

### Composition : Procedural

| Topic & Subtopics :                      | WONDROUS WORLD (Food Around The World)  | Class:           | Year 6   | Duration: | 8 periods |
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| Skills and Language Learning Objectives: | <ul style="list-style-type: none"> <li>Pupils will be able to write a procedural text including proper sequence connectives and imperatives.</li> </ul> | Target Language: | <ul style="list-style-type: none"> <li>Imperatives verbs [e.g. <i>put, add, mix, chop slice, pace, cut, spread, open, serve</i>]</li> <li>Sequence connectives [e.g. <i>firstly, initially, next, after that</i>]</li> </ul>   |           |           |
|  |   | Skills:          | <ul style="list-style-type: none"> <li>Listening:               <ol style="list-style-type: none"> <li>to ingredients and utensils/equipment <i>used to make the Greek Salad</i></li> <li>to steps of making the salad (imperatives and sequence connectives)</li> </ol> </li> <li>Writing: <i>Procedural text in proper format using suitable imperatives and sequence connectives</i></li> </ul> |           |           |

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Comment [2]:

|  | Teaching & Learning Activities  | Resources   | Summary   |
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| <p><b>Tuning in (Introduction)</b><br/><i>Determine prior knowledge and prepare pupils</i></p> | <ul style="list-style-type: none"> <li>Teacher demonstrates different actions involve when cooking or preparing a dish [e.g. <i>peel, cut, slice, chop, grate, stir, mix, pour, sieve</i>], pupils guess what the action is.</li> <li>A 3 min. and 30 sec. video presentation on how to make a ‘Greek Salad’:               <ul style="list-style-type: none"> <li>Give a checklist to guide and help pupils to focus their attention to, when they watch the video. Read and explain to the pupils what they need to do with the checklist.</li> <li>First viewing – pupils just watch the video</li> <li>Second viewing – pupils will tick the ingredients, and the utensils used to make the salad.</li> </ul> </li> <li>Play the video and pause at different steps/stages. Ask pupils the suitable sequence connectives to be used to show the order of the procedure/actions.</li> <li>E.g. For the first step, <i>Firstly, First</i> are suitable but <i>Initially</i> is optional because it is a big word, suitable for grade A-C pupils.</li> <li><i>Next, Then, After that, Secondly, Thirdly</i>, are suitable for the middle steps.</li> <li><i>Finally, Lastly</i>, are suitable for the last or final step.</li> </ul> | <ul style="list-style-type: none"> <li>Fruit/vegetables</li> <li>Utensils /equipment</li> <li>A short video presentation from the website:<br/><a href="https://www.youtube.com/watch?v=gPBEsV6qNM0">https://www.youtube.com/watch?v=gPBEsV6qNM0</a></li> <li>A checklist containing pictures and names of the <i>ingredients, utensils, imperatives and sequence connectives</i></li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>Able to identify and differentiate between ingredients and utensils</li> <li>Able to differentiate the meaning of the action verbs used in the video</li> <li>Able to use proper sequence connectives</li> </ul> |

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**Comment [3]:** Omit 'cut' or indicate that these words are different ways to cut

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**Comment [4]:** No knives!!! Maybe mime the actions

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| <p><b>Finding out &amp; Sorting out (Lesson Development)</b><br/><i>Time to locate, gather information, organise and process ideas.</i></p> | <ul style="list-style-type: none"> <li>• <b>Pair Work or Group Work:</b> <ol style="list-style-type: none"> <li>1. Give each pair/group strips of the steps to make the Greek Salad (without connectives) e.g. <i>cut the onions/peel the cucumber</i>. The pair/group will arrange the steps into correct order. Discuss their answers.</li> <li>2. Ask each pair/group to discuss the possible words (connectives) to connect the strips of sentences to form longer sentences in proper order. Give them blank paper strips and ask them to write the words they know and place each word before each sentence strip. Each pair/group read their sentences with the connectives and teacher will write the words on the board. Ask them for other possible connectives but if they do not know any, help them by <u>providing a list of connectives for their reference.</u></li> <li>3. Teacher reviews groups' work, pointing out correct/incorrect use of connectives &amp; imperatives.</li> </ol> </li> </ul>                                 | <ul style="list-style-type: none"> <li>• A list of action verbs written in small pieces of papers</li> <li>• Sentence strips</li> <li>• A list of connectives</li> </ul> | <p>Expected outcomes:</p> <ul style="list-style-type: none"> <li>• Able to arrange the steps properly</li> <li>• Able to use proper sequence</li> </ul>  | <p>User 4/29/15 4:21 PM<br/><b>Comment [6]:</b> Describe?</p> <p>User 4/29/15 4:23 PM<br/><b>Comment [5]:</b> Can you get them to sort out between connectives used for 'beginning', middle and end steps?</p> |
| <p><b>Consolidating</b><br/><i>Consolidate understanding/ learning</i></p>  | <ul style="list-style-type: none"> <li>• <b>Pair Work/Group Work</b> <ol style="list-style-type: none"> <li>1. Give one procedural writing task (different dishes) for each pair or group.</li> <li>2. Introduce the Success Criteria (includes the ingredients, equipment, connectives) and explain to the pupils how to use it. <input type="checkbox"/></li> </ol> <p>e.g. I listed the ingredients and the equipment in the first paragraph</p> <p>I used the following connectives:</p> <p><input type="checkbox"/> First, (in the beginning step)</p> <p><input type="checkbox"/> Then, next, after that, meanwhile (in the middle steps)</p> <p><input type="checkbox"/> Finally, lastly (in the last step)</p> <ol style="list-style-type: none"> <li>3. The pair/group will write a procedural text and then they use the Success Criteria Checklist to check and edit their writing.</li> <li>4. Each pair/group will present their writing and the others will assess and (if they can, they give simple comments).</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• The task</li> <li>• A Success Criteria Checklist</li> <li>• Mahjong paper</li> <li>• Markers</li> </ul>                         | <p>Expected outcomes:</p> <ul style="list-style-type: none"> <li>• Able to produce a procedural writing task</li> <li>• Able to use the Success Criteria Checklist to check and edit their work</li> </ul> |  |

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| <p><b>Go further (Enrichment)</b><br/><i>Apply knowledge to develop further understanding</i></p> | <ul style="list-style-type: none"> <li>• <b>Individual work</b></li> </ul> <p>1. Pupils will be given another procedural writing activity, following the modelled sentences from the work done in the Finding out stage. Pupils should be describing the procedure using imperative sentences, connectives and the correct tense.</p> | <ul style="list-style-type: none"> <li>• A Success Criteria Checklist</li> <li>• A procedural writing task</li> </ul> | <ul style="list-style-type: none"> <li>• Able to produce a procedural writing that includes all the elements they have learnt in the Finding Out Stage measured by the Success Criteria listed in the Checklist</li> </ul> |
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| <b>Evaluation</b> <i>(with respect to the Content Learning Objectives)</i> |  |
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| <b>What worked well?</b>   | <b>What would make it even better next time?</b> |
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