

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 1

Writing Report

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-4. 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 report: to document a sequence of events and to entertain.

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 a report. (W.2.1.a, W.3.1.b)
Language Objective	I can revise my report to be written in the third person, using general nouns and adjectives. (W.2.1.a, L.1.1, L.1.1.b –L.1.1.i)
Vocabulary	revise: to 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 and Preparation	These materials will be used during Days 1-3 this week. <ul style="list-style-type: none">● Report Observation Tools and Report Feedback sheets Before the lesson, review the children's Report Observation Tools and Report 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 to meet on Day 1, one to meet on Day 2, and one to meet on Day 3. See the descriptions below to guide possible group focus areas.

Writing U2 W4 D1

	<p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including reports ● research bins, from Week 1, Day 3 ● additional blank and lined paper ● report mentor texts: <i>Tide Pools</i>, Laura Marsh; <i>Sea Turtles</i>, Laura Marsh; <i>Animals in the City</i>, Elizabeth Carney ● Report anchor chart, from Week 1, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● research bins, from Week 1, Day 3, as needed ● report mentor text, such as <i>Sea Turtles</i>, Laura Marsh ● general nouns cards, from Week 2, Day 2 <p>For Publishing:</p> <ul style="list-style-type: none"> ● blank and lined paper, copies as needed for publishing Note that children should only create new copies of pages that require significant revisions. ● system for keeping track of work shared Choose one child who would like to share a report, preferably a child who has not yet shared her work.
<p>Opening 1 minute</p>	<p><i>We have learned a lot about reports and you have written your own animal reports! This week you are going to revise and publish your work to get it ready for your audience—the children in Kindergarten.</i></p> <p><i>You have already begun revising your work based on the feedback from your partners and by adding adjectives. Today you will continue that work.</i></p>
<p>Individual Construction 24 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 reports, 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 2 children will begin to lay out the parts of their reports on posters.</p>
<p>Small Group Possibilities 24 minutes, concurrent with Individual</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 report taught during the unit. The following are suggestions for what to address in small groups.</p>

<p>Construction</p>	<p><u>Subtopics</u> Direct children’s attention to the subtopic(s) that need revising. Then guide them to revise either by conducting additional research to add more information, or by adjusting the illustration or words so that they match.</p> <p><u>General Statement</u> Revisit the lesson from Week 3, Day 5. Guide children to name and classify their animals. If they are having difficulty classifying their animals, direct them back to research resources. Then help children produce a general statement, first orally, and then written.</p> <p><u>The Third Person</u> Review the lessons from Week 2, Days 2, 4-5 and Week 3, Day 1. Read a sentence from a mentor text, such as <i>Sea Turtles</i> to review the third person and its purpose in report—to sound like an expert. Have the children review their writing and identify places where they wrote in a different person, using pronouns such as “I” and “you.” Guide children to orally restate these sentences using the third person and then to revise their sentences.</p> <p><u>General Nouns</u> Review the lessons from Week 2, Days 2, 4-5 and Week 3, Day 1. Remind children that their reports are about a whole group of animals, rather than about one specific animal. Have children review their writing, underlining the places where they named their animal with a singular, rather than a general, noun; for example, “ant” instead of “ants.” Have children reread the sentences to make sure that a general noun makes sense with the rest of the sentence. Guide them to revise their work, using the general nouns cards as a resource. Refer to the Week 4 Vocabulary and Language lessons about noun - verb agreement.</p> <p><u>Adjectives</u> Review the lesson from Week 3, Day 4. Remind children of the function of adjectives in report—to pack information into a sentence. Help them to identify one sentence that would benefit from adding adjectives; then ask the following questions to guide their thinking: What? Which ones?/Whose? How many? What like? What kind? Help children to orally add adjectives to that sentence, and then to revise their written work.</p>
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<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>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>L.1.1.d 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>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>Ongoing assessment</p>	<p>Note children’s participation in and understanding of the content of each small group.</p>

<p>Notes</p>
