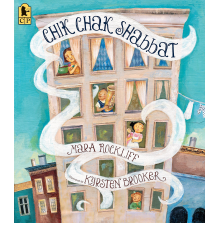


- 8–12 connecting cubes
- Recording Sheet (G27)



WEEK 1 Day 1

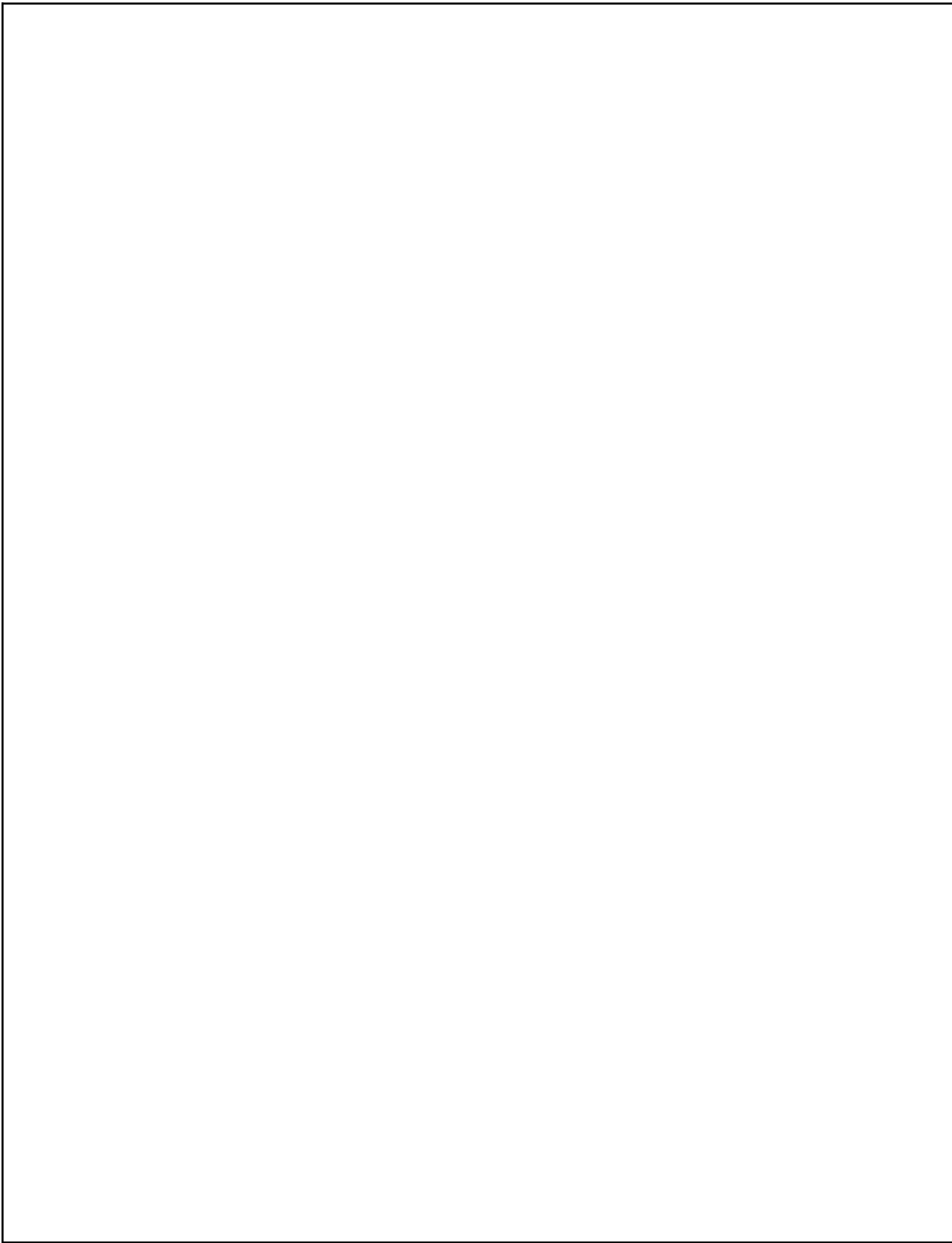
Writing Procedure
Deconstruction: Review Procedure Purpose and Stages

Content Objectives	<p>I can identify the main purpose of a text. (R.9.1.b)</p> <p>I can name and identify procedure stages. (W.3.1.b)</p>
Language Objective	<p>I can describe procedure stages by asking and answering questions about key details in the text. (SL.2.1.a)</p>
Vocabulary	<p>genre: a type of writing</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</p> <p>directions: instructions</p> <p>accomplish: complete successfully</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>title: the name of a piece of writing</p> <p>materials: the items needed to complete a procedure</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read <i>Writing: Introduction to Procedure</i> (in the Unit 4 Introduction documents).</p> <p>To prepare for instruction (particularly in Week 2), review the notes taken on the Procedure Observation Tool in Unit 1.</p> <ul style="list-style-type: none"> ● <i>Chik Chak Shabbat</i>, Mara Rockliff ● Procedure anchor chart, from Unit 1, Week 2, Day 1 ● Procedure anchor chart images: mentor texts Add the mentor text images to the chart. ● <i>How Many Am I Hiding?</i> directions sheet, one copy for each pair of

	<p>children</p> <ul style="list-style-type: none"> • How Many Am I Hiding? materials, one set for each pair of children: recording sheet, clipboard, pencil, 8-12 cubes
<p>Opening 1 minute</p>	<p><i>At the beginning of the year, we learned about a genre called procedure, and you wrote your own procedures for using Studios materials. For the next few weeks, you will write new procedures. Today we will review the purpose and stages of procedure.</i></p>
<p>Deconstruction 8 minutes</p>	<p>Show <i>Chik Chak Shabbat</i>.</p> <p><i>In Unit 1 we read this book: Chik Chak Shabbat, by Mara Rockliff. At the end of this book, there is a procedure! Let’s read it together and think about its purpose—why it was written.</i></p> <p>Read the Cholent recipe.</p> <p><i>Why did Mara Rockliff write this procedure? [to give directions for how to make Goldie’s cholent]</i></p> <p>Refer to the Procedure anchor chart.</p> <p><i>When we learned about procedure, we learned that the purpose is to give directions to accomplish a goal.</i></p> <p><i>The Cholent recipe gives directions for how to make cholent.</i></p>
<p>Deconstruction 16 minutes</p>	<p><i>Now we’re going to try out a different procedure and talk about its stages, or parts.</i></p> <p>Arrange the children so they are sitting on the perimeter of the rug. Distribute one How Many Am I Hiding? directions sheet to each pair of children.</p> <p><i>This is a Math game, called How Many Am I Hiding? We’re going to play it again today. With your partner, look at the procedure. What different parts, or stages, do you notice?</i></p> <p>Harvest several ideas. Then refer to the Procedure anchor chart.</p> <p><i>We learned that procedures have a goal. The goal is the part of the procedure that names what is supposed to happen in the procedure. Where is the goal of this procedure? Point to it on your paper. How do you know that is the goal?</i></p> <p><i>Remember, sometimes the goal is included in the title, and sometimes it is written separately. Here, it is included in the title.</i></p> <p><i>The next stage of the procedure is the list of materials. Where is the</i></p>

	<p><i>materials list in this procedure? Point to it on your paper. How do you know those are the materials?</i></p> <p><i>After the materials come the steps, that tell the reader exactly what to do. Where are the steps in this procedure? Point to them on your paper. How do you know these are the steps?</i></p> <p><i>Let's read the procedure together.</i> Read the procedure, with children following along on their papers with their fingers and chiming in.</p> <p><i>Now you can try the procedure with your partner!</i> Distribute the rest of the materials to each pair (recording sheet, clipboard, pencil, 8-12 cubes).</p>
<p>Closing 5 minutes</p>	<p>Bring the class back together. <i>Take a minute to think about the experience you just had. Was it easy to follow that procedure, or was it hard? If it was easy, what made it easy? If it was hard, what made it hard?</i> Harvest several ideas.</p> <p><i>These are things you can keep in mind when you start writing your own procedures.</i></p> <p><i>Today we reviewed the purpose and stages of procedure. Tomorrow we will begin writing a procedure together as a class.</i></p>
<p>Standards</p>	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the procedures. Can they name the purpose of procedure? Can they name and identify the stages of procedure? What are their confusions?</p>

Notes



Writing U4 W1 D1