



Documenting a Process

Standard Connection:

ELA.SL.PK4.5
ELA.RL.PK4.4a
M.CC.PK4.4
M.CC.PK4.5
S.PS.PK4.3b
SS.FC.PK4.6b
SS.FC.PK4.9
PD.FM.PK4.1
PD.FM.PK4.4

Enduring Understanding(s):

- Friends usually share and help one another.

Essential Question(s):

- How do you relate and communicate your thoughts, feelings, and needs to others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>The Little Red Hen (Makes a Pizza)</i> "How to Make a Paper Airplane" (see Resource) pre-stapled blank books drawing paper writing/drawing utensils chart paper word cards with basic sequence words (<i>first, next, last</i>) examples of classroom documentation 	<p>process: doing something in order</p> <p>first: before any other</p> <p>next: nearest</p> <p>last: coming after all others in place</p> <p>instructions: how to do something</p> <p>order: sequence of things</p> <p>document: anything serving as proof</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>The Little Red Hen (Makes a Pizza)</i> , first , Hen purchased ingredients. Next , she mixed the ingredients together. Last , she baked them in the oven and ate pizza with her friends. Doing things in order , like Hen did, is following a process . What do you notice?"	<p>Show illustrations.</p> <p>Children respond.</p>
"In 'How to Make a Paper Airplane', Samky documented the process of making a paper airplane. She wrote and illustrated instructions for what to do first, next, and last . What do you notice?"	<p>Show illustrations.</p> <p>Children respond.</p>
"Why is documenting a process helpful?"	<p>Children respond. Show examples of classroom documentation (child-made how-to books, documentation panels, etc.)</p>
"Today, in Creative Writing, you can use these materials to document a process . Use numbers to show what happens first, next, and last . You can draw pictures to illustrate your process ."	<p>Show materials.</p> <p>Model writing numbers in sequence.</p>

During Centers:

Compare and contrast How to Make a Paper Airplane, children's how-to books, and children's documentation of their processes. Have children draw steps on individual pieces of paper and sequence the drawings. Encourage children to think about classroom processes (arrival, dismissal, lunch, or nap). Encourage children to count how many steps are in their process, and support children in writing numerals.

Guiding Questions during Centers:

- How is documentation of a process similar to or different from a recipe?
- When is doing things in order helpful/important?
- What do you think happened next in *The Little Red Hen (Makes a Pizza)* after the dog, the cat, and the duck washed the dishes?
- What makes following a process easy or difficult?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Encourage children to research directions and instructions (a visual for handwashing steps, assembly steps for LEGOs, etc.).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide pictures for students who may not be able to draw the steps to sequence. Allow them to talk about each step and put them in order.