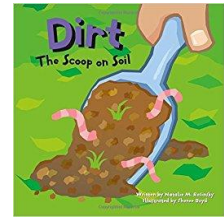


Unit 2: The Forces of Wind and Water

WEEK 1 Day 3



Writing Procedure

Deconstruction: Images

Joint Construction: Soil Experiment

Content Objectives	I can discuss the role of images in a procedure. (R.11.2.c, R.11.2.d, W.3.2) With my class, I can complete a procedure. (W.3.2)
Language Objective	I can discuss each step in a procedure. (SL.1.2)
Vocabulary	accomplish: complete successfully audience: an individual or group for whom a piece of writing is composed goal: aim; objective; what someone wants to accomplish image: a representation of something in the form of a drawing, photograph, etc. materials: the items needed to complete a procedure procedure: a genre of writing whose purpose is to give directions to accomplish a goal 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	• <i>Dirt: The Scoop on Soil</i>, Natalie M. Rosinsky Read the experiment on page 6. Flag this page. • building procedures, one text (one page) for each pair of children • camera • glass jar • topsoil, packaged, or soil collected from home or the schoolyard • water • popsicle stick
Opening	Show <i>Dirt: The Scoop on Soil</i> .

Writing U2 W1 D3

1 minute	<i>This book is called Dirt: The Scoop on Soil. Many of you read this book in Kindergarten. We will be reading it together during Text Talk, but for today we are going to do a science experiment from this book. After we do the experiment ourselves, we are going to write a procedure that is easy for Kindergarten students to follow. They will read this book in the spring and might want to try this experiment too!</i>
Deconstruction 8 minutes	<i>Before we begin our experiment, let's take a look at these procedures.</i> With the children still seated on the rug, distribute the building procedures, one to each pair. Allow the children one or two minutes to silently look at them. <i>What do you notice about these procedures? What is the same as the other procedures we have looked at? [the purpose: to give directions to accomplish a goal; the stages: title, materials, steps]</i> <i>What is different from the other procedures? [no words except the title; materials are sometimes not listed or listed with each step, rather than at the beginning]</i> <i>What would be easy about following this procedure? [the images help readers to understand exactly what to do and where to put things]</i> <i>What would be difficult about following this procedure? [without a materials list, readers do not know what to gather ahead of time; the K'NEX procedures do not include each step]</i> <i>Often procedures include both images and words to help readers understand exactly what to do.</i> <i>Let's think about the audience for our soil procedure: Kindergarten students. Some children in Kindergarten can read, but many would not be able to read the words in a procedure by themselves. As we do the science experiment today, we will take photographs to add to our procedure. These images will help Kindergarten students complete it.</i> Collect the building procedures.
Joint Construction 20 minutes	<i>Now let's do an experiment!</i> <u>Without showing the illustration</u>, read the following directions from page 6 of <i>Dirt: The Scoop on Soil</i>:

	<i>“Put some soil into a big glass jar and fill it with water. Stir and wait.”</i> <i>This procedure does not include all of the procedure stages that we have discussed. Let’s try it today and then rewrite it so that Kindergarten students can follow it easily.</i> Use the (more precise) instructions below to complete the experiment. This language will inform the procedure constructed by the class. Enlist the help of different children to complete and photograph each step of the procedure. The photographs should focus closely on the children’s hands and the materials needed to complete the step; it is not necessary to photograph the children’s faces or whole bodies. Reread the original procedure. <i>Put some soil into a big glass jar and fill it with water. Stir and wait.</i> <i>What are the materials needed for this procedure?</i> Name and photograph each material. <i>It says “Put some soil into a big glass jar...” This is the jar we will use. It is a one-quart jar. How much soil should we use?</i> <i>We’re going to fill the jar two-thirds of the way, or a little more than halfway, with soil.</i> Fill the jar two-thirds full with soil. Take a picture as a child is finishing filling the jar. <i>After that it says “...and fill it with water.”</i> Fill the jar to the top with water. Take a picture as a child is filling the jar. <i>Now it says, “Stir...”</i> Stir the soil and water mixture with a popsicle stick. Take a picture as a child is stirring. <i>I bet we could stir this even more if we shook it up. Let’s screw the lid on tightly so it doesn’t leak.</i> Screw the lid tightly onto the jar. Take a picture as a child screws on the lid. Shake the jar until the soil and water are fully mixed. Take a picture as a child is shaking. <i>The last part of the procedure says “...and wait.” Let’s find a safe place to keep the jar over the next few days.</i>
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