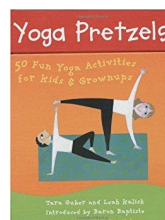


Unit 2: The Forces of Wind and Water

WEEK 1 Day 4



Writing Procedure

Deconstruction: Verbs

Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.3.2, W.2)
Language Objective	I can write steps using precise imperative verbs. (L.2.3.f)
Vocabulary	action verb: verb that express action imperative verb: verb that gives directions precise: exact; specific 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 verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● Procedure Verbs slides ● markers ● chart paper At the top of the chart paper, write Procedure Verbs: Science. ● photos from Day 3, printed ● chart paper and tape At the top of the chart paper, write Steps. ● pencils ● half sheets of paper, one for each step Children will work in small groups to write directions for a step in the soil experiment procedure. Consider assigning children to these groups ahead of time. There will be five groups total, one for each photograph showing a

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	step in the procedure, minus the first step (not for the photos of materials).
Opening 1 minutes	<i>When we were writing personal recounts, we talked about verbs. Verbs are very important in writing and are used for different purposes in different genres. In personal recounts, there are a variety of verbs that relate to the topic and characters. Let's take a look at the verbs in procedures.</i>
Deconstruction 15 minutes	<i>We used this procedure as we thought about the stages, or parts, of procedures.</i>
slide 2	
slide 3	<i>Today we are going to focus on the steps, because that is where we find the verbs. The verbs in procedures are called imperative verbs. These verbs are bossy action verbs. They give directions and tell the reader what to do. Listen to this first step: "Flatten a small ball of clay onto the tray." The step starts right away with a verb, or action: "flatten." Flatten means to make something flat.</i> <i>I am going to read each step slowly. When you hear a verb, raise your hand. I will record the verbs here, on this chart.</i> Show the Procedure Verbs: Science chart. Slowly read each step of the procedure. As children identify the verbs, write them on the chart. See the following example. Procedure Verbs: Science flatten move look place put pick up press remove brush <i>Verbs in procedures are imperative. Imperative verbs sound like this: "flatten, move, sit." When you use imperative verbs, they don't always sound polite. You use them to tell someone what to do. You also don't need to say anyone's name first. For example, I don't need to say "Isabella, sit." I just say "Sit."</i>
slide 4	<i>Something else special about the verbs in procedures is that they</i>

	<i>are precise. Precise means exact or specific.</i> <i>Step 3 of the Rock pose says, “Stack your fists beneath your forehead.” The word “stack” is precise; it tells the reader exactly how to put her or his hands. If I stack my fists, I put them one on top of the other—like this! When I put my fists side by side—like this, they are not stacked.</i> Demonstrate what it looks like to “stack your fists beneath your forehead” and have children do the same. <i>If the writer used a verb that was not precise, like “put,” the reader would not know exactly what to do. Your hands could be like this... or like this... [Demonstrate putting your hands beneath your forehead in different configurations.]</i> <i>Precise verbs help the reader know exactly what to do.</i> Refer to the Procedure Verbs: Science chart. <i>Next week you will collect more verbs.</i>
Joint Construction 13 minutes	<i>Let’s use what we know to start writing the words for our procedure. First, let’s review our photos and put them in order.</i> Lay out the photos on the rug and work together to put them in order. Write numbers on the back of each photo to indicate the sequence. Tape the first photo to the Steps chart. <i>Next to our first photo, I am going to write “1,” for step one. Remember, we learned that steps should begin with precise imperative verbs. What could this first step say?</i> Harvest several ideas. Choose a response and write the step together, using shared writing. <i>Now you will work together in small groups to write the rest of the steps. You will get a half sheet of paper, a pencil, and one of the photos. First you will copy the number from the back of the photo onto the paper. Then write a step that matches this photo, beginning with a precise, imperative verb.</i> Assign steps to be written by small groups. Distribute writing materials, printed photos, and half sheets of paper. Circulate and support children as they write the steps. Note that more time to complete steps will be provided on Day 5.
Closing	<i>Today we learned that procedures have precise imperative verbs,</i>

1 minute	<i>and we collected verbs from different types of procedures. Tomorrow we will learn about another important language feature of procedure.</i> Note: Leave the Procedure Verbs: Science chart posted.
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. L.2.3.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
Ongoing assessment	Reflect on the whole group and small group work. What do children understand about imperative verbs? What is still confusing? Do children choose precise verbs? Do children begin steps with imperative verbs?

Notes
