



Unit overview

Unit Writing a recipe

Date

Level / age 4th Grade

Text type (narrative, factual description, procedure...):

Procedure (Recipe), non-fiction text.

“To write their own recipe” = General aim of the unit

Text selected

written/oral/visual: Written

Author: www.usborne.com

Available at: Big book of Science things to make and do.

Teaching points – specific aims(as relevant)



		Teaching point	Level expected
Textual	Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)	-Glossary-Illustrations -Person is not named -Sequence -ingredients and steps -Use of adjectival, adverbial and prepositional phrases	Be able to identify new words through pictures. Be able to organize their ideas by reading step by step some key words. Recognizes the correct sequence of a recipe and its function in this kind of text
	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	-Coherence -Appealing for kids -Cause and effect	Be capable of following directions, interpretation.
Linguistic	Language functions / structures	-Giving instructions -Sequencing. -Expressing your ideas.	-Use the imperative to give instructions. -Utilize the sequence adverbs for sequencing the text.
	Vocabulary	-Action verbs, imperatives, time expressions, use of process words (pour, stir, sift, brush, fold, flour, surface, mixture, dough...)	-Use appropriate verbs for each action
	Pronunciation	-Syllable stress, silent letters, voiceless consonants	-Learn how to read aloud properly by imitation or repetition.
	Academic language features	-Imperatives, directions	-Applies imperatives for giving specific information or directions in other academic areas such as writing a science experiment.
Cultural		-Other countries cuisine.	-Learn about gastronomy.
Strategic (learning and thinking strategies)		-Looking at the photos and pictures to understand the text. -Process writing. -Using a graphic organizer. -Making conclusions and acting according to the observing facts.	-Observe photos and make conclusions. -Create their own graphic organizer. -Create their first drafts.
Cross-curricular links		-Healthy/unhealthy food, basic maths concepts, language skills.	- Use their previous knowledge and find the relation among Maths, Science and English contents.
Emotional skills		-Independence, self-confidence, explore with their senses...	-Interaction with the group. Be aware of goals and achievements.

Development of values	-Real-life skills, problem-solving skills, empathy	-Be patience and work carefully.
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Unit Plan

RECEPTION

A. Reading

Phase I. Pre-reading / listening (create hook / open gateway to literacy / contextualize / aid understanding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson 1
Challenge students to talk in English about two pictures. Teacher writes students vocabulary in a poster.	-Observe an image and work with key words.	Listening-speaking	Pairs	Computer-whiteboard	5min
Students brainstorm about the possible topic. Everybody have to add few words to the poster.	-Previous knowledge. The teacher will confirm how close or far they are from the topic they will work on.	Listening- speaking-writing	Whole-class	Whiteboard Adhesive notepaper (post-it)	10min
Watch a video about a cooking TV show by kids.	-Guess the topic. -Action verbs.	Listening- speaking	Whole-class	Computer-whiteboard	20 min
Students and teacher discuss the video and create a graphic organizer KWL (know, want to know, learned)	-Confirm predictions	4 skills			10 min

Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson 2
The teacher writes some action	Action verbs, imperatives,				5 min

verbs that the students know And asks students to act.	time expressions.				
The teacher shows some objects/tools needed in our recipe. Students have to name it. Students have to touch them and find the way of using them properly. They have to act out and explain what they are doing aloud.	-Glossary-illustration. -Independence, self confidence, explore with their senses... -Expressing their ideas.	-Listening -Speaking	Whole-class	Kitchen tools (bowl, wooden spoon, tongs, flat wooden spatula, plastic foodwrap,teaspoon...) and ingredients (flour,milk, vegetable oil...)	20min
Students read the text aloud.	- Reading practice - Familiarizing with the text	Reading- listening	Whole class	The text pictures are on the screen´s whiteboard while the students have the text in their handbooks.	10 min
The teacher writes the action verbs connected to the text. Students match the action verbs to the instruments (worksheet).	- Action verbs, imperatives, time expressions. - Use of process words (pour, stir, sift, brush, fold, flour, surface, mixture, dough...) -Glossary-illustration.	-Listening-reading	Whole-class Individual	Whiteboard Worksheet	10 min

B. Observing: recognizing text features (structure, narrator, vivid descriptions, factual information, objectivity of tone...)

Task(s)	Teaching point(s) – refer to table on p. 1	Languageskill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson 3
The teacher reads the text aloud. Students follow the text with the finger and repeat difficult words.	-Syllable stress, silent letters, voiceless consonants (Pronunciation).	Reading- Listening	Whole class	The text is on the screen´s whiteboard.	10 min
Students read in silence and underline the key works (headings,	-Observing the text facts. -Identify the main ideas in	Reading	Individually task Whole class	Markers, pencils... The whole text in	15 min

ingredients, steps...)	each step. -Cause and effect. -Organization in temporal steps. -Imperatives. Sequence adverbs. -Looking at the pictures and photos to understand the text. - Create their own graphic organisers.			their handbooks.	
Discussing the text and sharing their ideas (teacher writes key on the board). Gather information. Organize steps and directions. Create their own graphic organisers. The teacher guides the task.		Reading-writing	Individually task	A graphic organiser temple.	20 min

C. Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson 4
Work on active verbs. The teacher gives directions; students have to repeat using mime. Simon Says.	- Explore with their senses	Listening	Whole class	Open space (playground)	5 min
Students have to be able of giving instructions using vocabulary from the text.	-Give instructions - Use the imperative to give instructions. -Utilize the sequence adverbs for sequencing the text.	Listening- speaking	Pairs (changing pairs every min)	Open space (playground)	10 min
Unscramble text. (teacher copies and cuts the text, students have to glue into the handbook in the correct order)	-Sequencing	Reading	Individually	Handbook Fragments of the text	10 min
Filling gaps	- Imperatives, directions, use of adjectival, adverbial and	Reading- writing	Individually	Handbook Whiteboard	20 min
Giving definitions			Whole class (Share answers)		



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Finding and correcting mistakes	prepositional phrase.				
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PRODUCTION

A. Guided production (ordering parts of text, creating vivid descriptions, make information factual, creating word banks, changing the register, finding and correcting mistakes, etc.)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Timing / lesson 5
Students watch a video about making drafts and discuss the importance of redrafting. Video: critique and feedback- the story of Austin's butterfly- Ron Berger https://www.youtube.com/watch?v=hqh1MRWZjms	-Thinking, gathering ideas. -Other countries cuisine.	Listening Talking	Whole class	15 min
Each student chooses a recipe they feel comfortable and draw it.		Drawing	Individually	15 min
Complete glossary (cooking action verbs and measurements). Students find in the text the measurement units and the tools to measure.	-Thinking, gathering ideas, free writing.	4 skills	Small groups	15 min

B. Free production (planning, organizing, drafting, editing...)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Timing / lesson 6
Revising the steps for creating a recipe (reading the graphing organizer from observing the text lesson). Creating a check list with the evaluation criteria.	-Sequencing ideas, organization and purpose	Speaking Reading	Whole class	5 min
Draft 1		Reading- writing	Individually	15 min
Draft 2	-Sequencing ideas, organization	4 skills	Pairs – peer assessment	15 minutes

	and purpose, rethinking			
Editing	-Grammar, punctuation, spelling	Writing	Individually	10 min
Task(s)	Teaching point(s) – refer to table on p. 1	Languageskill(s) practiced	Grouping/classroom setup	Timing / lesson 7
Decorating the text	-Creative writing and drawing	Writing	Individually	10 min
Publishing – reading the recipe aloud	-Presenting	Reading	Individually	35 min
Task(s)	Teaching point(s) – refer to table on p. 1	Languageskill(s) practiced	Grouping/classroom setup	Timing / lesson 8
Typing the recipe (optional) Printing and make a cooking book (optional)	-Computer writing -Other countries cuisine.	Writing Reading	Individually Computers	45 min
Task(s)	Teaching point(s) – refer to table on p. 1	Languageskill(s) practiced	Grouping/classroom setup	Timing / lesson 9
Prepare one of the recipes (optional)	-Using action verbs and imperatives -Cooking	4 skills	Whole class	45 min

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