

WEEK 3 Day 2

Writing Procedure
Individual Construction

Content Objective	I can write a procedure. (W.3.1.b, Standard W.2)
Language Objective	I can tell my procedure to my partner. (SL.1.1)
Vocabulary	<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>materials: the items needed to complete a procedure</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● drawing and writing tools ● children’s writing folders ● Materials sheet, one copy for each child (except those writing yoga poses), plus a few extra ● Steps sheet, 2-3 copies for each child (except those writing yoga poses) ● Yoga Card, one copy for each child writing a yoga pose ● materials available for children’s reference: <ul style="list-style-type: none"> ○ Art: crayons, construction paper, white drawing paper, items or surfaces with texture for crayon rubbing, rudimentary tools for etching ○ Building: Kapla blocks ○ Drama: fabric squares, clothespins ○ Yoga: <i>Yoga Pretzels</i> <p>Plan for areas of the classroom where groups of children can write procedures and manipulate materials as needed.</p> <ul style="list-style-type: none"> ● Procedure Verbs charts, from Day 1, posted in the appropriate areas ● Procedure Observation Tool, one copy for each child ● Thinking and Feedback visuals ● sticky notes, for recording suggestions and inspirations

<p>Opening 1 minute</p>	<p><i>Yesterday you began to plan for your procedures by choosing topics and listing imperative verbs you could use in the steps. Today you will begin writing!</i></p>
<p>Individual Construction 19 minutes</p>	<p>Show the Materials sheet. <i>This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.</i></p> <p>Show the Steps sheet. <i>These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.</i></p> <p>Show the Yoga Card. <i>If you are writing a procedure for a yoga pose, you will not need to list materials, and you can use a sheet like this one that looks like one of our yoga cards.</i></p> <p><i>Before you get started, you will tell your procedure to your partner. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.</i></p> <p><i>Like we did as a class, begin by writing the steps. Then go back and write the materials needed to complete the procedure. When you write today, you will have studio materials available. That way, if you get stuck, you can try out what you are writing. For example, if you are writing a procedure for building with Kapla blocks, and you are not sure what the next step should be, you can take out Kapla blocks and try it out.</i></p> <p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Procedure Observation Tool. These notes will be used to plan for lessons on Days 2-3 and for revisions in Week 4.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem. Record suggestions on sticky notes to place in the child’s writing folder. <i>Tomorrow you will continue writing your procedures.</i> Have the children put away their papers in their writing folders.</p>

	After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 3-4.
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</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>
Ongoing assessment	As children write, circulate and take notes on the Procedure Observation Tool, focusing on the Materials and Steps.

Notes



Writing U1 W3 D2

Name: _____

Materials:

Steps:

Name: _____

Yoga Card

Procedure Observation Tool

Child's Name: _____

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

Suggestions for Week 4 revisions, based on observations