

WEEK 5 Day 2

**Writing Procedure**  
Deconstruction: Procedure Stages

<b>Content Objective</b>	I can name and identify procedure stages. (W.K.2)
<b>Language Objective</b>	I can ask and answer questions to understand procedure stages. (SL.K.2)
<b>Vocabulary</b>	<p><b>accomplish:</b> complete successfully</p> <p><b>directions:</b> instructions</p> <p><b>goal:</b> aim; objective; what someone wants to accomplish</p> <p><b>materials:</b> the items needed to complete a procedure</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> <p><b>steps:</b> the actions taken to complete a procedure</p> <p><b>title:</b> the name of a piece of writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Button Match-Up sheet, cut apart on the dotted lines</li> <li>● Procedure anchor chart, from Day 1 Under the mentor texts, write Stages:.</li> <li>● glue stick or tape</li> <li>● materials for trying out procedures, from Day 1</li> </ul>
<b>Opening</b> 1 minute	<p>With the children seated on the perimeter of the rug, refer to the Procedure anchor chart.</p> <p><i>Yesterday we began to talk about procedure. We learned that the purpose of writing <b>procedures</b> is to give directions to accomplish a goal. Today we are going to talk about the <b>stages</b>, or parts, of procedures.</i></p>
<b>Deconstruction</b> 13 minutes	Lay out the three pieces of the Button Match-Up sheet in the middle of the rug out of order, so that all children can see.

*This procedure is familiar to us from Math, and some of you tried it out again yesterday. I cut the procedure into three pieces so that we can look at its stages.*

*Procedures have different stages, or parts. The first stage of a procedure is the title. Which part is the title? How do you know?*

*The next stage is the goal. The goal is what the writer wants the reader to accomplish by doing the procedure. Sometimes the goal is included in the title. Which part of this procedure is the goal? [included in the title]*

*After the goal comes a list of materials needed to complete the procedure. Which part of this procedure lists the materials? How do you know?*

Place the materials section under the title section.

*Next are the steps. The steps tell the reader exactly what to do. Which part lists the steps? How do you know?*

Place the steps section under the materials section.

*What do you notice about the steps?*

Emphasize to the children that the steps are written in order, in a numbered list, with each step beginning on a new line.

*Let's add these to our Procedure anchor chart.*

Show the Procedure anchor chart.

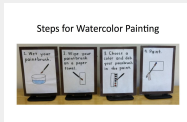


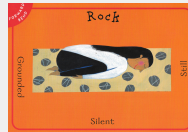
*I added the word "Stages:" to our chart. Remember, stages means the parts of a piece of writing. Let's attach this procedure to the chart, in order, and label each stage.*

Add "Button Match-Up" to the chart and label the stages. See the following example.





**Procedure**

**Purpose:** give directions to accomplish a goal

**Examples:**

 Art	 Building	 Math	 Yoga
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**Stages:**

	<div data-bbox="500 113 1360 739" style="border: 1px solid black; padding: 10px;"> <p>title → <b>Button Match-Up</b> Directions</p> <p>goal → You need</p> <p>materials → ○ Buttons</p>  <hr/> <p>steps →</p> <p><b>Play with a partner. Work together.</b></p> <ol style="list-style-type: none"> <li>1 Pick a button. </li> <li>2 Find all the buttons that share an attribute.</li> <li>3 Say what that attribute is.</li> </ol>   <p>"All of these have 2 holes."      "All of these have 4 holes."</p> <p>evaluation or final comment (optional)</p> </div> <p><i>Sometimes procedures end with an evaluation or final comment. I'm going to add that to our chart. We won't draw an arrow to label "Button Match-Up," because it does not end with an evaluation or final comment, but we might read other procedures that do.</i></p>
<p><b>Deconstruction in Small Groups</b> 10 minutes</p>	<p><i>Now you will try out a new procedure with a partner! As you work, try to figure out which part of the procedure is the goal, which is the materials, and which is the steps.</i></p> <p>Distribute procedures and materials (paper, pencils, etc.) 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 stages procedures.</p>
<p><b>Closing</b> 6 minutes</p>	<p>Bring the class back together on the perimeter of the rug, with their procedures set in front of them. Share any quotes gathered during pair work. Ask all pairs to point to which part of the procedure is the title/goal. Have several share why they think that. Repeat the process with the materials and steps.</p> <p><i>Today we learned about the stages of procedures. Tomorrow we will learn what makes procedures bossy!</i></p>
<p><b>Standards</b></p>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p>

	questions about key details and requesting clarification if something is not understood.
<b>Ongoing assessment</b>	Listen for and make note of how children’s understanding of the stages of procedure. Do they understand the goal? Can they identify a title/goal? Do they understand the materials? Can they identify the materials? Do they understand the steps? Can they identify the steps?

**Notes**