



WEEK 1 Day 2

Writing Procedure
Deconstruction and Joint Construction in Pairs: Steps

Content Objectives	With a partner, I can write the steps for a procedure. (W.3.1.b, W.3)
Language Objective	With a partner I can recount the steps for making cheese. (SL.1.1)
Vocabulary	<p>directions: instructions</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On the Farm, At the Market</i>, G.Brian Karas ● Steps half sheets, 5 for each pair (one that says Steps at the top, and four that do not), plus extra copies ● Amazing Cheese Dairy Farm child copy, one copy for each pair of children ● drawing and writing tools ● Procedure Observation Tool, one copy for each child
Opening 1 minute	<p>Show <i>On the Farm, At the Market</i>.</p> <p><i>We read this book during our last unit, when we learned about resources in our communities. Today we are going to review the directions for making cheese and use them to write a procedure.</i></p>
Deconstruction 13 minutes pages 8-13	<p>Pause after reading page 8.</p> <p><i>Rachael, the new employee, is learning how to make cheese. Isaac gives her a checklist. We are going to read through all of the steps for making cheese, and then, as a class, we will write a procedure that a new employee like Rachael could follow.</i></p> <p>Read pages 9-13.</p>
pages 9-10	<i>Let's go back and reread the directions so that we can identify each</i>

	<p><i>step.</i></p> <p>Pause after the first paragraph on page 9.</p> <p>Think, Pair, Share. <i>Which steps did you hear in this paragraph?</i> [put milk in the vat; turn on the heater; stir]</p> <p>Read the rest of pages 9-10.</p>
<p>Joint Construction in Pairs 15 minutes</p>	<p><i>Now you will work with a partner to write as many steps as you can for this procedure. You will get 5 pieces of paper like this, to write the steps on. If you need more papers, you can get more here.</i> [indicate the location of extra papers]</p> <p><i>You will also get copies of the book pages so that you can reread each step.</i></p> <p>Send pairs to write steps. As children write, circulate to support them. Use the Procedure Observation Tool to take notes about children’s work.</p>
<p>Closing 1 minute</p>	<p>Collect pairs’ steps for use on Day 3.</p> <p><i>Tomorrow we will review your work and write a procedure together as a class.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Procedure Observation Tool.</p>

Notes