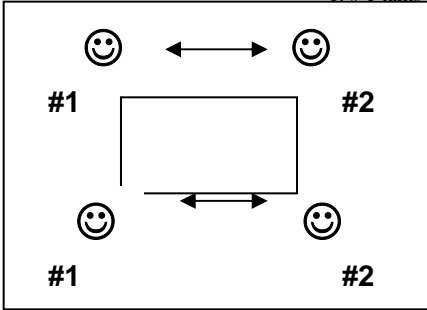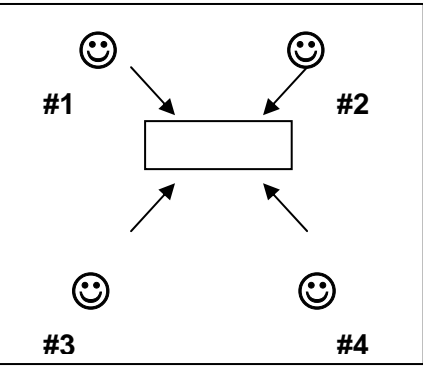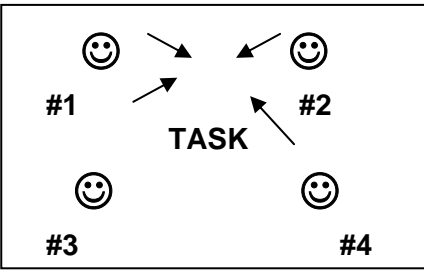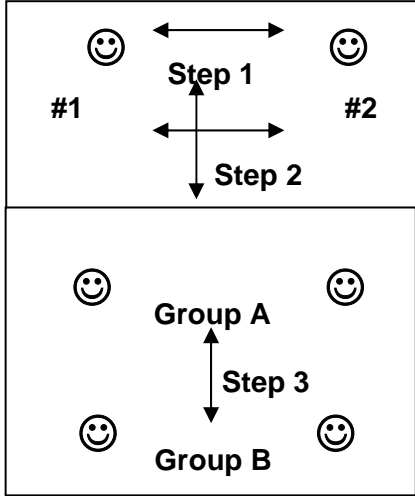**LESSON PLAN**
Key Objective: Students will be able to write a Procedural text in the form of a recipe.
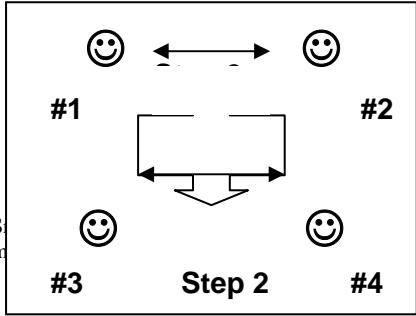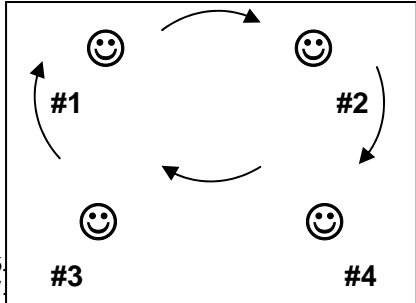
	PROCEDURE	Notes on Cooperative Learning Strategy used
Lesson 1: **Aim –** Students will identify the features of a given text type. **Resources –** 1. Procedures text "Preparing Instant Noodles." 2. List of noticing questions. **Options –** 1. Teacher can modify the noticing questions. 2. Students can use lines, shapes, and colors to highlight the text as they answer the questions. 3. Electronic texts can be used. Note- This noticing task starts at the bottom of the cline where students do no writing. Such inductive noticing also promotes critical thinking among students.	1. Teacher distributes copies of Procedures text "Preparing Instant Noodles" (See Appendix 1). 2. In pairs, students use Circle of Speakers, taking turns to talk, using the following noticing questions: a. What is the text's purpose? b. What are the text's parts? What is the order of those parts? c. What do you notice about the text's formatting? d. What kinds of verbs used? e. What kinds of connectors are used? f. What specialist terms are used? g. Who would be a good audience for this text? 3. Teacher calls a number, and students with that number report their groupmate's ideas. 4. Teacher gives feedback and lists features on the board / OHT. Note: Students may need help to understand some of the questions, such as d-f.	**Circle of Speakers** - Pairs or more 1. # 1 talks 2. # 2 talks 3. # 1 talks 4. # 2 talks, etc 5. Teacher calls a number and students with that number report their groupmate's ideas. Note: Groupmates can disagree with or add on to each other's ideas. ☺ ←→ ☺ **#1** **#2** ☺ ☺ **#1** **#2** ...tability, as each member is to contribute to the pair's
Lesson 2: **Aim –** Students will better understand the characteristics of a given text type by comparing a text in that text type with a text in a different text type. **Resources –** 1. Procedures text (Appendix 1) 2. Personal Recount text "My First Attempt at Cooking" (Appendix 2)	1. Teacher distributes copies of Procedures text "Preparing Instant Noodles" to #1, while #2 receives Personal Recount "My First Attempt at Cooking." Students read their text silently and do not show each other their texts. 2. Students read aloud their given text to their partner and then they point out features of their text to each other, so as identify the similarities and differences between the texts. 3. Teacher calls a number, and students with that number report their group's ideas. Note: a pair is a group.	**Same-Different** - Pairs ♦ Each student in a pair has a different text of the same or different text type. ♦ Students read their text aloud and then tell, not show, each other about their texts. ♦ Pair identifies similarities and differences between texts or text types; report to class. **Options**: Students can show each other their texts and then compare. Can be done with student texts or with ones from teachers and books. Same-Different promotes positive interdependence by dividing resources among group members, with the group's success dependent upon input and cooperation from all members.

	PROCEDURE	Notes on Cooperative Learning Strategy used
Lesson 3: **Aim –** Students will be aware of the organizational structure of a text type. **Resources –** Procedures Text (Appendix 1) "Preparing Instant Noodles" cut into eight pieces. Options – As this task can be done fairly quickly, teachers may want to combine this lesson with Lesson 4. Note – Still fairly low on the cline, the lesson does not require students to write but to make use of what they have learned in Lessons 1 & 2 and the organizational structure to sequence the given text.	1. Teacher distributes one set of eight pieces of the text in scrambled order to each group. 2. Each student receives an equal number of pieces and writes their initials on the back of their two pieces. 3. Students read, not show, their pieces to the group. 4. After listening (perhaps a few times), the group decides which piece goes first, second, etc. This is done by each member suggesting with explanation where their own pieces go and seeking group approval. Members place their pieces face down on a table/desk, in what they think is the correct sequence, giving reasons. 5. Group turns over the pieces and checks the order of the pieces.	**Within-Team Jigsaw** - Foursomes 1. Each student receives and reads different pieces of information. 2. They study and prepare to teach/read their pieces. 3. Students take turns to teach/read. 4. Group does a task requiring all the pieces. It is important that members actually teach about their pieces. ...nce, as each member has a different part of the text, ...rk cooperatively.

	PROCEDURE	Notes on Cooperative Learning Strategy used
Lesson 4: **Aim –** Pupil will use a cloze activity to become aware of the lexico-grammatical items used in certain text types. **Resources –** Text in Appendix 1 with selected words blanked out. Instead of deleting every 7th (for example) word, specific words, such as verbs or connectors, are deleted to focus attention on certain language features Note- Slightly higher up on the cline, this lesson increases student input to text construction, while still providing a great deal of support.	1. Teacher distributes cloze passage with particular words deleted to fit a pedagogic purpose. 2. Students work alone to fill in a blank in the passage. 3. Students discuss with groupmates which word best fills the blank, justifying their choice. 4. Teacher calls a #, and students with that number report their group's ideas word choice and reasons. Alternatively, 4. Teacher calls a #, and students with that # stand, go to another group, tell that other group of their original group's choice and rationale, take questions and comments from the other group, return home, and report feedback.	**Numbered Heads Together (NHT)** - Pairs or more 1. Each member is numbered, 1-4 2. Teacher gives task 3. Group does task 4. T calls a # - students with that # report their group's work with explanation Steps 1-3 are the same as NHT Step 4. Students with the number called travel to another group and report and explain their group's work to the other group who give feedback Again, it is important that members do not just give answers but also supply the reasoning behind their answers.

	PROCEDURE	Notes on Cooperative Learning Strategy used
Lesson 5: **Aim –** Students will use their knowledge of the content area and text type to reconstruct a text. **Resources –** 1. Procedures text (Appendix 1) or 2. Personal Recount text (Appendix 2) Note – This lesson takes students nearer to independent writing, though the text does not contain their own ideas.	Procedure: As explained in the right column Notes: 1. The class should be familiar with the text type and content area of the text used for dictogloss; indeed, perhaps it is best to use texts that students have worked with previously. 2. When students work to reconstruct a complete text, the focus is on meaning and features of text type, not on word-for-word reconstruction. 3. It may be useful to remind students of the features of the text type, e.g., these can be displayed while students are doing their reconstruction.	**Dictogloss** - Pairs 1. Teacher reads a text aloud once at normal speed 2. Students listen but do not write 3. Teacher reads the text again at normal speed; students take notes but do not try to write every word 4. Students work in pairs to reconstruct a complete text 5. Teacher displays the original text, and students compare their reconstruction and the original text Dictogloss encourages both individual accountability and positive interdependence, as members have to work hard individually as well as depend on each other to recreate the text.
Lesson 6: **Aim –** Students will draft and edit a text with teacher and peers. **Resources –** Whiteboard, OHP, visualizer, or computer with LCD projector **Note:** In Joint Construction, the teacher and students work together to create a text in the text type being studied.	**Joint Construction using Write-Pair-Square-Share** 1. Each student works alone to suggest an imaginative name for a noodle dish for which the class will write a recipe. 2. In pairs, students share and discuss name ideas. 3. Pairs share and discuss their ideas with another pair. 4. Teacher calls a #, and students with that # share their group's ideas. 5. One noodle dish is chosen and the teacher writes this on the board or visualizer or types it on the computer for LCD. 6. These steps are repeated as the class writes a recipe, with the teacher acting as scribe and highlighting features of the text type and appropriate vocabulary use.	**Write-Pair-Square-Share** - Foursomes ☺ #1 ⟷ ☺ #2 **Step 3** ☺ #3 ⟷ ☺ #4 **Step 2** 1. Each student works alone to write answers 2. In pairs, students share and discuss answers 3. Two pairs share and discuss their ideas with each other 4. T calls a #, and students with that # share their group's ideas

	PROCEDURE	Notes on Cooperative Learning Strategy used

Lesson 7:
 	
Aim –
Students will plan speeches to persuade others
 	
Resources – Nil
 	
Options –
1. Instead of debating vegetarian vs non-vegetarian, teams can debate one type of pasta or pasta sauce vs another (e.g., linguine vs farfalle or pesto sauce vs marinara).
2. Each student can also be given a rotating role during the debates:
  #1 – recorder
  #2 – chair
  #3 – time-keeper
  #4 – noise monitor (who reminds team if students get too noisy) .
 	
Note- Prior lessons help pupils find ideas through reading. This lesson helps students to generate ideas by engaging in debate.
	1. Teacher designates one pair in a foursome to support the eating of vegetarian noodle dishes, with their face partners (the pair facing them) taking the opposing stand.
	2. Shoulder partners (the two students seated side-by-side) discuss points that will support their stand.
	3. Shoulder partners divide points between them and also rebuttals against points they anticipate their face partners will bring up.
	4. Shoulder partners debate with face partners
	  #1 speaks for 2 minutes
	  #3 rebuts and speaks for 2 minutes
	  #2 rebuts and speaks for 2 minutes
	  #4 rebuts and speaks for 2 minutes.
	5. The pairs switch their stand, i.e., the pro- vegetarian pair becomes anti-vegetarian and vice-versa.
	6. The foursome repeats Steps 2-4 with their new stands.
	7. Each individual presents their own view on vegetarianism and tries to convince groupmates.
	8. Groups try to reach consensus, but if after trying for while, this is not possible, they agree to disagree.
		Cooperative Controversy - Foursomes
		
		1. Shoulder partners discuss assigned stand
		2. Shoulder partners debate with face partners
		3. Pairs switch to the opposing stand and debate again
		4. Group attempts to achieve consensus
		
		Step 3 is important so that students appreciate the validity of points raised by opposing teams. This prevents the debate from degenerating into a winner-takes-all affair, and instead promotes empathy and understanding.
		
		Alternative
		Step 3 can be done with another pair to add variety.

	PROCEDURE	Notes on Cooperative Learning Strategy used
Lesson 8 **Aim –** Students will generate vocabulary needed for individual work. **Options –** While combining lists, students can also generate new items. Note- This lesson takes students onto the next phase of independent writing by finding vocabulary before writing a first draft. At the same time, finding vocabulary can also suggest ideas for writing.	1. Students work alone to make a list of vocabulary needed for writing noodle recipes (e.g., specific verbs, specialized terms to do with cooking). 2. Shoulder partners compare lists and eliminate duplications. 3. Shoulder partners work with face partners to form a combined list consisting of noodle recipe vocabulary from all four of members.	**Snowball** - Foursomes 1. Students work alone to make a list 2. Students combine their list with that of a partner, eliminating duplications 3. The two pairs in the foursome create a combined list **Note:** To encourage students to speak, students should read their lists to each other, rather than showing each other their lists. S... ...untability than the oft-used Brainstorm, as each m...
Lesson 9 – **Aim –** Students will write a Procedures text with input from group members Note- Fairly high on the cline, students start to work alone to begin and end a text, but the middle portions are written with the help of groupmates.	1 Each student in a foursome begins a recipe by writing down the name of a noodle dish 2. Students pass paper to their left 3. Students read what was written and then add one part to the recipe before again passing the emerging recipe to a different groupmate 4. Students continue passing, reading and writing until the recipe returns to original author 5. Students take their recipes home, complete them, test them, bring them back to school and take turns to read them aloud to their group and receive feedback	**Circle of Writers (All at Once)** - Foursomes 1. Students are in foursomes, each with a piece of paper 2. Teacher assigns a writing task 3. Each student writes the first point, sentence, paragraph or part of a text 4. Students pass the paper to the groupmate on the left. 5. Members first read what was written and then think about what they will write next before continuing the text they received from their partner 6. ...nues until the paper returns to the original author 7. ...draft it, bring the new draft to school, read it aloud to groupmates and respond to feedback from groupmates

	PROCEDURE	
Lesson 10: **Aim –** Students will provide each other with feedback on their writing and react to the feedback they receive **Resources –** Peer feedback checklist for Procedures texts (Appendix 3) **Options –** The feedback checklist can be varied according to the points on which students need to focus Note- Even after students have reached the highest level on the cline by writing a text independently, a role still remains collaboration., in, for example, the form of peer feedback.	1. Students work independently to write a recipe for a noodle dish 2. Students swap electronic versions of their recipe with a partner 3. Each person uses various features of the word processing software, such as Track Changes in the Reviewing Toolbar of MS Word, to provide feedback 4. The feedback checklist (see Appendix 3) is used to make the task more doable, but students can give feedback in other areas as well 5. Students meet face-to-face to discuss the feedback they received before rewriting 6. The person who gave feedback is listed as editor of the final draft of the text	**Peer Feedback on Writing** – Pairs or more 1. Students work alone to write a draft of a text in a text type and content area that they have been studying 2. Students exchange electronic drafts with a groupmate, e.g., via email with an attached file, swapping disks or file-sharing software 3. Groupmates use word processing tools, such as Track Changes and Comments (in MS Word) or blue letters, to give feedback on their partner's draft – this feedback can be guided by checklists or other aids 4. Students discuss the feedback they gave each other and then write a new draft 5. When the final version of the text is handed in, the editor's name appears along with that of the author **Alternatives:** 1. Steps 2-5 can be repeated with multiple editors 2. Students' grades can be based on the quality of their own text as well as on the quality of the text(s) on which they gave feedback