

Writing Instructions

Teacher Guide to Lesson Pack 002



This lesson plan does not assume previous experience of the game. Teachers may show VC from *Checkpoint KIDS* of the game, use YouTube clips, or play the game.

The lesson is designed to engage children with a learning opportunity based on computer gaming and is not intended as a substitute for teaching the National Curriculum.

English Assessment Objectives are provided as a means of justifying the lesson in a school environment.

All lesson timings are approximate.

Checkpoint KIDS welcomes students' work for submission, but only if the relevant permission slips are completed.

Issue: **5 – September 2020**
Theme: **Sports/Battle Royale**
Game: **Fall Guys**
Focus: **Writing Instructions**

Lesson Objective:

By the end of this learning episode you will:

- understand how to write instructions or rules
- understand imperative verbs
- know how to use conditional clauses
- understand cardinal and ordinal numbers

Assessment Objectives:

A05 - clear and effective instructions

A06 - sentence structures adapted to purpose with accurate spelling and punctuation

Literacy Objectives:

- imperative verbs
- correct use of conditional clauses and commas
- vocabulary focus

Duration: 2 x 45 minutes

Lesson 1

Starter Activity:

- write 'instructions' on the board
- students answer the following questions
 - what is an instruction? – *information about how something should be done*
 - what word class is 'instructions'? – *noun*
 - what is the verb included in 'instructions' – *to instruct – to impart information about how something should be done*
 - what does the word structure mean? – *focus on order - instructions must be structured*
 - what texts use instructions? – *fire alarms, cookery books, car manuals, toys*
 - is the order of instructions important?
 - put the following numbers and letters in order: 2,4,3,1; c,a,d,b,e; 15,12,21,3; q,m,i,p
 - explain that sequential numbers are called ordinal (numbers for quantity are cardinal)
 - students could make up their own jumbled sequences based on times-tables or alphabetical order, shapes, sizes, number of objects etc

Activity 1:

- reiterate that instructions tell you how to do something, but they must be in the correct, logical order
- put the following instructions in the correct order

1	Butter the toast.
2	Operate the toaster.
3	Enjoy.
4	Remove the toast from the toaster.
5	Put two slices of bread in the toaster.

- students identify each word that gives the instruction. Explain that these are imperative verbs
- introduce adverbs and show how these can give extra details about how the instruction should be carried out – *slowly, carefully, quickly* etc.
- what would be an appropriate adverb for instruction #4? Why?
- at this point students could try writing a set of simple instructions to consolidate the learning: Making a cup of Tea; Making a Sandwich; Preparing a Bowl of Cereal
- explain what a conditional clause is – *something that must be met*
- which of the following are conditional clauses?

		✓ or ✗
a	When the light goes out	
b	Paint the car	
c	If there is time	
d	Turn left	

- ask the students to complete the instructions that begin with the conditional clauses – *a and c*
- which instruction about making toast could include a conditional clause?
– #4 *Remove the toast from the toaster.*
- ask students to write an appropriate conditional clause – ‘*When the toaster switches off...*’, ‘*When the toast pops up...*’
- SPaG – conditional clauses should be followed by a comma
- Once the students are confident with writing instructions, revisit the start-up activity based on sequencing and numbering instructions in a particular order
- introduce the idea that adverbs can replace the numbers: first(ly), second(ly), next, then etc. However, these words can only be used for short sequences
- students make sure they have created logical, numbered instructions, some of which contain conditional clauses
- students share instructions and self-assess their work

Statement	✓ or ✗	Focus
I have numbered my instructions.		
I have used imperative verbs.		
I have included conditional clauses.		
SPaG check – commas after conditional clauses		
I understand this work so far.	😊 😐 😞	
I would like help with _____ _____ _____		

Activity 2:

- introduce the game Fall Guys - if possible show a short introductory trailer on YouTube – <https://www.youtube.com/watch?v=FcITAzKW3fY>

The following content is based on the round: See Saw. The students will need to be familiar with this round.

- watch the first 3 minutes of the following video of actual gameplay. The video has been checked for appropriate content up to the 3 minute mark – <https://www.youtube.com/watch?v=gGK0hJxmvYI>
 - the students should be looking to understand how See Saw works and what the strategies are for completing it
 - what is difficult about See Saw?
 - what successful strategies do you need to employ?
 - what must you watch out for?
- issue copies of Worksheet 1 - discuss the above questions and ask students to annotate the sheet

At this point the students can self-assess if required

Statement	✓ or ✗	Focus
I have included description/explanation of how See Saw works.		
I have included notes about the dangers.		
I have included notes about how to survive.		
SPaG check		
I understand this work so far.	😊 😐 😞	
I would like help with _____ _____ _____		

Lesson 2

Starter Activity:

- recap previous work
- share observations about See Saw – possibly re-run VC

Activity 3:

- students create instructions for how to successfully navigate See Saw – scaffold provided – Worksheet 2
- encourage positive feedback
- final self-assessment
- submit students' work to Checkpoint KIDS together with the relevant permission slips

Activity 4: EXTENSION

- instructions form part of tutorials and guides
- students could:
 - produce YouTube style guides
 - produce PowerPoint tutorials
 - write guides eg 'How to Survive the See Saw in Fall Guys'
- all the above would involve further research and study of the particular medium/text
- submit students' work to Checkpoint KIDS together with the relevant permission slips

Fall Guys - How See Saw Works

When the participants first encounter the see-saws they are level. It is the weight of the players that tilts the see-saw. If the participants can get to the middle of a see-saw, there is less chance of its tilting. If too many players jump on at once, then the see-saw tilts and the steep incline means that they slide off. Patience is the answer!

Activity 1

1	Butter the toast.
2	Operate the toaster.
3	Enjoy.
4	Remove the toast from the toaster.
5	Put two slices of bread in the toaster.

Statement	✓ or ✗	Focus
I have numbered my instructions.		
I have used imperative verbs.		
I have included conditional clauses.		
SPaG check – commas after conditional clauses		
I understand this work so far.	  	
I would like help with _____ _____ _____		

Activity 2

Statement	✓ or ✗	Focus
I have included description/explanation of how See Saw works.		
I have included notes about the dangers.		
I have included notes about how to survive.		
SPaG check		
I understand this work so far.	  	
I would like help with _____ _____ _____		

Final self-assessment sheet

Writing Instructions for Successfully Navigating 'See Saw'		
Name:	Date:	Class:
Statement	✓ or ✗	Focus
I have written a brief introduction about See Saw.		
I have written instructions that identify the dangers and how to overcome them.		
Some of my instructions begin with imperative verbs.		
Some of my instructions begin with conditional clauses.		
My instructions follow the order of events in the game.		
I have numbered my instructions.		
SPaG check		
I have understood the work we have been doing.		  
I have really enjoyed this work because _____ _____ _____ _____ _____		

Word Bank

ability, agility, athletes, balance, challenge, competitor, endurance, frenetic, goals, idiom, navigate, participants, perseverance, poise, score, skill, stamina, strength, tactics, tutorial