

WEEK 3 Day 5

Writing Procedure

Presentation and Celebration

Content Objective	I can try out and respond to a procedure. (W.3.2)
Language Objective	I can describe my experience following my classmate's procedure. (SL.1.2)
Vocabulary	procedure: a genre of writing whose purpose is to give directions to accomplish a goal
Materials and Preparation	• children's procedures Choose one child's work for modeling responding to the writer. Arrange the rest of the procedures in different areas around the classroom, on tables or posted, as appropriate to the format. • Presentation and Celebration Plan chart, from Day 4 • sticky notes, one pad in each area • pencils, 4-5 in each area
Opening 5 minutes	<i>Today we have a lot to celebrate! You have all worked so hard to write procedures, and today you will try out and respond to each other's work.</i> Review the areas of the classroom where each procedure is located. <i>When you get to the procedure you want to try, you will read it through first so you know what to do. If you have any questions, you can ask a friend in the same area, or you can quickly ask the author. Then, you will collect all of the materials you need. After you have your materials, try out the steps!</i> <i>There are sticky notes and pencils in each area. When you finish trying out a procedure, you will write something to the author about their procedure and stick it to the back. Did you enjoy it? Was it easy to follow? Would you recommend it to someone else? Share a response with the writer.</i>

	Read the chosen procedure and model responding to the work.
Trying out Procedures 20 minutes	Using classroom routines for choosing Studios, dismiss children to read and try out each other's procedures. As time allows, let children try out one or more procedures.
Closing 5 minutes	Bring the class back together. Invite the children to describe what it was like to follow a classmate's procedure, and to share appreciations for each other's work. <i>Your procedures will be available to continue using during Studios!</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. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Reflect and make notes about the unit. What do children understand about the purpose, structure, and language of procedure? What is still challenging? What do I still need to address with children this year? What might I do differently next year?

Notes
