**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 |
| **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. |
| **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 |
| **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 |
| **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. |

**References:**