

WEEK 2 Day 4

Writing Procedure
 Deconstruction: Adverbs
 Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.1.2, W.1.4)
Language Objective	With my class, I can add adverbs to make steps more precise. (L.1.1a, L.1.1g)
Vocabulary	<p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>imperative verb: verb that gives directions</p> <p>adverb: a word or phrase used to describe a verb</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Triangle card ● Procedure anchor chart, from Day 1 ● Procedure anchor chart images: adverbs card ● jointly constructed procedure, from Day 3 <p>Before the lesson, attach the photos and children’s steps to the chart, in order.</p>
Opening 1 minute	<i>Yesterday we learned that it is important to use precise language when writing procedures. When a procedure has precise language, it can be followed successfully. We talked about using precise imperative verbs, and today we are going to look at another type of word that make procedures precise, adverbs.</i>
Deconstruction 10 minutes	<p><i>Let’s try out another yoga pose: Triangle.</i></p> <p>For the children’s first try at the pose, do not show the illustrations on the card or demonstrate how to do the pose. Read only the following words for each step.</p>

	<ol style="list-style-type: none"> 1. Jump your feet. 2. Turn right foot and left. 3. Tilt and stretch arms. 4. Lower your hand. <p>Show the Triangle card while the children hold their positions. <i>Let’s check the card to see if our bodies match what the card shows. What do you think? Why don’t our bodies look like the illustration?</i></p> <p><i>OK, let’s try it again.</i></p> <p>Do the Triangle pose again, this time reading all of the steps fully.</p> <p><i>What was different about the second time?</i></p> <p><i>The first time we tried this yoga pose, I didn’t show you the illustrations, and I left out some of the words. The words that I didn’t read the first time were the words that describe where and how to complete each step. These words are called adverbs.</i></p> <p><i>Let’s go back to Step 1. The first time, I only said “jump your feet,” so it makes sense that you all jumped up. The word that I left out gives more information about how and where to jump. It says “Jump your feet apart.” That missing piece, “apart,” is the adverb, and it is very helpful in making the procedure more precise.</i></p> <p><i>Let’s add this language feature, adverbs, to our Procedure anchor chart.</i></p> <p>Add the adverbs card to the Language section of the Procedure anchor chart.</p>
<p>Joint Construction 18 minutes</p>	<p><i>Let’s review the steps we wrote in our procedure yesterday. We’ll read each one to make sure it makes sense and to see if we included any adverbs.</i></p> <p>Read the steps one at a time. Ensure that the steps make sense. Then ask questions such as “Where?” and “How?” to elicit words and phrases that provide precise instructions. For example, a step such as “Place two blocks” needs the additional information “on the floor, with the short ends touching” to be precise about where and how the blocks are to be placed. Together with the children, revise each step as necessary.</p> <p>Continue writing any remaining steps to accompany the photos, being sure to begin each with an imperative verb and to include adverbs that answer “Where?” and “How?”</p>
<p>Closing</p>	<p><i>Today we learned that adding adverbs makes steps more precise.</i></p>

1 minute	<i>Tomorrow we will continue writing together.</i>
Standards	<p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.1.1a. Produce and expand simple and compound sentences.</p> <p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p>
Ongoing assessment	<p>Reflect on the whole group work.</p> <p>What do the children understand about adverbs?</p> <p>What do they understand about the function of adverbs in procedures?</p> <p>How much support do children need to suggest adverbs that answer “Why?” and “How?”</p>

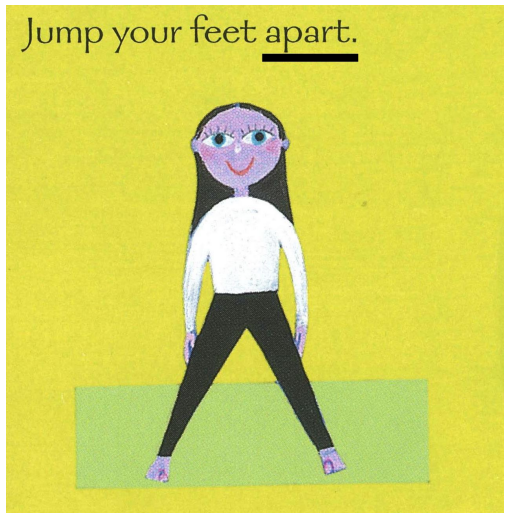
Notes



Writing U1 W2 D4

Procedure anchor chart images

language



adverbs that describe how and where

Writing U1 W2 D4