

Unit 1: Building Strong Communities

WEEK 2 Day 5

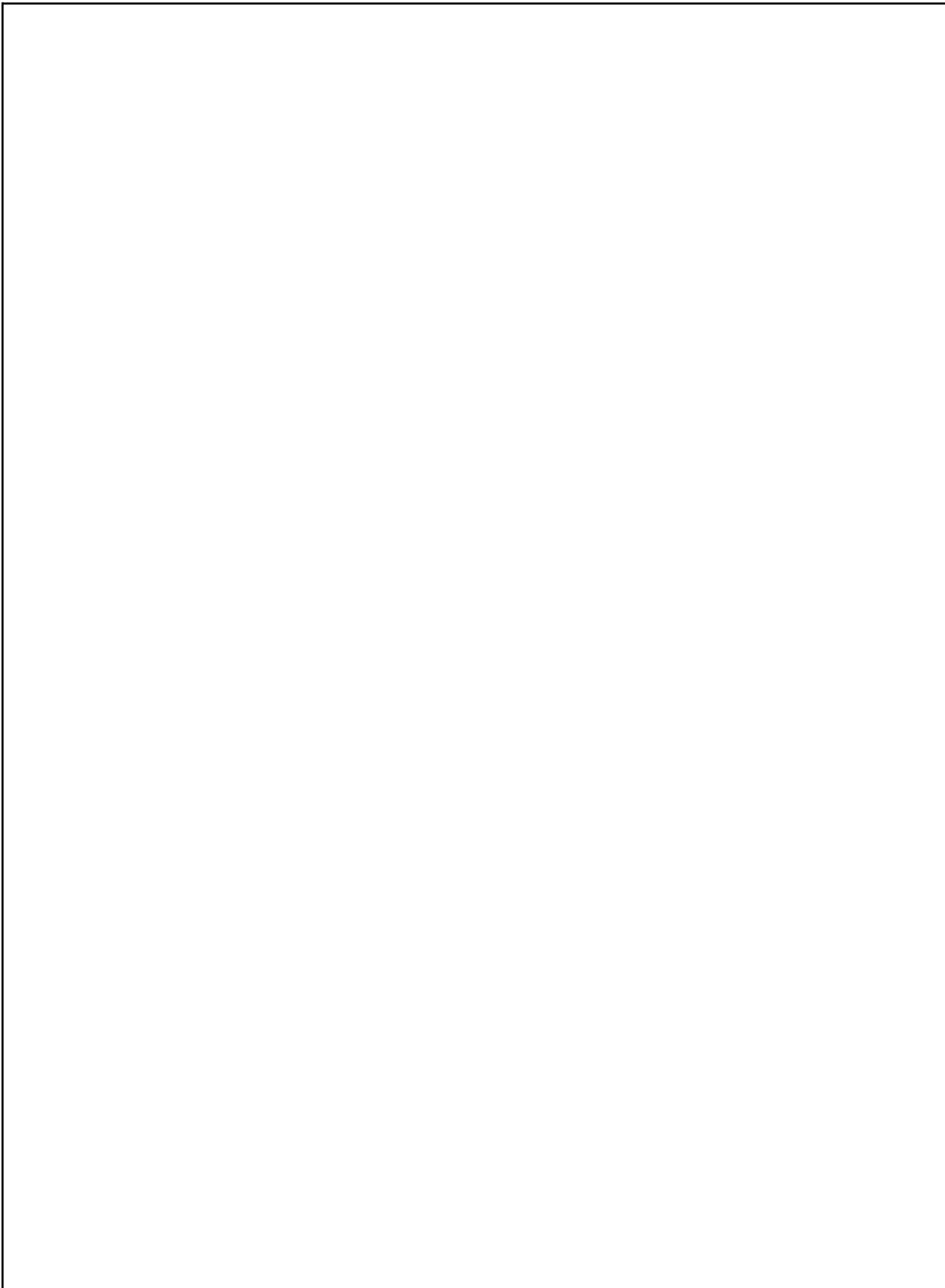
Writing Procedure
Deconstruction: Adjectives
Joint Construction: Materials

Content Objective	With my class I can write the materials in a procedure. (W.1.2, W.1.4)
Language Objective	With my class, I can add adjectives to materials to make them more precise. (L.1.1a, L.1.1g)
Vocabulary	<p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>materials: the items needed to complete a procedure</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p>
Materials and Preparation	<ul style="list-style-type: none">● projector and screen● Procedure Adjectives slides● Procedure anchor chart, from Day 1● Procedure anchor chart images: adjectives card● jointly constructed procedure, from Day 3
Opening 1 minute	<i>We've been talking about the importance of using precise language in procedures. Today we are going to learn about one more type of word that is used to write precise procedures.</i>
Deconstruction 8 minutes	<p>Show slide 1.</p> <p><i>These are the materials from "Build It: Numbers to 20." Take a look at this materials list. What do you notice?</i></p> <p>Harvest several children's ideas.</p> <p><i>There are images of the materials, which make it easier to understand what needs to be gathered to complete the procedure.</i></p>

	<p>Show slide 2.</p> <p><i>Let’s look closely at the first material on the list. If it just said “cards,” we wouldn’t know exactly what we needed. Instead, it says “Deck of Number Cards 1-20.” That gives us a lot more information. The word “deck” tells us how many cards we need: one deck. “Number Cards 1-20” tells us exactly what kind of cards we need. These words that describe how many and what kind are called adjectives. In procedures adjectives make the materials list more precise.</i></p> <p><i>Let’s look at another example.</i></p> <p>Show slide 3.</p> <p><i>These are the materials we [will use/used] during Science, for the Air is There investigation.</i></p> <p>Show slide 4.</p> <p><i>The underlined words here are also adjectives. They give more information about the materials by describing how many and what kind. Instead of just saying “ball,” which could mean many different things, it says “cotton ball.” Instead of just saying “bag,” which could be made of paper, plastic, or fabric, it says “plastic bag.” Also, the images show us that we need one of each material.</i></p> <p><i>Let’s add this—adjectives—to our Procedure anchor chart.</i></p> <p>Add the adjectives card to the Language section of the Procedure anchor chart.</p>
<p>Joint Construction 20 minutes</p>	<p><i>Let’s add materials to our class procedure. For this procedure, we are only using one material—what is it?</i></p> <p>Record the class’s response.</p> <ul style="list-style-type: none"> ● If they say “blocks,” ask <i>What kind of blocks? [Kapla]</i> ● If they say “Kapla blocks,” say <i>Kapla blocks includes an adjective, Kapla, which tells the reader what kind of blocks to gather.</i> <p><i>We need one more adjective here—how many Kapla blocks are needed?</i></p> <p>Add the quantity to the materials list.</p> <p>Use the remaining time to complete the joint construction of the procedure steps, or to have children try out procedures, such as yoga poses, math games, or building with Kapla blocks.</p>
<p>Closing</p>	<p><i>Today we learned that adding adjectives makes materials more</i></p>

1 minute	<i>precise. Next we will complete our class procedure, and you will plan for your own procedures.</i>
Standards	<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.1.1a. Produce and expand simple and compound sentences.</p> <p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p>
Ongoing assessment	<p>Reflect on the whole group work.</p> <p>What do the children understand about adjectives?</p> <p>What do they understand about the function of adjectives in procedures?</p> <p>How much support do children need to suggest adjectives that answer “How many?” and “What kind?”</p>

Notes

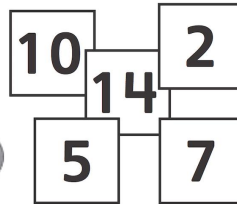


Procedure anchor chart images

language

You need

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



adjectives that describe how many and what kind