

WEEK 8 Day 5

**Writing Procedure**  
Presentation and Celebration

<b>Content Objective</b>	I can try out and respond to a procedure.
<b>Language Objective</b>	I can describe my experience following my classmate’s procedure.
<b>Vocabulary</b>	<b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s procedures</li> <li>● Presentation and Celebration Plan chart paper, from Day 4</li> <li>● sticky notes, one pad in each area</li> <li>● pencils, 4-5 in each area</li> </ul>
<b>Opening</b> 5 minutes	<p><i>Today we have a lot to celebrate! You have all worked so hard to write a procedure, and today you will try out and respond to each other’s work.</i></p> <p>Review the areas of the classroom where each procedure is located. <i>When you get to the procedure you want to try, you will read it through first so you know what to do. If you have any questions, you can ask a friend at the same center, or you can quickly ask the author. Then, you will collect all of the materials you need. After you have your materials, try out the steps!</i></p> <p><i>When you finish, there are sticky notes and pencils in each area. You will write something to the author about their procedure. And stick it to the back. Did you enjoy it? Was it easy to follow? Would you recommend it to someone else? Share a response with the writer.</i></p>
<b>Trying out Procedures</b> 20 minutes	Using classroom routines for choosing Centers, dismiss children to read and try out each other’s procedures. As time allows, let children try out one or more procedures.

<b>Closing</b> 5 minutes	Bring the class back together. Invite the children to describe what it was like to follow a classmate’s procedure, and to share appreciations for each other’s work.
<b>Standards</b>	<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. <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	Reflect and make notes about the unit. What did children understand about the purpose, structure, and language of procedure? What is still challenging? What might I do differently next year?

**Notes**