

WEEK 2 Day 3

Writing Procedure
 Deconstruction: Verbs
 Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.1.2, W.1.4)
Language Objective	I can write steps using precise imperative verbs. (L.1.1d)
Vocabulary	<p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</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> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>imperative verb: verb that gives directions</p> <p>precise: exact; specific</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Tree card ● projector and screen ● Procedure Verbs slides ● Procedure anchor chart, from Day 1 Add “Language:” ● Procedure anchor chart images: precise imperative verbs card ● photos from Day 2, printed ● chart paper and tape ● pencils ● half sheets of paper, one for each step
Opening	<i>When we learn about how different genres work, we learn about</i>

1 minute	<p><i>their purpose—why they are written; their stages, or parts; and their language. Before we begin writing the words for our procedure, we will look at one language feature of procedures.</i></p>
<p>Deconstruction 13 minutes</p>	<p>Show the front of the Tree card. <i>This is another example of a procedure. It comes from a set of yoga cards that we'll use this year, called Yoga Pretzels.</i></p> <p><i>Let's try out the Tree yoga pose together.</i> Turn the card over and go through the pose together.</p> <p>Show slide 1. <i>Let's look closely at the language of this procedure.</i></p> <p>Show slide 2. <i>Today we are going to focus on the steps. Listen to the words I've underlined in each step.</i> Read the underlined words.</p> <p><i>What do you notice about these words?</i> Harvest several responses.</p> <p><i>These words are all verbs. Verbs are words that often show actions. The verbs in procedures are a particular type of verb called imperative verbs. Imperative verbs don't always sound polite. They tell people what to do, like "stand," "tuck," "stretch," "bring."</i></p> <p><i>Most of the steps in this procedure begin with imperative verbs. For example, the first step is "Stand in mountain pose." It doesn't start with anyone's name or say "You stand." It just says "Stand."</i></p> <p><i>Something else special about the verbs in procedures is that they are precise. Precise means to be exact or specific.</i></p> <p>Point to step 2 on the card. <i>Step 2 says, "...tuck one foot inside the opposite leg." The word "tuck" is precise; it tells the reader exactly how to put her or his foot. "Tuck" means to put something inside of something else, like tucking in your shirt, so tucking a foot inside the opposite leg means to put your foot in closely.</i></p> <p><i>If I tuck something, I put them in as far as they can go - like this! When I put my arms side by side - like this, they are not stretched.</i> Demonstrate, or have a child demonstrate, what it looks like to "tuck one foot inside the opposite leg."</p>

If the writer used a verb that was not precise, like “put,” the reader would not know exactly what to do.

Your foot could be like this... or like this...

Demonstrate putting your foot in different positions on your leg.

Precise verbs help the reader know exactly what to do.

Let’s add what we learned about verbs to our Procedure anchor chart.

Add the precise imperative verbs card to the Language section of the Procedure anchor chart. See the following example.

Procedure

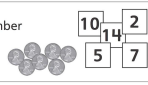
Purpose: give directions to accomplish a goal


Examples:


Build It: Numbers to 20 Directions

You need

- o Deck of Number Cards 1–20
- o Gameboard
- o 20 pennies







Stages:

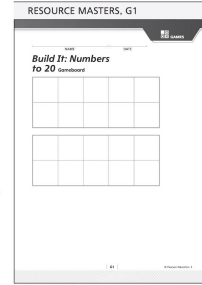
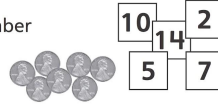
title →
goal →
materials →

Build It: Numbers to 20

Directions

You need

- Deck of Number Cards 1–20
- Gameboard
- 20 pennies



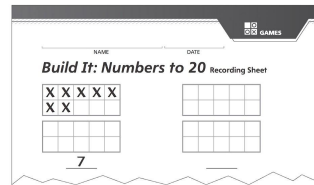
steps →

Play alone.

- Turn over a Number Card. **7**
- Use pennies to build that number on your gameboard.



- Record on the recording sheet.



evaluation or final comment (optional)

Language:

Stretch your arms out like branches.



precise imperative verbs

Joint Construction
15 minutes

Let's use what we know to start writing the words for our procedure. First, let's review our photos and put them in order.
Lay out the photos on the rug and work together to put them in order.
Write numbers on the back of each photo to indicate their order.

Tape the first photo to the chart paper, almost at the top.

Next to our first photo, I am going to write "1," for step one.

Remember, we learned that steps should begin with precise imperative verbs. What could our first step say?

Harvest several children's ideas. Choose a response and write the step together, using shared writing.

	<p><i>Now you will work together in [pairs/trios/small groups] to write the rest of the steps. You will get a half sheet of paper, a pencil, and one of the photos. First you will copy the number from the back of the photo onto the paper. Then write a step that matches this photo, beginning with a precise, imperative verb.</i></p> <p>Assign steps to be written by pairs/trios/small groups (depending on the number of steps left to write). Distribute writing materials, printed photos, and half sheets of paper. Circulate and support children as they write the steps.</p> <p>Note that more time to complete steps will be provided on Day 4.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned that the steps in procedures begin with precise imperative verbs and we started adding words to our steps. Tomorrow we will continue to write the steps together.</i></p>
<p>Standards</p>	<p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.1.1d. Use verbs in sentences to convey a sense of past, present, and future.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group and pair/trio/small group work.</p> <p>What do children understand about imperative verbs?</p> <p>What is still confusing?</p> <p>Do children choose precise verbs?</p> <p>Do children begin steps with imperative verbs?</p>

Notes



Procedure anchor chart images

language

