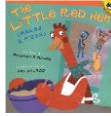




Documenting A Process



Writing &
Drawing

Standards:

ELA.W.TTP.PS.2
ELA.W.PD.PS.1
LA.W.R.PS.2
ELA.RF.PC.PS.1.d
ELA.RF.PWR.PS.1 - 3
ELA.LS.CSE.PS.1 - 2
ELA.LS.VAU.PS.1 - 3
ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.1 - 3

Enduring Understanding(s):

Friends usually share and help one another.

Essential Question(s):

How do you relate and communicate your thoughts, feelings, and needs to others?

Materials:

- *The Little Red Hen Makes A Pizza*
- template
- writing utensils
- word cards
- examples of classroom documentation (picture schedule, handwashing procedure etc.)

Vocabulary:

- process: doing something in order
- first
- next
- last
- instructions: how to do something
- order
- document

Preparation: Set up materials.

Intro to Centers:

"In the *Little Red Hen Makes A Pizza* **first**, the hen purchased ingredients. **Next**, she mixed the ingredients together. **Last**, she baked them in the oven and ate pizza with her friends. Doing things in **order** like the hen did is following a **process**."

"Why is **documenting** a **process** helpful?"

"Today in Writing & Drawing, you can use these materials to **document** the **process** of getting dressed to go outside. Use numbers to show what happens **first**, **next**, and **last**. You can draw pictures to **illustrate** your **process**."

Show illustrations

Children respond. Show examples of classroom documentation, i.e., daily picture schedule, hand washing procedure.

Show template. Model writing numbers in sequence.

During Centers:

Have children draw steps of how to get dressed to go outside on the template in order. Encourage children to think about classroom processes, i.e., arrival, dismissal, lunch, or nap. Encourage children to count how many steps are in their process, and support children in writing numerals.

Guiding Questions during Centers:

- When is doing things in order helpful/important?
- What do you think happened next in *The Little Red Hen Makes a Pizza* after the dog, the cat, and the duck washed the dishes?
- What makes following a process easy or difficult?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation:

Encourage children to research directions and instructions, i.e., a visual for handwashing steps, lunch time, nap time, etc.