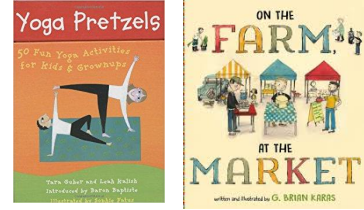


Unit 4: Communicating with Sound and Light



WEEK 1 Day 3

**Writing Procedure**  
 Deconstruction: Verbs and Adverbs  
 Joint Construction: Steps

<b>Content Objectives</b>	With my class I can write the steps in a procedure. (W.3.1.b, W.3)
<b>Language Objective</b>	With my class, I can write steps using precise imperative verbs and adverbs. (L.1.1.i, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
<b>Vocabulary</b>	<p><b>steps:</b> the actions taken to complete a procedure</p> <p><b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal</p> <p><b>precise:</b> exact; specific</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>imperative verb:</b> verb that gives directions</p> <p><b>adverb:</b> a word or phrase used to describe a verb</p> <p><b>materials:</b> the items needed to complete a procedure</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Procedure anchor chart, from Unit 1, Week 2, Day 1</li> <li>● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Cobra card</li> <li>● pairs' jointly constructed Steps, from Day 2</li> <li>● chart paper and marker, for joint construction</li> <li>● <i>On the Farm, At the Market</i>, G. Brian Karas</li> </ul>
<b>Opening</b> 1 minute	<i>Today we will use the steps you wrote in pairs yesterday to write our own procedure for making cheese. First, though, we will review the language of procedure steps.</i>
<b>Deconstruction</b> 10 minutes	<p>Refer to the Procedure anchor chart.</p> <p><i>When we learned about procedure at the beginning of the year, we learned that procedures need to include precise language, so that the reader knows exactly what to do.</i></p>

	<p>Show the front of the Cobra card.</p> <p><i>Let's do this pose together. As we go through the pose, listen for the <b>verbs</b>—the words that tell us what actions to do.</i></p> <p>Complete the pose together.</p> <p><i>Let's look closely at the first step of this procedure.</i></p> <p>Read the first step, beginning with the verb. (Skip the description, "I am long and strong.")</p> <p><i>What is the verb here? What are the authors telling us to do? [lie]</i></p> <p><i>Right—the verb here is "lie."</i></p> <p><i>Remember, procedures have special verbs that are very bossy, called <b>imperative verbs</b>. These verbs tell people what to do, like "lie," "place," "lengthen," "lift," and "open."</i></p> <p><i>There is also information in this step that describes where and how to complete it. After "lie" it says, "on your belly." This phrase describes where we should lie. It also says, "head on hands," which describes how we should lie. As we learned before, these words to describe how and where to do each action are called <b>adverbs</b>.</i></p>
<p><b>Joint Construction</b> 18 minutes</p>	<p>Make sure that the pairs from Day 2 are sitting together, and distribute each pair's steps.</p> <p><i>Now we are going to work together as a class to write our procedure. Before we start, review your steps with your partner. Talk about each one, and put them in the order you think makes the most sense.</i></p> <p>Allow children several minutes to review and order their steps.</p> <p><i>What should be the first step in our procedure?</i></p> <p>Harvest one pair's idea.</p> <p><i>Does everyone agree, or does someone think a different step comes first?</i></p> <p><i>I am going to write the number 1 on our class procedure. How should we write the words for this step? Remember, the step should begin with an imperative verb.</i></p> <p>Harvest the children's ideas and write the step. If they do not include adverbs, prompt them by asking "how" and "where." Reference <i>On the Farm, At the Market</i> as needed to verify the order of steps and the details about how to complete them.</p> <p><i>If you and your partner had this step in your hands, put it on the</i></p>

	<p><i>floor in front of you. This way we can keep track of the steps we have written and make sure we don't forget anything.</i></p> <p>Repeat the process to write each of the steps in the class procedure.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we will work together to add materials to our procedure.</i></p>
<p><b>Standards</b></p>	<p><b>W.3</b> Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>L.1.1.i</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class work.</p> <p>What do they children understand about imperative verbs? Adverbs?</p> <p>Do they suggest precise, imperative verbs to begin steps? How much support do children need to suggest adverbs that answer “Why?” and “How?”</p>

<p><b>Notes</b></p>
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