

WEEK 6 Day 3

Writing Procedure
Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.K.2)
Language Objective	With my class I can write steps using precise imperative verbs. (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 anchor chart, from Week 5, Day 1 ● photos from Day 2, printed ● chart paper and tape <p style="margin-left: 20px;">At the top of the chart paper, write Steps.</p> <ul style="list-style-type: none"> ● pencils ● half sheets of paper, one for each step <p>Children will work in small groups to write directions for a step in the procedure. Consider assigning children to these groups ahead of time. Note that the class will write the first step together, and children should be grouped to write the remaining steps.</p>
Opening 1 minute	<i>Yesterday we built our structure together and photographed each step. Today we will write the words to go with our steps.</i>
Joint Construction 28 minutes	<p><i>First, let's review our photos and put them in order.</i></p> <p>Lay out the photos on the rug and work together to put them in order. Write numbers on the back of each photo to indicate the sequence.</p>

	<p>Tape the first photo to the Steps chart. <i>Next to our first photo, I am going to write "1," for step one.</i></p> <p>Refer to the Procedure anchor chart. <i>Remember, we learned that steps should begin with precise imperative verbs. What could this first step say?</i></p> <p>Harvest several ideas. Choose a response and write the step together, using shared writing.</p> <p><i>Now you will work together in small groups to write the rest of the steps. You will get a half sheet of paper, a pencil, and one of the photos.</i> <i>First you will copy the number from the back of the photo onto the paper.</i> <i>Then say the step out loud.</i> <i>Finally, write a step that matches this photo, beginning with a precise, imperative verb.</i></p> <p>Assign steps to be written by small groups. Distribute writing materials, printed photos, and half sheets of paper. Circulate and support children as they write the steps.</p>
<p>Closing 1 minute</p>	<p><i>Today we wrote the steps in our procedure. Tomorrow we will try out the steps and revise them, to make them even better.</i></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>L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>
<p>Ongoing assessment</p>	<p>Review children’s steps.</p> <p>Do the words of the steps match the photographs?</p> <p>Do children choose precise verbs?</p> <p>Do children begin steps with imperative verbs?</p>

Notes