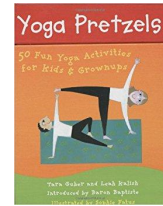


Unit 2: The Forces of Wind and Water

WEEK 1 Day 5



Writing Procedure

Deconstruction: Adverbs

Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.3.2)
Language Objective	With my class, I can add adverbs to make steps more precise. (L.2.3.f, L.1.2.e)
Vocabulary	adverb: a word or phrase used to describe a verb imperative verb: verb that gives directions precise: exact; specific procedure: a genre of writing whose purpose is to give directions to accomplish a goal steps: the actions taken to complete a procedure
Materials and Preparation	• <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Cobra card • Procedure anchor chart, from Day 1 • Procedure anchor chart images: imperative verbs and adverbs cards • jointly constructed procedure steps, from Day 4 Before the lesson, attach the photos and children's steps to the chart, in order.
Opening 1 minute	<i>Yesterday we learned that it is important to use precise language when writing procedures. When a procedure has precise language, it can be followed successfully. We talked about using precise imperative verbs, and today we are going to look at another type of word that makes procedures precise: adverbs.</i>
Deconstruction 10 minutes	<i>Let's try out another yoga pose: Cobra.</i>

Writing U2 W1 D5

	For the children’s first try at the pose, <u>do not show the illustrations</u> on the card or demonstrate how to do the pose. Read only the following words for each step. 1. Lie. 2. Place your hands. 3. Lengthen legs; press and arch. 4. Lift and open chest. Show the Cobra card while the children hold their positions. <i>Let’s check the card to see if our bodies match what the card shows. What do you think? Why don’t our bodies look like the illustration?</i> <i>OK, let’s try it again.</i> Do the Cobra pose again, this time showing the illustrations and reading all of the steps fully. <i>What was different about the second time?</i> <i>The first time we tried this yoga pose, I didn’t show you the illustrations, and I left out some of the words. The words that I didn’t read the first time were the words that describe where and how to complete each step. These words are called adverbs.</i> <i>Let’s go back to Step 1. The first time, I only said “lie,” so it makes sense that you were lying down in different ways. The phrase that I left out gives more information about how and where to lie. It says “Lie on your belly, head on hands.”</i> <i>The phrase “on your belly” describes where to lie, and the phrase “head on hands” describes how to lie. These are both adverbs that make the steps more precise.</i> <i>Let’s add what we’ve learned about language to our Procedure anchor chart.</i> Under Stages, write Language. Add the imperative verb and adverbs cards to the chart.
Joint Construction 18 minutes	<i>Let’s review the steps we wrote in our procedure yesterday. We’ll read each one to make sure it makes sense and to see if we included any adverbs.</i> Read the steps one at a time. Ensure that the steps make sense. Then ask questions such as “Where?” and “How?” to elicit words and phrases that provide precise instructions. For example, a step such as “Pour soil” needs

	the additional information “into the jar until it is $\frac{2}{3}$ full” to be precise about where and how the soil is to be poured. Together with the children, revise each step as necessary. See the example steps below. Continue writing any remaining steps to accompany the photos, being sure to begin each with an imperative verb and to include adverbs that answer “Where?” and “How?” Steps: 1. Pour soil into the jar until it is $\frac{2}{3}$ full. 2. Pour water into the jar until it is full. 3. Stir the soil and water with a popsicle stick. 4. Screw the lid tightly onto the jar. 5. Shake the jar until the soil and water are fully mixed. 6. Put the jar in a safe place to let it sit over the weekend. Final Comment:
Closing 1 minute	<i>Today we learned that adding adverbs makes steps more precise. Next week we will continue writing together.</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. 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). L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	Reflect on the whole group work. What do the children understand about adverbs? What do they understand about the function of adverbs in procedures? How much support do children need to suggest adverbs that answer “Why?” and “How?”