



ELA
Common Core
State Standards
Lesson Plan Packet

1st Grade
Revision
Unit 2
08/11/13

Writing Unit of Study
1st Grade - Revision, Unit 2
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Abstract

Children live in the world of revision. While watching children at work, whether through building with Legos, painting a picture, or playing in the social dramatic play area, teachers see evidence of enthusiastic revision. Children can revise their writing with equal enthusiasm—as long as we don’t expect their revisions to look like those an adult would make. A commitment to revise is also a commitment to teach the writing process.

Teachers can start this unit with an informal assessment by asking, What do you know about revision? This will probably give the most insight about what children know about materials and tools of revision (tape, post-its, paper strips, etc.) In this revision unit, it is important to take the lead from students. It may be appropriate to combine/condense the tools of revision lessons based on your students’ prior knowledge and experience.

Materials, tools, knowledge, and accessibility are important in revising. Some teachers give students a special revision folder in addition to a colored pen (usually all students receive the same color – this unit uses purple pens, but any color will do). The special revision folder contains work the child plans to revise from the previous unit. Teachers may also clean out the writing folder from the last unit and only leave these select pieces inside it. Using a colored pen helps the young writer and teacher to readily see the thinking and changes the child did. Learning to do the physical work of revision is an important step as we move students toward making their pieces better. Ultimately, we want writing that speaks to readers---that’s why we revise!

Identifying the heart of their piece and taking smaller steps through events are important strategies to improve their writing. One of the easiest places to start is with character action. Actions are the building blocks for show, not tell. Children can bring action alive by sharing what their hands, legs/feet and/or face were doing. This strategy helps children envision the actions specific to each event. In the last unit, we stressed the importance of rereading. Teach children not only to reread an entire piece, but to also reread small sections looking to revise something specifically.

Taking revision work into partnerships makes both the writer and, more importantly, the writing stronger. It is important to have students engage in conversation around the revisions they have made. These revision conversations help students hold onto what they have done as writers and the steps they have taken to improve their pieces.

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Should I Do This Unit With My Class?

This unit is labeled as **optional** based on student and teacher needs. It is recommended that teachers assess and evaluate students' knowledge of revision to determine if this should be a separate unit of study or if certain lessons should be incorporated into other units as needed. Review previous work to make that determination. Also, it is helpful for teachers to consider the types of modeling via interactive, shared or writing aloud they have done to date for each of the areas discussed below.

The following are some areas to study. This list is applicable to K-5 students, so many items may not apply at this time to K-2 students. Use the information to begin thinking about instructional possibilities that fit their needs at this time.

1. Type of Change and Level of Change – What type and at what level is the writer typically making changes?

Gail E. Tompkins, author of Teaching writing: Balancing process and product (1994), informally assesses the type of change and level of change to determine where students need more instruction and modeling.

Type of change: add, remove/delete, move or movement, substitute (Acronym-A.R.M.S.)

Level of change: word, phrase/clause, sentence, multi-sentence/paragraph

Type of Change

Level of Change	Type of Change			
	<u>A</u> dd	<u>R</u> emove or Delete	<u>M</u> ove	<u>S</u> ubstitute
	Word			
	Phrase/Clause			
	Sentence			
	Multi-sentence/Paragraph			

Chart based on: Tompkins, Gail E. (1994). *Teaching writing: Balancing process and product*. Englewood Cliffs, NJ: Macmillan. p. 382. (See resource packet for a copy of the chart)

2. Physically HOW are Changes Being Made – How is the writer physically making changes?

- A. Carets
- B. Flaps
- C. Adding more paper to the middle of a page or at the end of a page (e.g. cut and paste or paper surgery)
- D. Dot and arrow (then writing in margin or on the back of the paper)
- E. Numbering (then writing in margin or on the back or on another sheet of paper)
- F. Other –

3. WHAT Kind of Revision Strategies – What type of revision strategies does the writer try on a regular basis?

Examples: add to the picture, detail of internal thinking, detail of character action, detail of setting, detail of physical description, detail of dialogue, other details, leads, endings, most important part or heart of the message, show, not tell, precise word choice, temporal words, etc.

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Resources and Materials Needed

- Anchor Charts – See Immersion information
 - A. Noticing and Naming Crafting Technique (Immersion)
 - B. Writing Process Steps Chart
 - C. How Writers Can Revise or Make Changes
 - D. Writers Revise!
 - E. WHAT Writers Can Revise
 - F. Detail Hand
 - G. Working with Your Partner
 - H. Partner Talk

Mentor or Teaching Text

- Mentor Texts – See Resource Materials Packet. Please note: Any of the following text may be replaced by an available text that has similar qualities.
 - Snow Day!, Lester Laminack
 - Owl Babies, Martin Waddell (Optional – animal characters so want to be sure students understand this is not a small moment story)
 - I Love My Hair, Natasha Anastasia Tarpley (Optional)
 - The Roach – student work (Teachers College Reading and Writing Project – visit www.readingandwritingproject.com, resources/student work)
 - The Slide – student work (Teachers College Reading and Writing Project – visit www.readingandwritingproject.com, resources/student work)
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - Session 1 - missing words - caret
 - Session 2 - adding a sentence – flap
 - Session 3 - Words or sentences that need to be deleted, Many Moments story or a page that is not focused or an ending that jumps away from the story
 - Session 5 - Heart of the Story
 - Session 6 – action
 - Session 7 - Cut up hearts or heart stickers

Resources and Materials

- Student work from previous unit that could benefit from some revision work. Some teachers put this work into a Revision Folder and explain how students will first be going back to previous work to practice revision techniques. The purpose of using previous work is so that students only have to focus on revising a piece and not constructing it from start to finish. Teachers want students to practice and apply revision strategies to several existing pieces. Then, they can start applying revision strategies during or after they create a new piece.
- Purple folders (if decide to have a separate Revision folder per student)
- Special revision colored pens (e.g. purple)
- Revision bucket or container to store special revision pens
- Sticky notes and sticky note strips
- Flaps (small strips of paper used for story additions, usually sentence length)
- Tape
- Stapler
- Scissors
- Chart paper and markers

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- Teacher sample story or stories that needs revision work (Session 1 - missing words - caret ; Session 2 - adding a sentence – flap; Session 3 - Words or sentences that need to be deleted; Session 3 - Many Moments story or a page that is not focused or an ending that jumps away from the story; Session 5 - Heart of the Story; Session 6 – action)
- Shared Class Experience for a writing activity/activities
- Several student chosen small moment stories
- Select type of revision celebration
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources

- Calkins, Lucy & Pat Bleichman. (2003). *The Craft of Revision from Units of Study for Primary Writing: A Yearlong Curriculum*.
- Calkins, Lucy. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade 1*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.

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Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a writing coach by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point, problem solve to build community, review to recall prior learning and build repertoire of strategies, preview tomorrow's mini lesson, or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-Workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Conferring –

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP) –

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

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Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One: Immersion Phase

Concept I: Writers utilize mentor text to craft their writing.

Immersion Phase - See Immersion explanation on following pages

- | | |
|---------------------|--|
| Immersion Session 1 | Writers read mentor text as readers. |
| Immersion Session 2 | Writers reread mentor text as writers, while noticing and naming crafting techniques. |
| Immersion Session 3 | Writers read student mentor text as readers and chart noticings. |
| Immersion Session 4 | Writers reread student mentor text as writers, while noticing and naming crafting techniques and physical aspects. |
| Immersion Session 5 | Writers reread mentor text and tell how noticings help readers or writers. |

Part Two: Lesson Sequence Phase

Concept II: Writers learn the physical aspects of revision.

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|-----------|--|
| Session 1 | Writers use carets to insert missing words. |
| Session 2 | Writers use flaps or add a page to add additional information. |
| Session 3 | Writers cross out or remove unfocused writing. |
| Session 4 | Writers read and reread with an eye towards planning for revision. |

Concept III: Writers focus on the action in the event of the story.

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|-----------|---|
| Session 5 | Writers identify the heart of their stories. |
| Session 6 | Writers add to their stories by focusing on character's actions - face/head, feet/legs, and hands/arms (detail – character action). |

Concept IV: Writers use other people to help them revise.

- | | |
|-----------|--|
| Session 7 | Writers can talk about their writing needs when conferring with the teacher. |
| Session 8 | Writers work with their writing partner to help them revise. |
- Add additional lessons as needed.

Concept V: Writers celebrate their revision.

- | | |
|----------------|----------------------------------|
| Session 9 & 10 | Writers celebrate their efforts. |
|----------------|----------------------------------|

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Immersion Phase

Background Information

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type. In this particular unit, students will learn the purposes of Small Moment stories as well as the characteristics of well-written, real-life stories. Basically, during this phase, students are thinking, How do these kinds of text tend to go?

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-VI). It is recommended that teachers spend several days on immersion activities prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of Small Moment stories and have begun collecting story ideas, either on Story Idea Templates or in their Writer's Notebooks. Teachers will want to keep their own collections of story ideas so they can model leading a Writerly Life, and use them as a resource when they decide to write their own stories.

It is suggested that most immersion activities take place during reading. These activities may be done during read aloud, shared reading, or reading workshop. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too.

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Small Moment stories and view them through a writer's lens. Text selection should include published books as well as student authored work. Text should always be read first as a reader and discussed. Then, students reread the same text to study it through a writer's eyes.

Additional important idea to focus on during this phase and throughout the unit:

- Reading like Writers – Writers first read like readers – read to enjoy and comprehend a story. Then, writers reread familiar text to study how the author wrote it – what are interesting things we notice about how the author crafted words; how did the author chose to structure different parts of the text; how did the writer include qualities of good writing; etc. In other words, students read like writers and discern what an author did and why. In simple terms, we guide students in charting the following: A. Notice – What do you notice the author did?, B. Name – What is this called?, C. Why - Why did an author intentionally make that decision? (More advanced students may also discuss if they had ever seen that technique before and where, as well as try the technique with a class or student sample)

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Immersion Phase, Continued

Immersion in this unit will be different than unit 1 as it focuses on possible qualities of good writing that writers could work on during revision. The following are SAMPLE lessons.

Immersion Session 1 (read aloud)- Writers read mentor text as readers.	<ul style="list-style-type: none">• Note: This is being done during read aloud• Mentor Text: <u>Snow Day!</u> By Lester Laminack (replace text with other similar text that is available)• This session will focus on the content of the books as we read them as readers. The type of noticings students may discover are: What was this book about? What was in this book? What does this book teach us? and other readerly things.																																												
Immersion Session 2 (read aloud)- Writers reread mentor text as writers, while noticing and naming crafting techniques.	<ul style="list-style-type: none">• Note: This is being done during read aloud• This session will focus on the qualities of good writing as possible revision strategies. Reread mentor texts while thinking aloud about the author’s structure and craft techniques. Work on columns 1 and 2. <table><tr><th colspan="5">Revision</th></tr><tr><th></th><th>Name/Photocopy of Mentor Text</th><th>Notice</th><th>Name</th><th>How it helps the reader/writer</th></tr><tr><td rowspan="5">Crafting Techniques</td><td rowspan="5"><u>Snow Day!</u></td><td><u>Snow Day!</u>: <i>Just imagine... to Say what’s the noise?</i> They used a lot of words and really stretched it out. They made it long.</td><td>Heart of the story</td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td><u>Snow Day!</u>: <i>Shoot down the hill.</i> (Non-example: We went down the hill)</td><td>Precise words</td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td><u>Snow Day!</u>: Where’d we put the sleds? The illustrator zooms in on the Character’s face. Eyes wide And squeezed tight. Add other noticings by students</td><td>Focusing on their face - action</td><td></td></tr><tr><td rowspan="5">Physical Aspects (found in student mentor texts)</td><td rowspan="5"><u>Roach & The Slide</u> A piece of our student writing with a flap</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Revision						Name/Photocopy of Mentor Text	Notice	Name	How it helps the reader/writer	Crafting Techniques	<u>Snow Day!</u>	<u>Snow Day!</u> : <i>Just imagine... to Say what’s the noise?</i> They used a lot of words and really stretched it out. They made it long.	Heart of the story					<u>Snow Day!</u> : <i>Shoot down the hill.</i> (Non-example: We went down the hill)	Precise words					<u>Snow Day!</u> : Where’d we put the sleds? The illustrator zooms in on the Character’s face. Eyes wide And squeezed tight. Add other noticings by students	Focusing on their face - action		Physical Aspects (found in student mentor texts)	<u>Roach & The Slide</u> A piece of our student writing with a flap															
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Writing Unit of Study

1st Grade - Revision, Unit 2

Immersion Phase, Continued

Immersion Session 3 (read aloud)-Writers read student mentor text as readers.	<ul style="list-style-type: none">• Note: This is being done during read aloud• Student Mentor Text: <u>Roach & The Slide</u> (See resource materials packet for these student texts)• This session will focus in on the content of the books as we read as readers. The type of noticings the student will notice are: What was this book about? What was in this book? What does this book teach us?																																																										
Immersion Session 4 (read aloud)-Writers reread student mentor text as writers, while noticing and naming crafting techniques and physical aspects	<ul style="list-style-type: none">• Note: This is being done during read aloud• This session will focus in on rereading the student mentor text, while charting the crafting techniques and physical aspects of revision. Work on columns 1 and 2. <table><tr><th colspan="5">Revision</th></tr><tr><th></th><th>Name/Photocopy of Mentor Text</th><th>Notice</th><th>Name</th><th>How it helps the reader/writer</th></tr><tr><td rowspan="8">Crafting Techniques</td><td rowspan="8"><u>Snow Day!</u> & <u>The Slide</u> & <u>Roach</u></td><td><u>Snow Day!</u>: <i>Just imagine... to Say what's the noise? (Snow Day!)</i> They used a lot of words and really stretched it out. They made it long.</td><td>Heart of the story</td><td></td></tr><tr><td><u>The Slide</u>: Samantha was scared</td><td>Heart of the story</td><td></td></tr><tr><td><u>The Slide</u>: I was shaking, my legs my heart was beating super fast. I could hear my heart beating super fast.</td><td>Show not tell</td><td></td></tr><tr><td><u>Snow Day!</u>: <i>Shoot down the hill.</i> (Non-example: We went down the hill)</td><td>Precise words</td><td></td></tr><tr><td><u>Roach</u>: <i>Snatched the roach off of the table...</i></td><td>Precise words</td><td></td></tr><tr><td><u>Snow Day!</u>: Where'd we put the sleds? The illustrator zooms in on the Character's face. Eyes wide and squeezed tight.</td><td>Focusing on their face - action</td><td></td></tr><tr><td><u>The Slide</u>: When I got to the top I bended down sat down put my hands on my lap and sat on the cloth.</td><td>Focusing on their hands - action</td><td></td></tr><tr><td><u>The Slide</u>: I went in and started climbing the stairs thump! Thump! Thump! It was like climbing 100,060 stairs icsepet lower. But to make it faster I ran up the stair's really fast!</td><td>Focusing on their feet - action</td><td></td></tr><tr><td></td><td></td><td><u>The Slide</u>: The sun was beating on it like melted butter left in the sun. It took off into the sky like a magic carpet.</td><td>Comparisons (Simile)</td><td></td></tr><tr><td rowspan="5">Physical Aspects</td><td rowspan="5"><u>Roach & The Slide</u> A piece of your student writing</td><td>Arrow with words above (<u>Roach</u>)</td><td>Caret</td><td></td></tr><tr><td>Words crossed out (<u>The Slide</u>)</td><td>Crossing out</td><td></td></tr><tr><td>Words crossed out with writing above (<u>The Slide</u>)</td><td>Crossing out</td><td></td></tr><tr><td>A small extra strip of paper (piece of your student writing with a flap)</td><td>Flap</td><td></td></tr><tr><td>*Asterisk or dot and arrow (piece of your student writing)</td><td>Asterisk or dot and arrow</td><td></td></tr></table>	Revision						Name/Photocopy of Mentor Text	Notice	Name	How it helps the reader/writer	Crafting Techniques	<u>Snow Day!</u> & <u>The Slide</u> & <u>Roach</u>	<u>Snow Day!</u> : <i>Just imagine... to Say what's the noise? (Snow Day!)</i> They used a lot of words and really stretched it out. They made it long.	Heart of the story		<u>The Slide</u> : Samantha was scared	Heart of the story		<u>The Slide</u> : I was shaking, my legs my heart was beating super fast. I could hear my heart beating super fast.	Show not tell		<u>Snow Day!</u> : <i>Shoot down the hill.</i> (Non-example: We went down the hill)	Precise words		<u>Roach</u> : <i>Snatched the roach off of the table...</i>	Precise words		<u>Snow Day!</u> : Where'd we put the sleds? The illustrator zooms in on the Character's face. Eyes wide and squeezed tight.	Focusing on their face - action		<u>The Slide</u> : When I got to the top I bended down sat down put my hands on my lap and sat on the cloth.	Focusing on their hands - action		<u>The Slide</u> : I went in and started climbing the stairs thump! Thump! Thump! It was like climbing 100,060 stairs icsepet lower. But to make it faster I ran up the stair's really fast!	Focusing on their feet - action				<u>The Slide</u> : The sun was beating on it like melted butter left in the sun. It took off into the sky like a magic carpet.	Comparisons (Simile)		Physical Aspects	<u>Roach & The Slide</u> A piece of your student writing	Arrow with words above (<u>Roach</u>)	Caret		Words crossed out (<u>The Slide</u>)	Crossing out		Words crossed out with writing above (<u>The Slide</u>)	Crossing out		A small extra strip of paper (piece of your student writing with a flap)	Flap		*Asterisk or dot and arrow (piece of your student writing)	Asterisk or dot and arrow	
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Immersion Phase, Continued

<p>Immersion Session 5 (read aloud)- Writers reread/refer to mentor text and tell how noticings help readers or writers.</p>	Referring back and extending the information from the first and second columns, the teacher will guide the students to talk about how their noticings help the reader or writer within a text.				
	Revision				
		Name/Photocopy of Mentor Text	Notice	Name	How it helps the reader/writer
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			<i>The Slide:</i> Samantha was scared	Heart of the story	It helps the reader understand the most important part of the story. It helps the writer slow down and tells more about the heart of the story.
			Snow Day!: <i>Shoot down the hill.</i> (Non-example: We went down the hill)	Precise words	It helps the reader to get a picture in his/her head about the story.
			Roach: <i>Snatched the roach off of the table...</i>	Precise words	It helps the reader to get a picture in his/her head about the story.
			Snow Day!: Page (Where'd we put the sleds?) The illustrator zooms in on the characters face. Eyes wide and squeezed tight	Focusing on their face - action	It helps the reader to get a picture in his/her head about the story. It helps the writer zoom in and give details that match the emotions.
			The Slide: When I got to the top I bended down sat down put my hands on my lap and sat on the cloth.	Focusing on their hands – action	It helps the reader to get a picture in his/her head about the story.. It helps the writer zoom in and give details about the actions.
			The Slide: I went in and started climbing the stairs thump! Thump! Thump! It was like climbing 100,060 stairs icsepet lower. But to make it faster I ran up the stair's really fast!	Focusing on their feet - action	It helps the reader to get a picture in his/her head about the story. It helps the writer zoom in and give details about the actions.
			<i>The Slide:</i> The sun was beating on it like melted butter left in the sun. It took off into the sky like a magic carpet.	Comparisons (Simile)	It helps the reader compare something they know to something they may not know.
	Physical Aspects (found in student mentor text)	<u>Roach</u> & <u>The Slide</u> A piece of our student writing	Arrow with words above (Roach)	Caret	It helps the writer insert only a few missing words.
			Words crossed out (The Slide)	Crossing out	It helps the writer remove words or unfocused writing.
			Words crossed out with writing above (The Slide)	Crossing out	It helps the writer change a few unclear or misplaced words.
			A small extra strip of paper	Flap	It helps the writer add a sentence or two.
			*Asterisk or dot and arrow (piece of your student writing)	Asterisk or dot and arrow	It helps the writer add more than a sentence. Often writers add an additional page or add to the back.

Writing Unit of Study
1st Grade - Revision, Unit 2
Immersion Phase, Continued
Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study
1st Grade - Revision, Unit 2
Immersion Phase, Continued
Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study
1st Grade - Revision, Unit 2
Immersion Phase, Continued
Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study
1st Grade - Revision, Unit 2
Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study
1st Grade - Revision, Unit 2
Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan

Session	1
Concept II	Writers learn the physical aspects of revision.
Teaching Point	Writers use carets to insert missing words.

Materials	
<ul style="list-style-type: none"> Teacher sample story needing revision (two places must have missing words) Purple pens (or any color) Revision folders (optional) 	<ul style="list-style-type: none"> Writing Process Steps Chart Student work from previous unit that could benefit from some revision work

Tips	<ul style="list-style-type: none"> Have students choose a piece and bring it with them to the carpet. Reiterate the mantra learned in Kindergarten: <i>When you're done, you've just begun. If students have time after completing revisions on their small moment piece(s), they can continue writing by starting a new piece.</i> The act of physically showing students how to revise should be reinforced during shared and interactive writing. Remind students why they are to use a purple pen when revising: it shows explicit evidence of revision work. The concept of, <i>Does it look right, sound right and make sense, should be familiar from reading and shared/interactive writing.</i> Prepare revision flaps and additional sheets of paper for tomorrow's lesson: Session 2.
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Connection	<ul style="list-style-type: none"> <i>Writers, during immersion we noticed that the writer of <u>The Roach</u> used a caret in her small moment story. Today I'm going to show you how writers revise by using carets to insert missing words or to add more words.</i>
Teach	<ul style="list-style-type: none"> Refer to the Revision step on the Writing Process Chart. <i>First, let's review what the word revision means. There are two parts to the word: 're,' which means to do again and 'vision,' which means to see. When we revise, we look at our writing with a new set of eyes. We look to see what we can do to make it even better.</i> Teacher uses his/her own story needing revision. <i>Watch</i> (pointing to eye) <i>and listen</i> (touching earlobe) <i>as I reread my/the story checking for a part that doesn't look right, sound right, or make sense; it may have missing words.</i> Teacher models reading and finds a point of confusion. Explain why it doesn't look right, sound right or make sense and how to insert a caret and the missing word to correct the confusion. <i>Now I need to go back and reread again just to make sure what I revised looks right, sounds right and makes sense with my new changes.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Now listen as I read another page from my book to see if this page looks right, sounds right and makes sense.</i> <i>Give me a signal when you notice a spot that needs some revision.</i> Students share out what possible words are missing. Demonstrate using a caret to add in missing words and rereading to make sure it makes sense.

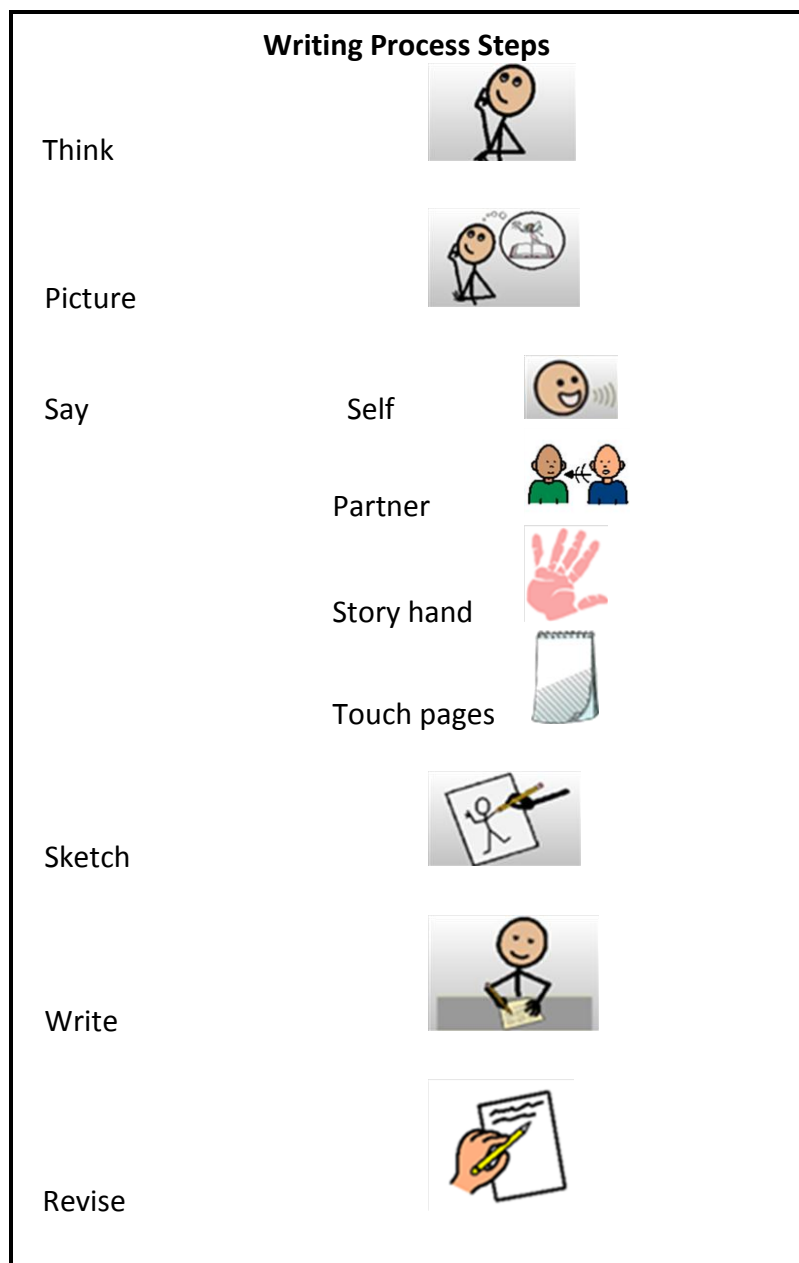
Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan – Session 1, Continued

Link	<ul style="list-style-type: none">• <i>Writers, I'd like to you to read through the pieces you saved from our small moment unit. Go back and reread your story, looking and listening for a spot that may not look right, sound right, or make sense. If you notice a spot where you could use a caret to add in some missing words, give me a thumbs up.</i>• <i>Students reread their chosen pieces at the carpet, signaling when they have found a spot needing revision.</i>• <i>Wow! I'm noticing many of you have a found a spot in your writing where you could use a caret to insert some missing words. Be sure to continue rereading your story, looking for other places that may need revision. Once you add words, be sure to reread your revisions to make sure those added words make sense and sound right.</i>• <i>It is not mandatory that all children find a spot to use a caret, as their writing may not lend itself to using/needing one</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• <i>Writers also use carets to put in <u>new</u> words or information. As a reader reads our stories, s/he may have a question and that could lead us to add new details or information. Sometimes we might even reread our own piece and anticipate what a reader might wonder about and then we might add those words/details all on our own. Let me show you...</i>• <i>Example A: I have this sentence in my piece, 'A cat ran in front of us.' My partner asked me, 'What color was the cat?' It was black. I could add that describing word like this...</i>• <i>Example B: I was rereading this sentence, 'I went down the slide.' Then I stopped and thought, Hmm... my reader might want to know how big the slide was, so I think I will add the words, 'really tall.' Watch how I add these words using a caret... Remember, it is important to always reread and make sure the words that have been added make sense and sound right.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>As I was conferencing, I noticed many of you were using carets to add in missing words. I'd like _____ to come up and share how s/he revised his/her story using a caret. Listen closely to how his/her writing sounded BEFORE s/he used a caret.</i>• <i>Now let's listen to how his/her story sounds with the words s/he added using a caret.</i>• <i>Using a caret is one of the ways we can revise. Over the next couple weeks, we will be learning many new ways to revise that help to make our good stories even better.</i>• <i>See Resource Materials Packet for other Share options.</i>

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan – Session 1, Continued



Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan

Session	2
Concept II	Writers learn the physical aspects of revision.
Teaching Point	Writers use flaps or add a page to add additional information.

Materials	
<ul style="list-style-type: none"> Teacher sample story needing a revision flap(s) Flaps (small strips of paper used for story additions) Single pages for adding on 	<ul style="list-style-type: none"> Revision folder Purple pens Staplers/tape How Writers Can Revise or Make Changes – Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> For more comprehensive information, see: Calkins & Pat Bleichman. (2003). <u>The Craft of Revision</u>. (2003). Portsmouth, NH: Heinemann. - Lesson 2: Adding Into the Middle of Texts (Units of Study for Primary Writing: A Yearlong Curriculum). You may choose to break this session into two: one for flaps and one for an extra page Revision toolkits can be prepared for individual students/tables/whole class use. Contents may include tape, scissors, flaps, sticky notes, purple pens, etc. Flaps can be plain strips of paper; they do not need to be lined. When adding additional paper or flaps, it is suggested to use tape over staplers, as staplers can be a management issue (jammed staplers, flying staples, etc.) - teacher preference. The physical act of how to revise should be reinforced during shared and interactive writing Prepare a teacher story with many moments for tomorrow's lesson.
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday we learned how to revise our stories using caretts to add in a few missing words or to put in new words. Today I'm going to show you what writers do when they have more than just a few missing words to add to their stories.</i>
Teach	<ul style="list-style-type: none"> Use teacher sample story. <i>Last night I was rereading my story about going to the pumpkin patch. When I was reading the part about choosing my pumpkin. I remembered that I wanted to tell my reader how heavy the pumpkin was when I tried to pick it up. I rehearsed what I wanted to add, 'The pumpkin was so, so heavy.' First, I looked to see if I had enough white space to use a caret and add my sentence. I noticed I already had words here and did not have enough room to include all of the words I wanted to say in that small space. I actually wanted to add a whole sentence, not just a word or two. So I grabbed a flap, or an extra piece of paper, and cut a strip using my scissors. I taped this flap to the page where I wanted to write more. Then, I wrote my new information on the flap and reread that page/section to be sure it makes sense and sounds right.</i> Teacher holds up story with flap addition. <i>Now let me reread my story to you with the added sentence on the flap just to make sure it makes sense.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Tell your partner two ways you can add information when you revise.</i>

Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan – Session 2, Continued

Link	<ul style="list-style-type: none"> Writers, I heard you say that when you go back and reread your stories, you can add a caret if you have a word or two to add or you could add a flap if you want to add a sentence. Some of you will add revisions to the beginning, some of you will add them to the middle, and some of you will add revisions to the end of your stories. Writers, remember you first need to rehearse <u>what</u> you want to add before you start writing. This will help you decide how much you want to write and how much space you might need. If you want to add a few words, you'll add a caret, but if you have more to say you'll use a flap. You will notice that I have added flaps to your revision tools as well as tape/staplers.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Identify a student who has more to write than a flap will allow. If you don't find a student who is writing more than a flap will allow, use your own story to model adding a page. Call students back to the carpet. Writers sometimes have more to say than a flap will hold. I noticed that _____ was trying to squeeze a lot of words on a flap. S/he was trying to add 2 whole sentences. Watch how I teach _____ to add a page so it will hold all the words that s/he wanted to write. Teacher models/coaches a student how to add a page to his/her story. You may also choose to model paper surgery with the use of a dot/star to insert a page in the beginning, middle, or end, showing readers where to look for revision. Remember, when you realize you don't have enough room to use just a caret or a flap to add information, you will need to grab a sheet of paper instead of a flap. Develop an anchor chart to highlight the physical aspect or the 'how-to' of revision work – See sample below.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> As you come up to the carpet today, bring your writing and sit with your writing partner. Read the piece with your revision and then tell your partner why you chose a caret, a flap or extra paper. See Resource Materials Packet for other Share options.

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart		
<u>How Writers Can Revise or Make Changes</u>		
<ul style="list-style-type: none"> Add on using 		
Caret ^	→	a couple words
Flap	→	a sentence
Page	→	2 or more sentences

Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan

Session	3
Concept II	Writers learn the physical aspects of revision.
Teaching Point	Writers cross out or remove unfocused writing.

Materials	
<ul style="list-style-type: none"> Teacher sample story from a shared class experience with many moments or an unfocused page Purple pens 	<ul style="list-style-type: none"> <u>The Slide</u> - student mentor text [Resource Materials Packet] How Writers Can Revise or Make Changes – Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> Remind students that when they finish revising their existing work, they can begin another piece (When you're done, you've just begun) The concept of looks right, sounds right, and makes sense should be familiar from reading This lesson may be divided into two lessons if needed
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Connection	<ul style="list-style-type: none"> <i>Writers, we have spent the past two days learning about ways to revise our stories by adding on with carets, flaps or even more paper. Today I'm going to teach you that writers also revise their stories by crossing out words that don't belong.</i>
Teach 1	<ul style="list-style-type: none"> <i>Let's take a look at Samantha's story, <u>The Slide</u>. She wrote, 'There were 8 people beafore me the line went so fast I thauht to myself. Shakeing! Finaly it was my turn. I was shakeing my legs my hart was beating super fast.'</i> <i>We notice that she went back and revised by crossing out, 'I thauht to myself. Shakeing!' I think she may have done this because it didn't make sense or sound right. Also, she wrote the same idea twice. See over here where she wrote about shaking. Listen to how the story sounds now when I don't read the crossed out part. Read and discuss.</i> <i>When writers reread and find something that doesn't help the story or doesn't make sense, they can take it away by crossing it out. Writers need to keep asking if information looks right, sounds right and makes sense.</i>
Active Engagement 1	<ul style="list-style-type: none"> <i>Writers, I'd like you to take out a small moment story from your writing/revision folder. I want you to reread your story looking for a part that doesn't belong or doesn't make your story better. This would be a part that doesn't sound right or make sense. When you find a spot, give me a signal.</i> <i>I'm glad to see that many of you have found a part in your story that doesn't belong. When you go off to write today, remember to use your purple pen to cross out the part that doesn't make your story better. Then, reread that part leaving out the crossed out words just to be sure it still makes sense and sounds right.</i>
Teach 2 or move to Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>We've already learned that writers cross out parts that don't make their story better.</i> <i>I also want to teach you another reason writers might need to take something away during the revision process. Writers take out parts that jump away from the small moment; sometimes these parts might take up a whole page from their story. When this happens, writers can remove the unfocused writing/page.</i> <i>Using an unfocused teacher sample story, Watch and listen as I reread my story looking for any parts that jump away from my small moment. Give me a stop signal when you hear or see something that needs to be taken out and revised.</i>

Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan – Session 3, Continued

Teach 2 or move to Mid-Workshop Teaching Point continued	<ul style="list-style-type: none"> Teacher reads sample story aloud. Students signal at unfocused part. <i>I see you signaling me for revision. I wrote about paying for my pumpkin at the checkout and then I said, 'I went home and ate dinner.' My ending isn't an 'end-in-the-moment' – a story ending that starts and ends in the same place. I totally jumped away from my small moment. Remember, jumping away happens when we don't end in the same place as the page before (Kindergarten's definition). We were at the pumpkin patch and then I jumped away to my home. There are a lot of words I have to cross out to fix this part. It will be easier if I remove the entire page and write a new ending that 'ends in the moment.'</i> Turn and tell your partner what I did when an entire page of my writing was unfocused and jumped away from my small moment.
Link	<ul style="list-style-type: none"> Today, as you go back to your writing spot, be on the lookout for words or whole pages that need to be crossed out or removed completely.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Teach 2 may be moved to the Mid-Workshop Teaching Point
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Writers, today we learned two new ways that we can revise our stories to make them more effective. Let's add our new learning to our anchor chart. See Resource Materials Packet for other Share options

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

How Writers Can Revise or Make Changes

- **Add on using**
 - Caret ^ → a couple words
 - Flap → a sentence
 - Page → 2 or more sentences
- **Cross Out** → I can ~~can~~
- **Remove a part that jumps away from the small moment**
-

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan

Session	4
Concept II	Writers learn the physical aspects of revision.
Teaching Point	Writers read and reread with an eye towards planning for revision.

Materials	
<ul style="list-style-type: none"> WHAT Writers Can Revise! – Anchor Chart option A First Grade Sample Revision Checklist – Anchor Chart option B Sticky notes/strips/flags 	<ul style="list-style-type: none"> Purple pens Teacher story Revision folders with small moment stories – student to select favorite one

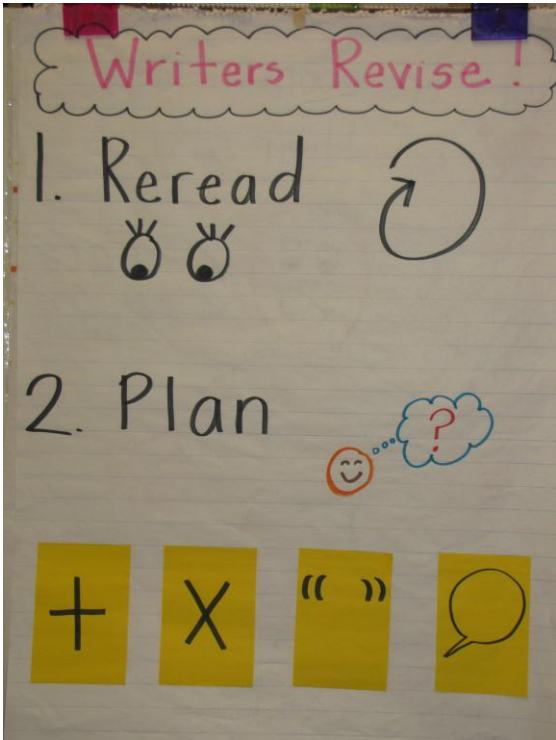
Tips	<ul style="list-style-type: none"> For more comprehensive information, see: Calkins & Pat Bleichman. (2003). <u>The Craft of Revision</u>. (2003). Portsmouth, NH: Heinemann. - Lesson 5: Planning Revision (<u>Units of Study for Primary Writing: A Yearlong Curriculum</u>). The purpose of this lesson is for students to reread their work; don't get caught up in the physical aspects of revision. Students just need to make sure that their revisions make sense and add to the overall piece. To conserve sticky notes, we suggest cutting full size sticky notes into strips/flags for extended use. Teachers may want to make individual copies of the HOW Writers Can Revise or Make Changes anchor chart for students to keep in their writing/revision folders. Students can make checkmarks or smiley faces next to each completed step as they revise their pieces. Students select a small moment story from their folder that they will reread and make a plan for subsequent revision work. Some students may need assistance with selecting a piece conducive to multiple revision items. Also, depending on group teacher may want students (or a particular group) make their plans at the meeting area before going back to their seats. Therefore, the students that are having a difficult time can meet with the teacher on-the-spot. Teachers have an option of the anchor chart they want to create for WHAT Writers Can Revise Option A – simply list (see sample at the end of the lesson); Option B – pocket chart or checklist version (see resource materials packet, add each item as taught).
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Connection	<ul style="list-style-type: none"> <i>Writers, we have learned many ways to revise our stories: flaps, caretts, crossing out, and adding or deleting whole parts/pages of our story. Today we are going to make a plan for our revision work using the small moment stories from our writing/revision folder.</i>
Teach	<ul style="list-style-type: none"> <i>Writers, when you go back to reread, I'd like you to think, 'How can I make this even better?'</i> <i>Sometimes writers reread and revise right on the spot, but other times they don't have time to do all the revision work right then or they may want more time to think exactly about how they want to change something. So, often while writers are rereading and thinking, they make plans of what they want to go back and do.</i> <i>For example, sometimes if I have a lot of pages, like so many of you do, I make notes on a page to remind me of what I want to go back and revise or change. I make a plan of what to do next so I won't forget. Watch me as I make a plan for my revisions in my fire drill story.</i> <ul style="list-style-type: none"> Teacher rereads story while thinking aloud, putting sticky notes throughout the pages and coding the possible revisions. Modify demonstration to meet student needs. Think aloud samples (modify to fit story and student needs): <ul style="list-style-type: none"> <i>I used a speech bubble to show Mrs. Smith saying, 'Line up,' but I didn't include that in my words. I'm going to jot quotation marks on this sticky note and put it where I want to write the dialogue. Later, when I have time, I will go back and add these words.</i>

Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan – Session 4, Continued

Teach - continued	<ul style="list-style-type: none">○ Over here I said, 'It was a building.' I think I should add more about what the building looked like. So, I could add a + here to indicate that I need to add more. I will do that later, when I have more time to think about exactly what I want to add and when I have the time to do so.○ On this page, I have the fireman and a person. I could add a speech bubble and later come back and add words they may have said.○ I am not sure about this part. So I am going to put an 'X' here. I want to come back later and think if this part fits or if I want to delete it. <p><u>Explain codes:</u></p> <p>+ = add</p> <p>X = take away or delete</p> <p>“ ” = add dialogue in words</p> <p>Speech bubble = add words in a speech bubble</p> <p>Sample poster: Please modify to meet student needs.</p>  <ul style="list-style-type: none">• These codes are merely suggestions. If you choose not to use codes, another option is to simply have students mark spots with a Post-it. This works well when they don't have time to revise on the spot.
Active Engagement	<ul style="list-style-type: none">• Turn and tell your partner what you saw me doing when I reread my story, making a plan for my revisions.• Students turn and talk and share out their noticings.<ul style="list-style-type: none">○ Have a student share out what they noticed. Prompt students to be very specific using words like, 'first,' 'then,' and 'next.'

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan – Session 4, Continued

Link	<ul style="list-style-type: none"> <i>I know some of you are almost done revising your first piece and others are starting to revise new pieces. When it comes time to revise a new piece, remember to first reread and make plans. I'll admire your planning. Thumbs up if you are almost done revising your first piece. Okay, off you go. The rest of you can start revising another piece. You can make your revision plan on the sticky notes. I have included sticky notes and flags in your tool kits to help you plan for your revisions.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Writers, may I have your attention please? I was conferring with _____. S/he showed me all of his/her plans for revision in his/her favorite piece but then said, 'Now what do I do?'</i> <i>I want to show you what writers do when they are finished making plans for their revision.</i> <i>Teacher returns to story from the mini-lesson. After I have reread my story and made all of my plans for revision on sticky notes, I can get my purple revision pen and make my planned changes. Watch me as I do this...</i> <i>Teacher makes changes to his/her story using purple pen. Ex: adds a speech bubble, add a description, deletes an unneeded part, etc.</i> <i>Writers, give me a thumbs up if you are ready to take this next step in revising your story. If you are still making plans for revision, give me a flashing light bulb.</i>
Independent Writing and Confering	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> <i>I have a new chart that gives us ideas for WHAT we can revise or change. We already talked about adding or changing speech bubbles and adding or changing dialogue. What other ideas could we add to the list? Add items based on student input.</i> See Resource Materials Packet for other Share options.

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart – option A






WHAT Writers Can Revise

- Speech bubbles
- Dialogue
- Add other ideas from students (other ideas may be generated from Kindergarten's study of revision and/or Launching unit of study – e.g. add to sketch and add to words, setting, 'end-in the-moment' ending, etc.

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan - Session 4, Continued

Option B Anchor Chart - First Grade Sample Revision Checklist
See Resource Materials Packet for complete example

This chart should be co-constructed with students based on how they would describe things, mentor text read, and

Symbol	Revision Strategies	 What can I do to revise?	
	Sketch	Reread and add more details to my sketch.	
?	Meaning	Reread to see if it makes sense.	
	Physical Description	Reread and add what a person, place, or a thing looks like.	
	Action	Reread and add character action.	

immersion activities completed.

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan

Session	5
Concept III	Writers focus on the action in the event of the story.
Teaching Point	Writers identify the heart of their stories.

Materials	
<ul style="list-style-type: none"> Heart stickers or heart cut outs Teacher story that needs more information in the heart of the story 	<ul style="list-style-type: none"> WHAT Writers Can Revise – Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> Heart of the story is a very hard concept for young children to understand. This session simply exposes them to the heart of the story and will be revisited again. This concept should be studied and discussed in reading prior to this lesson. Continue to focus in on what you think is the most important part or the heart of the story during read aloud. This will help reinforce the concept. Students must be able to recognize the heart of a story before they can produce it.
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Connection	<ul style="list-style-type: none"> <i>Writers, when you look for the most important part of the story, you are like a photographer. Like a photographer, you have many different choices of what to take pictures of. Usually, the photographer decides to take a picture of what is the most important thing to him/her.</i> <i>Today I'm going to teach you how to reread your story and really think about the most important part, or what we call the 'heart of the story.' You will reread, stop, and think like a photographer about the most important part. What do you really want to zoom in on or focus on? Watch me as I do this with my piece of writing.</i>
Teach	<ul style="list-style-type: none"> Teacher models rereading and thinking aloud when s/he comes to the most important part. Explain why that is the most important part. <i>Wow, now that I found the most important part, I really want to make sure I remember where this part is in my story. So, I am going to put a red heart sticker right here to remind myself to go back and zoom in like a photographer. I really want to focus in more on this part.</i> <i>I am going to revise this part of my story by adding more information.</i> Share what details may be added to the most important part.
Active Engagement	<ul style="list-style-type: none"> <i>Writers, I would like you to open your folders and get your cameras ready. Go back and reread, finding a part that is important (click) and take a picture of it. When you have found your most important part, turn and share with your partner what you took a picture of and why.</i> While students are rereading and sharing with partners, pass out heart stickers to each student. <i>Now that you've had an opportunity to share the most important part, or the heart of your story, you are ready to return to your seat and mark that part with this heart sticker. Then you can add more information to this part.</i>
Link	<ul style="list-style-type: none"> <i>Writers think like photographers when they reread their writing. Today you need to think like a photographer as you focus in on the most important part, or the heart of your story. Then you will add lots of information to this part.</i>

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan – Session 5, Continued

	<ul style="list-style-type: none"> •
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers, once we find the most important part, we think about how to stretch or write more about it because we want to be sure our reader knows that this is an important part. Readers can often tell the most important part because it's the part with the most details.</i> • <i>Think about adding more details to the most important part of your story. See what I did in my fire drill story? I thought about the most important part and then decided to add details about what I was thinking during that part. I thought about what xx looked like and added... We call this internal thinking. Share changes made.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Highlight a student who zoomed in like a photographer to identify the most important part, or the heart of his/her story, and added more information • <i>Let's go back to our new chart that gives us ideas of WHAT we can revise or change. Review list. Let's add what we learned today: Heart of the Story – add to the most important part.</i> • <i>Tomorrow we are going to learn a way to write more about the most important part by using the detail of action.</i> • See Resource Materials Packet for other Share options

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

WHAT Writers Can Revise

- Speech bubbles
- Dialogue (detail)
- Heart of the Story – add to the most important part

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan

Session	6
Concept III	Writers focus on the action in the event of the story.
Teaching Point	Writers add to their stories by focusing on character's action - face/head, feet/legs, and hands/arms (detail - character action).

Materials

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| <ul style="list-style-type: none"> • <u>Snow Day!</u> by Lester Laminack • Teacher sample story with identified heart of the story • Character action Book Mark [Resource Materials Packet] | <ul style="list-style-type: none"> • WHAT Writers Can Revise – Anchor Chart [Resource Materials Packet] • Detail Hand –Anchor Chart [Resource Materials Packet] |
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Tips	<ul style="list-style-type: none"> • This is a great lesson for using your Smart board or document camera to zoom in on Lester Laminack's illustrations. • Reinforce the concept of, 'details' in reading and how writers include them in print; specifically the detail of character action.
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Connection	<ul style="list-style-type: none"> • <i>We've read a lot of books and noticed a lot of different things that small moment authors do. One of the things we noticed is that authors zoom in on the most important part of the story; sometimes they do that by focusing in on the actions of a character - what a character's hands, feet/legs, or face are doing. Today I am going to teach you how to add character action details to the most important part of the story or to any event.</i> • Point out action on the Detail Hand anchor chart
Teach	<ul style="list-style-type: none"> • <i>We add action so readers get pictures in their minds about what happened. Close your eyes and listen to me carefully as I begin to think about how to slow down, or stretch out, the heart of my story by focusing in on what my hands, feet or face were doing. See if you can make a movie in your mind.</i> • <i>I'm thinking back to when I pulled up this big fish that was tangled in the line of my fishing pole instead of on the hook. Let me close my eyes and slow down that moment by telling you exactly what happened bit-by-bit.</i> • <i>One way to do this is by really thinking about what my hands, feet or face did at that exact moment. 'The big fish came up, my hands flew up and covered my face. Down went my head. Oh no, I thought, how in the world did I catch this fish? Slowly I shook my head back and forth. This can't be happening.'</i> • <i>Did you notice how I slowed it down and focused on what my hands and head were doing during this time.</i>

Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan – Session 6, Continued

<p>Teach – Continued</p>	<p>Possible idea for anchor chart:</p>  <p>The anchor chart is a piece of paper pinned to a wall with colorful pushpins. At the top, it says 'Writers zoom in on the' followed by a red heart and 'of their story...'. Below the text is a drawing of a person with a round face, spiky hair, and a smiling mouth. Arrows point from text labels to specific parts of the drawing: 'arms & hands' points to the left arm, 'Face & Head' points to the face, and 'legs & feet' points to the legs and feet. The person is wearing a blue shirt, green pants, and red shoes.</p>
<p>Active Engagement</p>	<ul style="list-style-type: none"> • Now we're going to give you a chance to practice this! Let's take a look at an important part of <i>Snow Day!</i> by Lester Laminack. (pg. 17/18 sledding scene...Where'd we put the sled?) • Think for yourself, 'What are their faces doing? What are their hands or feet doing?' Choose one and zoom in, thinking of words to use so that you can make a movie in your partner's head. • After a period of time, have students turn to their partners and share their ideas. While they are doing this, listen in closely so that you can highlight some of the students' examples.
<p>Link</p>	<ul style="list-style-type: none"> • As you go off today, return to the heart of your story or another favorite page. Close your eyes and make a movie, thinking about what your face/head, arms/hands, and legs/feet were doing. Write that down so you can add more information or details to the most important part of your story. This will help your reader feel like s/he was right there with you! Remind children that depending on their stories, they may only be focusing in on one or two of their body parts.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • Show students how acting out a scene could help them with action, focusing on what their hands, feet, and face are doing.
<p>Independent Writing and Conferring</p>	<ul style="list-style-type: none"> •

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan – Session 6, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• <i>Let's go back to our new chart, 'WHAT we can revise or change.'</i> Review list. <i>Let's add what we learned today: Action – what a character is doing with hands, feet and face.</i>• Highlight several students who zoomed in and made a movie, thinking about what their face/head, arms/hands and legs/feet were doing• See Resource Materials Packet for other Share options
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This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

WHAT Writers Can Revise

- Speech bubbles
- Dialogue (detail)
- Heart of the Story – add to the most important part
- Action – what a character is doing with hands, feet, and face (detail)

Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan

Session	7
Concept IV	Writers use other people to help them revise.
Teaching Point	Writers can talk about their writing needs when conferring with the teacher.

Materials	
<ul style="list-style-type: none"> Grade level teaching partner or student to demonstrate lesson with teacher Working with Your Partner – Anchor Chart 	<ul style="list-style-type: none"> WHAT Writers Can Revise – Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> The goal of this lesson is for writers to begin taking responsibility for narrowing down their writing needs and verbalizing their writing focus during a conference with the teacher This is a challenging lesson as most first graders will simply state their topic when they're asked about what they are working on in writing. Confirm that the topic is what they are writing about and nudge them to <i>also</i> tell <i>what</i> writing or revision work they are trying. To scaffold them, refer to the anchor chart, WHAT Writers Can Revise
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Connection	<ul style="list-style-type: none"> <i>Writers, sometimes when I come to you for a conference, you don't always need to show me your whole piece. Instead, some of you may decide to read me the one part you are working on and talk about how you're working hard to make revisions.</i>
Teach	<ul style="list-style-type: none"> Review steps for Working with Your Partner from Unit 1. These same steps apply to working with the teacher. <p style="text-align: center;">Working with Your Partner</p> <ul style="list-style-type: none"> Listening Purpose: Tell partner how s/he can help you. What should your partner be listening for in your piece? Read/Listen Talk – Compliments and Suggestions Mark the Spot for Changes Make Changes – Revise With a previously chosen student or a grade level teaching partner, model a conference with a student acting as the teacher. <p>Example:</p> <ul style="list-style-type: none"> Student (pretending to be teacher): <i>Ms. /Mr. _____ what revision have you been working on in your story?</i> Teacher (pretending to be student): <i>This is the part I have been working on for revision. Could you help me with _____?</i> Teacher reads a small portion of the story aloud and talks about what s/he has been working on and if s/he is having any difficulties. Explain that the teacher will then give 1) compliment/s, and 2) provide suggestions.
Active Engagement	<ul style="list-style-type: none"> <i>Writers, I would like you to take turns with your writing partner, acting out the roles of the student and the teacher. Remember, teacher starts with a question, 'What revision work are you doing?' The student does two things - 1) Tell what revision strategy they are trying to do, and 2) Read the small portion of the story aloud where they are working. The student doesn't have to read their entire story.</i>

Writing Unit of Study

1st Grade - Revision, Unit 2

Lesson Plan – Session 7, Continued

Link	<ul style="list-style-type: none">• <i>It's time to resume your writing. But remember, if I come to you for a writing conference, you need to be ready to share the small part you are working on and/or a place where you need some help. Tell me what revision strategy you are trying.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Discuss again the importance of the teacher's role and student's role in a conference. Remind students they can tell you about their topic (what they are writing about), but they should also 1) tell where they need some help or what revision strategy they are trying, and 2) read the part they are working on.• Remind or role play: If you aren't sure what revision work you are doing, use the anchor chart, 'WHAT Writers Can Revise.'
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>Wow! I had the greatest conference with _____. It was great because ____ told me his/her topic, shared a part of his/her story where s/he was working and discussed what s/he was working on. S/he said...</i>• Optional Share: Videotape a student(s) verbalizing their writing needs during a conference and play back for students to see/hear using iPhone, iPad, video camera, etc.• See Resource Materials Packet for other Share options.

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

Working with Your Partner (or Teacher)

1. Listening Purpose: Tell partner how s/he can help you. What should partner be listening for in your piece?
2. Read/Listen
3. Talk – Compliments and Suggestions
4. Mark the Spot for Changes
5. Switch Roles
6. Make Changes – Revise

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan

Session	8
Concept IV	Writers use other people to help them revise.
Teaching Point	Writers work with their writing partner to help them revise.

Materials	
<ul style="list-style-type: none"> Partner Talk - Anchor Chart (from Small Moment Unit) 	<ul style="list-style-type: none"> Working with Your Partner – Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> This lesson builds on Session 7 - expressing needs when conferring with a teacher. Students will move this work into their writing partnerships. Try calling the writing partners, writing coaches as children will be learning about the importance of supporting their partner and lifting the level of their writing work. Technology use: If you have access to smartphones with video or iPads with video recording capabilities, you can video writing partner conferences in the moment, send video footage via email, and replay for students on a Smart board or through a television during After-the-Workshop-Share.
Connection	<ul style="list-style-type: none"> <i>Yesterday we worked on what to do when conferring with the teacher. Today we're going to think about how we can work together with a writing partner. We'll really focus on making compliments and suggestions.</i>
Teach	<ul style="list-style-type: none"> <i>I'm going to teach you that before you have partner time, you have to stop and think, 'Hmm...what am I going to say to my partner?' For example: What have I been working on? Where might I need some more help? Where is a spot that has been giving me some trouble?</i> As you talk to your partner, remember our partner steps: Working with Your Partner <ul style="list-style-type: none"> Listening Purpose: Tell partner how s/he can help you. What should your partner be listening for in your piece? Read/Listen Talk – Compliments and Suggestions Mark the Spot for Changes Switch Roles Make Changes – Revise Teacher pretends to leaf through story, stopping to think what where s/he needs help and what small part s/he might read. Teacher goes through steps with partner: 1) Tell what and/or where help is needed, and 2) Read small portion. Remind students of the anchor chart from the Small Moments Unit, especially the compliment part. The suggestions, in this case, will be giving partner feedback on the specific area s/he asked to discuss, not on anything in general as was done in the past. Explain that writer doesn't necessarily need to mark the spot since s/he already determined what spot to focus on.

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan – Session 8, Continued

Teach – Continued	<table><tr><th>Partner Talk</th></tr><tr><td>Compliment...<ul style="list-style-type: none">• Great job! I can see exactly what the people are doing.• Wow! I can really picture this part in my mind like a movie.• You really slowed down the important part of your story.</td></tr><tr><td>Suggestions...<ul style="list-style-type: none">• Have you tried____ (adding to the heart of your story)?• You could add____ (an action word here).• What if you____ (tell your reader what your face/head, arms/hands, legs/feet were doing)?• Have you thought about_____?• I'm not sure this part makes sense.</td></tr></table>	Partner Talk	Compliment... <ul style="list-style-type: none">• Great job! I can see exactly what the people are doing.• Wow! I can really picture this part in my mind like a movie.• You really slowed down the important part of your story.	Suggestions... <ul style="list-style-type: none">• Have you tried____ (adding to the heart of your story)?• You could add____ (an action word here).• What if you____ (tell your reader what your face/head, arms/hands, legs/feet were doing)?• Have you thought about_____?• I'm not sure this part makes sense.
Partner Talk				
Compliment... <ul style="list-style-type: none">• Great job! I can see exactly what the people are doing.• Wow! I can really picture this part in my mind like a movie.• You really slowed down the important part of your story.				
Suggestions... <ul style="list-style-type: none">• Have you tried____ (adding to the heart of your story)?• You could add____ (an action word here).• What if you____ (tell your reader what your face/head, arms/hands, legs/feet were doing)?• Have you thought about_____?• I'm not sure this part makes sense.				
Active Engagement	<ul style="list-style-type: none">• Have students retell step by step what the teacher did when preparing for a writing conference with their partner.			
Link	<ul style="list-style-type: none">• <i>Writers all your life you are going to want to have conversations like this one with your writing partner. It is important that before you step into these conversations you begin to think about what you’ve been doing as a writer and how your partner may be able to assist you.</i>			
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Discuss a conference you had where the student was prepared: 1) told what needed help with, and 2) marked and read the small portion of writing.• Reinforce how students can get ready for a conference and how the partner’s role is not to focus on the area in which the writer asked for assistance.			
Independent Writing and Conferring	<ul style="list-style-type: none">•			
After-the-Workshop Share	<ul style="list-style-type: none">• In this lesson, we are using the After-the-Workshop Share as our writing partner time to extend Independent Writing time.• See Resource Materials Packet for other Share options.			

Writing Unit of Study
1st Grade - Revision, Unit 2
Lesson Plan

Sessions	9 – Prepare for celebration 10 – Host celebration
Concept V	Writers celebrate their revision.
Teaching Point	Writers celebrate their efforts.

Materials	
Add based on specific plan for celebration	

	<ul style="list-style-type: none"> Determine how you would like students to celebrate their wonderful revision work. It could be as simple as exchanging papers with a fellow student or cross-age buddy and showing evidence of their revision efforts or more complex like a Revision Museum (Please see: Calkins & Pat Bleichman. (2003). <u>The Craft of Revision</u>. Portsmouth, NH: Heinemann. Sessions XV & XVI, Preparing to Celebrate & Setting Up a Revision Museum: An Author's Celebration, pg. 115-120. Read these lessons and adjust accordingly)
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