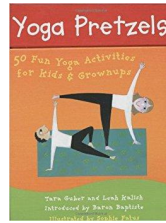


Unit 3: Construction

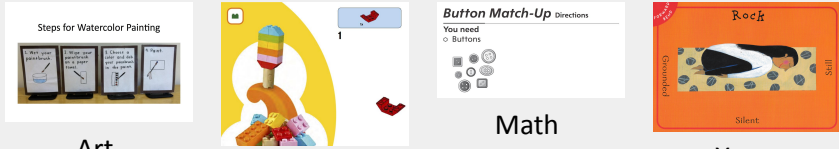
WEEK 5 Day 1



## Writing Procedure

### Deconstruction: Procedure Purpose

<b>Content Objective</b>	I can discuss the main purpose of a text. (RI.K.6)
<b>Language Objective</b>	I can name the goal of a procedure and describe how I know. (SL.K.1)
<b>Vocabulary</b>	<p><b>accomplish:</b> complete successfully</p> <p><b>communicate:</b> to share an idea by talking, writing, or showing someone else</p> <p><b>directions:</b> instructions</p> <p><b>genre:</b> a type of writing</p> <p><b>goal:</b> aim; objective; what someone wants to accomplish</p> <p><b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>stages:</b> the parts of a piece of writing</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Procedure (in the Introduction documents).</p> <ul style="list-style-type: none"> <li>● “Steps for Watercolor Painting”</li> <li>● Why We Write chart, from Unit 1, Week 1, Day 1</li> <li>● Procedure anchor chart images: mentor texts, cut apart</li> <li>● chart paper</li> </ul> <p style="padding-left: 20px;">Prepare the following Procedure anchor chart.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; background-color: #f0f0f0;"> <p style="text-align: center; margin: 0;"><b>Procedure</b></p> <p style="margin: 5px 0;"><b>Purpose:</b> to give directions to accomplish a goal</p> <p style="margin: 5px 0;"><b>Examples:</b></p> </div>

	<div data-bbox="500 111 1362 709" style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Art                      Building                      Math                      Yoga</p> </div> <ul style="list-style-type: none"> <li>● materials for trying out procedures in pairs: <ul style="list-style-type: none"> <li>○ Art: “How to Draw a Crab,” “How to Draw a Dog,” “How to Make a Play Doh Car,” paper, pencils, crayons, play doh</li> <li>○ Building: “Ice Cream Cone” and “Remote Controlled Car,” LEGOs</li> <li>○ Math: “Button Match-Up,” “Attribute Block Match-Up,” “Sorting Attribute Blocks,” buttons, Attribute Blocks, Attribute Cards</li> <li>○ Yoga: <i>Yoga Pretzels</i> Cobra, Down Dog, and Dragon cards</li> </ul> </li> </ul> <p>Before the lesson, decide how children will be paired and how they will be assigned to different procedures (children’s choice or teacher’s choice). In addition, prepare for where each group will work (perhaps the Art Studio and Building Center for Art and Building, a table for Math, and the rug for Yoga).</p>
<p><b>Opening</b> 1 minute</p>	<p><i>We have learned that writers communicate in different ways, for different purposes, and we know that these different purposes and ways of writing are called <b>genres</b>. We read and wrote personal recounts, reports, and explanations, and now we will begin learning about a new genre: procedure.</i></p>
<p><b>Deconstruction</b> 8 minutes</p>	<p>Display the Why We Write chart and show “Steps for Watercolor Painting.”</p> <p><i>“Steps for Watercolor Painting” is a procedure that we used in the Art Studio. We wrote ideas on our Why We Write chart about why the author may have written this text. Now that you have used this procedure, you might have a different idea about its purpose.</i></p> <p><i>Take a moment to think quietly about this question: Why did the author write “Steps for Watercolor Painting?” [to teach us how to use watercolors; to give directions]</i></p>

	<p><i>Now let's go back to our chart and see if our ideas match.</i></p> <p>Review the ideas on the chart.</p> <p><i>Are there any reasons that we did not include on our chart before that we might want to include now?</i></p> <p>Record any new ideas on the Why We Write chart.</p> <p>Introduce the Procedure anchor chart.</p> <p><i>As you discovered, authors write <b>procedures</b> to give directions to accomplish a goal. In "Steps for Watercolor Painting," the author gives us directions so that we can accomplish the goal of painting with watercolors.</i></p>
<p><b>Deconstruction in Pairs</b> 15 minutes</p>	<p><i>Now you have a chance to try out a procedure with a partner! I have all different types of procedures here. Use the illustrations to follow the steps with your partner. As you work, talk about what the <b>goal</b> of the procedure is—what the author wants you to be able to do—and anything else you notice about it. We will come back as a class to share at the end.</i></p> <p>Distribute procedures and materials to pairs of children, and send them to work in the designated areas.</p> <p>As children work, circulate to support them. Take notes to record comments related to the purpose, stages, or language of procedures.</p>
<p><b>Closing</b> 6 minutes</p>	<p>Bring the class back together. Share any quotes gathered during pair work. Have one pair at a time hold up their procedure and share the goal (to draw a dog; match buttons; etc.). Collect any other ideas about what children noticed about the texts.</p> <p><i>Today we began learning about a new genre of writing called procedure! Tomorrow we will begin to learn about procedure <b>stages</b>, or parts.</i></p> <p>Note: Leave the Procedure anchor chart posted. You will continue to reference and add to it throughout the unit.</p>
<p><b>Standards</b></p>	<p><b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.</p> <p>*Note: Although the K version of this standard does not directly address author's purpose, the anchor standard reads: Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

