

WEEK 7 Day 2

Writing Procedure
 Joint Construction: Turning a Plan into a Procedure
 Individual Construction: Planning

Content Objective	With my class, I can turn a plan into a procedure.
Language Objective	I can tell my partner my ideas for writing a procedure.
Vocabulary	<p>goal: aim; objective; what someone wants to accomplish</p> <p>materials: the items needed to complete a procedure</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>stages: the parts of a piece of writing</p> <p>steps: the actions taken to complete a procedure</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<p>Before the lesson, prepare several examples of children’s constructions from the unit, to inspire their procedure plans. These can be photographs of structures they have built with blocks or LEGOs, work they have constructed with clay or Beautiful Stuff, or choreography.</p> <ul style="list-style-type: none"> ● one child’s choreography plan Before the lesson, review children’s choreography plans. Choose one and consult with the choreographer about turning their work into a procedure during Writing. ● Procedure anchor chart, from Week 5, Day 1 ● computer and projector or chart paper and marker, for joint construction ● Cool Dance choreography plan, for teacher’s reference ● children’s drawing and writing books ● writing tools ● materials available for childrens reference: clay, Beautiful Stuff, blocks, LEGOs, choreography plans

	<p>Make the materials available at the appropriate centers and plan to have children write in these centers.</p>
<p>Opening 1 minute</p>	<p><i>Tomorrow you will begin writing your own procedures! You will get to choose what kind of procedure you write, and whether you write a procedure for something you've already tried, or for something new. Today we are going to practice taking work we've done and turning it into a procedure.</i></p>
<p>Joint Construction 18 minutes</p>	<p>_____ [child's name] said that we could try out their choreography and turn it into a procedure to put in Drama!</p> <p>With the help of the choreographer, read the plan.</p> <p><i>Now let's try this dance out together!</i></p> <p>Reread the plan as children try out the dance.</p> <p><i>Think, Pair, Share. Think about this choreography plan. Which stages of a procedure does it have?</i></p> <p>Have the Procedure anchor chart available for children's reference.</p> <p><i>Yes, this plan already has steps—just like a procedure! It also has a title and goal.</i></p> <p><i>There are some materials here as well, but they are not listed in the same way as in a procedure. Let's see if we can rewrite the materials in a list.</i></p> <p>Work together as a class to rewrite the choreography plan as a procedure. Include information about the number of dancers and musical accompaniment in the Materials. Information about the tempo should be included in the Materials or Steps, as applicable. For example, the sample Cool Dance choreography plan could look like this as a procedure:</p> <div data-bbox="500 1346 1362 1877" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Cool Dance by Jaedyn</p> <p><u>Materials</u> 4 dancers</p> <p><u>Steps</u></p> <ol style="list-style-type: none"> 1. Take a big step left. 2. Slide to the left at a medium speed. 3. Take a big step right. 4. Slide to the right at a medium speed. 5. Move shoulders up and down. 6. Twirl with one arm over your head. 7. Repeat the steps - this time faster! </div>

<p>Individual Construction 10 minutes</p>	<p><i>Now you have a chance to begin planning for the procedures you will write. Remember, you are writing procedures for your classmates to follow in Centers. You might choose to take something you've already tried—like a choreography plan—and turn it into a procedure, or you might like to take this opportunity to try something new.</i></p> <p><i>Remember, you can write a procedure for using clay, Beautiful Stuff, blocks, or LEGOs, or for dancing.</i></p> <p>Use several examples of children’s work throughout the unit to provide them with ideas for procedures, such as a procedure for building a particular building, sculpting something out of clay, or building with Beautiful Stuff.</p> <p><i>Take some time to think about what you would like to write a procedure about. Consider which materials you would use and in what center you would work. When you have an idea for what you would like to write about, turn and talk to a partner who is also ready to share. Then you will go to that area of the classroom to begin writing down your plan in your drawing and writing book. You might start planning out the materials or steps for your procedure. You might start trying out your idea with the materials you want to use.</i></p> <p>Send the children to the appropriate areas to begin planning for their writing. As they work, circulate to support them. Refer them to materials that can support them, such as their choreography plans and the materials they will use in their procedures (clay, blocks, etc.).</p>
<p>Closing 1 minute</p>	<p><i>Today we turned a plan into a procedure, and you started planning for your own procedures. Tomorrow you'll begin writing your procedures!</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.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <p>What do children’s contributions demonstrate about their understanding of the stages and language of procedures?</p> <p>Review children’s plans.</p> <p>What do children plan to write about?</p> <p>Do they identify resources/begin writing materials or steps?</p>

	Are children working from previous experiences, or trying something new?
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Notes