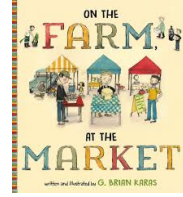


Unit 4: Communicating with Sound and Light



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

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