

WEEK 5 Day 3

Writing Procedure
Deconstruction: Verbs

Content Objective	I can discuss how verbs work in procedures. (W.K.2)						
Language Objective	I can give directions using a precise imperative verb. (L.K.1a, L.K.5c)						
Vocabulary	<p>imperative verb: verb that gives directions</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"> ● Procedure Verbs Cards, cut apart ● chart paper and marker <p>Prepare the following Procedure Verbs chart.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2" style="padding: 5px;">Procedure Verbs</th> </tr> <tr> <td style="width: 50%; padding: 5px;">Art</td> <td style="width: 50%; padding: 5px;">Math</td> </tr> <tr> <td style="width: 50%; padding: 5px;">Yoga</td> <td style="width: 50%; padding: 5px;"></td> </tr> </table> <ul style="list-style-type: none"> ● tape or glue, for attaching the cards to the chart ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Rock card 	Procedure Verbs		Art	Math	Yoga	
Procedure Verbs							
Art	Math						
Yoga							

	<ul style="list-style-type: none"> ● Procedure anchor chart images: language Cut apart the images. Note that the verbs card will be added to the chart in this lesson, and the other two will be added in upcoming lessons. ● Procedure anchor chart, from Day 1 Add “Language:”
<p>Opening 1 minute</p>	<p><i>When we were writing other genres, we talked about verbs. Verbs are words that show actions. They are very important in writing and are used for different purposes in different genres. In personal recounts, there are a variety of verbs that relate to the topic. In explanations, writers use present tense action verbs. Let’s take a look at the verbs in procedures.</i></p>
<p>Deconstruction 18 minutes</p>	<p><i>Here are some verbs from procedures.</i> Lay out or hang up all of the cards so that all children can see. <i>I am going to point to each card and read the verbs slowly. As I read, think about what is the same about the verbs.</i></p> <p>Read each card slowly; then harvest children’s ideas. They may notice that groups of cards are from the same procedures. <i>Do you remember I said that today we would find out what makes procedures bossy—it’s the verbs! These are special verbs called imperative verbs. Imperative verbs don’t always sound polite. They tell people what to do, like “sit,” “fold,” “stack,” “place.”</i></p> <p><i>Some of you noticed that some of these verbs go together.</i> Show the Procedure Verbs chart. <i>Here we are going to start a collection of verbs that will help us as we write. The boxes here on our chart are for different types of procedures: Art, Math, and Yoga. There is also a blank space for collecting more verbs.</i></p> <p><i>Which verbs do you think go with Art? Why do you think that?</i> Work together as a class to categorize the Procedure Verbs Cards and place them in the appropriate categories on the chart.</p>
	<p>Show the front of the Rock card. <i>Let’s try out the Rock yoga pose together and think about how the verbs work.</i></p> <p>Turn the card over and go through the pose together. For the sake of this activity, read each step beginning with the imperative verb, rather than the quote, for example, read the first step beginning with “Sit on your shins...” instead of “I am grounded.”</p> <p><i>Reading through the whole procedure showed me some more</i></p>

information about the verbs. Did you notice anything new?

One thing I noticed is that the verb is at the beginning of each step. The step starts right away with a verb, or action: "sit." It also doesn't include anyone's name or say "You sit." It just says "sit."

Something else special about the verbs in procedures is that they are precise. **Precise** means to be exact or specific.

Point to step 3 on the card.

Step 3 says, "Stack your fists beneath your forehead." The word "stack" is precise; it tells the reader exactly how to put their hands. If I stack my fists, I put them on top of each other - like this! When I put my fists side by side - like this, they are not stacked.

Demonstrate what it looks like to "stack your fists beneath your forehead."

If the writer used a verb that was not precise, like "put," the reader would not know exactly what to do.

Your hands could be like this... or like this...

Demonstrate putting your hands beneath your forehead in different configurations.

Precise verbs help the reader know exactly what to do.

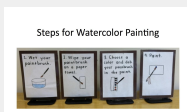
Let's add what we learned about verbs to our Procedure anchor chart.

Add the verbs card to the Language section of the Procedure anchor chart. See the following example.


Procedure

Purpose: give directions to accomplish a goal


Examples:



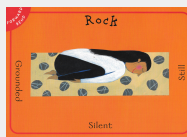
Art



Building




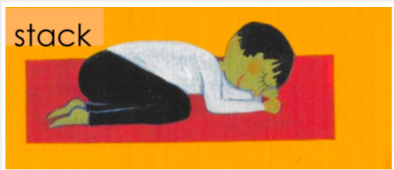


Math



Yoga

Stages:

	<div data-bbox="503 115 1266 682"> <p>title → Button Match-Up Directions</p> <p>goal → You need</p> <p>materials → ○ Buttons</p>  <hr/> <p>steps →</p> <p>Play with a partner. Work together.</p> <ol style="list-style-type: none"> 1 Pick a button.  2 Find all the buttons that share an attribute. 3 Say what that attribute is.  <p>"All of these have 2 holes." "All of these have 4 holes."</p> </div> <p>evaluation or final comment (optional)</p> <p>Language:</p> <div data-bbox="519 798 909 1008">  <p>precise imperative verbs</p> </div>
<p>Joint Construction 10 minutes</p>	<p><i>Let's practice using precise imperative verbs! We are all going to get a chance to give one direction to the group. For example, I am going to start by saying "Stand on the perimeter of the rug." My precise imperative verb is "stand."</i></p> <p>Guide the children to stand on the perimeter of the rug.</p> <p><i>Sometimes you can give clear enough directions with just the verb, like "jump." Other times you might need to add a few more words, like "look at the clock." Think about the direction you might give your classmates. It has to start with an imperative verb, and we have to be able to do it from our spots on the rug. I will go around the circle and give each person a chance to try. If you'd rather not have a turn, you may say "Pass."</i></p> <p>Go around the circle, having children give directions using precise imperative verbs. Encourage children to begin with the verb. Some possibilities include: tap your nose, stomp, shake, clap, count to 10.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned what makes procedures bossy—the verbs! Tomorrow we will tell procedures.</i></p>

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> <p>L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>
Ongoing assessment	<p>Reflect on the whole group work.</p> <p>Do the children use verbs that are precise?</p> <p>Do they understand the use and form of imperative verbs?</p> <p>What are their confusions?</p>

Notes



Writing U3 W1 D3