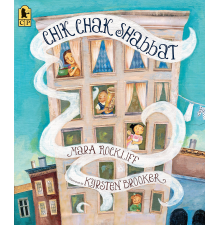


- 8–12 connecting cubes
- Recording Sheet (G27)



WEEK 1 Day 1

Writing Procedure
Deconstruction: Review 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 describe procedure stages by asking and answering questions about key details in the text. (SL.2.1.a)</p>
Vocabulary	<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>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</p> <p>directions: instructions</p> <p>accomplish: complete successfully</p> <p>goal: aim; objective; what someone wants to accomplish</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 <i>Writing: Introduction to Procedure</i> (in the Unit 4 Introduction documents).</p> <p>To prepare for instruction (particularly in Week 2), review the notes taken on the Procedure Observation Tool in Unit 1.</p> <ul style="list-style-type: none"> ● <i>Chik Chak Shabbat</i>, Mara Rockliff ● Procedure anchor chart, from Unit 1, Week 2, Day 1 ● Procedure anchor chart images: mentor texts Add the mentor text images to the chart. ● <i>How Many Am I Hiding?</i> directions sheet, one copy for each pair of

	<p>children</p> <ul style="list-style-type: none"> • How Many Am I Hiding? materials, one set for each pair of children: recording sheet, clipboard, pencil, 8-12 cubes
<p>Opening 1 minute</p>	<p><i>At the beginning of the year, we learned about a genre called procedure, and you wrote your own procedures for using Studios materials. For the next few weeks, you will write new procedures. Today we will review the purpose and stages of procedure.</i></p>
<p>Deconstruction 8 minutes</p>	<p>Show <i>Chik Chak Shabbat</i>.</p> <p><i>In Unit 1 we read this book: Chik Chak Shabbat, by Mara Rockliff. At the end of this book, there is a procedure! Let’s read it together and think about its purpose—why it was written.</i></p> <p>Read the Cholent recipe.</p> <p><i>Why did Mara Rockliff write this procedure? [to give directions for how to make Goldie’s cholent]</i></p> <p>Refer to the Procedure anchor chart.</p> <p><i>When we learned about procedure, we learned that the purpose is to give directions to accomplish a goal.</i></p> <p><i>The Cholent recipe gives directions for how to make cholent.</i></p>
<p>Deconstruction 16 minutes</p>	<p><i>Now we’re going to try out a different procedure and talk about its stages, or parts.</i></p> <p>Arrange the children so they are sitting on the perimeter of the rug. Distribute one How Many Am I Hiding? directions sheet to each pair of children.</p> <p><i>This is a Math game, called How Many Am I Hiding? We’re going to play it again today. With your partner, look at the procedure. What different parts, or stages, do you notice?</i></p> <p>Harvest several ideas. Then refer to the Procedure anchor chart.</p> <p><i>We learned that procedures have a goal. The goal is the part of the procedure that names what is supposed to happen in the procedure. Where is the goal of this procedure? Point to it on your paper. How do you know that is the goal?</i></p> <p><i>Remember, sometimes the goal is included in the title, and sometimes it is written separately. Here, it is included in the title.</i></p> <p><i>The next stage of the procedure is the list of materials. Where is the</i></p>

	<p><i>materials list in this procedure? Point to it on your paper. How do you know those are the materials?</i></p> <p><i>After the materials come the steps, that tell the reader exactly what to do. Where are the steps in this procedure? Point to them on your paper. How do you know these are the steps?</i></p> <p><i>Let's read the procedure together.</i> Read the procedure, with children following along on their papers with their fingers and chiming in.</p> <p><i>Now you can try the procedure with your partner!</i> Distribute the rest of the materials to each pair (recording sheet, clipboard, pencil, 8-12 cubes).</p>
<p>Closing 5 minutes</p>	<p>Bring the class back together. <i>Take a minute to think about the experience you just had. Was it easy to follow that procedure, or was it hard? If it was easy, what made it easy? If it was hard, what made it hard?</i> Harvest several ideas.</p> <p><i>These are things you can keep in mind when you start writing your own procedures.</i></p> <p><i>Today we reviewed the purpose and stages of procedure. Tomorrow we will begin writing a procedure together as a class.</i></p>
<p>Standards</p>	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. 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>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the procedures. Can they name the purpose of procedure? Can they name and identify the stages of procedure? What are their confusions?</p>

Notes



Writing U4 W1 D1

Procedure anchor chart images

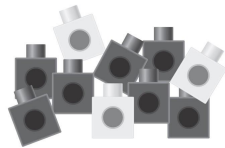
mentor texts

How Many Am I Hiding?

Directions

You need

- 8–12 connecting cubes
- Recording Sheet (G27)



CHOLENT

Goldie's grandmother cooked cholent with a special cut of meat called flanken, but Goldie's recipe is vegetarian. Either way it's good. Just be sure to leave plenty of time, because there is one way you can't cook cholent: in a hurry, right away, chick chick!

INGREDIENTS

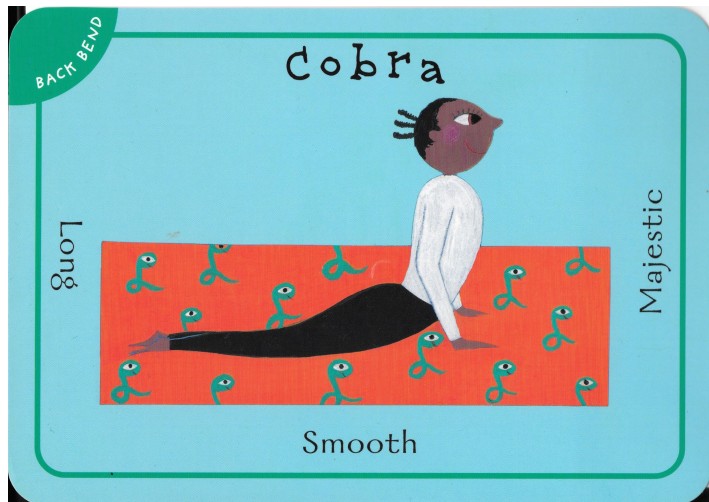
Olive oil
2 large onions, chopped
28-ounce can diced tomatoes
1 cup barley
4 or 5 potatoes, peeled and cut into chunks
1 1/2 cups dried beans (any kind) — Goldie likes to mix garbanzo, white, and pinto beans
2 carrots, peeled and cut into chunks
Water or vegetable broth
Salt and pepper

DIRECTIONS

1. Heat a big pot on the stove, then pour a little oil in it.
2. When the oil is hot, add the onions and stir until they're fried.
3. Add the tomatoes, barley, potatoes, beans, and carrots.
4. Add enough water or broth to make it stew.
5. Add salt, pepper, and any other flavorings you like.*
6. Bring the stew to a boil, then turn the heat down very low so it simmers.
7. Cook for a long time. All day is good. All night is even better.
8. It's yummies! Eat and enjoy!

*Goldie throws in a couple of bay leaves, a few good sprigs of basil, and a lot of smoked paprika. You could also try garlic powder, coriander, onion soup mix, or even veggie sausage.

Another fun thing to do is (gently) drop in whole eggs in their shells and let them cook. When the cholent is made, remove the eggs with a slotted spoon and let them cool. Then peel the shells and punch them whole around hard-boiled eggs!



Writing U4 W1 D1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education

NAME _____

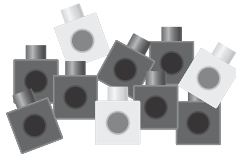
DATE _____

How Many Am I Hiding?

Directions

You need

- 8–12 connecting cubes
- Recording Sheet (G27)



Play with a partner.

- 1 Decide how many cubes to play with. Both players write this number on their recording sheets.
- 2 Make a tower with that many cubes.
- 3 Player 1 hides some of the cubes.
- 4 Player 2 tells how many cubes are hidden.
- 5 Player 1 shows the hidden cubes.
- 6 Both players count how many were hidden and then record the numbers on their recording sheets.
- 7 Keep playing with the same tower. Take turns being Player 1 and Player 2.
- 8 The game is over when the recording sheet is full.

More Ways to Play



- Play with 5 cubes of one color and 5 cubes of another color.

RESOURCE MASTERS, G27

NAME _____ DATE _____

How Many Am I Hiding? Recording Sheet

Total Number _____

Not Hidden	Hidden
	

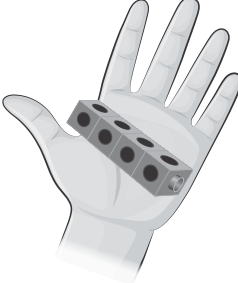

G27 | © Pearson Education 1

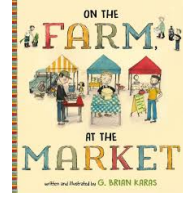
NAME _____

DATE _____

How Many Am I Hiding? Recording Sheet

Total Number _____

<p>Not Hidden</p> 	<p>Hidden</p> 



WEEK 1 Day 2

Writing Procedure
Deconstruction and Joint Construction in Pairs: Steps

Content Objectives	With a partner, I can write the steps for a procedure. (W.3.1.b, W.3)
Language Objective	With a partner I can recount the steps for making cheese. (SL.1.1)
Vocabulary	<p>directions: instructions</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>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On the Farm, At the Market</i>, G.Brian Karas ● Steps half sheets, 5 for each pair (one that says Steps at the top, and four that do not), plus extra copies ● Amazing Cheese Dairy Farm child copy, one copy for each pair of children ● drawing and writing tools ● Procedure Observation Tool, one copy for each child
Opening 1 minute	<p>Show <i>On the Farm, At the Market</i>.</p> <p><i>We read this book during our last unit, when we learned about resources in our communities. Today we are going to review the directions for making cheese and use them to write a procedure.</i></p>
Deconstruction 13 minutes pages 8-13	<p>Pause after reading page 8.</p> <p><i>Rachael, the new employee, is learning how to make cheese. Isaac gives her a checklist. We are going to read through all of the steps for making cheese, and then, as a class, we will write a procedure that a new employee like Rachael could follow.</i></p> <p>Read pages 9-13.</p>
pages 9-10	<i>Let's go back and reread the directions so that we can identify each</i>

	<p><i>step.</i></p> <p>Pause after the first paragraph on page 9.</p> <p>Think, Pair, Share. <i>Which steps did you hear in this paragraph?</i> [put milk in the vat; turn on the heater; stir]</p> <p>Read the rest of pages 9-10.</p>
<p>Joint Construction in Pairs 15 minutes</p>	<p><i>Now you will work with a partner to write as many steps as you can for this procedure. You will get 5 pieces of paper like this, to write the steps on. If you need more papers, you can get more here.</i> [indicate the location of extra papers]</p> <p><i>You will also get copies of the book pages so that you can reread each step.</i></p> <p>Send pairs to write steps. As children write, circulate to support them. Use the Procedure Observation Tool to take notes about children’s work.</p>
<p>Closing 1 minute</p>	<p>Collect pairs’ steps for use on Day 3.</p> <p><i>Tomorrow we will review your work and write a procedure together as a class.</i></p>
<p>Standards</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 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Procedure Observation Tool.</p>

Notes

Steps:



Large empty rectangular box for writing.



Large empty rectangular box for writing.

Over at the Amazing Cheese Dairy Farm, Isaac is training his new worker, Rachael. He hands her a clipboard. "These are the directions for making cheese," he tells her.



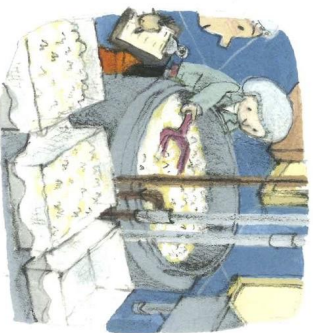
"Remember to put a check mark after you finish each step. And very important—don't miss any steps."

Isaac takes Rachael over to the big steel vat. "To make curds," he explains, "milk goes into this vat. You turn on the heater and stir and stir—and keep on stirring." He shows her how.



Rachael takes the large paddle and stirs like she's rowing a boat in a race. "Not so fast!" says Isaac with a grin.

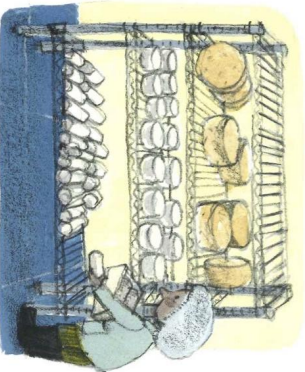
Rachael stirs until the whey—the liquid—separates from the curds—the chunks.



Next, the curds are scooped up and put into molds, where they become cheese.



The cheeses are placed on racks and allowed to age, some for days and others for months.



Ronnie and Luisa are going over the list of cheeses to be packed into the van early tomorrow morning.



Mozzarella?
Check.

Queso Blanco?
Yup.

Cheddar?
Got it.

Rachael looks at her list to make sure every step has a check mark. "All done!" she reports.

"Not yet," says Isaac. He hands her a mop. It's going to be a late night for everybody at the Amazing Cheese Dairy Farm.



Procedure Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
<p>Goal: names what the procedure sets out to accomplish</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • includes all materials needed to complete the procedure • each material includes adjectives to specify how many and what kind 		
<p>Steps:</p> <ul style="list-style-type: none"> • includes all steps in the procedure • steps begin with imperative verbs; use precise verbs • each step includes adverbs to specify how and where 		

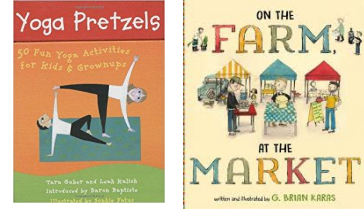
Conventions: List 1-2 areas of instruction that would most greatly improve the child's ability to communicate with an audience. For example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.

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Suggestions for Week 3 revisions, based on observations

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Unit 4: Communicating with Sound and Light



WEEK 1 Day 3

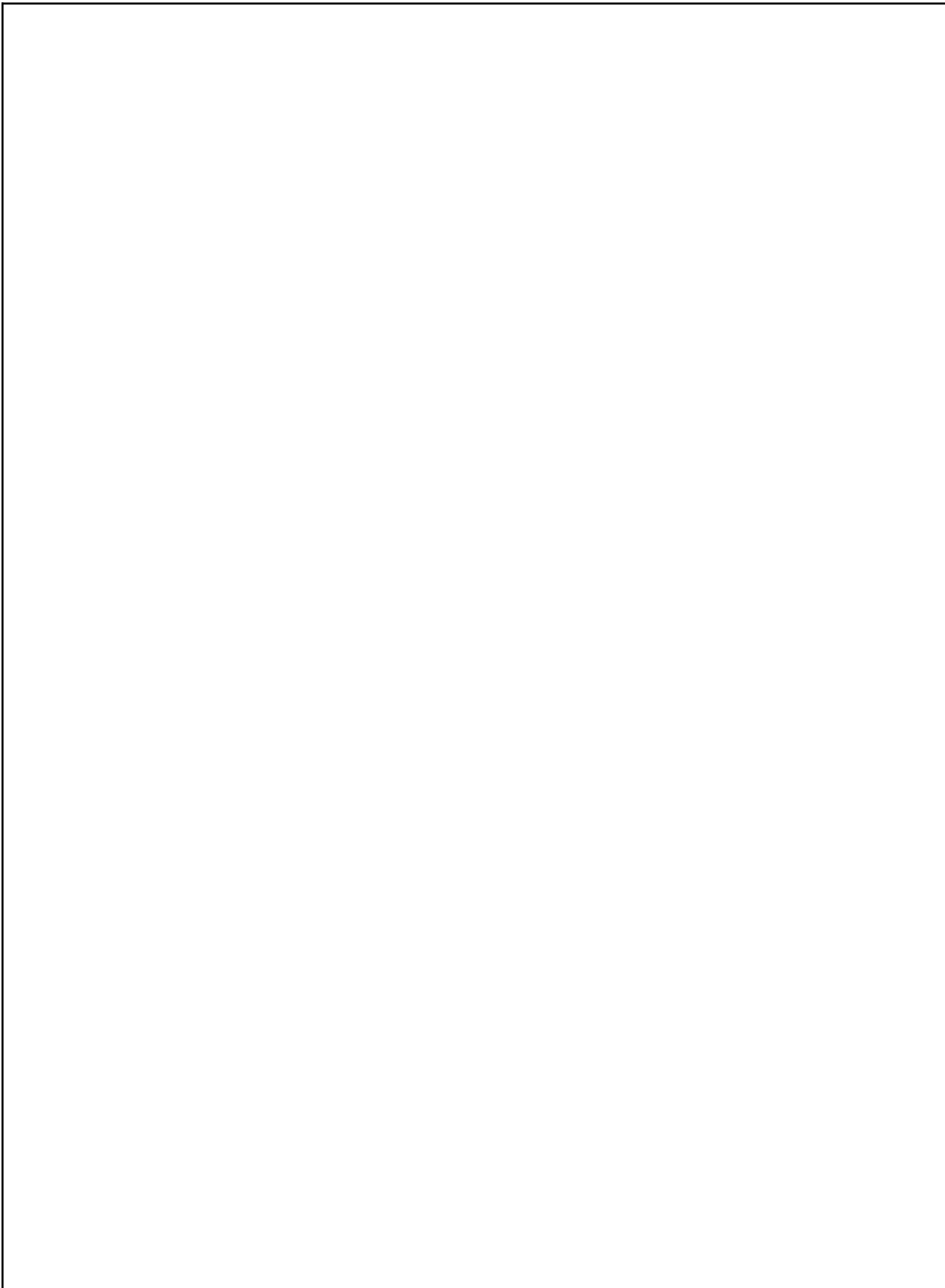
Writing Procedure
 Deconstruction: Verbs and Adverbs
 Joint Construction: Steps

Content Objectives	With my class I can write the steps in a procedure. (W.3.1.b, W.3)
Language Objective	With my class, I can write steps using precise imperative verbs and adverbs. (L.1.1.i, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	<p>steps: the actions taken to complete a procedure</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>precise: exact; specific</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>adverb: a word or phrase used to describe a verb</p> <p>materials: the items needed to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Procedure anchor chart, from Unit 1, Week 2, Day 1 ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Cobra card ● pairs' jointly constructed Steps, from Day 2 ● chart paper and marker, for joint construction ● <i>On the Farm, At the Market</i>, G. Brian Karas
Opening 1 minute	<i>Today we will use the steps you wrote in pairs yesterday to write our own procedure for making cheese. First, though, we will review the language of procedure steps.</i>
Deconstruction 10 minutes	<p>Refer to the Procedure anchor chart.</p> <p><i>When we learned about procedure at the beginning of the year, we learned that procedures need to include precise language, so that the reader knows exactly what to do.</i></p>

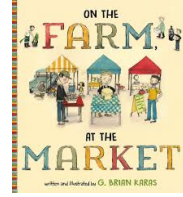
	<p>Show the front of the Cobra card.</p> <p><i>Let's do this pose together. As we go through the pose, listen for the verbs—the words that tell us what actions to do.</i></p> <p>Complete the pose together.</p> <p><i>Let's look closely at the first step of this procedure.</i></p> <p>Read the first step, beginning with the verb. (Skip the description, "I am long and strong.")</p> <p><i>What is the verb here? What are the authors telling us to do? [lie]</i></p> <p><i>Right—the verb here is "lie."</i></p> <p><i>Remember, procedures have special verbs that are very bossy, called imperative verbs. These verbs tell people what to do, like "lie," "place," "lengthen," "lift," and "open."</i></p> <p><i>There is also information in this step that describes where and how to complete it. After "lie" it says, "on your belly." This phrase describes where we should lie. It also says, "head on hands," which describes how we should lie. As we learned before, these words to describe how and where to do each action are called adverbs.</i></p>
<p>Joint Construction 18 minutes</p>	<p>Make sure that the pairs from Day 2 are sitting together, and distribute each pair's steps.</p> <p><i>Now we are going to work together as a class to write our procedure. Before we start, review your steps with your partner. Talk about each one, and put them in the order you think makes the most sense.</i></p> <p>Allow children several minutes to review and order their steps.</p> <p><i>What should be the first step in our procedure?</i></p> <p>Harvest one pair's idea.</p> <p><i>Does everyone agree, or does someone think a different step comes first?</i></p> <p><i>I am going to write the number 1 on our class procedure. How should we write the words for this step? Remember, the step should begin with an imperative verb.</i></p> <p>Harvest the children's ideas and write the step. If they do not include adverbs, prompt them by asking "how" and "where." Reference <i>On the Farm, At the Market</i> as needed to verify the order of steps and the details about how to complete them.</p> <p><i>If you and your partner had this step in your hands, put it on the</i></p>

	<p><i>floor in front of you. This way we can keep track of the steps we have written and make sure we don't forget anything.</i></p> <p>Repeat the process to write each of the steps in the class procedure.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will work together to add materials to our procedure.</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>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<p>Ongoing assessment</p>	<p>Reflect on the class work.</p> <p>What do they children understand about imperative verbs? Adverbs?</p> <p>Do they suggest precise, imperative verbs to begin steps? How much support do children need to suggest adverbs that answer “Why?” and “How?”</p>

<p>Notes</p>



Unit 4: Communicating with Sound and Light



WEEK 1 Day 4

Writing Procedure
 Deconstruction: Adjectives
 Joint Construction: Materials, Title, and Goal

Content Objectives	With my class I can write the materials, title, and goal in a procedure. (W.3.1.b, W.3)
Language Objective	With my class, I can add adjectives to materials to make them more precise. (L.1.1.i, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
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> <p>title: the name of a piece of writing</p> <p>goal: aim; objective; what someone wants to accomplish</p>
Materials and Preparation	<ul style="list-style-type: none"> ● projector and screen ● Procedure Adjectives slides ● Procedure anchor chart, from Unit 1, Week 2, Day 1 ● jointly constructed procedure, from Day 3 ● <i>On the Farm, At the Market</i>, G.Brian Karas ● <i>Chik Chak Shabbat</i>, Mara Rockliff
Opening 1 minute	<i>We've been talking about the importance of using precise language in procedures. Today we are going to review another type of word that is used to write precise procedures. Then we will complete our class procedure.</i>
Deconstruction 5 minutes	<i>Let's look at the Materials in a few procedures.</i>

<p>slide 1</p>	<p><i>We saw this slide at the beginning of the year. These are the materials from the math game “Build It: Numbers to 20.” There are images of the materials, which make it easier to understand what needs to be gathered to complete the procedure.</i></p> <p><i>There are also words describing the materials. Let’s look closely at the first one 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>slide 2</p>	<p><i>Let’s look at another example.</i></p> <p><i>These are the ingredients in the Cholent recipe.</i></p> <p><i>The underlined words here are also adjectives. They give more information about the ingredients by describing how many and what kind. Instead of just saying “beans,” which could mean many kinds and quantities of beans, it says “1 ½ cup dried beans.” “1 ½ cup” tells how much beans, and “dried” describes what kind of beans. There are other adjectives to describe what kind of beans as well. It says, “Goldie likes to mix garbanzo, white, and pinto beans.” “Garbanzo, white, and pinto” are adjectives describing different kinds of beans.</i></p>
<p>Joint Construction 23 minutes</p> <p><i>On the Farm, At the Market</i> pages 8-9</p>	<p><i>Let’s add materials to our class procedure. We will reread the cheese section from On the Farm, At the Market. If you hear an ingredient or tool needed to make cheese, raise your hand. Then we will pause and add it to our procedure.</i></p> <p>Read pages 8-9. Pause when children identify a material to add to the procedure. If children do not include adjectives when listing a material, prompt them by asking “how many?” and “what kind?” Write each material in a list on the class procedure. Possible materials include:</p> <ul style="list-style-type: none"> ● big steel vat ● milk [quantity is not specified, so the class can just write “milk” or try to describe the amount of milk needed to fill the vat] ● large paddle
<p>pages 10-11</p>	<p>Repeat the process above to write materials from these pages. Possible materials include:</p> <ul style="list-style-type: none"> ● molds ● racks

	<p>The class may choose to count the number of molds or racks in the picture to specify the quantities.</p>
<p><i>Chik Chak Shabbat Cholent recipe</i></p>	<p>Refer to the Procedure anchor chart.</p> <p><i>We have been working on the materials and steps for our procedure. Now, let’s go back and write the title and goal.</i></p> <p><i>Procedures begin with goals that tell what the procedure is about. Often a goal is included in the title, like in “Build It: Numbers to 20.”</i></p> <p><i>Sometimes, though, a procedure gives more information after the title, like in the Cholent recipe.</i></p> <p>Read the title and introductory sentences in the recipe.</p> <p>Think, Pair, Share.</p> <p><i>Let’s choose a title and goal for our procedure. What is our procedure about? What do we want Rachael, the new employee, to do?</i></p> <p>Harvest the children’s ideas. Then write the title and goal together.</p>
<p>Closing 1 minute</p>	<p><i>Today we wrote the materials for our class procedure, including adjectives to make them more precise. We also wrote the title and goal. Tomorrow you will plan for your own 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>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<p>Ongoing assessment</p>	<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>Do they accurately identify the materials needed to make cheese?</p>

	How much support do children need to suggest adjectives that answer “How many?” and “What kind?”
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Notes

Large empty rectangular box for taking notes.

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

