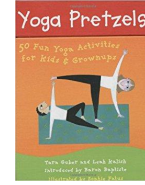
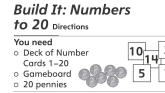


Unit 1: Building Strong Communities

WEEK 3 Day 1



## Writing Procedure

Deconstruction and Joint Construction: Title and Goal  
Joint Construction: Verbs

<b>Content Objective</b>	With my class I can write the title and goal for a procedure. (W.3.1.b, Standard W.2)
<b>Language Objective</b>	With a small group I can write and draw precise imperative verbs related to a topic. (Standard L.4, SL.1.1)
<b>Vocabulary</b>	<p><b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal</p> <p><b>materials:</b> the items needed to complete a procedure</p> <p><b>steps:</b> the actions taken to complete a procedure</p> <p><b>title:</b> the name of a piece of writing</p> <p><b>goal:</b> aim; objective; what someone wants to accomplish</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Procedure anchor chart, from Day 1</li> <li>● Procedure mentor texts: <i>Yoga Pretzels</i>, “Build It: Numbers to 20,” <i>Kapla Art Book</i>, volume 4 (beige)</li> <li>● jointly constructed procedure, from Day 3</li> <li>● chart paper, 4 sheets</li> </ul> <p style="margin-left: 20px;">Write a different heading at the top of each sheet of chart paper: Art, Building, Drama, Yoga.</p> <ul style="list-style-type: none"> <li>● drawing and writing tools</li> </ul>
<b>Opening</b> 1 minute	<i>Today we are going to complete our class procedure, and you will begin your own procedures!</i>
<b>Deconstruction</b> 5 minutes	<p>Refer to the Procedure anchor chart.</p> <p style="text-align: center;"><i>We have been working on the materials and steps for our procedure. Now, let’s go back and write the title and goal.</i></p>

	<p>With children seated on the perimeter of the rug, lay out the procedure mentor texts in the middle of the space so that they are visible to all.</p> <p><i>Procedures begin with goals that tell what the procedure is about. Often a goal is included in the title. Let's take a look at the different titles and goals in our procedure mentor texts.</i></p> <p>Review the titles and goals from several procedures, discussing with children how they introduce what the procedures are about.</p>
<p><b>Joint Construction</b> 5 minutes</p>	<p>Show the jointly-constructed procedure.</p> <p>Think, Pair, Share.</p> <p><i>Let's choose a title and goal for our procedure. What is our procedure about? What do we want second grade students to do?</i></p> <p>Harvest the children's ideas. Then write the title and goal together.</p>
<p><b>Joint Construction</b> 12 minutes</p>	<p><i>Now you are going to begin planning for your own procedures. Each of you will be writing a procedure for how to make or do something at a studio.</i></p> <p>Refer to the Procedure Verbs chart.</p> <p><i>Your Studios choices are Art, Building, or Drama; you can also choose Yoga. Think about which you would like to write a procedure for. Today you will meet with a small group of classmates writing about the same topic, and you will think of verbs that you could use to write your procedure in that area. For example, if you are in Art, you might write and draw verbs such as "cut" or "glue."</i></p> <p>On the board, model writing "cut" and drawing a pair of scissors cutting a piece of paper.</p> <p>Group children according to their topic choices. Send them in small groups to draw and write verbs on the appropriate chart paper. As they work, circulate to support them.</p>
<p><b>Closing</b> 6 minutes</p>	<p>Bring the class back together. Have groups quickly share their collections of verbs.</p> <p><i>Today we completed our class procedure, and you began working together to generate verbs for your procedures. Tomorrow you will begin writing the steps in your procedures.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>Standard L.4</b> Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or</p>

	<p>clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the whole group work.</p> <p>Do the title and goal accurately introduce the procedure?</p> <p>Observe and take notes during small group work.</p> <p>Do the children generate precise verbs?</p> <p>Are they related to the topic?</p> <p>Do they understand the use and form of imperative verbs?</p> <p>What are their confusions?</p>

**Notes**

