

Unit 4: Communicating with Sound and Light

WEEK 3 Day 4

Writing Procedure
Publishing

Content Objective	I can prepare my procedure for an audience. (W.3.1.b, W.2)
Language Objective	I can discuss my plans for publishing with a partner. (SL.1.1)
Vocabulary	<p>publish: to prepare writing for an audience</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>title: the name of a piece of writing</p> <p>goal: aim; objective; what someone wants to accomplish</p>
Materials and Preparation	<ul style="list-style-type: none">● Procedure mentor texts: <i>Yoga Pretzels</i>, “How Many Am I Hiding?,” <i>Chik Chak Shabbat</i>: Cholent recipe, jointly constructed procedure● children’s writing folders, including procedures● children’s writing notebooks● writing and drawing tools● procedure Materials and Steps sheets, copies as needed for publishing <p>Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.</p> <ul style="list-style-type: none">● blank paper, for publishing the title and goal and for assembling books (if children need to cut and paste parts of their procedures)● materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)● large sheets of paper for creating posters● glue sticks● scissors● materials for completing procedures

	<p>Think about how to make these materials available during the Presentation and Celebration on Day 5. The class will prepare materials at the end of this lesson.</p>
<p>Opening 5 minutes</p>	<p><i>Today you will finish publishing your procedure to get it ready to share with Kindergarten children tomorrow! There are different ways you can publish your work. You might choose to put all of your pages together to make a book.</i></p> <p><i>Or, you might decide that it would be best to see all parts of your procedure at once—like this.</i></p> <p>Show “How Many Am I Hiding?”</p> <p><i>If you want to have all of your procedure on one page, you will make a poster. You can glue the parts of your procedure to a large sheet of paper.</i></p> <p>Think, Pair, Share.</p> <p><i>Think about your audience and the procedure you wrote. Would it work best as a book or a poster?</i></p>
<p>Individual Construction 15 minutes</p>	<p><i>Before you finish publishing today, you will need to write a title and goal for your procedure. Remember, the goal tells what the procedure is about, and is often included in the title.</i></p> <p>Think, Pair, Share.</p> <p><i>What is your procedure about? What do you want your classmates to do?</i></p> <p><i>If you’re writing your procedure as a book, you’ll write your title and goal on a blank sheet of paper for the front cover. If you’re writing your procedure as a poster, you’ll write your title and goal on the top of the chart paper.</i></p> <p><i>After you write your title and goal, figure out which other parts of your procedure you still need to complete. Do you need to add materials or steps? Do you need to copy a material or step that you revised?</i></p> <p>Send the children with writing folders and publishing materials.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together.</p> <p><i>Tomorrow we will celebrate all of your hard work by trying out your procedures with Kindergarten partners!</i></p>

	<p><i>To prepare, we need to make sure we have all of the materials ready, so the readers can easily find what they need.</i></p> <p>Together with the children, prepare materials for Kindergarten students to use on Day 5, during Presentation and Celebration.</p> <p>Plan with children whether they want to donate their work to the Kindergarten class or keep their work. If they choose to donate it, their work can be preserved by making a copy or taking pictures of the procedure.</p> <p>If plans have not yet been made, arrange to partner with a Kindergarten class. Set up a time for the classes to be together, and for the first graders to share their work with Kindergarten students. Consider forming strategic partnerships of Kindergarten and first grade students.</p>
Standards	<p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	Review children’s published work for clarity.

Notes

