WEEK 5   Day 1

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Writing Procedure
Joint Construction: Planning

Deconstruction: Images

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Content Objective	I can explain the role of images in procedures.
Language Objective	I can respond to my classmate's recommendations for our class procedure.
Vocabulary	**audience**: an individual or group for whom a piece of writing is composed **image**: a representation of something in the form of a drawing, photograph, etc. **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **purpose**: the reason for doing or creating something **stages**: the parts of a piece of writing **steps**: the actions taken to complete a procedure
Materials and Preparation	● photographs of children's structures inspired by our town/neighborhood, from Week 1 Blocks, projected for all to see ● Sentence Frames for Discussion chart ● Procedure mentor texts, from Week 5, Day 1 ● "Score and Slip," from the Week 1 Art Studio ● *Yoga Pretzels*, Tara Guber and Leah Kalish, Double Boat card (or Boat, if children do not have experience with partner poses)
Opening 1 minute	*Last week we learned about the purpose and stages of procedure. This week and next we are going to work together to write our own class procedure.* *In Blocks, you have been building structures inspired by our town/neighborhood. Other Kindergarten classes are doing the same thing, and they might like to learn from us how to do it. We will*

	write a procedure together to give to another Kindergarten class so they can get ideas for building inspired by Boston. We can also leave our procedure for Kindergarten students to use next year.
Joint Construction 13 minutes	*Let's look at photos of your structures for inspiration. We will choose one to build together and write a procedure giving directions for how to build it.* Show and briefly discuss the structure photographs. Then, invite children to recommend a structure for the class procedure, providing a rationale for why the class should choose that particular structure. After each recommendation, facilitate a class discussion using the Sentence Frames for Discussion. Decide together which structure to replicate and write about.
Deconstruction 15 minutes	With children seated on the perimeter of the rug, lay out the procedure mentor texts (including "Score and Slip") in the middle of the rug, so that they are visible to all. *Let's look at the procedures we tried out last week. When you tried out the procedures, did you look at the images, read the words, or both?* *Many of you used the images to help. Images are very important in procedures. They help the reader understand exactly what to do.* *I'm going to read the steps on one of our yoga cards, and we'll see if we can do the pose without looking at the images.* If you are using Double Boat, help children find partners. Without showing any images, read the title and steps on the card, while children try to follow along. Briefly reflect on the experience; then repeat the process while showing images. Guide children to reflect on their experiences. Discuss as a class how the images clarify the procedure, making it easier to follow.
Closing 1 minute	*When we write our class procedure, we will include both images and words.*
Standards	**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information

	about a topic. **SL.K.1b.** Continue a conversation through multiple exchanges.

Ongoing assessment	Reflect on the whole group discussion.
	    What rationales do children provide for their choice of structure?
	    What do children understand about the role of images in
	    procedure? What are their confusions?

Notes