

WEEK 5 Day 4

**Writing Procedure**  
 Joint and Individual Construction: Telling Procedures

<b>Content Objective</b>	I can tell a procedure using imperative verbs. (W.K.2, L.K.1a)
<b>Language Objective</b>	I can ask questions to understand my partner. (SL.K.3)
<b>Vocabulary</b>	<p><b>accomplish:</b> complete successfully</p> <p><b>directions:</b> instructions</p> <p><b>goal:</b> aim; objective; what someone wants to accomplish</p> <p><b>imperative verb:</b> verb that gives directions</p> <p><b>precise:</b> exact; specific</p> <p><b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal</p> <p><b>purpose:</b> the reason for doing or creating something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Procedure anchor chart, from Day 1</li> <li>● materials for telling and trying out different types of procedures:                             <ul style="list-style-type: none"> <li>○ Art: paper, pencils, crayons, play doh</li> <li>○ Building: blocks</li> <li>○ Math: buttons, cubes, counting bears</li> </ul> </li> </ul> <p>Before the lesson, decide how children will be paired and how they will be assigned to different types of procedures (children’s choice or teacher’s choice). In addition, prepare for where each group will work (perhaps the Art Studio and Building Center for Art and Building, a table for Math, and the rug for Yoga/movement).</p> <ul style="list-style-type: none"> <li>● Procedure Observation Tool, one copy for each child</li> </ul>
<b>Opening</b> 1 minute	<i>Yesterday we used precise imperative verbs to tell mini procedures. Today we will tell more procedures.</i>
<b>Joint Construction</b> 8 minutes	<i>Remember, the <b>purpose</b> of procedures is to give directions to accomplish a goal. Your goal is to get me to walk from here to [choose a location in the classroom]. What should I do first?</i>

	<p>Have the children give directions and follow the procedure exactly. Guide them to clarify the steps if they lead to an action they did not expect. For example, if they say to walk and don't specify for how many steps or in which direction, continue walking, even if it means bumping into something. Add any helpful noticings to the Procedure anchor chart.</p> <p>After the first attempt, reflect with the children about any problems that came up and discuss how to fix them. Emphasize that procedures need to include all steps, in order, and that the steps need to be clear, including how far to walk, and in what direction.</p> <p>Try again. This time, model asking questions about steps that are not clear. After, reflect on the changes children made to their language to clarify the procedure.</p>
<p><b>Individual Construction</b> 15 minutes</p>	<p><i>Now it's your turn to tell procedures! We will have four different areas for telling and trying out procedures. In Art, you can tell a procedure about how to draw something or how to make something with play doh. In Building, you can tell a procedure about how to build something. In Math, you can tell a procedure about playing a Math game, or a strategy for counting. In Yoga, you can tell a procedure for doing a yoga pose, or for another type of movement.</i></p> <p><i>One partner will tell first, and the other will try first. Then you will switch. If you are the teller, when you get to your area, think about what your goal is—what you want your partner to do. Then think about which steps your partner should take. Tell each step starting with an imperative verb.</i></p> <p><i>If you are the one trying the procedure and something doesn't make sense, ask a question—just like I did the second time you told me how to walk across the room.</i></p> <p>Assign children partners and send them to the various areas of the room to work. As they tell their procedures, circulate to support them and to take notes on the Procedure Observation Tools.</p>
<p><b>Closing</b> 6 minutes</p>	<p>Bring the class back together. Ask children to reflect on their experiences and share what trends you noticed. Add any relevant reflections to the Procedure anchor chart.</p>
<p><b>Standards</b></p>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>SL.K.3.</b> Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.</p>

	<b>L.K.1a.</b> 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.
<b>Ongoing assessment</b>	Using the Procedure Observation Tool, listen for and make note of how children tell procedures. Do they name the materials needed? Do they include all steps, in order? Do they use precise imperative verbs?

**Notes**



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