Title: Sequencing and Writing Clear Directions

Objec	Objectives:												Time frame to Complete												
Students will be able to write clear directions in the correct												Varies with individual													
sequei	nce to	comp	lete a	task																					
													NRS EFL												
												Level 3													
Stackable Cert. Documentation	Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:							
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Standard(s) Addressed in Lesson																									
Write to Convey Ideas																									
Read with Understanding																									
Benchmark(s) Addressed in Lesson																									
 W.3.3 – Write for varying types of tasks (Ex. Narratives, informational reports, formal letters, personal or creative writing) W.3.18 – Reread and revise writing to clarify meaning and ensure a logical order (Ex. Word choice, adding transitional words and phrases, rearranging paragraphs) W.3.20 – Seek feedback from peers and teachers (Ex. through discussions, conferences, written comments) R.3.1 – identify specific purpose for reading (Ex. To complete a task, to learn about a topic of interest) R.3.5 – use context clues (Ex. Grammar, sequencing, examples) and punctuation cues to determine the meaning of words in texts R.3.16 – construct meaning from text by applying prior knowledge and background reading to new information read. 																									
Learner Prior Knowledge																									
prior work with sequencing; able to tell what comes first, second, etc.																									
Activities																									
Step 1 For the first time doing this activity, the teacher puts together 5 blocks to make some type of "building" in front of the student.																									
Step 2 The student examines the "building" and tells the teacher when he is ready to put it together in the same way himself.																									
	Step 3 The student pulls the "building" apart and then puts the "building" back together in the same way, writing on paper each step that he takes. (Example: 1. Put white rectangular block vertical on table. 2. Place yellow													9											

rectangular block against the top half of the white block to make a right angle.) When the student is finished, the "building" should look like the one the teacher made.

<u>Step 4</u> The student then gives his directions and blocks to another student; and this person reads the directions and tries to make the "building" from just the directions, not having seen any example.

<u>Step 5</u> If there is any problem making the "building," the students will work together and talk about what could have been added or subtracted from the directions so that the directions were clearer.

<u>Step 6</u> After a couple of successful "buildings" with 5 blocks, another block can be added, and so on to make the task more difficult.

Assessment/Evidence

The student is successful when another student can read his directions and make the "building" correctly.

Adaptations for Beginning Students

Fewer blocks can be used in the beginning. Student can talk through his directions first to the teacher before writing them down.

Adaptations for Advanced Students

More blocks can be used to make more complicated "buildings."

Teacher Reflection/Lesson Evaluation

This lesson could also be adapted to tasks in students' daily lives or jobs. For example, they could write directions to teach a classmate how to administer CPR, how to make a favorite recipe, or how to report a theft.

This lesson was created by Middletown ABLE.