take home.		
Presentation			
Session 14 Invite traveling families, local restaurant owners/chefs, and administration to the classroom. Distribute individual cookbooks to the visitors. Students will be invited to share about their food in the cookbook in front of the class and visitors. At the end, families will present a prepared dish of their culture for the class and visitors to consume.			

Lesson Plan #1 Session # 4

Preliminary Planning

Date: 12/8

Subject: Reading

Grade: 3

Time: 60 min

Topic/Central Focus: Identifying Ingredients in Food

Prior Student Knowledge: Students know that there are different foods that originate from different countries. They know that there are various types of dishes and forms of them from each country and who cooks them. Students know that their peers come from multicultural backgrounds and consume different cultural dishes. They understand that some food can be found only in the country of origin. Students know the basic information of a mind map. They have completed other forms of graphic organizers for different subjects. Students know there are several forms of organizers that can be used and can properly select the organizer of best fit for the task they are completing. They have read multicultural books and texts prior to this lesson. Students are aware of the diversity that is present within their community and how to be respectful towards those of different cultural backgrounds. Students know to respectfully ask questions to those with a cultural background and how to properly respond to answers from those with a cultural background.

Illinois Learning Standards addressed:

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SS.G.3.3: Show how consumption of products connects people to distant places

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Academic Language:

Additional Language Demands:

Vocabulary:

Recipe

Ingredients

Food

Dish

Mind Map

Dessert

Sweet

Savory

Multicultural

Diverse

Objectives:

Obj. 1: Given the text, “My Sweet Story,” students will be able to accurately identify the main idea of what the text is about (dessert) and key ideas (ingredients) that support the main idea of the text with 95% accuracy (SL3.2).

Obj. 2: Given a partner collaboration, students will read about a character who makes tacos that reminds them of life back home in Mexico and construct a mind map following the story (SS.G.3.3).

Obj. 3: Given an independent activity, students will identify a food and recall the proper ingredients for their chosen food and organize the ingredients within a student constructed mind map (W.3.8).

Differentiation/Planned Support:

Whole Class: The whole class will fully participate in the lesson given the same amount of time and work for each activity. Students will remain in the room during the whole lesson and work on each activity. They will listen to the teacher model at all times. They will work with a partner while reading a text, identifying information from the text, and creating a mind map. Students will think of foods they know recipes for and construct their mind maps with little to no assistance. They will complete the given assignment and return it the next day. Extensions and additional time will only be given if the whole class is behind or needs more assistance. They will follow all directions given and receive guidance if needed. They will communicate with the teacher and their peers when they need to. The activities will be completed in their entirety.

Impaired Students: Students who are impaired will complete the activities with extended time if needed. A constructed mind map may be given for activity three. Students may orally communicate rather than write down their answers. An aid may be needed to write down the students' answers. Students may use their communicative devices if need be. They may relocate to an environment that best suits their needs at that given time. Students may type their responses rather than orally communicate them. A modified assignment may be constructed depending on the impairment. Peers, an aid or the teacher may work with the student if needed. Additional check-ins throughout the lesson by the teacher will occur. The student

may receive pre-highlighted information in the “Tacos For You And Me” if they are unable to see or cannot properly hold a pencil. Printouts with additional information on how to fill out mind maps may be constructed based on the student and their needs.

Formative Assessment (Process):

FA 1: Say it- Students will say one of three words in Italian after reading a story on cannolis to show how comfortable they are with identifying ingredients and constructing a mind map (obj. 1).

FA 2: Work Together- Students will read and construct a mind map based on a text about tacos that are prepared in the USA and remind the main character about life back home in Mexico (obj. 2).

FA 3: Try it- Students will independently recall a food that they know the ingredients for and construct a mind map of all the ingredients needed for the chosen food they recalled (obj. 3).

Summative Assessment (Product): Students will each complete a finished recipe page to contribute to the class cookbook. Traveling families, local restaurant owners/chefs, and administration will be invited to the classroom. Copies of the class cookbook will be distributed to the visitors. Students will share their food in the cookbook in front of the class and visitors. At the end, families will present a prepared dish of their culture for the class and visitors to consume.

Preparation:

Have, “My Sweet Story” open on computer

Make copies of, “Tacos For You And Me” for students

Create blank copies of mind map for students

Technology used:

Computer

Projector

Instructional Plan

Engage: “Can someone tell me what their favorite food is? Ok great, can one other person tell me their favorite food? My favorite is pizza. On my pizza, I like extra cheese, pepperoni, sausage, garlic, and onions! So that’s a lot but it’s good! Can someone tell me what they like on their pizza? Yum, that sounds awesome! Pizza is great because we can make it in so many different ways!”

Connect: “So besides pizza, there are other foods that have different ingredients that are used to make our food the way we want them whether it is for taste or the appearance. But all of those ingredients are what make up our food. It is many types of smaller foods and spices that create our favorite food like pizza. Even though we say we like pizza, there are many ingredients that go into making the pizza dough and the toppings!”

Launch: “What we are going to do today is we are going to talk about different foods and look at everything that goes into making these types of foods. As we talked about a couple of days ago, we will be eventually designing recipes but we first have to think about what type of food and spices go into making a dish. Let’s begin by taking a ‘trip’ to a country to learn about a favorite sweet dessert!”

Sequence of Learning Activities:

Activity #1 Model/My Sweet Story (SL.3.2) (20 min):

1. Draw mind map on board
2. Project My Sweet Story on board
3. Instruct students that they will focus their attention on the story
4. Explain that the teacher will read out loud and will highlight/underline/circle parts of the story that mention ingredients that will be used
5. Begin modeling reading out loud and highlight/underline/circle parts where ingredients are mentioned
6. After story is read, model using mind map to place the dessert being made (cannoli) in the middle bubble and the ingredients that are used to make the cannoli in the bubbles that branch out
7. Ask students to say buono (good) if they feel comfortable with the mind map, bene (ok), or aiuto (need help). Buono, bene, and aiuto are words in Italian (FA 1)

Transition – “Now we’re going to talk about savory foods! We’re heading to Mexico! I want you to turn to the person behind you and partner up. Go ahead and sit with your partner and I will start to pass out a new text.”

Activity #2 Guided Practice/Tacos For You And Me (SL.3.2)(SS.G.3.3) (20 min):

1. Make sure students are sitting with their partners
2. Pass out Tacos For You And Me
3. Pass out blank mind map to each group
4. Instruct students to decide which student will read out loud and which student will highlight/underline/circle the ingredients mentioned

5. After the story is read, have students properly fill in their mind map with tacos being in the middle bubble and the ingredients in the bubbles that branch out
6. Walk around room and check in with each group, listening and assisting as necessary (FA 2)

Transition – “Go ahead and wrap up what you are doing and return to your seats. I hope you enjoyed these two stories and you’re not hungry because I am! Have a seat and you can put everything away except for a pencil.”

Activity #3 Independent Practice/Favorite Food (SL.3.2)(SS.G.3.3)(W.3.8) (20 min):

1. Instruct students to take a piece of paper out from their notebooks
2. Ask students to think of a food that they know the ingredients for quietly for five minutes
3. Explain to students that they will construct their own mind map depending on how many ingredients they need to make their chosen food independently (FA 3)

Transition - “You may pass up your work and clear your desk off completely. Please make sure your name is on your paper and your mind map is completed to where I can understand each of your ingredients and what food you chose.”

Closure: “Wow, we did a ton of reading, but we are preparing to write our own recipes soon. We looked at foods and desserts, but we also had to think about all of the ingredients that go into these foods! You also had a chance to think of a food that you know the ingredients to write down. When we think of a food, we have to think about all the types of ingredients like spices, meats, cheeses, herbs and so much more that make up the food we think of. This will help us when we are looking at which food we want to write a recipe for. Tomorrow we will start doing some research on ingredients and which countries use them. Your homework tonight is to go home and ask your parents about a food that they know the ingredients for and create a mind map with the food in the middle, and all the ingredients in the bubbles that branch out.”

Assignment: Students will speak with their parents about a specific food that they know the ingredients for. The students will collect the information and construct a proper mind map of the food and ingredients that their parents said on a piece of paper. The students will return their completed mind map to class the next day to be shared with the class.

Lesson Plan #2 Session # 8

Preliminary Planning

Date: 12/8 Subject: Writing Grade: 3 Time: 50 min

Topic/Central Focus: Writing Directions

Prior Student Knowledge: Students know that recipes and cookbooks have instructions so that people can follow them and make the recipe correctly. Students know that instructions go in order and should be followed step-by-step. Students also have knowledge about the dish that they have selected and have already researched how it is made. They will be using this knowledge in order to write their own instructions on how to make the food. Students also know that recipes vary depending on the country and by who prepares the food. They are able to acknowledge that countries may have limited resources which can impact the food that is eaten including what is needed to cook. Students understand their peers have a diverse cultural background and respect the diversity present within the classroom. They are able to ask questions with regards to diversity and understand potential barriers that those with a diverse background may come across.

Illinois Learning Standards addressed:

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

SL.3.1.D: Explain their own ideas and understanding in light of the discussion.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Academic Language:

Additional Language Demands:

Vocabulary:

Recipe

Step-by-step

Directions

Instructions

Procedure

Repeatable

Detailed

Specific

Objectives:

Obj. 1: Given a video on writing recipe directions, students will be able to understand how different words and phrases are used within recipes and how recipes will have literal and nonliteral language based on the writer of the recipe (RL.3.4).

Obj. 2: Given a partner activity, students will be able to share their own ideas and thoughts orally on how to write directions for a recipe given a list of ingredients (SL.3.1.D).

Obj. 3: Given the opportunity to select a food, students will independently construct written directions that are detailed and specific on how to prepare the food that they have chosen with 95% accuracy (W.3.2).

Differentiation/Planned Support:

Whole Class: The whole class will participate by completing all activities within the time given. All students will view the provided video and respond to the teacher when necessary. The class will work with each other in activity 2, giving equal opportunities for each student to communicate their thoughts and ideas. Students will all independently choose a food they can prepare or prepare with their families and construct directions on how to prepare the chosen food. All students will turn in their work to the teacher. The class will fully participate and give attention to the lesson throughout the duration of it. All students will be mindful of the duration of the activity and proactively work to complete all activities.

Impaired Students: Students who are impaired will participate as much as possible. Additional time will be given and breaks will be given as well. Students may watch the video prior to the lesson and have the link to rewatch it as necessary. Students may leave the room and work in another location if needed. Students may work with their aid or with partners. They may use their communicative devices instead of writing or write down their thoughts rather than orally communicating them. Additional check-ins will occur. Students may have food already selected by the teacher or aid depending on the impairment. The aid or teacher may write out the steps for the student in activity 2 if needed. Students will receive handouts on how to write directions based on the impairment and need for assistance.

Formative Assessment (Process):

FA 1: Yell it- Students will yell “pesto” for feeling comfortable, “mustard” for feeling ok, or “ketchup” for not comfortable to show how they feel about writing directions for recipes (obj. 1).

FA 2: Sharing ideas- Students will work in pairs to orally explain how they would write directions for making a pizza, given an ingredient list (obj. 2).

FA 3: Write it- Students will independently choose a food they can make or that they make with their family and write out specific directions on how to make the food they have chosen (obj. 3).

Summative Assessment (Product): Students will each complete a finished recipe page to contribute to the class cookbook. Traveling families, local restaurant owners/chefs, and administration will be invited to the classroom. Copies of the class cookbook will be distributed to the visitors. Students will share their food in the cookbook in front of the class and visitors. At the end, families will present a prepared dish of their culture for the class and visitors to consume.

Preparation:

Have YouTube video on exact recipes on computer

Make copies of pizza ingredients for each group for activity 2

Technology used:

Computer

Projector

SmartBoard

Instructional Plan

Engage: “We’ve read a few books that have recipes in them and have examined the components that make up a recipe page. Can someone tell me what they are? Yes, the components that make up a recipe involve ingredients, materials, and instructions. How many of you help your parents, siblings, grandparents, aunts/uncles, or cousins cook? Do any of them tell you that there are specific steps to take to make the food that you’re cooking?”

Connect: “What we’ve done so far is we have written which ingredients and materials are needed for each of our foods. But now recipes need directions which tell us how long to cook food. Directions will help us so that our food is not undercooked but that it also isn’t overcooked. Sometimes we have to mix ingredients in a certain way or prepare a pan by spraying non-stick spray inside. All of these are directions which are needed for a recipe.”

Launch: “Today we are going to begin writing out instructions so that readers know how to make your dish. We are going to practice today because soon you will be writing your own recipe and directions are an important part of it. We are going to watch an example and do some practice after. Let’s go ahead and get started by focusing our attention on the board.”

Sequence of Learning Activities:

Activity #1 Modeling/Exact instructions Video (RL.3.4) (10 min):

1. This youtube video will be shared with the class. [THIS "EXACT INSTRUCTIONS CHALLENGE" IS SO HILARIOUS - YouTube](#)
2. Instruct students to pay attention to the video that is projected on the SmartBoard
3. When the video finishes, I will reiterate to the class why being detailed and specific is so important when writing instructions. “You must include each step with multiple details so that when someone wants to bake your dish, they can follow the clear instructions and make the food correctly.”
4. Ask students to yell “pesto” for feeling comfortable with writing direction, “mustard” for feeling ok, or “ketchup” for not comfortable (pesto is the color green for feeling good, mustard for yellow for feeling ok, and ketchup for red for not feeling comfortable) (FA 1)

Transition – “As you guys see, directions are not difficult, but they do require you to pay attention because like the man in the video we watched, he placed a jar between the two slices of bread because that’s what the directions said. So what I’d like for you to do now is get with a partner who you haven’t worked with before and sit anywhere you like.”

Activity #2 Guided Practice/Partner Recipe (SL.3.1.D) (20 min):

1. Pass out a copy of ingredients to make a pizza to each group
2. Explain to students they will each have 10 minutes to orally explain how they would write directions for making the pizza with provided ingredients
3. Allow students to begin, making sure each student has an opportunity to speak
4. Walk around to each group and listen to each student’s ideas and thought process (FA 2)

Transition – “I heard some really good discussions in your groups. I also really like how you took turns talking and discussing your ideas with each other. You may return to your seats and take out a pencil and a piece of notebook paper.”

Activity #3 Independent Practice/Student Writing (W.3.2)(20 min):

1. Students will take out a piece of paper
2. Instruct students to choose a food that they can make with their families or independently
3. Explain to students that they will write directions on how to prepare the food they have chosen
4. Remind the class to be as specific and detailed as possible when writing their directions and properly showing what food they chose to write directions on
5. Students will turn in their directions to the teacher when they are finished (FA 3)

Transition - “Please begin to finish up and have your name on your papers. Please place them in the turnin bin on my desk and return to your seats quietly. Please allow your classmates who are still working to finish and take a silent reading book out if you would like.”

Closure: “Great job being specific in your instructions, class! We will continue writing our instructions in class tomorrow, so don’t be stressed if you haven’t written them all yet. Today we worked very hard by watching a video about directions with recipes and then practicing with our partners and by ourselves. Because we will do more practice, and because I saw some really good effort, we will not have an assignment for tonight. Please just familiarize yourself with how directions look within a recipe by going on cooking websites, or looking at your family’s recipes that they have at home. Great job today!”

Assignment: No assignment