

Unit 1: Building Strong Communities

WEEK 4 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.

Content Objective	I can revise my writing to fit the purpose, structure, and language of procedure. (W.2.1.a, W.3.1.b, Standard W.2)
Language Objectives	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. (L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	procedure: a genre of writing whose purpose is to give directions to accomplish a goal revise: make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work materials: the items needed to complete a procedure steps: the actions taken to complete a procedure

<p>Materials and Preparation</p>	<p>These materials will be used during Days 2-3 this week.</p> <ul style="list-style-type: none"> ● Procedure Observation Tools <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"> ● writing tools ● children’s writing folders, including procedures ● procedure Materials and Steps sheets and yoga procedures sheets, copies as needed for adding missing parts ● procedure mentor texts: <i>Yoga Pretzels</i>, “Build It: Numbers to 20,” <i>Kapla Art Book</i>, volume 4 (beige), jointly constructed procedure ● Procedure anchor chart, from Week 1, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● Procedure anchor chart, from Week 1, Day 1 ● materials needed for completing procedures ● Procedure Verbs charts, from Week 3, Day 1 <p>For Publishing:</p> <ul style="list-style-type: none"> ● procedure Materials and Steps sheets, and yoga procedures sheets, copies as needed for publishing ● system for keeping track of work shared <p>Choose one child who would like to share a procedure, preferably a child who has not yet shared her work.</p>
<p>Opening 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 all of you to be able to try each other’s procedures in Writing and during Studios. This week you are going to revise and publish your work to get it ready for your audience—your classmates.</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>Individual Construction 20 minutes, concurrent with Small Group instruction</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 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, posters, or yoga cards.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<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 2, 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 2, Days 5. 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 2, Day 4. 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>
<p>Closing 5 minutes</p>	<p>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.</p>

