

Unit 4: Communicating with Sound and Light

WEEK 2 Days 2-4

During Days 2-4, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 1 for a detailed lesson). In addition, children's writing is assessed using the Procedure Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Procedure: (see the attached lessons for recommendations)

- materials with adjectives
- steps beginning with imperative verbs
- steps with adverbs
- title and goal

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Writing Procedure

Deconstruction and Revision: Materials with Adjectives

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: *Chik Chak Shabbat*, Mara Rockliff (Cholent recipe), or a child's writing that has a materials list that includes adjectives
- children's procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the materials of the mentor text.
- Together identify the adjectives in the materials that answer How many? and What kind?
- Refer children back to their materials lists. Have them check to ensure that they included all materials needed for the procedure.
- If children identify that a material is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each material and ask How many? and What kind?
- If children identify that adjectives are missing, have them work with a partner or with teacher guidance to make the materials more precise by adding adjectives that answer How many? and What kind?

Writing Procedure

Deconstruction and Revision: Steps Beginning with Imperative Verbs

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: “How Many Am I Hiding?;” *Yoga Pretzels*, Tara Guber and Leah Kalish, Cobra card; or a child’s writing that has steps beginning with imperative verbs
- Procedure Verbs chart, from Week 1, Day 5
- children’s procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the precise imperative verbs that begin each step.
- Review the Procedure Verbs chart for ideas about precise imperative verbs related to building instruments. Dramatize several verbs, as needed.
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it.
- Then have children review each step to determine whether it begins with a precise imperative verb.
- If children identify that steps do not begin in this way, have them work with a partner or with teacher guidance to choose the appropriate verb to begin each step.

Writing Procedure

Deconstruction and Revision: Steps with Adverbs

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: *Yoga Pretzels*, Tara Guber and Leah Kalish, Cobra card or a child's writing that has steps that include adverbs
- children's procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the adverbs in the materials that answer How? and Where?
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each step and ask How? and Where?
- If children identify that adverbs are missing, have them work with a partner or with teacher guidance to make the steps more precise by adding adverbs that answer How? and Where?

Writing Procedure

Deconstruction and Revision: Title and Goal

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: “How Many Am I Hiding?;” *Yoga Pretzels*, Tara Guber and Leah Kalish, Cobra card; *Chik Chak Shabbat*, Mara Rockliff: Cholent recipe; or a child’s writing that has a title and goal
- children’s procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages of procedure.
- Review the titles and goals of the mentor texts. Remind children that the goal can be included in the title, or it can be written separately.
- Refer children back to their procedures. Have them check to ensure that they included a title and goal that match their procedures.
- Guide them to add/revise the title and goal so that it matches the content of their procedures.