

WEEK 7 Day 3

Writing Procedure
Individual Construction

Content Objective	I can write a procedure.
Language Objectives	I can begin steps with precise imperative verbs. I can include adjectives and adverbs to make my procedure more precise.
Vocabulary	materials: the items needed to complete a procedure procedure: a genre of writing whose purpose is to give directions to accomplish a goal steps: the actions taken to complete a procedure
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s drawing and writing books and writing folders ● procedure Materials sheets, one copy for each child, plus a few extra ● procedure Steps sheets, 2-3 copies for each child ● 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> <ul style="list-style-type: none"> ● Procedure Observation Tools, from Week 5, Day 4 ● Thinking and Feedback visuals ● sticky notes, for recording suggestions and inspirations
Opening 1 minute	<i>Yesterday during Writing you made a plan for your procedures. Today you will begin writing!</i>
Individual Construction 19 minutes	Show the procedure Materials sheet. <i>This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.</i> Show the procedure Steps sheet.

	<p><i>These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.</i></p> <p><i>When you begin writing, you might find it easier to list the materials; or, you might find it easier to begin writing the steps. You can start writing either one. When you write today, you will work in the Center where the materials you need are located. That way, if you get stuck, you can try out what you are writing. For example, if you are writing a procedure for building with Beautiful Stuff, and you are not sure what the next step should be, you can take out Beautiful Stuff and try it out.</i></p> <p><i>Before you get started, you will tell your procedure to your partner. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.</i></p> <p>After children tell their procedures to their partners, send them with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Procedure Observation Tool. These notes will be used to plan future lessons.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p>Have the children put away their papers in their writing folders.</p> <p>After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs.</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>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>Ongoing assessment</p>	<p>As children write, take notes on the Procedure Observation Tools.</p>