**Lesson Cycle**

**Lesson Title/Topic:** PBJ Steps

**Concept:** Sequencing (Fourth grade)

**Standards/Rationale: (110.6 (b)(11)(b)**

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| **Learning Target:** | **Assessment:** |
| TSW sequence the steps to make a PBJ with 80% accuracy | Completed PBJ sandwich steps list |

**Materials:** bread, knife, peanut butter, jelly, index cards, strips of paper, paper, glue, crayons

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| **Lesson Cycle:** **(Direct instruction)** |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:*** Play peanut butter jelly song on the computer (<https://www.youtube.com/watch?v=eRBOgtp0Hac>)
* Show students a PBJ sandwich (made by the teacher)
* Have students turn to partner and discuss how they make a PBJ
* Partners: One ELL student, one strong English speaker
* Ask each pair what the first step of making a PBJ, and demonstrate their answers, taking them very literal (ex: student says put PB on a bread, teacher spreads PB on the whole loaf or bag)
 | * **Listen** to the peanut butter jelly song
* Turn to a partner and **discuss** how they make a PBJ
* Respond to question
* Modify answers to help teacher take missed steps
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| **Teacher Input:** * Explain why it is important to know all the steps when making a PBJ or doing other tasks
* Make a PBJ while calling on students to describe each step
* Have students order numbers 1-4 in order from smallest to biggest, tie in why order is important.
* Have students come up with other things that have orders
* **Introduce key vocabulary:**
1. Sequence: The order in which things happen)
2. First
3. Next
4. Last
* ELL Strategies:
	+ **Vocabulary through song** – Let’s make a pizza song (<https://www.youtube.com/watch?v=2LVBL_eXyD4)>
	+ **Student self-selection of vocabulary** – ELLs think of 3 sequencing words to describe the beginning, the middle, and the end, and compare answers.
* Write sequencing words on large index cards on the board, put them out of order
* Give ELLs their own materials
* Have students come up to the board and put the cards in order
* Give ELLs extra time to answer
* Ask students for alternate words used in sequencing
* Give ELLs extra time to answer
 | * Order the numbers
* Think of other things with an order (ex: months, days, grade levels)
* Actively listen to the introduced key words
* Observe the teacher make a PBJ
* Take turns describing the steps the teacher just took while making a PBJ
* Put the words on the board in order
* Take notes on the sequencing words, write words in order horizontally and draw arrows between them.
* Think of other words used during sequencing (ex: then, third, later, after, etc.)

ELL Strategies* Sing along to Let’s make a pizza song
* Think of 3 sequencing words
* Demonstrate 3 sequencing words and pair the FIRST word with holding one finger up, the NEXT word by holding 2 fingers up, and the LAST word by holding 3 fingers up.
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| **Guided Practice:** * Divide students into 4 groups
* Mix ELLs and strong English speakers in groups
* Assign students with a task
	1. Morning routine
	2. Make a bowl of cereal
	3. Brushing teeth
	4. Night routine
* Have groups come up with 5 steps (each beginning with a sequencing word) in their routine, make a poster of the steps, and teach the class the steps
* Monitor groups and answer questions
* Lead class in a discussion on different ways to complete each of the assigned routines
* Encourage ELLs to practice language skills by having everyone participate at least once
 | * Create a list of 5 steps to complete their assigned task
* Make a poster with their group containing 5 steps to their complete their routine
* Teach the class their steps
* Discuss alternate ways to complete routines
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| **Independent Practice:** * Pass out 5 steps to making a PBJ sandwich, written on 5 separate strips, 1 piece of paper, glue, and crayons to each student
* Have each student glue the strips of paper on the paper and add a sequencing word in front of each step
* Have students decorate the paper
 | * Order the strips of paper (5 steps of making a PBJ) and glue them on the paper
* Add a sequencing word in front of each step
* Decorate the paper
* Turn in finished product
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| **Closure:*** Have students turn to a partner and summarize why proper sequencing is important
 | * Turn to the person next to them and summarize why proper sequencing is important
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| **Options:** |   |
| ***Enrichment:*** Make a list (with pictures from store ads) with the first 5 things they would spend if they found $1,000 and could spend it as they wished (using sequencing words) | ***Reteach:*** Watch youtube video: Sequencing words (<https://www.youtube.com/watch?v=-8HWiPGL80U)>  |

**Modifications/Correctives:**

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| * Use peanut butter alternatives for students with peanut allergies (sunbutter, wowbutter, no-nut butter)
* Allow student with ADHD to take 2 2-minute breaks during independent practice, after they order the papers, and after they add the sequencing words to break up the task
* Allow a student with Autism to put in noise-cancelling headphones and put their head down if class discussion causes them to feel a sensory overload.
 | * Watch the teacher make a sandwich using a peanut-allergy-friendly alternative.
* Take breaks to break up the task into 3 shorter tasks.
* Use noise-cancelling headphones when feeling a sensory overload.
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**References:**