



WEEK 2 Day 2

Writing Procedure
Joint Construction

Content Objective	With my class, I can complete a procedure. (W.1.2)
Language Objective	I can discuss each step in a procedure. (SL.1.1)
Vocabulary	<p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>directions: instructions</p> <p>accomplish: complete successfully</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>steps: the actions taken to complete a procedure</p> <p>materials: the items needed to complete a procedure</p> <p>audience: an individual or group for whom a piece of writing is composed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Kapla blocks ● <i>Kapla Art Book</i>, volume 4 (beige) ● device for taking photos (laptop, iPad, phone, camera)
Opening 1 minute	<p>Gather the children on the perimeter of the rug.</p> <p><i>Yesterday we began learning about procedure, a genre of writing whose purpose is to give directions to accomplish a goal. Next week each of you will write a procedure for your classmates to follow during Studios. Before you write on your own, we will write a procedure together as a class.</i></p>

<p>Joint Construction 28 minutes</p>	<p>Show the Kapla blocks. <i>Last week you began exploring Kapla blocks during Studios. We will use these throughout the year.</i></p> <p>Hold up <i>Kapla Art Book</i>, volume 4. <i>In this book, you can find ideas for things to build. For example, there are short procedures for building animals.</i></p> <p>Show the butterfly. <i>I thought it would be really fun to build this butterfly together! What do you notice about this procedure? Think, Pair, Share.</i></p> <p>Review the routine for Think, Pair, Share, as necessary. After children share with each other, harvest several ideas.</p> <p><i>This procedure looks a little different than the other ones we've looked at. It includes images, just like the Tree card and Build It directions, but there are no words. It also looks like there are only a few steps included, and no materials.</i></p> <p><i>Whenever we write this year, we will write for a particular audience. Second grade students have Kapla blocks, but they don't have this book to show them how to build animals, so I think it would be very helpful if we wrote this procedure to give to them. Second graders will be our audience.</i></p> <p><i>Let's work together to write a procedure that includes all of the steps and materials needed to build this butterfly. Today we'll build it together. As we complete each step, I will take a picture so that we can use the images as we write our procedure. Tomorrow we will review our photos and start adding words.</i></p> <p>Build the butterfly, following the instructions in the book. Discuss as a class what should be done, step by step. Guide the conversation by asking questions, such as</p> <p><i>What should we do first?</i> <i>What do you think is next?</i> <i>How many blocks should we use?</i> <i>Where should those blocks go?</i></p> <p>Have children take turns adding blocks to the structure. Each time several blocks are added, take a picture.</p>
<p>Closing 1 minute</p>	<p><i>Today we began writing a procedure for building a butterfly with Kapla blocks. Tomorrow we will review our images and begin adding words to our procedure.</i></p>

Standards	W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Reflect on the class work. How much support do children need to carry out the procedure? Can they easily determine and articulate the missing steps?

Notes

