Write First and Revise Later

1. Focus

Explain Writing First and Revising Later

**Say:** When I sit down to write a draft, I’m a little nervous. Even though I have my thoughts organized in a chart, I’m not sure how to get it all down on paper. There’s a lot to think about: putting all the steps in, choosing words, grammar, spelling, punctuation . . . it can feel like trying to tie shoelaces, watch a DVD, and talk on the phone all at the same time! So I don’t even try to get it all right when I’m drafting. I just want to get my first thoughts on paper. I don’t worry about my spelling. I don’t focus on my punctuation or grammar too much. I keep going, even if I know there might be a better word to use in a sentence. My goal in drafting is to get my ideas down. I can go back later and improve the writing when I revise and edit.

Model Writing First

Display the sample text on chart paper or use the interactive whiteboard resources.

**Say:** Listen as I read the draft for a procedural text about making a secret-ingredient PBJ.

Use a butter knife to put peanut butter on one slice jelly on the other. Don’t forget you should put the bread on a plate. Open the coco mix packet put a little of the mix on the peanut butter side I usually like to save the rest for another sandwich unless my sister uses it up making coco.

Original Modeling Text (with Errors)

**Say:** The writer writes freely without worrying about her mistakes in order to make sure she can get all her ideas down. I see that she doesn’t spell everything correctly, and she doesn’t always capitalize and punctuate her sentences, but that’s not important in the drafting stage of writing. She simply writes down steps in the procedure on paper. Now she has something to work with. Now she can go back to this draft and make it better during the revision and editing stages of the writing process.

**Say:** Now let’s read the author’s revised and edited draft so that you can see how she makes her first draft better.

Read aloud “Secret-Ingredient PBJ.” You may also wish to display the text on chart paper or using the interactive whiteboard resources.

Objectives

In this mini-lesson, students will:

- Learn how to get ideas down in a draft without worrying about grammar, spelling, and punctuation.
- Practice drafting a procedural text.
- Discuss the drafting process and encourage students to feel free to make mistakes during drafting.

Preparation

Materials Needed

- Mentor text: “Secret-Ingredient PBJ” from Kids in the Kitchen
- Chart paper and markers
- Drafting Procedural Text (BLM 5)
- Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the original modeling text (with errors) and the revised modeling text onto chart paper.
Put the bread on a plate. Next, use the butter knife to spread peanut butter on one slice and jelly on the other slice. Now it’s time for the secret ingredient! Open the cocoa mix packet and sprinkle a pinch of the mix on the peanut butter side. **Tip:** *Save the rest of the mix for another sandwich.* Then, flip over the jelly slice and arrange it on top of the peanut butter slice. Finally, munch away!

**Strategies to Support ELs**

**Beginning**
Invite beginning ELs to look at the pictures showing a table being set. Encourage them to describe what’s happening in whatever language they can. Label the objects in the pictures in English and read them with students. Write their ideas in simple language below each picture.

**Intermediate and Advanced**
Support ELs to draft the steps for setting a table by discussing and naming all objects in the pictures and supplying the following sentence frames for them to use:

- First, put _____.
- Next, put _____.
- Finally, put _____.

**All Levels**
If you have ELs whose first language is Spanish, share these English/Spanish cognates: cocoa/el cacao; error/el error; grammar/la gramática; plate/el plato; punctuation/la puntuación; revise/revisar; sandwich/el sándwich.

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**Say:** During the revision and editing stages, the writer improves on her first draft. She adds signal words to help her readers follow the steps in her process. She corrects her spelling and punctuation errors, too. (Show students how the author made revisions and corrections.) While drafting, she just gets her ideas down on the page. And you can do that, too. Today we’ll practice.

**Practice Writing First and Revising Later**

Distribute BLM 5, or display it using the interactive whiteboard resources. Ask students to work with a partner to talk about what’s happening in the pictures. Then ask each student to draft the instructions for setting a table, based on the BLM pictures. Emphasize that this is a draft, so students don’t need to worry about spelling or grammar.

**Share and Discuss Drafting**

Invite students to read aloud what they wrote. Encourage them to identify one or two things they would change in revising these directions. Use the following prompts to help students discuss the drafting process.

- **What did you notice about yourself while you were drafting?**
- **Did you try to write perfectly, or did you just write?**

**3. Independent Writing and Conferring**

**Say:** We learned how to write a draft without worrying about mistakes. As you draft your procedural text, remember to get your ideas down on paper first. Remember that it’s okay to forget a step, get things out of order, or make errors in grammar in a draft. You’ll be able to fix these things later when you revise.

Encourage students to apply the strategy of writing first and revising later during independent writing time, as appropriate. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

**4. Share**

Bring students together. Invite volunteers to read aloud the drafts of their procedural texts. Remind students that everyone makes mistakes in their first drafts.