



# Gold Seal Lesson

<b>Author(s):</b> AnnMarie D’Addio			<b>Lesson Title:</b> Comprehension Strategies/Following Steps in a Process			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4 x	5-8	9-12	A	B	C x	D

### Instructional Focus:

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Students synthesize individual language arts skills.

### Performance Task

Using literature\* Three Days On A River In A Red Canoe explain to the students that they will learn to follow steps in a process by reading from the story. Copy the steps on chart paper or the overhead. The teacher reads the directions to the group first and asks them to tell what is needed to tie the knots. Then ask how many steps are needed to be able to complete the process. Elicit the steps are the “how to” and should be followed in order to complete the process correctly.

Pair students so they can take turns reading directions and tying the knots. Give each student a piece of cord or yarn approximately two feet long, and a copy of the directions (taken from the book). Using chair legs and the cord have groups follow the steps, return to a group setting and have the students share the success they had or the difficulties and to evaluate if the steps were clear and easy to follow. Follow up by having the students turn to the page in the story that shows the characters putting up the tent. As a group rewrite the page as a “steps in the process” format, including what items are needed and to number the steps. Discuss the difference in the text format and the steps format relating to ease of following in the correct order.

Follow up with an independent activity of having them write “steps in the process”, for a real activity. ex: How to make a peanut butter and jelly sandwich. To further the understanding share completed student copies and have the students write three questions about the process that begin with the word “what”.

\*Williams, Vera B. Three Days On A River In A Red Canoe, Scholastic Inc. New York, NY, 1981.

## ICLE Essential Skills

Apply in writing the rules and conventions, of grammar, usage, punctuation, paragraphing and spelling. (ELA 1)

Give oral or written directions that are clear and are understood by another person. (ELA 2)

Follow written directions carefully and accurately. (ELA 6)

### Scoring Guide:

Checklist:

3=Very good

2=Somewhat

1= Not Evident

Follows written directions

Writes clear directions.

Writes clear appropriate questions for a specific purpose.

Works well in pair situation.

### Keywords

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Comprehension	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other "How to"</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

# Steps In A Process

How to make: \_\_\_\_\_

Materials:

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Step 1:

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Step 2:

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Step 3:

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Step 4:

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