How to make a Root Beer Float

Materials:

The ingredients you will need are based on how many Root Beer floats you desire to make, therefore, you must gather enough ingredients for all participants. The materials you will need are:

- 1 pint of vanilla ice cream for each 4 servings
- 1 cup, straw, and spoon for each person
- 1 liter of root beer (or any kind of soda that you prefer)
- 1 ice cream scooper

Steps:

1. Put all of your cups on the table.
2. Open the pint of ice cream and allow it to set in room temperature for 5 minutes, allowing the ice cream to soften.
3. Use the scooper and take out 3 or 4 scoops of ice cream from the pint of vanilla ice cream and put it in the cup. If the ice cream sticks, use a spoon to push the ice cream off the scooper into the cup.
4. Open the bottle of root beer.
5. Fill each cup about 1/2 full of the root beer, making sure the foam does not overflow from the cup.
6. Repeat steps 3-5 according to the number of cups you have.
7. Use a spoon for each cup and mix the root beer and ice cream together by moving the spoon along the inside circle of the cup at least 4 times. Leave the spoon in the cup to eat the ice cream with.
8. Place 1 straw in each cup.
9. Enjoy your float!
This procedural could be used in the classroom to begin an activity in procedural writing.

The teacher introduces the writing activity by sharing the above as a handout and identifying it as an example of procedural text.

1. Students will be asked to determine the purpose of procedural text—to tell the reader how to do or make something.

2. Students will further be asked to identify the main characteristic of procedural writing—information is presented in a logical sequence of events, which is broken up into small sequenced steps.

3. Ask the class to brainstorm several examples of procedural text.

   Texts that instruct how to do a particular activity:
   - recipes, rules for games, science experiments, road safety rules, how-to-do-it manuals.

   Texts that instruct how to operate things:
   - an appliance, a machine, the photocopier, the computer

4. Have the class identify the text features of procedural texts by observing the handout: goal or aim, materials, method, and evaluation.

5. Continuing to use the handout, direct student attention to the language used:
   - simple present tense (do this, do that)
   - focuses on generalized people rather than individuals (first you take, rather than first I take)
   - the reader is often referred to in a general way, i.e. pronouns (you or one)
   - action verbs (cut, fold, twist, hold, etc.)
   - linking words to do with time (first, when, then) are used to connect the text
   - detailed information on how (carefully, with the scissors); where (from the top); when (after it has set)
   - detailed factual description (shape, size, color, amount)
6. Brainstorm a list of procedures that students would like to teach the class. Teacher can give some prompts (i.e. how to tie shoes, make a peanut butter and jam sandwich, bath the dog, make a snowman, pack a lunch).

7. If you choose to make this a technology assignment, have a class discussion on acceptable formats--Photo story, movie, poster, brochure, etc.

8. If you prefer a written paper, instruct students in your requirements.

9. Construct your own evaluation rubric to fit your assignment requirements.

10. As a culminating event, provide the materials and allow students to construct root beer (or a choice of soda) floats and enjoy them.