

WEEK 8 Days 2-3

Writing Procedure

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that will continue onto Day 3. 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 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 procedure. (
Language Objectives	I can discuss with a partner or small group how my writing should be revised. I can revise my procedure to include precise language.
Vocabulary	audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work procedure: a genre of writing whose purpose is to give directions to accomplish a goal publish: to prepare writing for an audience revise: make changes to writing
Materials and Preparation	These materials will be used this week: <ul style="list-style-type: none"> ● Procedure Observation Tools Before the lesson, review the children's Procedure Observation Tools, 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

	<p>be divided into 4 groups—2 to meet on Day 2 and 2 to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including procedures ● procedure Materials and Steps sheets, copies as needed for adding missing parts ● procedure mentor texts: <i>Yoga Pretzels</i>, “Plant an Avocado,” Matching Faces directions ● Procedure anchor chart, from Week 5, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● Procedure anchor chart, from Week 5, Day 1 ● Center materials needed for completing procedures <p>For Publishing:</p> <ul style="list-style-type: none"> ● procedure Materials and Steps 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 ● system for keeping track of shared work <p>Choose one child who would like to share a report, preferably a child who has not yet shared their work.</p>
<p>Opening 5 minutes</p>	<p><i>I am very excited for all of you to be able to try each other’s procedures in Writing and during Centers. This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p> <p><i>During the last few days, you tried out procedures with a partner and gave each other feedback. Today you will use that feedback to make your procedure even better.</i></p> <p><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></p>
<p>Individual Construction 20 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 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</p>

	<p>be copied onto new sheets. On Day 4 children will assemble all of the parts of their procedures into books or posters.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</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 procedure taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Stages</u> Review the lesson from Week 5, Day 2. Refer to the Procedure anchor chart. Remind children that procedures include a goal, materials, and steps. Support children with adding parts that are missing, or with putting materials and steps in a logical order. As necessary, have children use Center materials to support their writing.</p> <p><u>Verbs</u> Review previous lessons. Have children underline the verbs in their writing. In the small group, refer to the verbs. Replace verbs to make the steps more precise. If children are having trouble, have them dramatize each step, possibly using Center materials, to identify the action needed to complete the step.</p> <p><u>Adjectives</u> Review previous lessons. 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.</p> <p><u>Adverbs</u> Review previous lessons. 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.</p>
<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.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.5b. Demonstrate the ability to use vocabulary appropriate for kindergarten.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

	L.K.1a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0-100.
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes