



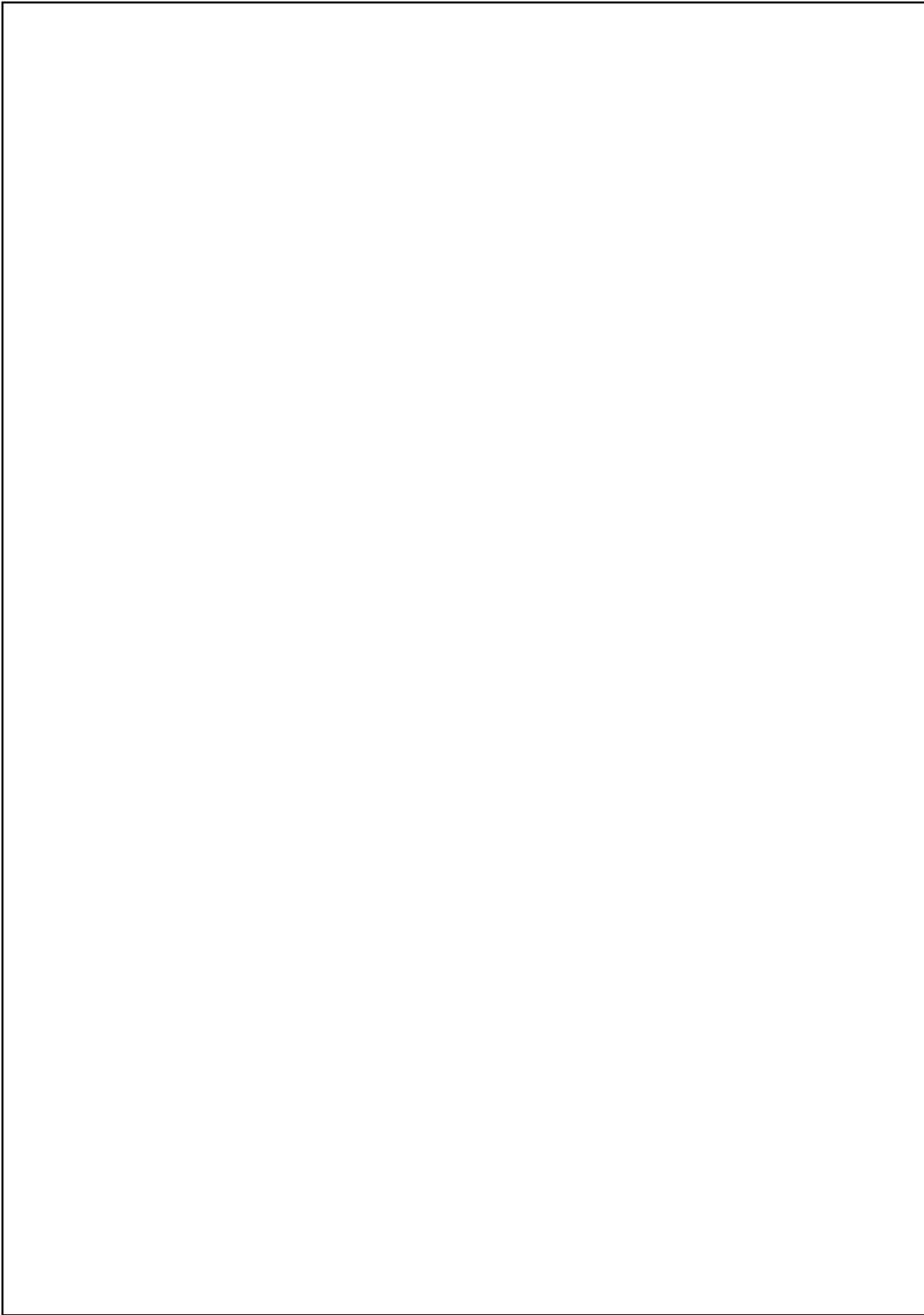
Writing Procedure
 Deconstruction: Adverbs
 Individual Construction

Content Objective	I can discuss how adverbs work in procedures. (W.K.2)
Language Objective	I can tell a procedure using adverbs. (L.K.1a)
Vocabulary	<p>adverb: a word or phrase used to describe a verb</p> <p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>steps: the actions taken to complete a procedure</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Dragon card ● Procedure anchor chart images: language: adverbs, from Day 3 ● Procedure anchor chart, from Day 1 ● materials for telling and trying out different types of procedures, from Day 4 <p>Before the lesson, decide whether children will work in the same pairs, in the same areas (as Day 4), or whether changes will be made. Also decide whether children will choose partners and areas, or if they will be assigned.</p> <ul style="list-style-type: none"> ● Procedure Observation Tools, from Day 4
Opening 1 minute	<p><i>Yesterday when we were telling procedures, we noticed that sometimes we didn't have enough information to know exactly what to do. We had to ask questions, and then the person telling the procedure added information to make the procedure more precise.</i></p> <p><i>We learned the other day that one way to make a procedure easier</i></p>

	<p><i>to follow is to have precise verbs. Today we are going to learn about other words that make procedures precise.</i></p>
<p>Deconstruction 15 minutes</p>	<p><i>Let's try out another yoga pose: Dragon.</i></p> <p>For the first try, do not show the illustrations on the card or demonstrate how to do the pose. Read only the following words for each step.</p> <ol style="list-style-type: none"> 1. Stand. 2. Lunge one foot. 3. Stretch. Reach arms. 4. Exhale. Spread your fingers. <p>Show the Dragon card. <i>Let's check the card to see if our bodies match what the card shows. What do you think? Why don't our bodies look like the illustration?</i></p> <p><i>OK, let's try it again.</i></p> <p>Do the Dragon pose again, this time reading all of the steps fully.</p> <p><i>What was different about the second time?</i></p> <p><i>The first time we tried this yoga pose, I didn't show you the illustrations, and I left out some of the words. The words that I didn't read the first time were the words that describe where and how to complete each step. These words are called adverbs.</i></p> <p><i>Let's go back to Step 1. The first time, I only said "stand," so it makes sense that you all stood up on your feet. The words that I left out give more information about how to stand. It says "Stand on your knees..." I also left out the part that describes where to put your arms: "...arms at your sides." Those missing pieces are the adverbs, and they are very helpful in making the procedure more precise.</i></p> <p><i>Yesterday when you were telling me how to walk across the room, you added adverbs to give me more information about where and how to walk.</i></p> <p><i>Let's add this language feature to our Procedure anchor chart.</i></p> <p>Add the adverbs card to the Language section of the Procedure anchor chart.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Just like yesterday, you will have a chance to tell procedures in pairs. We have the same four areas available: Art, Building, Math, and Yoga.</i></p>

	<p><i>This time when you are telling a procedure, think carefully about describing how and where your partner should do each step.</i></p> <p><i>If you are the one trying the procedure and something doesn't make sense, ask a question.</i></p> <p>Send partners to the various areas of the room to work. As children tell their procedures, circulate to support them and to take notes on the Procedure Observation Tools.</p>
Closing 4 minutes	Bring the class back together. Ask children to reflect on their experiences and share what trends you noticed. Add any relevant reflections to the Procedure anchor chart.
Standards	<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>L.K.1a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0-100.</p>
Ongoing assessment	<p>Using the Procedure Observation Tool, listen for and make note of how children tell procedures.</p> <ul style="list-style-type: none"> Do they name the materials needed? Do they include all steps, in order? Do they use precise imperative verbs? Do they use adverbs to make the steps more precise?

Notes



Writing U3 W5 D5