

WEEK8 Day 4

Writing Procedure
Publishing

| | |
|----------------------------------|--|
| Content Objective | I can prepare my procedure for an audience. |
| Language Objective | I can discuss my plans for publishing with a partner. |
| Vocabulary | <p>audience: an individual or group for whom a piece of writing is composed</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>publish: to prepare writing for an audience</p> <p>revise: make changes to writing</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● procedure mentor texts: <i>Yoga Pretzels</i>, “Plant an Avocado,” Matching Faces directions ● children’s writing folders, including procedures ● writing tools ● 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 and for assembling books (if children need to cut and paste parts of their procedures) ● materials for book binding ● large sheets of paper for creating posters ● glue sticks ● scissors ● chart paper and markers, for planning the Day 5 Presentation and Celebration |
| Opening | <i>Today you will finish publishing your procedure to get it ready to</i> |

5 minutes

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—like this.

Show “Plant an Avocado.”

Or, you might decide that it would be best to see all parts of your procedure at once—like this.

Show Matching Faces directions.

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.

Your first job today is to figure out which 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? Think, Pair, Share.

After you are sure that all of the parts of your procedure are complete, you will choose the best way to publish it. Would it work best as a book, or as a poster?

Individual Construction
15 minutes

Send the children with writing folders and publishing materials.

As children work, circulate to assist them with final publishing.

Closing
10 minutes

Bring the class back together.

Tomorrow we will celebrate all of your hard work by trying out each other’s procedures! 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.

Together with the children, create a chart that lists the different areas of the classroom and the titles and authors of each procedure that will be located in each area. For example,

| | |
|-----------------------------------|------------------------------|
| Art | Building |
| How to Build a Clay House by Ella | Building Roxaboxen by Carlos |
| Drama | Writing Table |
| Cool Dance by Jaedyn | Build a Fast Car by Lily |

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.

| | |
|---------------------------|--|
| Standards | <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>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> |
| Ongoing assessment | Review children’s published work for clarity. |

Notes