

WEEK 7 Day 1

Writing Procedure
 Deconstruction and Joint Construction: Title & Goal
 Joint Construction: Materials
 continued from Week 2, Day 5

Content Objectives	<p>I can write the title and goal of a procedure.</p> <p>I can use nouns to name procedure materials.</p>
Language Objectives	<p>I can use images to clarify procedure materials.</p> <p>I can include adjectives in materials to make them more precise.</p>
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea 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 noun: a word that names a person, place, thing, or idea 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 title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Procedure anchor chart, from Week 5, Day 1 ● Procedure mentor texts, from Week 5, Day 1 ● “Score and Slip,” from the Week 1 Art Studio ● jointly constructed procedure steps and materials ● materials photographs from Week 6, Day 5, printed ● tape, for adding photographs to the chart
Opening 1 minute	<p><i>Today we are going to finish writing our class procedure.</i></p>

<p>Deconstruction 5 minutes</p>	<p>Refer to the Procedure anchor chart. <i>We have been working on the materials and steps for our procedure. Now, let's go back and write the title and goal.</i></p> <p>With children seated on the perimeter of the rug, lay out the procedure mentor texts in the middle of the rug, so that they are visible to all. <i>Procedures begin with goals that tell what the procedure is about. Often this goal is included in the title. Let's take a look at the different titles and goals in our procedure mentor texts.</i></p> <p>Review the titles and goals from several procedures, discussing with children how they introduce what the procedures are about.</p>
<p>Joint Construction 5 minutes</p>	<p>Show the jointly-constructed procedure materials and steps. <i>Let's choose a title and goal for our procedure. What is our procedure about? What do we want kindergarten students to do? Think, Pair, Share.</i></p> <p>Harvest the children's ideas. Then, at the top of the Materials chart, write the title and goal together, eliciting children's help in sounding out the words and choosing which letters to write.</p>
<p>Joint Construction 18 minutes</p>	<p><i>Now we will finish writing the materials for our procedure.</i></p> <p>Attach photographs to the Materials chart paper next to the materials that have already been written.</p> <p>Refer to the procedure steps and remaining photographs to choose an order for the remaining materials.</p> <p>Write a noun to name each material. Add adjectives to make the material more precise, by asking the class the following questions: <i>How many/much?</i> <i>What kind?</i> <i>What like?</i> <i>Which ones? and Whose?</i></p> <p>Attach the corresponding photograph to the chart, next to the words for the material.</p>
<p>Closing 1 minute</p>	<p><i>Today we finished writing our class procedure! For the rest of the week we will review, revise, and publish our procedure, so that we can share it with our audience—other Kindergarten students!</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to</p>

