

Unit 4: Communicating with Sound and Light

WEEK 2 Day 1

Writing Procedure
Individual Construction

Content Objective	I can write a procedure. (W.2.1.a, W.3.1.b, W.3)
Language Objective	I can tell a procedure to my partner. (SL.1.1.a)
Vocabulary	procedure: a genre of writing whose purpose is to give directions to accomplish a goal imperative verb: verb that gives directions materials: the items needed to complete a procedure steps: the actions taken to complete a procedure
Materials and Preparation	<ul style="list-style-type: none">● drawing and writing tools● children’s writing notebooks and folders● Materials sheet, one copy for each child, plus a few extra● Steps sheet, 2-3 copies for each child● instrument-building materials available for children’s reference: plastic cups, rubber bands, tongue depressors, paper clips, string, wood blocks, Beautiful Stuff, and any other materials children have been using in Writing, Science, and Studios● Procedure Verbs chart, from Week 1, Day 5● Procedure Observation Tools, from Week 1, Day 2● Thinking and Feedback visuals● sticky notes, for recording suggestions and inspirations
Opening 1 minute	<i>Last time during Writing you planned for procedures by building an instrument and sketching your plan. As a class, we also came up with a list of imperative verbs you could use in the steps. Today you will begin writing!</i>
Individual Construction	<i>You will use the same paper you used at the beginning of the year when you wrote procedures.</i>

<p>19 minutes</p>	<p>Show the Materials sheet. <i>This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.</i></p> <p>Show the Steps sheet. <i>These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.</i></p> <p>Distribute children’s writing notebooks. <i>Before you get started, you will tell your procedure to your partner. Review the plan in your notebook. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.</i></p> <p><i>Like we did as a class, begin by writing the steps. Then go back and write the materials needed to complete the procedure. When you write today, you will have instrument-building materials available. In writing a procedure, sometimes it helps to try out the steps and materials you are writing about.</i></p> <p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Procedure Observation Tool. These notes will be used to plan for lessons on Days 2-4 and for revisions in Week 3.</p> <p>Identify a child to present her writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem. Record suggestions on sticky notes to place in the child’s writing folder. <i>Tomorrow you will continue writing your procedures.</i></p> <p>Have the children put away their papers in their writing folders.</p> <p>After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 2-4.</p> <p>On Week 3, Day 5 children will present their procedures to Kindergarten</p>

	<p>students. Arrange to partner with a Kindergarten class. Set up a time for the classes to be together, when the first graders will share their work. Consider meeting with the Kindergarten teacher(s) to form strategic partnerships or small groups of Kindergarten and first grade students.</p>
Standards	<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>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.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>As children write, circulate and take notes on the Procedure Observation Tool.</p>

Notes

