



Title: Pirates Lunch Procedure	Lesson Sequence: 1 lesson
Year Level: Year 2	Subject: English
Curriculum: Content Descriptors aligned to the Australian Curriculum	
Language: <ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463 - Scootle) <ul style="list-style-type: none"> Elaborations: becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470 - Scootle) 	
Literature: <ul style="list-style-type: none"> Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590 - Scootle) 	
Literacy: <ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666 - Scootle) Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671 - Scootle) 	
Resources: <ul style="list-style-type: none"> Pirates Lunch 	Where to find? <ul style="list-style-type: none"> Included below
Lesson 1: Pirates Lunch Procedure	Time: 1 hour
<ol style="list-style-type: none"> Have students together as a group and ask them "What do you think a pirate eats for lunch?" Brainstorm ideas and display them in a mind map on the board. Explain to students that they will be writing a procedure on how to make a pirates' lunch. Their procedure will include a title, ingredients, equipment and method. Discuss these terms to refresh students' memories and model which items go into ingredients and equipment. Write these on the board. Ask students to take a worksheet and complete only the ingredients and equipment sections. Remind them to use the lunch items and the example on the board to create their lunch. Walk around observing students working and support as necessary. Once students have finished ingredients and equipment, gain students attention back as a group and model the method section. Remind students that each step must start with a Verb to explain the action. Action words may include, cut, slice, put, place, grate, cook, pour, squeeze etc. Encourage students to help create these steps as a class (We do) and invite students up to write a step. Ask students to continue their pirates lunch and completing the method part of the procedure independently. Give time for students to complete their lunch procedure and remind them to use their verbs for each step. At the end of the lesson, choose a few to share with the class. If time persists, students can draw a picture of their lunch and colour in their worksheet. Students may need extra time to edit their work. 	