

Unit 2: The Forces of Wind and Water

WEEK 3 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 the 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 a procedure. (W.3.2, W.2, W.2.2.a)
Language Objective	I can revise my procedure to include precise language. (W.2, L.2.3.f, L.1.2.e)
Vocabulary	publish: to prepare writing for an audience revise: to make changes to writing revision: change made to improve writing
Materials and Preparation	These materials will be used during Days 2-3 this week. ● Procedure Observation Tools, from Week 2, Day 3 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.

	For Revisions: • writing tools • children’s writing folders, including procedures • procedure Materials and Steps sheets and yoga procedures sheets, copies as needed for adding missing parts • mentor texts, including the jointly-constructed procedure, available for children’s reference • Procedure anchor chart, from Week 1, Day 1 For Small Group instruction: • Procedure anchor chart, from Week 1, Day 1 • procedure mentor texts • materials needed for completing procedures • Procedure Verbs charts, from Week 1, Day 4 and Week 2, Day 2 For Publishing: • blank paper • procedure Materials and Steps sheets, and yoga procedures sheets, copies as needed for publishing
Opening 5 minutes	<i>Each of you wrote a procedure to share with your classmates during Studios. This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i> <i>Yesterday you received feedback from a classmate and made plans for revision. Today you will review your plan and begin revising.</i> <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>
Individual Construction 20 minutes, concurrent with Small Group instruction	Send the children with writing folders to revise their work. 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.
Small Group Possibilities 20 minutes, concurrent with Individual	As children work individually and with partners, convene small groups with similar needs to improve one aspect of their procedures. The aspects addressed in revisions should be features of procedure taught during the unit. The following are suggestions for what to address in small groups.

Construction	<u>Stages</u> Review the lesson from Week 1, Day 2. Show a variety of mentor texts. Remind children that procedures include a goal, materials, and steps. Review how these parts of procedure appear on the page. <u>Verbs</u> Review the lesson from Week 1, Day 4. Have children underline the verbs in their writing. In the small group, refer to the 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, using gestures and possibly materials, to identify the action needed to complete the step. <u>Adverbs</u> Review the lesson from Week 1, Day 5. 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. <u>Adjectives</u> Review the lesson from Week 2, Day 1. 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.
Closing 5 minutes	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 procedures.
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. 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. L.2.3.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	Review children’s Procedure Feedback packets and notebooks. Note what children are revising and how they are making revisions.