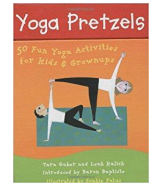


Unit 2: The Forces of Wind and Water



WEEK 1 Day 1

Writing Procedure

Deconstruction: Procedure Purpose

Content Objective	I can discuss the main purpose of a text. (R.9.2.b)
Language Objective	I can recount key details from a text to support my thinking. (SL.2.2.a, W.3.2,)
Vocabulary	accomplish: to complete successfully directions: instructions genre: a type of writing goal: aim; objective; what someone wants to accomplish procedure: a genre of writing whose purpose is to give directions to accomplish a goal purpose: the reason for doing or creating something
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Procedure (in the Introduction documents). • procedure mentor texts, one text (one page) for each pair of children • markers • Procedure anchor chart images: mentor texts, cut apart • chart paper Prepare the following Procedure anchor chart.

	Procedure Purpose: to give directions to accomplish a goal Examples: Science Art Yoga Building • Why We Write chart, from Unit 1, Week 1, Day 1 • <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Rock card On the whiteboard, write the following questions, leaving space under each one to record children's ideas. Why did the author write this? What do you notice?
Opening 1 minute	<i>Today we are going to begin looking at a new genre of writing. When we learned about personal recount and argument we started by discussing each genre's purpose, or reason authors write them. In pairs you will look at a text and try to determine the author's purpose.</i>
Deconstruction 28 minutes	Refer to the questions on the board. <i>With a partner, read the text. Discuss these two questions: Why did the author write this? and What do you notice? Be prepared to share your ideas and observations with the group.</i> Provide each pair with a procedure mentor text to analyze. As children work, circulate to support them and refer them to the questions. Give children about 10 minutes to work together, then bring them back to the whole group. One at a time, have each pair hold up their procedure text to show their classmates. Ask, "Why did the author write this?" and "What did you notice?" Write the pairs' responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.
	<i>Each pair looked at a different text. Some of these texts look similar,</i>

	<i>and some look very different. All of these texts are procedures.</i> Introduce the Procedure anchor chart. <i>As you discovered, authors write procedures to give directions to accomplish a goal.</i> Refer to the River of Ice Activity on the Why We Write chart. <i>In the first week of school we looked at this procedure. Is there any other information we would like to add about the purpose of procedure?</i>
	Hold up the Rock yoga card. <i>What is the goal of this procedure; what does the author want us to do?</i> <i>Let's follow the directions on this card to reach the goal.</i> Read each step to guide children through moving into the yoga pose.
Closing 1 minute	<i>Today we began learning about a new genre called procedure, which is written to give directions to accomplish a goal. Tomorrow we will look closely at a procedure to learn about its structure.</i> Note: Leave the Procedure anchor chart posted. It will be referenced and added to it throughout the unit.
Standards	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Ongoing assessment	Capture children's responses by taking a picture of the whiteboard or by taking notes. What do children already know and notice about the structure of procedures? What do they know and notice about the language? How do children interpret the purpose of procedures?