

MODULE 2

Procedural Writing – Setting the Standard

Task 4: How to build a Snowman

Wednesday 5th December 2012
How to build a snowman

You will need:

- snow
- sticks
- hat
- carrot
- stones
- scarf

Method:

- 1 First of all roll two balls of snow but one has to be bigger than the other one to make a body and head.
- 2 Then put the smaller ball on top of the bigger one!
- 3 Next put the sticks on both sides of the body to make arms.
- 4 After that put 3 stones in vertically in the middle of the body to make buttons.
- 5 Then put two small stones on top of the head to make eyes and also put 4 stones in a curved shape to make a mouth.
- 6 Place a carrot under the eyes for a nose.
- 7 Finally add a hat and scarf to finish the snowman!

Handwritten feedback:

- ★ I love the way you have written number 4!
- ★ Good use of time words!
- 👉 I wish that you had finished these great instructions!

Other handwritten notes:

- Waw! 😊
- Thank you for finishing!

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Task 4: How to build a Snowman

Title of piece and code of CCEA Task (if applicable)	Procedural: How to build a Snowman
Mode:	Writing
Prior teaching and learning: <i>Describe what was necessary to be taught or had previously been taught, so that this CCEA Task or class activity could be carried out.</i>	Pupils had previously participated in shared writing on 'How to Make a Ham Sandwich'. Previous work had been carried out on 'bossy verbs', time-related words and the features of instructions.
Activity Description: <i>Describe what the pupil was asked to do.</i>	The pupil was asked to write a set of instructions to describe how she would build a snowman. The teacher discussed with the pupil the use of bossy verbs, time-related verbs and the inclusion of added detail.
Activity Criteria: <i>Requirements</i>	<ul style="list-style-type: none"> • talk about, plan and edit work; • communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; • develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; • write with increasing accuracy and proficiency.
CCEA Assessed Level:	Level

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Task 4: How to Play Connect Four

How to Play Connect Four

Things you will need:

- 2 different colours of about 20 or another even number of counters
- Popout Bar
- 2 players
- The grid
- The grid stand
- 2 players

How to Play:

- I. Place the grid stand on a table or a carpet, then connect the grid to the stand. Make sure it's connected properly as you don't want the grid to fall off the stand while you are playing!
- II. Count the number of counters that you have and then divide the counters up into separate colours.
- III. Connect the Popout Bar to the bottom of the grid.
- IV. Decide which player will be starting first.
- V. The first player then chooses a slot to put their counter in.
- VI. The next player then puts their counter in the grid (you could also your counter into the same slot as player one, as if to block them from getting four in a row.)
- VII. If one player gets four in a row either, diagonally, horizontally or vertically without getting blocked by the other player, then they will get one point.
- VIII. Disconnect the Popout Bar from the bottom of the grid and release the counters.
- IX. Take your counters out from underneath the grid and play another game, remembering your points from the last games.
- X. Finally, when you have finished the amount of games that you wanted to play and you have added up your points. Whoever has the most amount of points is the winner! Good Luck!



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Task 4: How to Play Connect Four

Title of piece and code of CCEA Task (if applicable)	Procedural: How to Play Connect Four
Mode:	Writing
Prior teaching and learning: <i>Describe what was necessary to be taught or had previously been taught, so that this CCEA Task or class activity could be carried out.</i>	The pupil had previous experience of writing instructions and of using Word.
Activity Description: <i>Describe what the pupil was asked to do.</i>	The pupil had to plan and write instructions on how to play the board game Connect Four. The pupil consulted with the teacher regarding the plan, edited it, and produced the final version using Word.
Activity Criteria: <i>Requirements</i>	<ul style="list-style-type: none"> • talk about, plan and edit work; • communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; • develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; • write with increasing accuracy and proficiency.
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Task 4: How to make Fifteens

FIFTEENS

Ingredients

- 225g digestive biscuits
- 75g coconut
- 70g of marshmallows
- 150ml condensed milk
- 150g cherries

Utensils

- Scales
- A knife
- A rolling pin
- 1 large bowl
- Baking tray
- Small plastic bags (2)
- Spoon
- Measuring jug
- Chopping board
- Cling film

Method

1. First, carefully measure out your ingredients; try to be as accurate as possible to ensure your mixture has the correct consistency.
2. Take your 2 small plastic bags and put them into one another. Put your digestive biscuits into the plastic bag and bash them, for 2 minutes, with a rolling pin until they are all finely crushed.
3. Next get your bowl and put the bashed biscuits into it, try not to spill any of the contents.
4. Rip your marshmallows in half and add them to your mixture.

Take care when cutting your Fifteens into slices, ask an adult to help you use the knife!



Top Tip- remember to close the bag and hold it tightly before you bash.

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Task 4: How to make Fifteens

Title of piece and code of CCEA Task (if applicable)	Procedural: How to make Fifteens
Mode:	Writing
Prior teaching and learning: <i>Describe what was necessary to be taught or had previously been taught, so that this CCEA Task or class activity could be carried out.</i>	This writing activity followed a lesson about weight in Maths. The pupil had previous experience of reading and writing recipes.
Activity Description: <i>Describe what the pupil was asked to do.</i>	The pupil independently made notes during the practical cookery session. He planned instructions during a writing lesson and included imperative verbs, appropriate structure, headings, subheadings, clauses, and other necessary features to produce an informative and interesting recipe.
Activity Criteria: <i>Requirements</i>	<ul style="list-style-type: none"> • talk about, plan and edit work; • communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; • develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; • write with increasing accuracy and proficiency.
CCEA Assessed Level:	Level