

Unit 1: Building Strong Communities

WEEK 4 Day 4

Writing Procedure
Publishing

Content Objective	I can prepare my procedure for an audience. (W.3.1.b, Standard 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>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>, “Build It: Numbers to 20,” <i>Kapla Art Book</i>, volume 4 (beige)● children’s writing folders, including procedures● writing tools● procedure Materials and Steps sheets and yoga procedures 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● chart paper <p>Prepare the following chart, for planning the Day 5 Presentation and Celebration.</p>

	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center; padding: 10px;">Art</td> <td style="text-align: center; padding: 10px;">Building</td> </tr> <tr> <td style="text-align: center; padding: 10px;">Drama</td> <td style="text-align: center; padding: 10px;">Yoga</td> </tr> </table>	Art	Building	Drama	Yoga
Art	Building				
Drama	Yoga				
<p>Opening 5 minutes</p>	<p><i>Today you will finish publishing your procedure to get it ready to share with your classmates 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 “Build It: Numbers to 20.”</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><i>Or you might be making a yoga card—like this.</i></p> <p>Show one of the <i>Yoga Pretzels</i> cards.</p> <p><i>Think, Pair, Share: Think about your procedure. Would it work best as a book, a poster, or a yoga card?</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><i>Think, Pair, Share: 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. If you’re writing a yoga card, you’ll write your title and goal on the other side of the card.</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>As children work, circulate to collect children’s titles on the planning chart. Record the title and author of each procedure in the appropriate section of the chart. After collecting titles, assist children with final publishing.</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 each other’s procedures! I collected the titles of each of your procedures and wrote them in groups on the chart.</i></p> <p><i>We need to decide where each procedure will be done, and what materials should be in that area, so the readers can easily find what they need.</i></p> <p>Together with the children, choose one area of the classroom for each type of procedure, and add this information to the chart.</p> <p>Have children visit their assigned area with their procedures to make sure the necessary materials are available. If not, make a plan for how to make them available during Writing the next day.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</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>
<p>Ongoing assessment</p>	<p>Review children’s published work for clarity.</p>

Notes



Writing U1 W4 D4