

Unit 4: The Power of Pollinators

WEEK 4 Day 2

Writing Report

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 one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 3.

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 organize information about a topic.

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.

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| Content Objective | I can revise my writing to fit the purpose, structure, and language of report. (W.2., W.2.2.a, W.3.2, W.2.4, L.2.1a, L.1.2.b, L.1.2.e) |
| Language Objective | I can revise my writing to include general nouns and adjectives. (L.1.2.a, L.1.2.b, L.1.2.e) |
| Vocabulary | adjective: a word or phrase used to describe a person, place, thing, or idea noun: a word that names a person, place, thing, or idea report: a genre of writing whose purpose is to organize information about a topic revise: to make changes to writing |
| Materials and Preparation | These materials will be used throughout Days 2-4 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 2, and two to meet on Day 3. See the descriptions below to guide possible group focus |

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| | <p>areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● writing folders ● <i>Amazing Bees; What is Pollination?; Animal Pollinators; and Earth’s Landforms and Bodies of Water</i>, available for children’s reference ● Report anchor chart <p>For Small Group Instruction:</p> <ul style="list-style-type: none"> ● <i>Amazing Bees</i> chart, from Week 1, Day 2 ● <i>Amazing Bees</i> Subtopics slides, from Week 1, Day 2 ● General Statement and Diagrams slides, from Week 3, Day 4 ● Nouns and Adjectives slides, from Week 2, Day 3 |
| <p>Opening 1 minute</p> | <p><i>We have learned a lot about report, and you have written your own reports! This week you are going to revise and publish your work.</i></p> |
| <p>Individual Construction 24 minutes, concurrent with Small Group Instruction</p> | <p><i>When you received feedback yesterday, you made plans for revision. Today you will review your plan and begin revising.</i></p> <p><i>You might find that there are other areas of your work that you would like to revise and edit as well. You can ask a classmate for more feedback, or you can edit your work based on the rules you have learned in Foundations.</i></p> <p>Send the children with writing folders to revise their work.</p> |
| <p>Small Group Possibilities 24 minutes, concurrent with Individual Construction</p> | <p>As children work individually and with partners, convene small groups with shared needs to improve one aspect of their reports. 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><u>Subtopics</u> Review the lessons from Week 1, Days 1-2 and Week 2, Days 4-5. Guide the children to write subtopics in separate, coherent paragraphs, labeled with headings.</p> <p><u>General Statement</u> Review the lessons from Week 1, Day 2 and Week 3, Day 4. Support the children to write a general statement that introduces and classifies the topic and that is appropriate for the audience.</p> <p><u>Nouns</u> Review the lesson from Week 2, Day 3. Support the children as they review the nouns in their reports, and ensure that they use general nouns.</p> |

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| | <p><u>Adjectives</u></p> <p>Review the lesson from Week 2, Day 3. Support the children as they identify sentences and sections that could be better developed with adjectives. Practice packing more information into one sentence with precise and descriptive adjectives.</p> |
| <p>Closing 5 minutes</p> | <p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their reports.</p> |
| <p>Standards</p> | <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <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.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.1.2.a Use collective nouns (e.g., group).</p> <p>L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> |
| <p>Ongoing assessment</p> | <p>Note children’s participation in and understanding of the content of each small group.</p> |

Notes