

# How to Cook Porridge

**Goal** - Your goal is to create a healthy, nutritious breakfast.

## Ingredients

- 1 cup of oats.
- 2 cups of water or milk.
- Sugar, honey, or syrup.

## Equipment

- 1 large bowl.
- 1 saucepan.
- 1 stove top.

## Method

1. Pour the oats into the saucepan.
2. Pour the milk or water and stir vigorously to remove all the lumps.
3. Turn the stove up to high and heat for 10 minutes, stirring continuously.
4. Once the porridge is nice and thick, pour it into the bowl.
5. Top with sugar, honey, or syrup to taste.
6. Serve straight away so that your porridge is warm.



## Safety

Ensure you stir the porridge continuously while on the stove to ensure that it does not stick to the pan and burn.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## PROCEDURAL TEXT FEATURES

### How to Cook Porridge

1. Highlight all the verbs in the text.
2. Write the definition for the descriptive words in the text:

Word	Definition
vigorously	
continuously	
thick	

3. Draw and name two ingredients needed for this food in the boxes.

4. Place the missing words in the steps from the text.  
Pour the \_\_\_\_\_ into the \_\_\_\_\_.  
Once the \_\_\_\_\_ is nice and thick, pour it into the \_\_\_\_\_.  
Top with sugar, honey, or \_\_\_\_\_ to taste.
5. Add a serving suggestion for this recipe.

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PINK  
TULIP

Learning  
creations



# Grade 9 Sample Procedural Texts

**Lynne R. Dorfman, Rose Cappelli**



## **Grade 9 Sample Procedural Texts:**

**Beginning Reading** Yola Center, 2020-07-31 Most children learn to read irrespective of the method of instruction Yet up to a fifth of children struggle with reading in their first few years at school Unfortunately those who struggle in the early years will continue to struggle throughout their school career Yola Center offers a systematic research based guide to teaching reading in the first three years of school Her aim is to ensure that teachers can work with at risk or reluctant readers in the regular classroom as effectively as with children for whom reading seems to come naturally Taking an analytic approach to reading Beginning Reading shows how children can be moved through the key stages of early reading acquisition Each chapter includes an overview of relevant research practical classroom strategies and guidelines for lesson planning Center adopts a balanced view of reading instruction stressing the importance of phonological processes at the beginning of literacy instruction as well as semantic and syntactic ones This supports at risk children in regular classrooms who are provided with the maximum opportunity to develop the accurate and fluent word recognition skills that are needed in order to extract meaning from print At last A book that combines an overview of recent research findings and their implications for the teaching of reading with sensible and practical suggestions for classroom teachers Morag Stuart Professor in the Psychology of Reading University of London This is an excellent book It comprehensively reviews the research literature and shows how to apply it to the nuts and bolts of teaching reading in the first few years of school It is a must read for teachers Professor Tom Nicholson University of Auckland New Zealand This is the book that we have all been waiting for It is the only book that I have seen that focuses on a theoretically sound approach to the teaching of reading with a focus on children who experience difficulties in the regular classroom Ruth Fielding Barnsley Queensland University of Technology It is indeed rare when a reading scientist can explain the intricacies of reading development reading difficulties and reading instruction with such clarity and comprehensiveness Most importantly Dr Center provides a masterful synthesis of the most current converging scientific evidence available that defines what research based reading instruction is all about G Reid Lyon PhD National Institutes of Health USA

**The Practice of Teachers Professional Development** Helen Grimmer, 2014-07-11 This book uses Vygotsky's cultural historical theory to provide a unique theorisation of teachers professional development as a practice A practice can be described as the socially structured actions set up to produce a product or service aimed at meeting a collective human need In this case collaborative interventionist work with teachers in two different Australian primary schools sought to simultaneously identify understand and develop the necessary conditions for supporting the teachers development as professionals The in depth analysis of this practice provides interesting insight into professional development for teachers at all levels of schooling and provides strong support for educational researchers administrators and consultants to reconsider many existing forms of professional learning development programs This book supports the contemporary view that professional learning must take place with teachers rather than be delivered to

teachers but provides an important expansion to current work in this area by arguing that a focus on teachers learning of new strategies and principles may still fall short of creating long term change in teachers professional practice By taking a cultural historical approach the focus moves to supporting teachers development of unified concepts the intertwining of theoretical and practical aspects and motives to continue their ongoing development as professionals This emphasis builds teachers capacity to examine and disrupt habitual practices and understand create and implement thoughtful and sustainable transformations in all areas of their professional life This book therefore builds upon the ongoing conversation about professional learning and development offering a new framework for researching understanding and developing this critical practice

*Common Core English Language Arts in a PLC at Work® , Grades 9-12* Douglas Fisherr,Nancy Frey,2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

**Teaching Informational Text in K-3 Classrooms** Mariam Jean Dreher,Sharon Benge Kletzien,2015-09-09 Specifically designed for K 3 teachers this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction The book presents lessons read alouds and activities that motivate students to engage with a wide variety of exemplary texts Links to the Common Core State Standards CCSS are explained throughout Key topics include how to build academic vocabulary balance fiction and nonfiction and address the needs of English language learners Examples from diverse classrooms and end of chapter discussion questions and engagement activities enhance the book s utility as a professional development resource Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size

**Think It, Show It Mathematics: Strategies for Explaining Thinking** Gregory A. Denman,2013-06-01 Help students put their thinking onto paper with step by step strategies that develop concise writing and discussion skills With Think It Show It Mathematics students in grades 3 8 will learn through guided instruction how to express themselves mathematically think conceptually and gain essential critical thinking skills Strategy instruction is supported by the included student activities sentence frames rubrics exemplar writing samples and graphic organizers

*Nonfiction Writing Power* Adrienne Gear,2014-02-17 Writing nonfiction is a key skill that students will need throughout their school lives and beyond This remarkable book is designed to help teachers develop a writing program that will enable their students to harness all of their Nonfiction Writing Powers to Describe to Instruct to Compare to Persuade to Explain and to Report It illustrates ways to encourage students to write because they have something to say and to recognize that writing well means considering intent and purpose and choosing the best form of expression Ideal for teaching writing in the content areas the book includes guidance on linking writing forms to Science Social Studies and other subject areas

**Developing Literacy in the Secondary Classroom** Georgina

Barton, Gary Woolley, 2017-05-01 Today's secondary classrooms are increasingly diverse places and skilled English teachers need to be able to develop flexible teaching strategies that can be adapted to best serve diverse learners with divergent needs. This textbook for pre-service teachers gives them pragmatic guidance on the major aspects of literacy teaching and how to draw insight from research and apply it in diverse classrooms. Key coverage includes: The fundamental aspects of teaching reading and writing to adolescent learners; How to intelligently select and use literature with secondary students; Multi-literacies and the use of technology in English teaching; Assessment strategies for the classroom; Teaching techniques for developing reading comprehension. This is essential reading for anyone training to teach English in secondary classrooms and for recently qualified teachers looking to sharpen their practice. Nonfiction Mentor Texts Lynne R. Dorfman, Rose Cappelli, 2009 Guides teachers through a variety of projects, samples, and classroom anecdotes that demonstrate how teachers can help students become more effective writers of good nonfiction. **Getting to the Core of Writing: Essential Lessons for Every Fifth Grade Student** Richard Gentry, Jan McNeel, 2012-06-01 Inspire students to develop as writers in the fifth grade classroom with these engaging and creative writing lessons. This classroom-tested resource shows positive results in students' writing and simplifies the planning of writing instruction. It contains detailed information on how to establish and manage a daily Writer's Workshop and includes consistent, structured instruction to encourage students to actively participate in the writing process. Specific lessons to help students develop the traits of quality writing are also included. Extending Literacy Maureen Lewis, David Wray, 2005-06-21 One of the most problematic areas in the teaching and development of literacy appears to concern children's interactions with non-fiction books. Many surveys and reports have commented on the tendency for children to do little more than copy out sections of non-fiction texts. The Exeter Extending Literacy EXEL project was set up with the aim of exploring ways in which non-fiction might be used more effectively and profitably than this. In this book, David Wray and Maureen Lewis outline the thinking behind the project and describe in detail the many useful teaching strategies and approaches which were developed in collaboration with primary teachers across the country. Teachers of children from five to fourteen will find this book both a stimulating account of a very influential development project and a useful source of practical teaching ideas. **Reflexive constructions in the world's languages** Katarzyna Janic, Nicoletta Puddu, Martin Haspelmath, 2023-07-11 This landmark publication brings together 28 papers on reflexive constructions in languages from all continents representing very diverse language types. While reflexive constructions have been discussed in the past from a variety of angles, this is the first edited volume of its kind. All the chapters are based on original data and they are broadly comparable through a common terminological framework. The volume opens with two introductory chapters by the editors that set the stage and lay out the main comparative concepts and it concludes with a chapter presenting generalizations on the basis of the studies of individual languages. Engage Literacy Teacher's Resource Lauren White, 2015-01-01 Engage Literacy is a comprehensive literacy program K-3 that brings

enjoyment and humor to reading while still providing teachers and children with carefully graded and leveled texts The accompanying Engage Literacy Teacher s Resource provides supportive and easy to use teaching notes for the 24 books at levels 9 11 Blue Three BLMs are provided for each title Skills addressed in both the teaching notes and BLMs include Comprehension phonological awareness graphophonics vocabulary development fluency text conventions writing activities Also provided in the Teacher s Resource tasks BLMs for English Language Learners an oral reading record for each title Engage Literacy Teacher s Resource books provide different avenues of acquiring knowledge so all children can learn effectively regardless of differences in ability levels

**Explore Your English Without Limits for Junior High School Students Year IX** Atik Indarini; Yenny Dwi Maria, Buku pelajaran Bahasa Inggris untuk SMP MTs dengan spesifikasi sebagai berikut Developed with scientific approach EXPLORE YOUR ENGLISH WITHOUT LIMITS for Junior High School Students Year VII will be favored by students This book provides the following features Lessons and activities in this book are arranged with 5M concept Mengamati Observing Menanya Questioning Mencoba Experimenting Menalar Associating Mengomunikasi Networking which allow the students to be actively involved in learning activities The group works and activities in this book will encourage two way communication between students students teachers students parents and students people around them Accordingly they will be able to raise concerns of their surroundings and apply their knowledge and skills in daily life character building This book helps students to be creative by allowing the students to explore knowledge without limits Students will also be able to see and discover alternative solutions to solve various problems so that they can be good problem solvers

Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms Tamsin Meaney, Tony Trinick, Uenuku Fairhall, 2011-10-03 Language can be simultaneously both a support and a hindrance to students learning of mathematics When students have sufficient fluency in the mathematics register so that they can discuss their ideas they become chiefs who are able to think mathematically However learning the mathematics register of an Indigenous language is not a simple exercise and involves many challenges not only for students but also for their teachers and the wider community Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms identifies some of the challenges political mathematical community based and pedagogical to the mathematics register faced by an Indigenous school in this case a Mori immersion school It also details the solutions created by the collaboration of teachers researchers and community members

**Resources in Education**, 1998 **Literacy in Australia** Amy Seely Flint, Mark Vicars, Amanda Muscat, Maria Bennet, Robyn Ewing, Kylie Shaw, Lisa Kervin, Jessica Mantei, Jeanne Iorio, Catherine Hamm, Mitchell Parker, Marcelle Cacciattolo, Lawry Mahon, Sarah Tartakover, 2024-02-20 Infused with our authors personal experiences teaching Literacy in Australia 4th Edition is delivered as a full colour printed textbook with an interactive eBook code included With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text and a greater focus on using ICT in the classroom pre service teachers will be well equipped with the knowledge of

what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students

**Linguistics: An Introduction** William B. McGregor, 2024-02-22 What is Linguistics How do languages work Why is this important Answering these questions and more Linguistics An Introduction covers all the key topics that you will need in your study of language and linguistics Over 17 chapters William McGregor outlines the core ideas and approaches in the field tracing their development and discussing the most recent trends Using examples from a wide range of languages and contexts from around the world this book assumes no prior knowledge of linguistics and contains a host of pedagogic features including key terms discussion questions and exercises to fully support your learning Fully revised and updated this third edition now includes A new chapter on corpus linguistics New topics including theories of syntax text typology and the evolution of languages New Research Methods sections at the end of each chapter Updated examples drawn from a variety of global perspectives and contexts ranging from North America to East Asia With a comprehensive companion website featuring additional questions reading materials and videos alongside an online instructor guide which includes lecture slides suggested course outlines and structures and an answer key this is your essential introduction to the study of linguistics

**A Design Orientation to Second Language Writing Instruction** Heather Willis Allen, 2025-08-29 A Design Orientation to Second Language Writing Instruction presents the principles of a Design orientation to second language writing and argues for new directions in second language writing instruction This book elaborates an approach to L2 writing instruction relevant for the diverse multilingual educational contexts and ever changing literacies of the 21st century A comprehensive introductory chapter which synthesizes recent history and current challenges in writing instruction for languages other than English is followed by chapters that link theory and practice articulate principles of Design writing and provide practical guidance for how instructors can implement Design writing instruction in ways that increase the relevance and value of writing for today s diverse learners As well as being a valuable resource for researchers of second language acquisition and second language instructors at all levels of instruction A Design Orientation to Second Language Writing Instruction will also appeal to teacher educators and graduate students

**Converting STEM into STEAM Programs** Arthur J. Stewart, Michael P. Mueller, Deborah J. Tippins, 2020-02-27 This book examines the push and pull of factors contributing to and constraining conversion of STEM science technology engineering and math education programs into STEAM science technology engineering math and arts education programs The chapters in this book offer thought provoking examples theory and suggestions about the advantages methods and challenges involved in making STEM to STEAM conversions at levels ranging from K12 through graduate university programs A large driving force for STEM to STEAM conversions is the emerging awareness that the scientific workforce finds itself less than ideally prepared when engaging with so called wicked problems the complex suite of emerging multifaceted issues such as global climate change social injustice and pandemic diseases Dealing with these issues requires cross disciplinary expertise and the ability to insert

technical and scientific understanding effectively into areas of public planning and policy The different models and possibilities for STEAM as the next phase of the STEM revolution laid out in this book will promote research and further our understanding of STEAM as a forward thinking approach to education Gillian Roehrig STEM Education University of Minnesota USA The ideal teacher sees opportunities for integrating ideas from multiple disciplines into every lesson This book offers many worthwhile suggestions on how to do that deliberately and systematically George DeBoer Project 2061 of the American Association for the Advancement of Science USA For the last several years calls for expanding STEM education have grown but so too have concerns about technocratic approaches to STEM This volume challenges the community to consider broader views on STEM by focusing on the place of arts education within this movement The chapters offer much needed new perspectives on the re integration of the arts and sciences Troy Sadler School of Education University of North Carolina USA *Genre, Text, Grammar* Peter Knapp, Megan Watkins, 2005 A comprehensive reference text that examines how the three aspects of language genre text and grammar can be used as resources in teaching and assessing writing It provides an accessible account of current theories of language and language learning together with practical ideas for teaching and assessing the genres and grammar of writing across the curriculum

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