

## Unit 4: Communicating with Sound and Light

### WEEK 3 Day 2

#### Writing Procedure

##### Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of procedure: to give directions to accomplish a goal.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of procedure. (W.2, W.2.1.a, W.3.1.b)
<b>Language Objectives</b>	I can discuss with a partner or small group how my writing should be revised. (SL.1.1)  I can revise my procedure to include precise language. (W.3.1.a, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
<b>Vocabulary</b>	<b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal <b>revise:</b> make changes to writing <b>publish:</b> to prepare writing for an audience <b>audience:</b> an individual or group for whom a piece of writing is composed <b>feedback:</b> specific, helpful suggestions given to improve work <b>materials:</b> the items needed to complete a procedure <b>steps:</b> the actions taken to complete a procedure
<b>Materials and Preparation</b>	These materials will be used during Days 2-3 this week. <ul style="list-style-type: none"><li>● Procedure Observation Tools</li></ul>

	<p>Before the lesson, review the children’s Procedure Observation Tools and Procedure Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two groups to meet on Day 2 and two groups to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> <li>● writing tools</li> <li>● children’s writing folders, including procedures</li> <li>● procedure Materials and Steps sheets, copies as needed for adding missing parts</li> <li>● Procedure mentor texts: <i>Yoga Pretzels</i>, “How Many Am I Hiding?,” <i>Chik Chak Shabbat</i>: Cholent recipe, jointly constructed procedure</li> <li>● Procedure anchor chart, from Unit 1, Week 2, Day 1</li> </ul> <p>For Small Group instruction:</p> <ul style="list-style-type: none"> <li>● Procedure anchor chart, from Unit 1, Week 2, Day 1</li> <li>● materials needed for completing procedures</li> <li>● Procedure Verbs chart, from Week 1, Day 5</li> </ul> <p>For Publishing:</p> <ul style="list-style-type: none"> <li>● procedure Materials and Steps sheets, copies as needed for publishing</li> <li>● system for keeping track of work shared</li> </ul> <p>Choose one child who would like to share a procedure, preferably a child who has not yet shared his work.</p>
<p><b>Opening</b> 5 minutes</p>	<p><i>We have learned a lot about procedures, we wrote a procedure together as a class, and you wrote your own procedures! I am very excited for Kindergarten students to try out your procedures. This week you are going to revise and publish your work to get it ready for your audience.</i></p> <p><i>During the last few days, you tried out procedures with a partner and gave each other feedback. Today you will use that feedback to make your procedure even better.</i></p> <p><i>If you need to add a new material or step to your procedure, get a new sheet of paper to write that part.</i></p>
<p><b>Individual Construction</b> 20 minutes,</p>	<p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish materials and steps, by</p>

concurrent with Small Group instruction	copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new sheets. On Day 4 children will assemble all of the parts of their procedures into books or posters.
<b>Small Group Possibilities</b> 20 minutes, concurrent with Individual Construction	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of procedure taught during the unit. The following are suggestions.</p> <p><u>Stages</u> Review the lesson from Week 1, Day 1. Refer to the Procedure anchor chart. Remind children that procedures include a goal, materials, and steps. Support children with adding parts that are missing, or with putting materials and steps in a logical order. As necessary, have children use materials to support their writing.</p> <p><u>Verbs</u> Review the lesson from Week 1, Day 3. Have children underline the verbs in their writing. In the small group, refer to the Procedure Verbs charts to get ideas for precise imperative verbs. Replace verbs to make the steps more precise. If children are having trouble, have them dramatize each step, possibly using materials, to identify the action needed to complete the step.</p> <p><u>Adjectives</u> Review the lesson from Week 1, Day 4. Remind children that adjectives make materials more precise by telling how much and what kind. Have children collect the materials for their procedure and try to answer How many? and What kind? for each material. Then support them to add appropriate adjectives.</p> <p><u>Adverbs</u> Review the lesson from Week 1, Day 3. Remind children that adverbs make steps more precise by telling how and where. Have children try out their steps and try to answer How? and Where? for each action. Then support them to add appropriate adverbs.</p>
<b>Closing</b> 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
<b>Standards</b>	<p><b>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>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen</p>

	<p>writing as needed.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</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>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

**Notes**