

Audience: 2nd Grade Students

Materials needed: Jars of different kinds of Peanut Butter, A Sack of Bread, Butter Knives, Paper Plates

Current performance level:

- Familiarity with the basics of a sandwich.
- They are able to use a knife.
- Some students have made a sandwich of some kind before.

Desired performance level:

- Make an edible peanut butter sandwich.

Motivation for change in behavior:

- Increased independence and confidence.
- Ability to prepare something on their own when hungry.

Critical/common errors:

- Using too much/not enough peanut butter
- Taking too much peanut butter on the first spread and not using it all
- Smashing, ripping the bread
- Licking the knife after the first spread.
- Eating one slice before finishing
- Spreading the peanut butter on the other group member

Strategies/Concepts to apply from the theory chapter:

- A) Enactive representation
- B) Iconic representation
- C) Symbolic representation
- D) Learning by Discovery
- E) Model of Inquiry Teaching (Forming hypothesis)
- F) Internalization
- G) Scaffolding
- H) Intersubjectivity
- I) Medium-level questions

Events	Teacher Activity	Student Activity
Gain Attention Materials Needed:	Display a peanut butter sandwich and ask the students suggest the supplies that went in to making it. (Model of Inquiry Teaching - Forming hypothesis)	Act out the sandwich making process making note of the supplies as they go. (Enactive representation)
Objectives	Make an edible peanut butter sandwich.	Learning by discovery. The objective is met in a variety of ways. Having a broad objective "allows students to discover what is on their own heads." (Driscoll p. 235)
Recall prior learning	Discern the demographics of your learner by asking "medium-level questions." – What do they know about making a peanut butter sandwich. Have students recall the ways in which they, a peer, or an adult has made a sandwich. Keep in mind that each student comes from a different cultural environment.	Have the students visualize the sandwich making process and then draw each step. (Iconic representation)
Present Material: Materials Needed: Lots of Bread, Peanut Butter	Gather the students into groups of 2 making sure that at least one of the group members has made a sandwich. Have students describe the steps to each other.	Describe the steps. As a group list on a piece of paper what supplies go with each step. (Symbolic representation)

<p>Provide Guidance</p>	<p>Make sure that each group member has had an equal share in the discussion of the steps. (intersubjectivity)</p> <p>Walk the room and re-teach those members of the group those things they are struggling with. (Soft scaffolding)</p>	<p>Each group member needs to adjust the discussion so that each member is involved.</p>
<p>Eliciting Learner Performance</p>	<p>Talk about some of those things that the students struggled with.</p> <p>Have the student talk about those things that they noticed. (Internalization)</p> <p>Have students make a sandwich anyway they want.</p>	<p>Have students make a sandwich on there own anyway they want. Use the steps from their group if needed. (Learning by discovery)</p>
<p>Provide Feedback</p>	<p>Give feedback to those students that need it walk the classroom again. Make sure to not present feedback in a one-side biased way. (Scaffolding)</p>	<p>Have students help those peers that are struggling to make their sandwich.</p>
<p>Assess Learner's Performance</p>	<p>Have students eat their sandwich and assess their own performance did they like the sandwich they made.</p>	<p>Have students respond to your "medium-level questions."</p>
<p>Enhance Retention & Transfer</p>	<p>Describe the techniques learned to day – Spreading, putting the bread together, getting the peanut butter out of the jar.</p>	<p>Have the students think of ways these techniques relate to other things that done.</p>