

**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:** |
| **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? | |