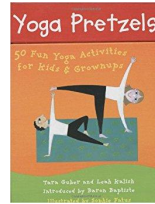


Unit 2: The Forces of Wind and Water

WEEK 1 Day 2



Writing Procedure

Deconstruction: Procedure Stages

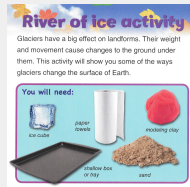
Content Objective	I can name and order procedure stages. (W.3.2, W.2.2.a)
Language Objective	I can ask and answer questions to understand procedure stages. (SL.2.2.b)
Vocabulary	accomplish: to complete successfully directions: instructions goal: aim; objective; what someone wants to accomplish materials: the items needed to complete a procedure procedure: a genre of writing whose purpose is to give directions to accomplish a goal purpose: the reason for doing or creating something stages: the parts of a piece of writing steps: the actions taken to complete a procedure title: the name of a piece of writing
Materials and Preparation	● Procedure Stages, cut apart on the dotted lines The procedure has 11 parts. Pairs of children will discuss each part of the procedure. Before the lesson, plan strategic pairings. ● tape ● <i>How Do Wind and Water Change Earth?</i>, Natalie Hyde Flag pages 20-21. ● markers ● Procedure anchor chart, from Day 1 Under the mentor texts, write Stages:. ● Bear Breath slide
Opening 1 minute	With the children seated on the perimeter of the rug, refer to the Procedure anchor chart. <i>Yesterday we began to talk about procedure. We learned that the</i>

Writing U2 W1 D2

	<i>purpose of writing procedures is to give directions to accomplish a goal. Today we are going to talk about the stages, or parts, of procedures.</i>
Deconstruction 28 minutes	Pair children. Distribute one piece of the Procedure Stages to each pair. <i>Each pair has a piece of a procedure. Together, read your part. Talk together to figure out where it might belong in the procedure.</i> Allow several minutes for the children to read and discuss their pieces. <i>Who thinks they might have the first piece of the procedure? Why do you think that?</i> Continue asking questions to work as a class to sequence the procedure. Under Stages:, affix the procedure to the anchor chart, in order. As each piece is placed, reread what came immediately before, to make sure it makes sense. Once all pieces have been affixed, reread the entire procedure. Then, check it against pages 20-21 in <i>How Do Wind and Water Change Earth?</i> Guide the children through a conversation about the stages of procedure, identifying and labeling each stage in the River of Ice activity. See the example below. <i>Procedures have different stages, or parts.</i> <i>The first stage of a procedure is the goal. The goal is what the writer wants the reader to accomplish by doing the procedure. Sometimes the goal is included in the title.</i> <i>What is the title of this procedure?</i> <i>Which part of this procedure is the goal?</i> <i>After the goal comes a list of materials needed to complete the procedure. Which part of this procedure lists the materials?</i> <i>Next are the steps. The steps tell the reader exactly what to do.</i> <i>Where are the steps? What do you notice about the steps?</i> Emphasize to the children that the steps are written in order, in a numbered list, with each step beginning on a new line. <i>Sometimes procedures end after the steps, and sometimes they include an evaluation or final comment. Does this procedure include an evaluation or final comment? [Yes, the “Asking questions” section is considered a final comment.]</i> Procedure

Purpose: to give directions to accomplish a goal

Examples:



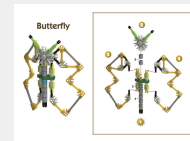
Science



Art

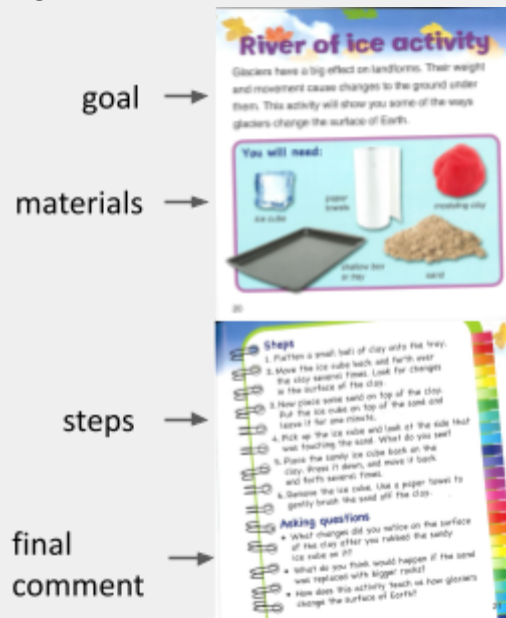


Yoga



Building

Stages:



slide 2

Let's take a look at another procedure. See if you can name the stages as we go through it.

Show slide 2. Use the following questions to discuss the stages of the procedure.

What is the title of this procedure? Where is it on the card?

What is the goal? Where is it; is it part of the title or listed separately?

What materials are needed for this procedure? Where are they on the card? [The materials are not listed on the yoga cards, because all that is needed is the person's body.]

	<i>What are the steps? What is the same about these steps as the steps in the River of Ice activity? What is different? [They are in a list and in order, but they are not numbered.]</i> Follow the steps to do Bear Breath together as a class.
Closing 1 minute	<i>Today we learned about the stages of procedure. Tomorrow we will begin to look at the language of procedure.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Ongoing assessment	Reflect on the whole group work. What do children know about the order of procedure? What are their confusions? Can the children name the stages and identify them in a text?

Notes
