

**Bachelor of Education (Elementary) &
Bachelor of Education (Secondary) STEM
Lesson Plan**

Lesson Title:	Peanut Butter and Jelly Sandwich: Descriptive Writing Lesson	Lesson #	1	Date:	Nov 15, 2024
Name:	Kendra Day	Subject:	English	Grade(s):	6/7

Rationale:

This lesson will help students take a deeper dive in descriptive writing. They have been working hard on adding more detail so this will help take them deeper into why being descriptive matters. This activity is fun and they get the chance to describe making a peanut butter and jelly sandwich to a robot.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> - Connecting and engaging with others <ul style="list-style-type: none"> - Students will actively engage in an activity that reinforces creativity and communication skills. - Focusing on intent and purpose <ul style="list-style-type: none"> - Students will learn descriptive words such as adjectives and action verbs. They will recognize the role of descriptive writing and why including adjectives and verbs are important. 	<ul style="list-style-type: none"> - Analyzing and Critiquing <ul style="list-style-type: none"> - Students will learn to analyze their work to make conclusions about the purpose of descriptive writing. - Generating and Incubating <ul style="list-style-type: none"> - Students will generate words to describe the procedure and steps to make a peanut butter and jelly sandwich. 	<ul style="list-style-type: none"> - Recognizing personal values and choices <ul style="list-style-type: none"> - Students will understand how they have been influenced by their life experiences. If students make their lunch or help cook in the kitchen they may do better on this activity. - Self regulating <ul style="list-style-type: none"> - Students will take responsibility for their actions and choices. They are aware of the words they are using to incorporate detail in their writing.

Big Ideas (Understand)

- Language and text can be a source of creativity and joy.
- Developing our understanding of how language works allows us to use it purposefully.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content

<ul style="list-style-type: none"> - Students will exchange ideas to extend their thinking and brainstorm some important words to include in their writing. - Students will revise their first copy to help the teacher make a peanut butter and jelly sandwich by including more detail. 	<ul style="list-style-type: none"> - Strategies and processes <ul style="list-style-type: none"> - Writing processes - Language features, structures, and conventions <ul style="list-style-type: none"> - sentence structure and grammar - conventions
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> - Students will be able to understand the importance of descriptive writing. - Students will be able to accurately and vividly describe the process of making a peanut butter and jelly sandwich. - Students will be able to write and detail events and procedures. 	<ul style="list-style-type: none"> - Students will be assessed by reading their writing and seeing how much detail they included the first round. - Students will be assessed by how they revised and changed their writing the second time. - Students will be assessed by how much detail they include.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> - Writing skills <ul style="list-style-type: none"> - Legible and neat writing - Spelling skills - Understanding of descriptive writing <ul style="list-style-type: none"> - Using verbs, adverbs, adjectives

Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> - Learning is embedded in memory, history, and story <ul style="list-style-type: none"> - Descriptive writing gives students a different way to represent their learning. - Descriptive writing through peanut butter and jelly sandwich explaining provides opportunities for students to mentor, or be mentored by, other students. - They help create collaborative and cooperative learning opportunities as they can be worked on in pairs or a group. - Peanut butter and jelly descriptive writing helps learners see relevancy in what they are learning and why spelling is important.
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Universal Design for Learning (UDL):

<ul style="list-style-type: none"> - For students that need help with writing someone could scribe for them. - They could also type out their descriptions but for this fun assignment having the students write them out makes it a lot easier. - If a student is allergic to peanuts I would do cream cheese instead as it's the same premise of spreading.
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Differentiate Instruction (DI):

<ul style="list-style-type: none"> - You could use a visual aid or pictures for common words or tricky words. - You could also get their peers or the teacher to go and explain the assignment to the students who are struggling one on one. - This activity is mainly a verbal instruction assignment so talking with them one on one will be the biggest help.
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Materials and Resources

<ul style="list-style-type: none"> - Peanut butter - Jelly - Bread - Knife and spoon - Paper and pencil
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Lesson Activities:

Teacher Activities	Student Activities	Time
<ul style="list-style-type: none"> - Gather all my materials and place them on a desk at the front of the classroom. - As a hook I'm going to ask the students if they have ever read or followed a recipe. If they have, I'm going to get them to tell me a few things they have made before. Next I will ask who has made a peanut butter jelly sandwich before. - I will explain the challenge to them . <ul style="list-style-type: none"> - Teach someone who has never made a peanut butter and jelly sandwich how to make one. - I will ask confirmation questions and answer any question the students have. 	<ul style="list-style-type: none"> - Students will listen to the teacher and raise their hands to answer the questions she is asking. - They will confirm they know what the challenge is and ask any questions they have. 	5 min
<ul style="list-style-type: none"> - I will get the students to take out a pencil/pen and walk around with paper for them to write on. - The first step will be writing their name and step 1. - After giving them 8 minutes I will collect the papers and get all the students to gather around the desk. - I will look through for unclear directions and follow them. As kids are shouting out different ideas I will remind them to remember those for later. - After reading 3 papers I will get them to return to their desk and flip their paper over. - I will ask them as a class to think of some important adjectives and verbs they should include and write some on the board. - I will give them 8 minutes to rewrite their steps and try again. - I will read 3 papers trying again to make a sandwich. 	<ul style="list-style-type: none"> - Students will take out pen/pencil and write their name and step one on their paper. - They will write out as many steps that they think are needed to explain how to make a sandwich. - Students will come to the front of the class and listen to me read their writing and do exactly what they wrote. - Students will then go back to their desk and help me brainstorm some important words to include. - After that students will try again. - Students will come back to the front and we will try one more time to see if anyone nailed it. 	30 min
<ul style="list-style-type: none"> - To conclude the activity, I will ask the students why adding detail is important. I will ask them if it was easier or harder than they expected. How much did you have to change from your first copy to the second one? What are some of the things that you would do differently? 	<ul style="list-style-type: none"> - Students will go back to their desks and answer some closing remark questions. 	5 min

Organizational Strategies:

<ul style="list-style-type: none"> - Students will listen to instructions and write down their instructions using as much detail as possible.
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- Students will listen and watch the teacher try and construct a peanut butter jelly sandwich using their instructions.

Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will use count down to get students' attention.
- Letting everyone get a chance to speak and try to read as many students work as possible.
- They will work together to achieve the goal of making a peanut butter and jelly sandwich.

Extensions:

- Students use descriptive writing all throughout their life. Students use it to write creative stories, poems, people, places, pictures, etc.
- Teaching descriptive writing now helps students understand the importance so that they can talk, email and write to incorporate all the details and senses into your writing.

Reflections (if necessary, continue on separate sheet):