

Unit 4: Communicating with Sound and Light

WEEK 1 Day 5

Writing Procedure
Individual Construction: Planning
Joint Construction: Verbs

Content Objective	I can plan for my procedure. (W.3.1.b, W.3)
Language Objective	With my class I can generate precise imperative verbs related to a topic. (W.2.1.a)
Vocabulary	procedure: a genre of writing whose purpose is to give directions to accomplish a goal materials: the items needed to complete a procedure precise: exact; specific imperative verb: verb that gives directions
Materials and Preparation	<ul style="list-style-type: none">• writing tools• children’s writing notebooks• a variety of materials for building instruments: plastic cups, rubber bands, tongue depressors, paper clips, string, wood blocks, Beautiful Stuff Plan for how children will choose and use materials during the lesson. <ul style="list-style-type: none">• Procedure anchor chart, from Unit 1, Week 2, Day 1• chart paper and marker Title the chart Procedure Verbs.
Opening 6 minutes	<p><i>Today you will plan for your procedures.</i></p> <p><i>Some of you may remember that last year, in Kindergarten, you studied construction, when you got to design and build many different things. Wouldn’t it be exciting for Kindergarten students to be able to build instruments during their construction unit?</i></p> <p><i>In Science you have used a cup with a rubber band as instruments to make sounds. Some of you have also started to build instruments in</i></p>

	<p><i>the Building Studio. Your job will be to build an instrument and then write a procedure to teach a Kindergartener how to build that instrument.</i></p> <p>Introduce the instrument-building materials and how they will be organized/available in the classroom. (Children will also be making instruments in the Art and Building Studios in Weeks 2 and 3.)</p> <p>Think, Pair, Share. <i>Which materials might you use to build your instrument?</i></p> <p><i>Today you will gather materials and build an instrument. You will sketch your instrument in your notebook, and write down any other notes you need to plan your procedure.</i></p>
<p>Individual Construction 18 minutes</p>	<p>Send children with writing tools and notebooks to build instruments and plan their procedures.</p> <p>As children work, circulate to support them. Guide them to sketch their instruments and to write notes in their notebooks. Remind them of what they learned about instruments and sound during Science and Engineering.</p>
<p>Joint Construction and Closing 6 minutes</p>	<p>Bring the class back together.</p> <p><i>I saw a lot of great instruments! Think back to when you were building. What were some actions you took to build your instrument? We are going to record these imperative verbs on our chart, to use when you write your own procedures.</i></p> <p>Harvest the children’s ideas and record imperative verbs on the Procedure Verbs chart.</p> <p><i>Next you will start writing your procedures!</i></p>
<p>Standards</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>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p>Ongoing assessment</p>	<p>Review children’s plans.</p> <p>Do they sketch their instruments? What notes do they take to prepare for writing?</p>

	<p>Reflect on the whole group work.</p> <ul style="list-style-type: none">Do the children generate precise verbs?Are they related to the topic?Do they understand the use and form of imperative verbs?What are their confusions?
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Notes

