**Lesson Title:** Procedural Writing: How To Do a Fire Drill

**Grade:** Preschool

**Teacher:** Sarah

**Standard(s):** [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Content/Language Objective:** TLWBAT contribute to the creation of a class “How to do a Fire Drill” text.

**Assessment:** Students will be given a “✓” if they contributed ideas for the class text.

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| Key Vocabulary | Materials |
| * How To * Introduction * First * Next * Last * Conclusion | * Chart paper * Markers |

**Getting Started:** *(how am I going to get their attention? How am I going to link it to their previous knowledge/backgrounds?)*

Remember when we did a fire drill? We talked about how you do a fire drill and then we practiced by lining up and going outside to our safe spot. “You have learned to write a lot of fun kinds of writing, like stories, lists, and reports about animals. Sometimes, authors write about how to do something so others can read about it and do it. That’s what we are going to do today.” (Melanie)Remember when you wrote a How To with Melanie about how to dance? Today, We are going to write about “how to” list about doing a fire drill, so other kids can learn how to do one too!

**Lesson Sequence:**

1. Before we write down how to do a fire drill, we need to tell our readers what they are going to read about. That’s called an introduction. Why do we do fire drills? Because we want to be safe. Is fire safe? NO! Our introduction will be “How to do a Fire Drill and be safe” (Have children read as I write.)
2. One of the most important things about writing a “how to” list is that you have to think about what you do first. If you were going to tell your friends what they need to do first in a fire drill, what would you say? (Allow children to make suggestions. There may be some disagreement that needs to be negotiated.)
3. Now that we agree, I’m going to write a number 1 and then next to it, I’ll write that first step (draw an illustration to correspond with the text).
4. Now we have to think about what we did next. (Ask children what we did after the first thing then follow the above steps.)
5. Okay, now we are ready for the last thing we did. (Continue steps above.)
6. Now, although that was the last thing we did, our list needs a conclusion. For our conclusion, I’m going to write, “Now you know what to do if there is a fire!”

**Closure:**

Once the text is constructed, read it chorally and then have children stand and follow the directions. Wow, we wrote such a great How To Do a fire drill! Today, I want you to write about what you learned about Fire Drills and being safe!

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| **Lesson Features for English Language Learners**  *(Highlight)* | | |
| **Preparation** | **Scaffolding** | **Group Options** |
| Adaptation of content | Modeling | Whole class |
| Links to background | Guided practice | Small groups |
| Links to past learning | Independent practice | Partners |
| Strategies incorporated | Comprehensible input | Independent |
|  |  |  |
| **Integration of Processes** | **Application** | **Assessment** |
| Reading | Hands-on | Individual |
| Writing | Meaningful | Group |
| Speaking | Linked to objectives | Written |
| Listening | Promotes engagement | Oral |
| Viewing |  |  |

**Preparation:**

*Adaptation of Content:* Have you adapted the content of this lesson for English Language Learners or different learning styles?

* Since this is students’ first introduction to this genre, the entire lesson is a model

*Links to Background*: Have you linked this lesson to students’ personal backgrounds (community events, family events, cultural elements).

* Text is written about a personal experience

*Links to Past Learning*: Have you linked this lesson to students’ previous learning experiences?

* New genre linked to previous genres

*Strategies Incorporated*: Have you incorporated strategies to help all learners, especially English Language Learners? (Strategies may include visuals, real objects, video, slowing your pace of language, choral reading/singing, linking between languages, etc.)

* Explicit modeling
* Illustrations to support text
* Physical enactment of text

**Scaffolding:**

*Modeling*: Will you model something in this lesson so students know how to accomplish the task/goal?

* Yes- writing a how to do a fire drill.

*Guided Practice*: Will students practice with teacher guidance a particular task or skill?

* Yes! Shared writing and reading of text

*Independent Practice*: Will students work independently on a particular task or skill?

* No

*Comprehensive Input*: Did you consider the students’ academic, social, and emotional development when designing your talk and the activities in this lesson?

* Yes! The fire drill was very interesting for the students.

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| **Class List Assessment Sheet** | | | | | | | |
| **Names** | **Lessons/Progress** | | | | | | |
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