

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Rainy River District School Board**

**Grade(s): 4**

**Subject(s): Language Arts-Writing & Mathematics**

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| **BIG IDEAS:****Fractions and procedural writing are necessary components in developing and compiling food recipes.** **Lesson Objective: To have students make apple sauce and write the procedure for doing so.****Curriculum Expectations:****OVERALL:**Generate, gather, and organize ideas and information to write for an intended purpose and audience (Procedural Writing).**Language--Writing: SPECIFIC:** **2.1 Write more complex texts using a variety of forms.****Mathematics--Number Sense and Numeration: SPECIFIC****-Represent fractions using concrete materials.** |
| **Learning Goals:**“We are learning to…”-follow recipes-measure using fractions-write procedures | **Success Criteria:** “We will be successful when…”-we successfully make apple sauce-we successfully provide written steps to making apple sauce |
| **Lesson Overview:**Students will make apple sauce using a simple recipe and measurements using fractions. Once students have completed making the sauce, they will rewrite the procedure. |
| **Materials and Technology:** -Chromebooks-Apples-Crockpots-Measuring cups and spoons-Apple cutter-Cinnamon |
| **Student Accommodations/Modifications:** Read & Write for writing  | **Lesson will be differentiated by:*** **Content, specifically:**
* **Process, specifically:**
* **Product, specifically:**
* **Environment, specifically:**
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| **MINDS ON: Getting Started** |
| During this phase, the teacher may: • activate students’ prior knowledge; • engage students by posing thought-provoking questions; • gather diagnostic and/or formative assessment data through observation and questioning; • discuss and clarify the task(s).  | During this phase, students may: • participate in discussions; • propose strategies; • question the teacher and their classmates; • make connections to and reflect on prior learning.  |
| **Describe how you will introduce the learning activity to your students.** We will begin by researching ingredients needed to make healthy apple sauce.**What key questions will you ask?** -What ingredients can you substitute or omit to make it healthier?-If you want to double, or halve the recipe, how would you need to modify your measurements?**How will you gather diagnostic or formative data about the students’ current levels of understanding?**-Observations **How will students be grouped? How will materials be distributed?** Groups of 2 or 3 for the making of apple sauce. Students will independently write their procedure. |
| **ACTION: Working on it** |
| During this phase, the teacher may: • ask probing questions; • clarify misconceptions, as needed, by redirecting students through questioning; • answer students’ questions (but avoid providing a solution to the problem); • observe and assess; • encourage students to represent their thinking concretely and/or pictorially; • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may: • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.); • participate actively in whole group, small group, or independent settings; • explain their thinking to the teacher and their classmates; • explore and develop strategies and concepts.  |
| **Describe the task(s) in which your students will be engaged.** Making and eating apple sauce.**What misconceptions or difficulties do you think they might experience?** Some students have limited background with cooking and measuring.**How will they demonstrate their understanding of the concept?**Do the steps in the procedural writing make apple sauce?**How will you gather your assessment data (e.g., checklist, anecdotal records)?**Rubric and observations.**What extension activities will you provide?** -Students taste-tested different apple sauces that were made and graphed the results using Google Sheets. -Some students could double or halve their recipes. |
| **CONSOLIDATION: Reflecting and Connecting** |
| During this phase, the teacher may: • bring students back together to share and analyse strategies; • encourage students to explain a variety of learning strategies; • ask students to defend their procedures and justify their answers; • clarify misunderstandings; • relate strategies and solutions to similar types of problems in order to help students generalize concepts; • summarize the discussion and emphasize key points or concepts.  | During this phase, students may: • share their findings; • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings; • justify and explain their thinking; • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?** **What key questions will you ask during the debriefing?** -What did you learn about following a recipe?-Why is it important to measure accurately and follow a recipe? |