

**Audience:** 3rd Grade Students

**Materials needed:** Jars 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.
- Most students have made a sandwich of some kind before.
- All students know how to read.

**Desired performance level:**

- Make a peanut butter sandwich that is edible.

**Motivation for change in behavior:**

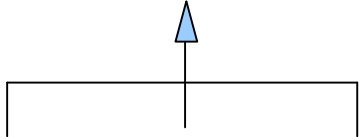
- Increased independence and confidence.
- Ability to prepare something on their own when hungry.
- Gaining the ability to follow step by step instructions

**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) Activating Prior Knowledge
- B) Anchoring Ideas
- C) Advance Organizer
- D) Derivative subsumption
- E) Cognitive Structure
- F) Comparative Organizer
- G) Accretion

Events	Teacher Activity	Student Activity
<p><b>Gain Attention:</b> Materials Needed: None</p>	<p>Ask students if they are hungry. Ask students if they like making sandwiches. (<b>Activating Prior Knowledge</b> – trying make a connection between the <b>anchoring ideas</b> “hungry” and “sandwiches”)</p>	<p>Respond to the questions.</p>
<p><b>Objectives:</b> Materials Needed: None</p>	<p>Students will demonstrate making a peanut butter sandwich.</p>	<p>Learn the step by step process of making a peanut butter sandwich.</p>
<p><b>Recall prior learning:</b> Materials Needed: Advance Organizer</p>	<p>Have students look over the <b>advance organizer</b>.</p>	<p>Make connections between the supplies and the sandwich making process.</p>
<p><b>Present Material:</b> Materials Needed: Bread, Peanut butter, knives, and plates</p>	<p>Ask students to name other kinds of sandwiches then tell them about peanut butter sandwiches. (<b>Derivative subsumption</b>- Because it is a derivative of a sandwich)</p> <p>Show the students how to make a peanut butter sandwich pointing out each step.</p> <p>Make a peanut butter sandwich</p>  <p>Spreading Scooping Put Bread together</p> <p>(<b>Superordinate learning</b> – Because they know the skills Spreading, Scooping, Putting Bread together. This would be superordinate learning. Because they just learned about a peanut butter sandwich it isn't a strong enough anchor. Eventually they would tie them together I suppose. The sandwich type ↔ and the step by step process.)</p>	<p>Enhance their <b>cognitive structure</b> by making connections between other kinds of sandwiches. Also subordinating individual skills spreading, scooping and putting bread under the process “Making a peanut butter sandwich.”</p>

<p><b>Provide Guidance:</b> Materials Needed: Comparative organizer</p>	<p>Handout the <b>comparative organizer</b>. The difference between a ham and a peanut butter sandwich.</p>	<p>Fill in the <b>comparative organizer</b>.</p>
<p><b>Eliciting Learner Performance:</b> Materials Needed: None</p>	<p>Have students review the differences from the <b>comparative organizer</b> with another student.</p>	<p>Pair up with another student and review.</p>
<p><b>Provide Feedback:</b> Materials Needed: None</p>	<p>Have students tell the differences to the class. Give feedback as the students list the differences.</p>	<p>One of the students from each pair gives the differences to the class.</p>
<p><b>Assess Learner's Performance:</b> Materials Needed: None</p>	<p>Review the supplies and steps.</p>	<p>List the supplies and steps</p>
<p><b>Enhance Retention &amp; Transfer:</b> Materials Needed: None</p>	<p>Give a small pop quiz on the supplies and the steps.</p>	<p>Take the quiz. <b>(Accretion)</b></p>

**Advanced Organizer**

<b>Supplies</b>			
			
Butter Knife	Jar of Peanut Butter	Slice of Bread	Paper Plate
<b>Terms</b>			
		Put together - To place together	
Spreading	Open the Jar		

### **Comparative Organizer**

<b>Sandwich Type</b>	<b>Supplies</b>	<b>Steps</b>
<b>Ham</b>		
<b>Peanut Butter</b>		