

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

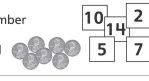




WEEK 2 Day 1

Writing Procedure

Deconstruction: Procedure Purpose and Stages

Content Objectives	<p>I can identify the main purpose of a text. (R.9.1.b)</p> <p>I can name and identify procedure stages. (W.3.1.b)</p>
Language Objective	<p>I can ask and answer questions to understand procedure stages. (SL.2.1.a)</p>
Vocabulary	<p>communicate: to share ideas with each other</p> <p>purpose: the reason for doing or creating something</p> <p>genre: a type of writing</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>directions: instructions</p> <p>accomplish: complete successfully</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>stages: the parts of a piece of writing</p> <p>title: the name of a piece of writing</p> <p>materials: the items needed to complete a procedure</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Procedure (in the Unit 1 Introduction documents).</p> <ul style="list-style-type: none"> ● “Build It: Numbers to 20,” from Week 1, Day 1 ● “Build It: Numbers to 20” materials: deck of number cards 1-20, gameboard (provided), 20 pennies, recording sheet (provided) Note that the game can also be played online. In that case, the recording sheet is the only necessary physical material. ● Why We Write chart, from Week 1, Day 1 ● Procedure anchor chart images ● chart paper

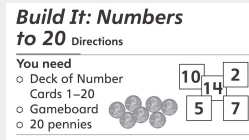
	<p>Prepare the following Procedure anchor chart. Cut out the mentor text images and glue them to the chart. Note that language images will be added in future lessons.</p> <div data-bbox="500 300 1362 814" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Procedure</p> <p>Purpose: give directions to accomplish a goal</p> <p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="521 527 766 663" style="border: 1px solid black; padding: 5px;"> <p>Build It: Numbers to 20 Directions</p> <p>You need</p> <ul style="list-style-type: none"> ○ Deck of Number Cards 1–20 ○ Gameboard ○ 20 pennies  </div> <div data-bbox="862 533 997 667" style="text-align: center;">  </div> <div data-bbox="1162 527 1268 678" style="text-align: center;">  </div> </div> <p>Stages:</p> </div> <ul style="list-style-type: none"> ● “Build It: Numbers to 20,” cut into its three stages: title, materials, and steps ● glue stick
<p>Opening 1 minute</p>	<p><i>We have learned that writers communicate in different ways, for different purposes. Texts that share the same purpose, structure, and language belong to the same genre. This year we will learn about many different genres of writing. To learn about these genres, we will read books and other texts to find out how authors write. When we read during Writing time, we will be thinking as readers AND writers.</i></p>
<p>Deconstruction 13 minutes</p>	<p>Show “Build It: Numbers to 20.”</p> <p><i>We looked quickly at this text last week when we talked about writing for different purposes.</i></p> <p>Refer to the Why We Write chart and review children’s responses.</p> <p><i>Let’s play this game together.</i></p> <p>As a class, either projected online or with physical materials, play one round of Build It together.</p> <p><i>Now that we have tried out this game, you might have a different idea about the purpose of this text.</i></p> <p><i>Think, Pair, Share: Why did the authors write “Build It: Numbers to 20”? [to give directions for playing a math game]</i></p> <p>Add any new ideas to the chart.</p>

	<p>Introduce the Procedure anchor chart.</p> <p><i>“Build It: Numbers to 20” is one example of a genre of writing called procedure. As you discovered, authors write procedures to give directions to accomplish a goal. In “Build It: Numbers to 20,” the authors give us directions so that we can accomplish the goal of playing the game and practicing math skills.</i></p>
<p>Deconstruction 15 minutes</p>	<p>Lay out the three pieces of “Build It: Numbers to 20” in the middle of the rug out of order, so that all children can see.</p> <p><i>Here is another version of this procedure. I cut it into three pieces so that we can look at its stages.</i></p> <p><i>Procedures have different stages, or parts. The first stage of a procedure is the title. Which part is the title? How do you know?</i></p> <p><i>The next stage is the goal. The goal is what the writer wants the reader to accomplish by doing the procedure. Sometimes the goal is included in the title. Which part of this procedure is the goal? [included in the title]</i></p> <p><i>After the goal comes a list of materials, or things needed to complete the procedure. Which part of this procedure lists the materials? How do you know?</i></p> <p>Place the materials section under the title section.</p> <p><i>Next are the steps. The steps tell the reader exactly what to do. Which part lists the steps? How do you know?</i></p> <p>Place the steps section under the materials section.</p> <p><i>What do you notice about the steps?</i></p> <p>Emphasize that the steps are written in order, in a numbered list, with each step beginning on a new line.</p> <p><i>Let’s add these to our Procedure anchor chart.</i></p> <p>Show the Procedure anchor chart.</p> <p><i>This word says “Stages.” Remember, stages means the parts of a piece of writing. Let’s attach this procedure to the chart, in order, and label each stage.</i></p> <p>Add “Build It: Numbers to 20” to the chart and label the stages. See the following example.</p>

Procedure

Purpose: give directions to accomplish a goal

Examples:

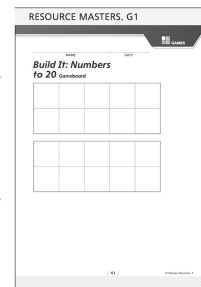


Stages:

title → **Build It: Numbers to 20** Directions
goal →
materials →

You need
o Deck of Number Cards 1-20
o Gameboard
o 20 pennies

10	14	2
5	7	



steps →

Play alone.

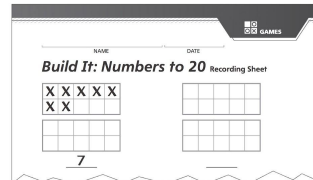
- 1 Turn over a Number Card.

7

- 2 Use pennies to build that number on your gameboard.



- 3 Record on the recording sheet.



evaluation or final comment (optional)

Sometimes procedures end with an evaluation or final comment. I'm going to add that to our chart. We won't draw an arrow to label "Build It: Numbers to 20," because it does not end with an evaluation or final comment, but we might read other procedures that do.

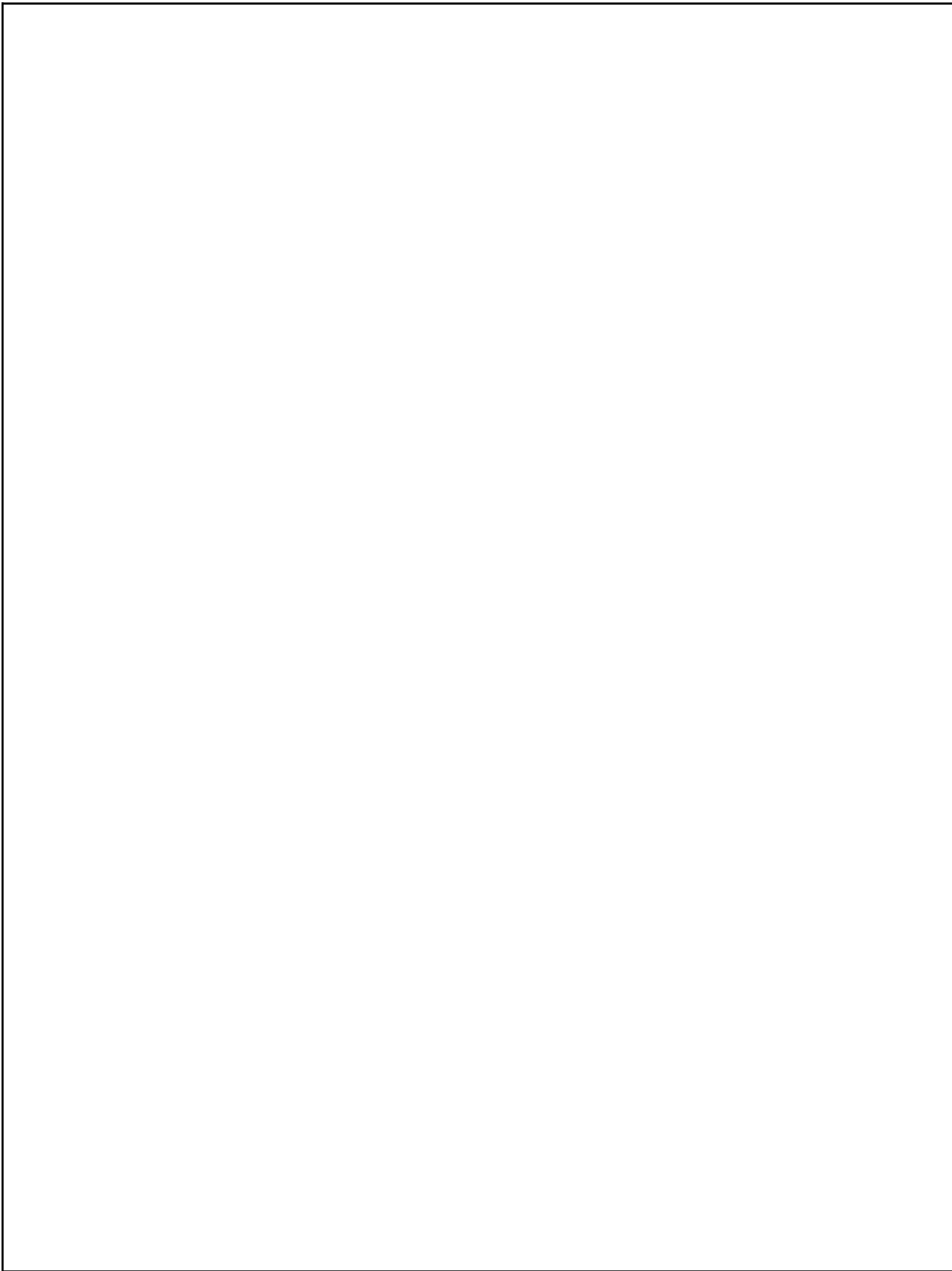
Closing
1 minute

Today we began learning about a genre of writing called procedure! Tomorrow we will begin writing a procedure together.

Note: Leave the Procedure anchor chart posted. You will continue to reference and add to it throughout the unit.

Standards	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*Note: Although the Grade 1 version of this standard does not directly address author’s purpose, the anchor standard reads: Assess how point of view or purpose shapes the content and style of a text.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Listen for and make note of how children’s understanding of the purpose and stages of procedure.</p> <p>What do children already know about the purpose of procedures? Do they understand the goal? Can they identify a title/goal? Do they understand the materials? Can they identify the materials? Do they understand the steps? Can they identify the steps?</p>

Notes



NAME _____

DATE _____

Build It: Numbers to 20 Gameboard

 NAME

 DATE

Build It: Numbers to 20 Recording Sheet

Procedure anchor chart images

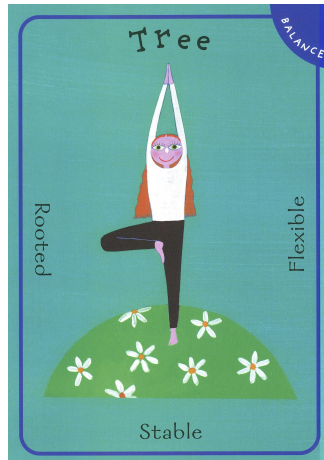
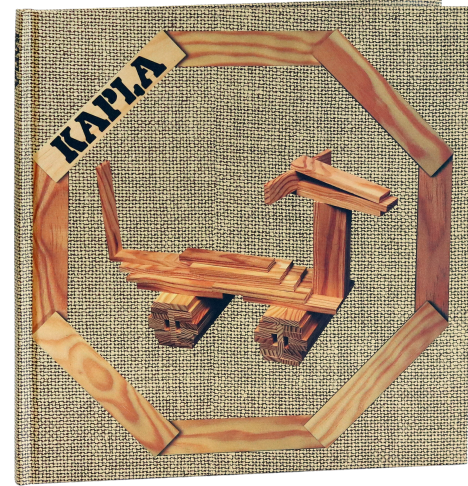
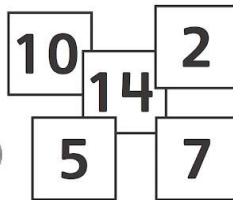
mentor texts

Build It: Numbers to 20

Directions

You need

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



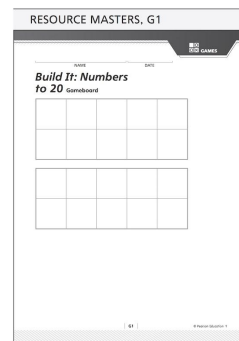
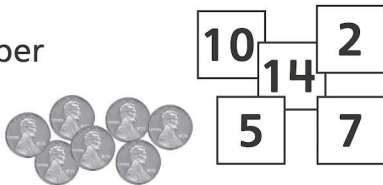
Writing U1 W2 D1

Build It: Numbers to 20

Directions

You need

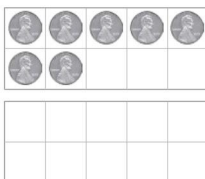
- Deck of Number Cards 1–20
- Gameboard
- 20 pennies



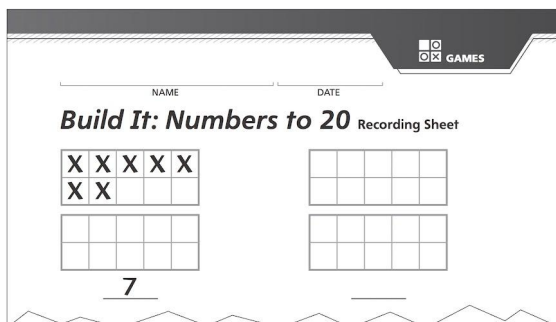
Play alone.

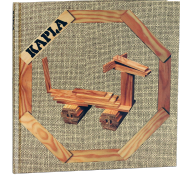
1 Turn over a Number Card. 7

2 Use pennies to build that number on your gameboard.



3 Record on the recording sheet.





WEEK 2 Day 2

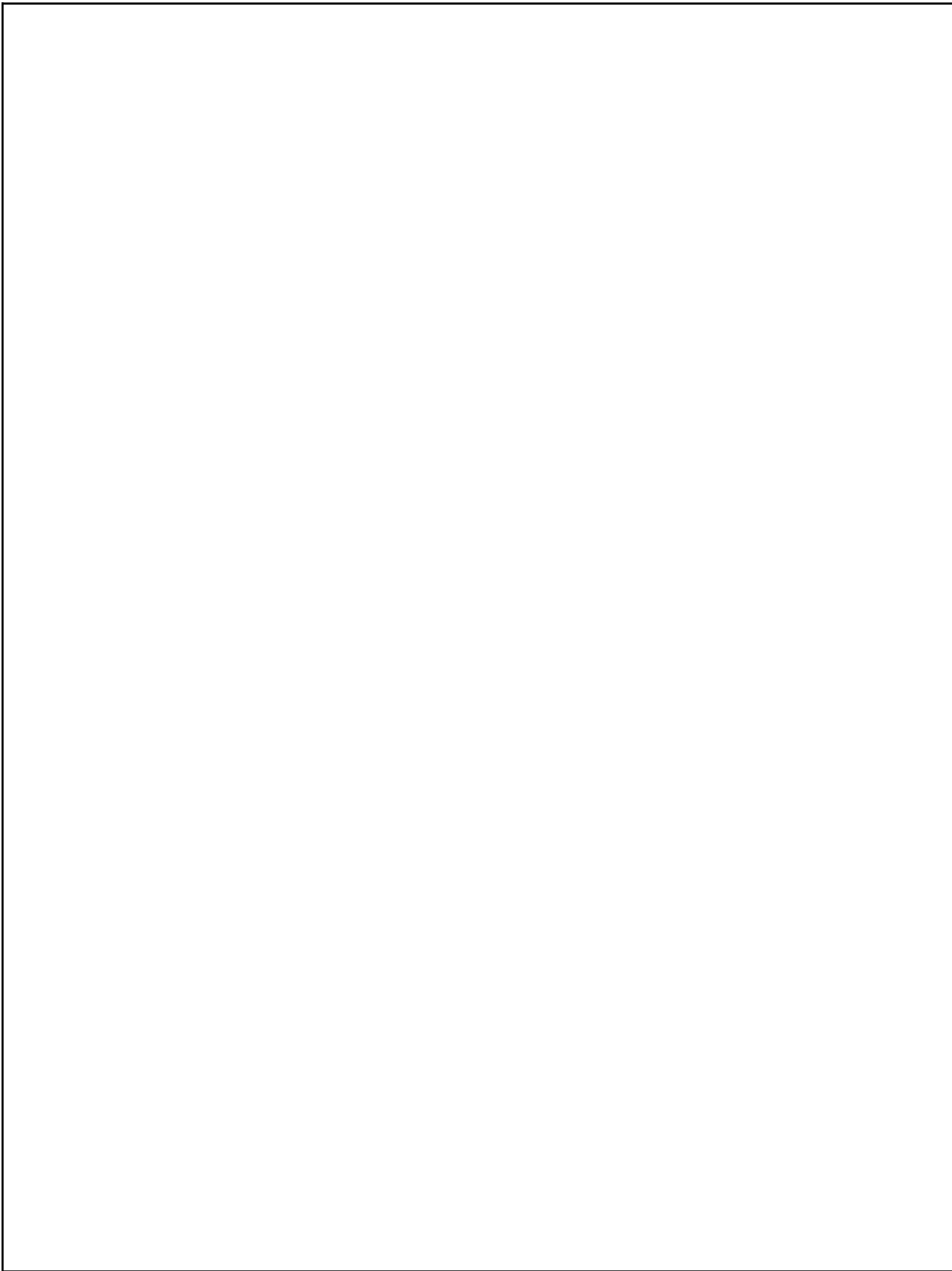
Writing Procedure
Joint Construction

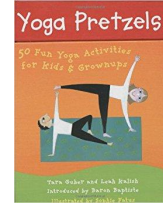
Content Objective	With my class, I can complete a procedure. (W.1.2)
Language Objective	I can discuss each step in a procedure. (SL.1.1)
Vocabulary	<p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>directions: instructions</p> <p>accomplish: complete successfully</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>steps: the actions taken to complete a procedure</p> <p>materials: the items needed to complete a procedure</p> <p>audience: an individual or group for whom a piece of writing is composed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Kapla blocks ● <i>Kapla Art Book</i>, volume 4 (beige) ● device for taking photos (laptop, iPad, phone, camera)
Opening 1 minute	<p>Gather the children on the perimeter of the rug.</p> <p><i>Yesterday we began learning about procedure, a genre of writing whose purpose is to give directions to accomplish a goal. Next week each of you will write a procedure for your classmates to follow during Studios. Before you write on your own, we will write a procedure together as a class.</i></p>

<p>Joint Construction 28 minutes</p>	<p>Show the Kapla blocks. <i>Last week you began exploring Kapla blocks during Studios. We will use these throughout the year.</i></p> <p>Hold up <i>Kapla Art Book</i>, volume 4. <i>In this book, you can find ideas for things to build. For example, there are short procedures for building animals.</i></p> <p>Show the butterfly. <i>I thought it would be really fun to build this butterfly together! What do you notice about this procedure? Think, Pair, Share.</i></p> <p>Review the routine for Think, Pair, Share, as necessary. After children share with each other, harvest several ideas.</p> <p><i>This procedure looks a little different than the other ones we've looked at. It includes images, just like the Tree card and Build It directions, but there are no words. It also looks like there are only a few steps included, and no materials.</i></p> <p><i>Whenever we write this year, we will write for a particular audience. Second grade students have Kapla blocks, but they don't have this book to show them how to build animals, so I think it would be very helpful if we wrote this procedure to give to them. Second graders will be our audience.</i></p> <p><i>Let's work together to write a procedure that includes all of the steps and materials needed to build this butterfly. Today we'll build it together. As we complete each step, I will take a picture so that we can use the images as we write our procedure. Tomorrow we will review our photos and start adding words.</i></p> <p>Build the butterfly, following the instructions in the book. Discuss as a class what should be done, step by step. Guide the conversation by asking questions, such as</p> <p><i>What should we do first?</i> <i>What do you think is next?</i> <i>How many blocks should we use?</i> <i>Where should those blocks go?</i></p> <p>Have children take turns adding blocks to the structure. Each time several blocks are added, take a picture.</p>
<p>Closing 1 minute</p>	<p><i>Today we began writing a procedure for building a butterfly with Kapla blocks. Tomorrow we will review our images and begin adding words to our procedure.</i></p>

Standards	W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 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.
Ongoing assessment	Reflect on the class work. How much support do children need to carry out the procedure? Can they easily determine and articulate the missing steps?

Notes





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></p> <p>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></p> <p>Read the underlined words.</p> <p><i>What do you notice about these words?</i></p> <p>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!</i> <i>When I put my arms side by side - like this, they are not stretched.</i></p> <p>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

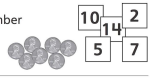
Purpose: give directions to accomplish a goal


Examples:


Build It: Numbers to 20 Directions

You need

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







Stages:

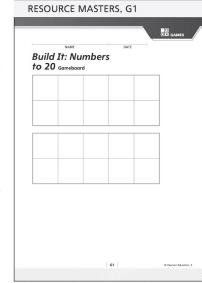
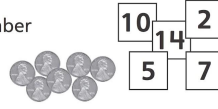
title →
goal →
materials →

Build It: Numbers to 20

Directions

You need

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



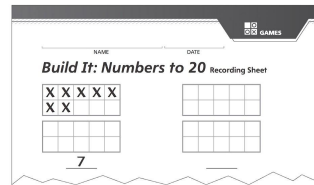
steps →

Play alone.

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

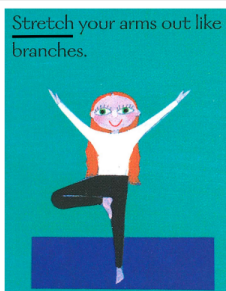


- 3 Record on the recording sheet.



evaluation or final comment (optional)

Language:



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.

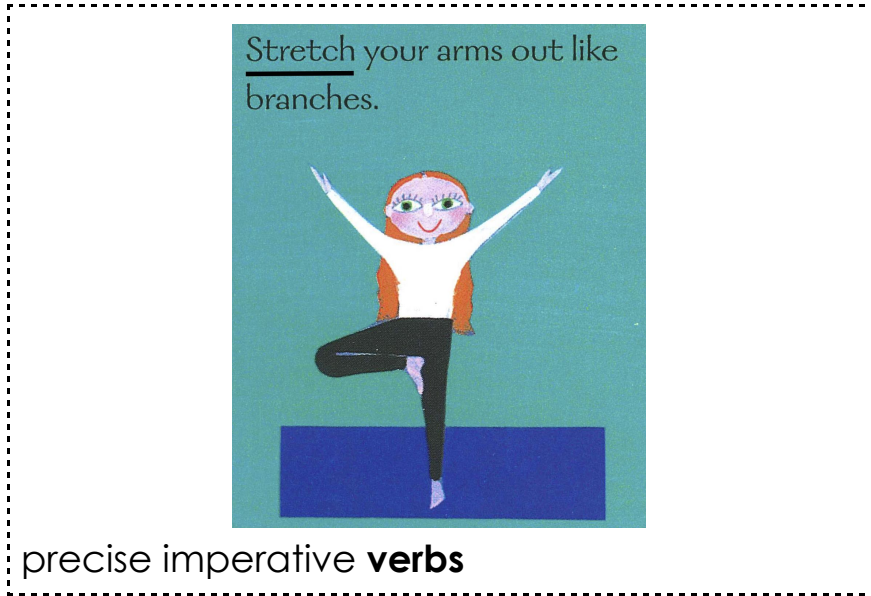
	<p><i>Now you will work together in [pairs/trios/small groups] to write the rest of the steps. You will get a half sheet of paper, a pencil, and one of the photos. First you will copy the number from the back of the photo onto the paper. Then write a step that matches this photo, beginning with a precise, 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>

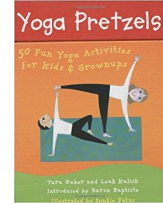
Notes



Procedure anchor chart images

language





WEEK 2 Day 4

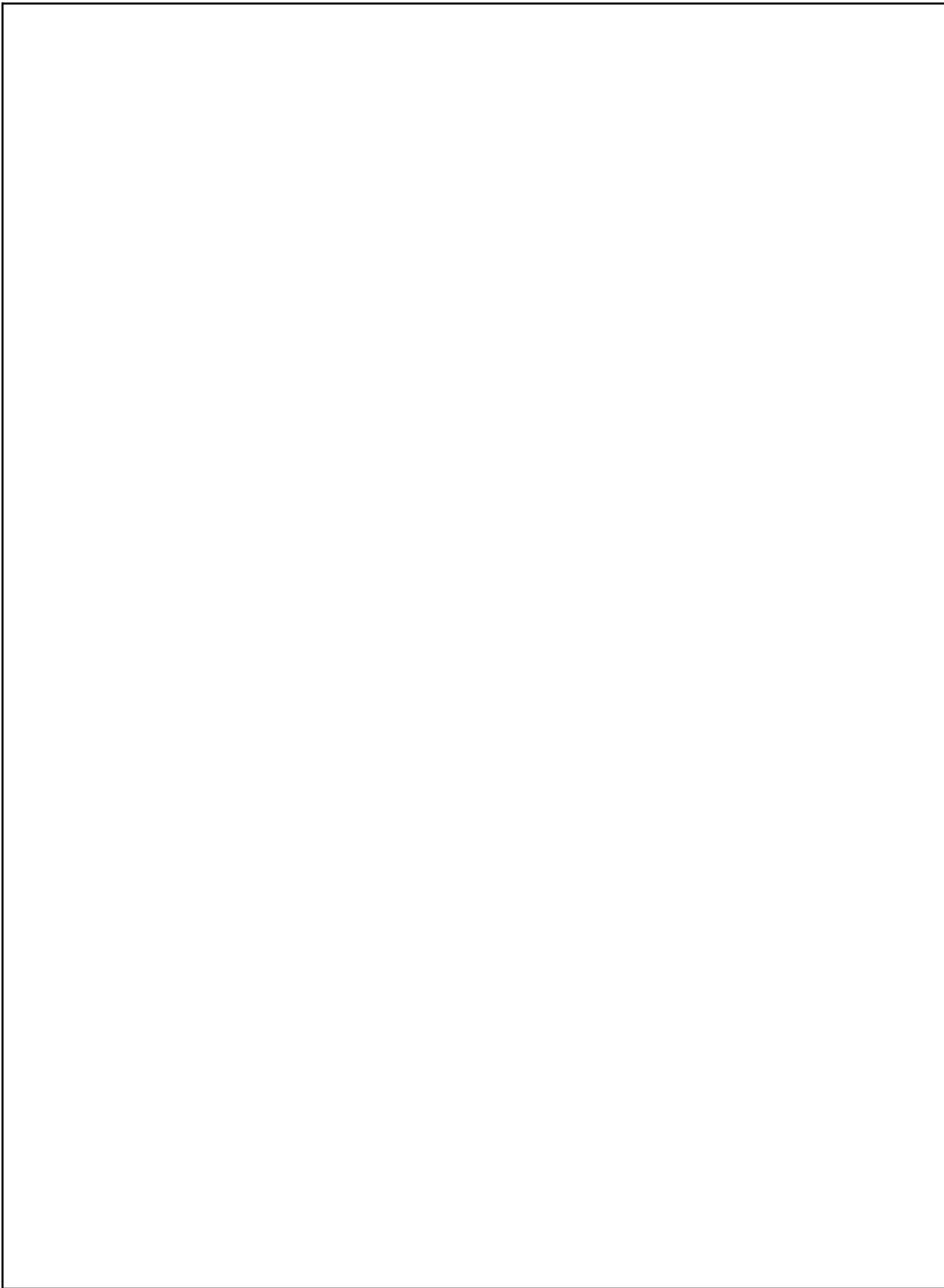
Writing Procedure
 Deconstruction: Adverbs
 Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.1.2, W.1.4)
Language Objective	With my class, I can add adverbs to make steps 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>imperative verb: verb that gives directions</p> <p>adverb: a word or phrase used to describe a verb</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Triangle card ● Procedure anchor chart, from Day 1 ● Procedure anchor chart images: adverbs card ● jointly constructed procedure, from Day 3 <p>Before the lesson, attach the photos and children’s steps to the chart, in order.</p>
Opening 1 minute	<i>Yesterday we learned that it is important to use precise language when writing procedures. When a procedure has precise language, it can be followed successfully. We talked about using precise imperative verbs, and today we are going to look at another type of word that make procedures precise, adverbs.</i>
Deconstruction 10 minutes	<p><i>Let’s try out another yoga pose: Triangle.</i></p> <p>For the children’s first try at the pose, do not show the illustrations on the card or demonstrate how to do the pose. Read only the following words for each step.</p>

	<ol style="list-style-type: none"> 1. Jump your feet. 2. Turn right foot and left. 3. Tilt and stretch arms. 4. Lower your hand. <p>Show the Triangle card while the children hold their positions. <i>Let’s check the card to see if our bodies match what the card shows. What do you think? Why don’t our bodies look like the illustration?</i></p> <p><i>OK, let’s try it again.</i></p> <p>Do the Triangle pose again, this time reading all of the steps fully.</p> <p><i>What was different about the second time?</i></p> <p><i>The first time we tried this yoga pose, I didn’t show you the illustrations, and I left out some of the words. The words that I didn’t read the first time were the words that describe where and how to complete each step. These words are called adverbs.</i></p> <p><i>Let’s go back to Step 1. The first time, I only said “jump your feet,” so it makes sense that you all jumped up. The word that I left out gives more information about how and where to jump. It says “Jump your feet apart.” That missing piece, “apart,” is the adverb, and it is very helpful in making the procedure more precise.</i></p> <p><i>Let’s add this language feature, adverbs, to our Procedure anchor chart.</i></p> <p>Add the adverbs card to the Language section of the Procedure anchor chart.</p>
<p>Joint Construction 18 minutes</p>	<p><i>Let’s review the steps we wrote in our procedure yesterday. We’ll read each one to make sure it makes sense and to see if we included any adverbs.</i></p> <p>Read the steps one at a time. Ensure that the steps make sense. Then ask questions such as “Where?” and “How?” to elicit words and phrases that provide precise instructions. For example, a step such as “Place two blocks” needs the additional information “on the floor, with the short ends touching” to be precise about where and how the blocks are to be placed. Together with the children, revise each step as necessary.</p> <p>Continue writing any remaining steps to accompany the photos, being sure to begin each with an imperative verb and to include adverbs that answer “Where?” and “How?”</p>
<p>Closing</p>	<p><i>Today we learned that adding adverbs makes steps more precise.</i></p>

1 minute	<i>Tomorrow we will continue writing together.</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 adverbs?</p> <p>What do they understand about the function of adverbs in procedures?</p> <p>How much support do children need to suggest adverbs that answer “Why?” and “How?”</p>

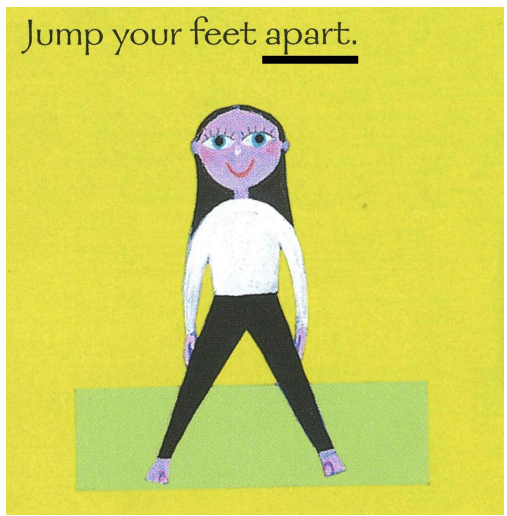
Notes



Writing U1 W2 D4

Procedure anchor chart images

language



adverbs that describe how and where

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

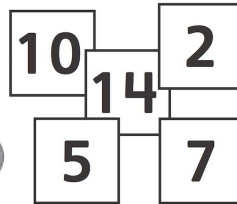


Procedure anchor chart images

language

You need

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



adjectives that describe how many and what kind