



## Writing Procedure

### Joint Construction: Try and Revise Steps

<b>Content Objective</b>	I can revise a procedure with my class.
<b>Language Objective</b>	With my class I can answer the questions how? and where? to add adverbs to steps.
<b>Vocabulary</b>	<p><b>adverb:</b> a word or phrase used to describe a verb</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>revise:</b> to make changes to writing</p> <p><b>steps:</b> the actions taken to complete a procedure</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Procedure anchor chart, from Week 5, Day 1</li> <li>● jointly-constructed steps, from Day 3</li> <li>● blocks necessary for building the structure</li> <li>● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Dragon card</li> </ul>
<b>Opening</b> 1 minute	<p><i>Today we will try out the steps we wrote yesterday, and we will revise them to make them more precise.</i></p>
<b>Joint Construction</b> 28 minutes	<p>Refer to the Procedure anchor chart.</p> <p><i>When we first learned about procedures, we learned two things about their steps. One is that each step begins with a precise imperative verb. Remember those bossy verbs? Let's review our procedure to make sure each step begins with a precise, imperative verb.</i></p> <p>Review each step to make sure it begins with a precise imperative verb (for example, place, balance). If the step does not begin with a precise imperative verb, work together as a class to revise. For example, have children try out a step beginning with "put" to find a more precise verb.</p>

	<p><b>Adverbs</b> are other words and phrases that make steps more precise. Show the Dragon card.</p> <p><i>Remember when we tried doing this pose without any adverbs? We didn't know what to do! When we tried it again with the adverbs, they told us how and where to do the actions in each step.</i></p> <p><i>Let's go back to our procedure and add adverbs that describe how and where.</i></p> <p>Read the first step and have children follow it. Pause to decide whether the step includes adverbs that describe how and where to do it. If not, ask children "how?" and "where?" and decide as a class which adverbs to add to make the step more precise. Repeat this process with each step.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we revised the steps in our procedure, making sure they included precise imperative verbs and adverbs. Tomorrow we will begin to write the materials for our procedure.</i></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>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</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> <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.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the whole group work.</p> <p>What do the children understand about the function of precise imperative verbs in procedure? How do they apply that knowledge to reviewing and revising the class procedure?</p> <p>What do the children understand about the function of adverbs in procedure? How do they apply that knowledge to reviewing and revising the class procedure?</p>

**Notes**