

Unit 2: The Forces of Wind and Water

WEEK 2 Day 3

Writing Procedure

Individual Construction

Content Objective	I can write a procedure. (W.3.2, W.2)
Language Objective	I can write using precise verbs, adjectives, and adverbs. (W.2.2.a, L.2.3.f, L.1.2.e, L.6.2.a)
Vocabulary	imperative verb: verb that gives directions procedure: a genre of writing whose purpose is to give directions to accomplish a goal materials: the items needed to complete a procedure steps: the actions taken to complete a procedure
Materials and Preparation	• drawing and writing tools • children's writing folders • Materials sheet, one copy for each child (except those writing yoga poses), plus a few extra • Steps sheet, 2-3 copies for each child (except those writing yoga poses) • Yoga Card, one copy for each child writing a yoga pose • materials available for children's reference, by topic: ○ Art: crayons, construction paper, white drawing paper, items or surfaces with texture for crayon rubbing, rudimentary tools for etching, other materials from the Art Studio ○ Building: K'NEX, Kapla blocks ○ Science: a collection of materials from Units 1 and 2 ○ Yoga: <i>Yoga Pretzels</i> Plan for areas of the classroom where groups of children can write procedures while manipulating materials as needed. • Procedure Verbs charts, from Week 1, Day 4 and Week 2, Day 2, posted in the appropriate areas • Procedure Observation Tool, one copy for each child • Thinking and Feedback visuals

	● sticky notes, a few, for recording suggestions
Opening 1 minute	<i>Yesterday you began to plan for your procedures by choosing topics and listing imperative verbs you could use in the steps. Today you will begin writing!</i>
Individual Construction 19 minutes	Show the Materials sheet. <i>This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.</i> Show the Steps sheet. <i>These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.</i> Show the Yoga Card. <i>If you are writing a procedure for a yoga pose, you will not need to list materials, and you can use a sheet like this one that looks like one of our yoga cards.</i> <i>Before you get started, you will tell your procedure to your partner. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.</i> Give children a few minutes to narrate their procedures with partners. <i>Like we did as a class, begin by writing the steps. Then go back and write the materials needed to complete the procedure. When you write today, you will have Studios materials available. That way, if you get stuck, you can try out what you are writing. For example, if you are writing a procedure for building with K’NEX, and you are not sure what the next step should be, you can use some K’NEX to try it out.</i> Send children with writing materials. As children work, circulate to support them with defining and writing steps and using materials as a resource, and to assess their work. Take notes about children’s writing using the Procedure Observation Tool. These notes will be used to plan for lessons on Days 4-5 and for revisions in Week 3. Identify a child to present their writing and receive feedback using Thinking and Feedback.

Closing 10 minutes	Bring the class back together. Use the Thinking and Feedback protocol for a challenge one child is having. Record suggestions on sticky notes to place in the child's writing folder. <i>Tomorrow you will continue writing your procedures.</i> Have the children put away their papers in their writing folders. After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 4-5.
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 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology 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. 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. L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
Ongoing assessment	As children write, circulate and take notes on the Procedure Observation Tool, focusing on the Materials and Steps.

Notes
