

Writing Unit of Study

Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7



**ELA  
Common Core  
State Standards  
Lesson Plan Packet**

**Kindergarten  
Writing a Sequence of Instructions:  
How-To Books  
Unit 7  
11/12/13**

# Writing Unit of Study

## Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

### Table of Contents

#### Background Section

Abstract ..... 1

#### Unit Section

Resources and Materials Needed ..... 2

Why a Script? ..... 3

Overview of Sessions – Teaching and Learning Points..... 4

Assessing Kindergarten Writers ..... 5

Immersion Phase ..... 6

Lesson Plans ..... 15

#### Resource Materials Section

See Separate Packet

## **Writing Unit of Study**

### **Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7**

#### **Abstract**

In this unit, Kindergarten students will now become teachers using writing to teach others. Specifically, they will write to teach others how to do something. This type of procedural writing relates to all they do across the day. Students will begin seeing How-To texts everywhere: game board directions, recipes, and inside Lego boxes. The world is full procedural writing and kindergarten students can learn by studying them.

Procedural writing requires writers to write explicitly, clearly, and sequentially to teach others how to accomplish a task. Procedural writers need to anticipate what their audience will need to know. To write a How-to book, a kindergarten student recalls a procedure, starting at the beginning and proceeding in a step-by-step and precise manner to the end.

There are four main parts to this unit. The first part is the launch of the unit and it encourages writing or reading lots and lots of little procedural books. The second part of the unit emphasizes the importance of writing in such a way that readers can read the writing. The third part of the unit turns to lifting the level of student writing to create more elaborate and clear text with the deeper use of mentor text. Finally, the unit ends with students revising their text more extensively to prepare for publication.

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Resources and Materials Needed

##### Mentor or Teaching Text

- Anchor Charts – See Immersion Information
- Mentor Texts – See Resource Materials Packet
- Teacher and class sample story/stories-The following items will be targeted throughout the unit, so write a variety that lend themselves to teaching into these items:
  - Session 5- Simple Teacher Story that can be acted out to add more words
  - Session 11 – Teacher writing piece with sentences with no spacing
  - Session 12 – Preselected teacher piece that is half done for spelling strategies
  - Session 13 – Complete Teacher How-To story from session 12
  - Session 15 – Teacher writing piece that warning and tips are added
  - Session 16 – Teacher piece that steps can be added and taken out
  - Session 17 – Teacher writing piece from session 16 for checking words and sentences

##### Resource and Materials

- Informational Writing Continuum or another assessment measure
- Writing folders
- Markers-teacher use
- Writing markers-student use
- White boards
- Pencils
- Crayons
- Writing pen
- Stapler
- Construction paper
- Chart paper
- How-To booklets and paper- See Resource Materials Packet
- 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. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade K*. Portsmouth, NH: Heinemann.
- Calkins, Lucy and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports*. 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.

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### 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.

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### 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.

<b>Part One:</b>	<b>On Demand Assessment</b>
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<b>Part Two:</b>	<b>Immersion Phase</b>
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<b>Concept I:</b>	<b>Writers use mentor text to study characteristics of procedural How-To books and generate procedural How-To topics. Immersion Phase - See Immersion Explanation</b> Sample Session: Immersing students in mentor text to generate How-To topics?
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<b>Part Three:</b>	<b>Lesson Sequence Phase</b>
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<b>Concept II:</b>	<b>Writers generate topics; rehearse ideas and write lots of books</b>
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Session 1	Writers think about things they know how to do and create book covers.
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Session 2	Writers rehearse across their fingers to remember each step.
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Session 3	Writers rehearse and touch pages to remember each step.
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Session 4	Writers check to see if their directions are correct.
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Session 5	Writers add to their pictures to help the reader understand the steps.
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Session 6	Writers use a teaching voice in their writing.
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Session 7	Writers use precise words.
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Session 8	Writers add to their pictures.
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<b>Concept III:</b>	<b>Writers write so that readers can read their writing</b>
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Session 9	Writers have many ways to help them spell words.
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Session 10	Writers use spaces between words.
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Session 11	Writers have strategies to solve unknown words.
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<b>Concept IV:</b>	<b>Writers revise their How-To books</b>
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Session 12	Writers act out their How-To books with partners to revise.
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Session 13	Writers use mentor text to help revise their How-To books.
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Session 14	Writers use warnings and tips.
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<b>Concept V:</b>	<b>Writers prepare for publication</b>
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Session 15	Writers choose a writing piece and add or take out steps.
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Session 16	Writers check their words and sentences.
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Session 17	Writers improve their How-To with color, a book cover, and 'about the expert' page.
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Session 18	Writers celebrate and share with others.
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## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Assessing Kindergarten Writers: Informational CCSS

<b>Session</b>	This assessment should be conducted prior to starting of first informational unit. It should be done before the Immersion Phase.
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#### Materials

- Writing booklet suggestion: Use paper from informational unit. Students should have access to additional pages if needed.

#### Assessment Explanation

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing an informational piece. Teachers will then analyze these writing pieces using a continuum or rubric. Please see K-2 Assessment Packet located in Atlas Rubicon under Assessment Tasks for on-demand guidelines, continuums links and rubrics. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching points.

#### Assessment Timeline

The following are guidelines. They may be adapted to meet building and district assessment plans.

Grade	Informational Pre-Assessment	Informational Post- Assessment
Kindergarten	Prior to Unit 3- Label and List	After Unit 8-Informational Writing: Personal Expertise

#### Assessment Suggestion

Review these pieces alongside the informational continuum that shows the developmental stages of writing, and names the qualities of writing that define each stage (see the K-2 Assessment Package, Lucy Calkins' new book *Units of Study in Opinion, Information, and Narrative Writing* Lucy Calkins with Colleagues from the Reading and Writing Project and [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for continuums. Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

#### Growth comparison

Pre and post measures: Compare students' pre-assessment on-demand, final piece from final Informational unit, and the post-assessment administered after the final informational unit to note growth over time.

The pre/post on-demand assessments show what students are able to do on their own. The final piece for the unit shows what students can do with teacher guidance. All three writing samples provide valuable information.

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase

##### **Concept I: Writers use mentor text to study characteristics of How-To books and generate story ideas.**

The purpose of the immersion phase is to help students develop a solid understanding of How-To books (how to write to teach others). During this phase, students will understand the purposes of How-to books as well as the characteristics of How-To books. Basically, during this phase, students are thinking, How do these kind of text tend to go? The goal is to move students from explorers of How-To books to writers of How-To books.

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-V). It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of How-To books and have begun collecting ideas on chart paper. Teachers will want to keep their own collections of ideas so they can model leading a Writerly Life and use them as a resource when they decide to write their own How-To books.

It is suggested that most immersion activities take place during reading. These may be done during read aloud, shared reading, reading workshop or writing time.

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 How-To stories and view them through a writer’s lens. Text selection should include published books as well as student authored work.

##### **Some important ideas on which to focus during this phase:**

- Reading like Writers (studying How-To books to understand how to write a How-to book)
- Identifying the characteristics of How-To books
- Understanding that How-To books are written to teach others (understanding purpose of How-to books)
- Identifying the different possible audiences that may want to read these books
- Identifying how writers gather ideas – leading a Writerly Life
- Identifying how to effectively craft a How-To book using qualities of good writing and specialized language

##### **Immersion Activities for How-to books**

The following is a collection of immersion activities that teachers may do. These may be done during read aloud, shared reading, reading workshop or writing time.

1. Study Mentor Text [See Resource Section: Resource Immersion A - Suggested Mentor Text for How-To books]. These selections may be used during read aloud, shared reading, reading workshop or writing workshop. Study the concept of procedural How-To books, what they include, and how they work.
  - Review purpose of sequencing steps.
  - Highlight: clarity, sequence, explicit detail and audience
  - Purpose of studying mentor text:
    - Generate excitement and interest in reading and writing How-To books
    - Co-construct with students a definition and purpose/s of How-To books
    - Develop a list of characteristics of How-To books – Noticings

##### **Possible areas to explore using mentor texts:**

- Noticings:
  - Follows a sequence of events – first, next and last



## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

- Clarity of procedures-steps are clear and easy to follow
  - Precise words-use words specific to topic (ex: basketball- dribble, bounce, etc.)
  - Action lines and arrows
  - Zoom in pictures- show special parts up close
  - Labels
  - Explicit detail- provide or elaborate procedures or steps (ex. Make the dough into cookies vs. shape the dough into little balls)
  - Warnings or tips to help the reader be safe or successful
  - Informative voice-telling voice
  - Other aspects as noticed
- Organizational Pattern: Study the typical organizational pattern of How-to books
  - Qualities of Good Writing: Throughout the unit of study, students will revisit familiar texts to study things such as punctuation, sequencing, word choice, audience, etc.
2. Develop core Anchor Charts -
- These charts should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. This chart will be used as a reference throughout the unit of study
- Develop a chart Things we know how to do and can teach others – Students are asked to think about how the authors of the How-To books they’ve read teach others and consider what they could also teach others. Questions include: What how-To idea does this trigger for you? What do I know about that I might want to teach others? The following may be possible items on that list: taking care of a pet, how to play a sport, how to get ready for school, etc..
  - Develop an anchor chart of Precise Words We Can Use (Ex: a ball with an arrow up and down with the word bounce next to it). This chart may be organized by different topics (Ex. sports, food, etc.).
3. Oral Language Activities – The purpose of storytelling activities is to provide additional time to practice oral language skills, such as using an informative voice, sequencing stories, adding details, etc. Students may tell about familiar tasks that require steps, shared experiences from the classroom or other parts of their lives and act these steps out.
4. Engage in a shared class experience (e.g. making popcorn, getting ready for lunch, doing an activity, etc.). This could be used during the unit for whole class/and or small group work.

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase, Continued

<b>Session</b>	Immersion Phase- Sample Session (this is one of several possible immersion sessions)
<b>Concept 1</b>	Writers use mentor text to study characteristics of Procedural How-To books and generate procedural How-To topics.
<b>Teaching Point</b>	Writers read mentor texts to generate How-To topics.

#### Materials

<ul style="list-style-type: none"> <li>• How-To Mentor Text (See Resource Materials Packet)</li> <li>• Chart Paper with three columns, students' names listed along the left (see sample below) to create Things We Know How To Do and Can Teach Others - Anchor Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> </ul>
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<b>Tips</b>	<ul style="list-style-type: none"> <li>• This is one of several immersion sessions. Please see Immersion Phase document at the beginning of the unit for other immersion ideas.</li> <li>• Students should become familiar with items listed on the anchor chart, Things We Know How To Do and Can Teach Others .</li> <li>• Teachers should continuously fill in the anchor chart, Things We Know How To Do and Can Teach Others. Students will need three ideas each by the start of session 2. Teachers could interview students to help fill in chart.</li> <li>• Teachers may want to use leveled How-To books during guided reading.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, we have been reading many How-To books and talking about all the things the authors of these books have taught us to do. Some of these books even gave me some ideas about things I could teach other people. Today we are going to think about these books and the things we do every day. We are going to create a chart that has all the things you know how to do and could teach others so that when we start writing we will have some story ideas for our own How-To books.</i></li> <li>• Teacher creates Things We Know How To Do and Can Teach Others anchor chart.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>We noticed some books teach us how to do things at home, some teach us things we do at school and some teach us things we do outside. I am going to make a chart so we can keep track of all the things we know how to do and could teach others.</i></li> <li>• Teacher creates a chart with three columns: home, school and outside across the top. Student names along the left.</li> <li>• <i>I am thinking about some things I do at home and could teach others. I could make dinner or read a story to my son.</i> Teacher continues to generate ideas for each section.</li> <li>• <i>Did you see how I thought about lots of things I knew about and could teach others? You're going to think about some things you know about and could teach others and then we are going to put them on the chart.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, turn to the person next to you and share something you know a lot about and could teach others. You are thinking of possible ideas.</i></li> <li>• <i>Let's start writing some of your ideas on our 'Things We Know How To Do and Can Teach Others' anchor chart.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase, Continued

<b>Link</b>	<ul style="list-style-type: none"><li>• <i>So, one way we can think of an idea is to think about something we know a lot about and could teach others, just like the author of the book ____.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>You're probably noticing how you're getting new ideas just from listening to the other ideas that are being shared. This chart is going to come in handy for us when we start writing our own books.</i></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Today we noticed that authors of How-To books think about what they know a lot about and could teach others. We started to write down some of your ideas and tomorrow we will continue writing down more of your ideas.</i></li></ul>

#### Things We Know How To Do and Can Teach Others

<b>Student Name</b>	<b>Home</b>	<b>School</b>	<b>Outside</b>
Joe	Make Bed (use icon)	Read (use icon)	Play Soccer (use icon)

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:



## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	1
<b>Concept II</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers think about things they know how to do and create book covers.

#### Materials

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Markers</li> <li>• Templates for book covers (See Resource Materials Packet)</li> <li>• Things We Know How To Do and Can Teach Others -Anchor Chart</li> </ul> | <ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• How to Write a How-To Book - Anchor Chart</li> <li>• Writing markers for students</li> <li>• Mentor Texts</li> </ul> |
|---|--|

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Students should be familiar with the previously made Things We Know How To Do and Can Teach Others anchor chart from the Immersion Phase of the unit.</li> <li>• The three books used in the lesson do not have to be about home, school or outside.</li> <li>• It is not necessary for students to write first, next, then and last.</li> <li>• Depending on students, three book covers could be created.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, we have been reading books about how to make fruit salad, how to make pizza and even how to make a sand castle. They have given us ideas for things we know how to do and can teach others.</i></li> <li>• <i>Today we are going to get started thinking about things that we know how to do and create covers for these books so we don't forget.</i></li> </ul>
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<b>Teach</b>	<p>(Teacher refers to Things We Know How to do Can Teach Others anchor chart)</p> <ul style="list-style-type: none"> <li>• <i>Writers, I was looking at the 'Things We Know How To Do and Can Teach Others' chart, and I see that I can teach others to do lots of things. Like at home, I know how to read and can teach others how to read a book. At school, I know how to get ready for lunch and can teach others. Outside, I know how to go down the slide and can teach others.</i></li> <li>• <i>I have three things I know how to do and can teach others so I will need three books. I will start with the covers first so I won't forget my ideas.</i></li> <li>• <i>Teacher demonstrates creating How-To Book covers (Titles and picture). This book is going to be called <u>How to Read a Book</u>. Teacher writes and models sketching a picture to match.</i></li> <li>• <i>Now I can start writing my How-To book.</i></li> <li>• <i>Writers, did you see how I used the 'Things I Know How To Do and Can Teach Others' anchor chart to think about things that I could teach others at home, at school, or even outside? Then I took a book, created the cover so I won't forget my idea and then started writing.</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, let's look at the chart we created. I noticed at home, Jose knows how to walk a dog and can teach others. At school, Jose knows how to put his writing tools away and can teach others. Outside, Jose knows how to play baseball and can teach others.</i></li> <li>• <i>Teacher brings Jose to the front and holds up book number one. Jose will call his book <u>How To Walk a Dog</u>. He will write the title and sketch a picture to match. This will help him remember what he wants to write about.</i></li> <li>• <i>Teacher holds up book number 2 and says, This is Jose's second book. He will write the title, <u>How To put Your Writing Tools Away</u> and sketch the picture to match. This is Jose's third book and he will write the title, <u>How to Play Baseball</u> and then sketch a picture to match. Then he can start writing.</i></li> </ul>
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## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 1, Continued

<b>Active Engagement - Continued</b>	<ul style="list-style-type: none"><li>• <i>Now find your name and think about things you know how to do and can teach others at home, at school, and outside. Teacher gives each child three covers.</i></li><li>• <i>Turn to the person next to you and talk about the three How-To book covers you can create to help you remember your ideas.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Writers, remember we can use the ‘Things We Know How To Do and Can Teach Others’ anchor chart to think and write How-To books where we teach others how to do something. We can then create covers so we won’t forget our ideas and then we start writing.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>I notice that some of you wrote your name, or the name of the author, on your book cover just like we’ve seen on the books in our classroom library. What a great thing to include – now the reader will know who wrote the book.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>• </li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Writers, today we thought about the things we know how to do and can teach others. Then we made covers for our books so we won’t forget our ideas and we started writing.</i></li><li>• <i>Let’s write this down on a chart called ‘How To Write a How-To Book.’</i></li><li>• <i>Teacher adds to chart First, list things you can teach.</i></li></ul>

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 (add each step as proceed through lessons)

##### How To Write a How-To Book

1. List the things you can teach
2. Tell the steps across your fingers (tell to a partner)
3. Get the correct number of pages
4. Plan the steps on paper
5. Tell the steps to a partner
6. Sketch the steps
7. Write

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	2
<b>Concept II</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers rehearse across their fingers to remember each step.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• How-To writing paper</li> <li>• How to Write a How-To Book -Anchor Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Things We Know How To Do and Can Teach Others - Anchor Chart</li> <li>• Teacher book covers from session 1</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teachers will need to decide how to manage paper for active engagement in this session.</li> <li>• Students may need to tell their steps multiple times across their fingers</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday we thought about all the different things we know how to do and can teach others. Then we made book covers to so we wouldn't forget our ideas. Let's see...I can write a book called <u>How to Read a Book</u>, or <u>How to Go to Lunch</u>, or <u>How to Go Down a Slide</u>. Teacher holds up covers from books created from session two.</i></li> <li>• <i>Teacher holds up Jake's book and says, <u>Jake can write a book called How to Play Baseball</u>, and <u>Kya can write a book called How to Ride a Bike</u>.</i></li> <li>• <i>Today, I want to show you how to start thinking about teaching someone how to do something. Writers rehearse or plan their How-To's to help them remember each step.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I think I really know how to read a book and can teach others. Watch me as I first tell myself the steps or details across my fingers.</i></li> <li>• <i>Teacher models and says, <u>First I get the book, next I open the book, and then I look at the pictures. After that I read the words, and then finally I close the book.</u></i></li> <li>• <i>Now, I am going to practice teaching the steps to my partner, making sure the steps go in order of how to do them.</i></li> <li>• <i>Teacher turns and tells the steps to partner</i></li> <li>• <i>Now I can begin writing.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, look through the covers you created yesterday and choose the idea that you will write about first.</i></li> <li>• <i>Tell the steps to yourself and plan the steps across your fingers.</i></li> <li>• <i>Now, turn to the person sitting next to you and tell the steps to your partner making sure the steps go in order.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Writers, we practiced rehearsing or planning our How-To's to make sure we remembered all of the steps. We told the steps to ourselves and then to our partners. Today I want you to go and find two more friends to tell your steps to before you start writing.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I am so proud of you for sharing your stories with other students. Those who are finished are ready to start writing your steps down on paper!</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Teacher has a few students model how to rehearse the steps of their How-To book with a partner</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	3
<b>Concept II</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers rehearse by touching pages to remember each step.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• How-To writing paper</li> <li>• How to Write a How-To Book - Anchor Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Things We Know How To Do and Can Teach Others -Anchor Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teachers will need to decide how to manage paper for active engagement in this session.</li> <li>• Students may need to tell their steps multiple times across their fingers.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday we thought about all the different things we know how to do and can teach others and practiced rehearsing these steps with our partners.</i></li> <li>• <i>Today I want to show you what writers do after they rehearse or plan the steps of their How-To book. To help them remember each step, they plan their story across their paper and then begin writing.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writer's, I decided I really know how to and can teach other people how to read a book. Yesterday I rehearsed my steps and told it to my partner. Today I am going to show you how rehearsing your steps will help you plan across the pages of your book so you can begin writing. Watch me as I first tell myself the steps across my fingers.</i></li> <li>• <i>Teacher models pointing to each finger per step and says, First I get the book, next I open the book, and then I look at the pictures. After that I read the words, and then finally I close the book. That was five steps so I need to get five pages.</i></li> <li>• <i>Watch me as I now touch each page and retell the steps of my how to book. Teacher repeats the steps as s/he models touching each page.</i></li> <li>• <i>Now I can begin writing. Teacher then begins to sketch and write the steps onto paper.</i></li> <li>• <i>Writers, did you see how I rehearsed to remember each step, pointed to each finger to figure out the number of pages I needed and then I began writing?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, let's try this together. We know how to wash our hands and can teach others how to do this. Let's try writing a How-To book about how to wash your hands. Let's tell the steps and plan the steps across our fingers.</i></li> <li>• <i>If we have four steps, we will need four pieces of paper. Students take papers from center of circle.</i></li> <li>• <i>Writers, touch each page and retell the steps again.</i></li> <li>• <i>Now, turn to the person sitting next to you and tell the steps to your partner making sure the steps go in order.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Writers, we practiced rehearsing and planning our how-To's to make sure we remembered all of the steps. We told the steps across our fingers, grabbed our pages, told the steps across the paper, and then to our partners. Today, when you go to work, you are going to begin sketching and writing your own How-To.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Writers let me show you another way you could rehearse your story - you could act it out.</i></li> <li>• Teacher demonstrates</li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 3, Continued

<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Writers, let's add to the 'How-To Write a How-To Book' anchor chart.</i></li><li>• Teacher adds the following things to the chart: Tell the steps across your fingers, get the correct number of pages, plan the steps on the paper, tell the steps to a partner, sketch the steps, then write.</li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	4
<b>Concept II</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers check to see if their directions are correct.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• How To Write a How-To Book - Anchor Chart</li> <li>• Pre-selected student writing piece</li> <li>• Student Writing Folders</li> </ul>	<ul style="list-style-type: none"> <li>• Pencils or markers</li> <li>• Teacher Story</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teacher will have to determine how partnerships will be formed. For example, students may have similar interests.</li> <li>• If teacher decides to model using how to brush your teeth, s/he may want to bring in a toothbrush or toothpaste to demonstrate.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, all of you have been busy planning and writing many How-To books. We have learned that writers first list things they can teach, tell the steps to themselves across their fingers, get the correct number of pages, plan the steps on paper, tell the steps to a partner, sketch the steps, and finally write. Refer to anchor chart.</i></li> <li>• <i>Today, I want to show you how to check to see if your directions are correct.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I was writing a book on how to brush your teeth. Watch as I read my book to all of you and I want all of you to do whatever my book tells you to do. I am going to read one step to you, and then each of you will act it out. Then I will read the next step and you will act it out. We will work like this until I finish reading my book.</i></li> <li>• Teacher reads, <i>Get your toothbrush.</i></li> <li>• Class tries to act the steps out and teacher notices and says, <i>Hmmm, do you have a problem? Where should you get your toothbrush from? Watch as I add the words 'from the drawer' to the paper.</i></li> <li>• Teacher reads, <i>'Put toothpaste on,</i> and class tries to act this out. <i>Hmmm, do you have a problem? You can't put toothpaste on because you haven't taken the cap off.</i></li> <li>• <i>Watch as I add the words 'take off the cap' to the paper.</i></li> <li>• Teacher continues reading and class continues acting out the book, noticing parts that don't make sense.</li> <li>• <i>Writers, did you notice how you all acted out the directions exactly the way I read them to you one step at a time, and then I added on and kept going?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, you have your writing folders next to you. Take out the How-To you were writing yesterday. Instead of going back to your writing spot, you and your partner will first find a little floor space. You will check your directions by reading them to a partner who will try to act out or try the steps you are teaching. If there are parts of your directions that don't make sense, you can add to your words and keep going.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today and every day, remember that writers check their directions by reading them to a partner who will act out or try to do the thing you are teaching. If you notice something doesn't work, you can add to your words and keep going. Give me a thumb up if you plan on revising.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Teacher preselects a student or two who attempted to make revisions based on acting out their How-To book to a partner and shares their revisions.</li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 4, Continued

<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Writers, let's add 'Check your directions by reading them to a partner and acting them out' to the 'How to Write a How-To Book' anchor chart.</i></li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	5
<b>Concept</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers add to their pictures to help the reader understand the steps.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor text that zooms in and uses labels (Read prior to lesson and/or during immersion)</li> <li>• Teacher How-To from previous lesson</li> </ul>

<b>Tips</b>	•
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday I worked on my How-To book called, <u>How to Brush your Teeth</u>. I wanted the writing to make sense to my reader. I reread my book and had all of you practice the steps to make sure it made sense. I had to add some words to help describe exactly what the reader needed to do.</i></li> <li>• <i>Today, I want to show you another thing writers do to help the reader understand the steps to their How-To. Writers can add to their pictures by focusing in on the important parts and adding labels to teach the reader what to do.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Teacher takes out a mentor text that focuses in on an important part and has labels.</li> <li>• <i>We have read lots of How-To books and noticed that sometimes writers focus in or zoom in on the important part of a picture to give the reader a close up view and to teach the reader what to do. They also help the reader understand what the important parts are by labeling the pictures. Watch as I show you how I am going to do this in my book.</i></li> <li>• Teacher takes out <u>How to Brush your Teeth</u> book .</li> <li>• <i>Writers, yesterday I worked on my How-To book called, <u>How to Brush your Teeth</u>. I wanted the writing to make sense to my reader so I reread my book and had all of you practice the steps to make sure it made sense. Then I added some words to help describe exactly what the reader needed to do.</i></li> <li>• <i>Teacher reads, First, get your toothbrush. Take the cap off the toothpaste. Put the toothpaste on the toothbrush. Run the toothbrush under the water. Move the toothbrush across your teeth. Spit the toothpaste out. Last, rinse your mouth with water.</i></li> <li>• <i>Writers, watch as I add a picture of a person running a toothbrush underwater. This is an important part of brushing your teeth and I want to draw a close-up picture or zoom in to teach the reader exactly what to do. I am going to zoom in on the important part of the picture so the reader has a close up view of what I am talking about.</i></li> <li>• <i>Teacher zooms in and draws a picture of a toothbrush under the water.</i></li> <li>• <i>In the next picture, I can help the reader understand what a toothbrush and water are by labeling each of them. Teacher labels, ‘toothbrush’ and ‘water.’</i></li> <li>• <i>Did you see how writers can add to their picture to help teach the reader what to do?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>I want you to take out the how-to book that you were working on yesterday. Look at the pictures and see if you can zoom in on important parts and add labels to help teach the reader what to do.</i></li> <li>• <i>Turn and tell your partner what you can add to your picture.</i></li> </ul>





## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 5, Continued

<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Today writers, when you go off to work I want you to remember that you can help your reader understand the steps to their How-To by zooming in or adding to your pictures.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Teacher selects a few students that have added more to their pictures by zooming in on the important parts and/or added labels</li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Create How-To Books Can Have... anchor chart</li><li>• On the chart, the teacher can draw a magnifying glass as a visual reminder next to the words zoom in</li><li>• On the chart, the teacher draws a picture and labels as a visual reminder next to the words add labels</li></ul>

How-To Books Can Have...	
<b>Zoom in</b>	
<b>Add Labels</b>	

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

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	6
<b>Concept II</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers use a teaching voice in their writing.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• How To Write a How-To Book - Anchor Chart</li> <li>• Chart paper</li> </ul>	<ul style="list-style-type: none"> <li>• Markers</li> </ul>

<b>Tips</b>	
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, this morning when I arrived at school, I opened my e-mail and saw a message from our principal. The message asked all teachers to review how to do a fire drill with their class. As I was reading the steps to do a fire drill, I noticed that the principal used a special voice in his writing.</i></li> <li>• <i>The principal used a telling or teaching voice or a voice that teaches the reader what to do. The principal's voice sounded a little bossy. When his voice is like that it means that it is important and we need to listen carefully.</i></li> <li>• <i>Today, when you write your How-To books, you can use a telling voice or a voice that teaches the reader what to do.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, when we write How-To books, we use a teaching/telling voice. Teacher refers to fire drill directions.</i></li> <li>• <i>Let me read to you, 'How to Do a Fire Drill' and notice how the writer uses a telling voice or a voice that teaches the reader what to do. 'First you must stop what you are doing and quickly line up at the coatroom door.' The principal wanted to be sure that we knew what to do if there was a fire, so he used words like 'must' and 'quickly line up.'</i></li> <li>• <i>Teacher reads, 'Next walk out of school and stay in a straight line. No running.' The principal wanted to be sure that you knew what to do so he used words like 'walk,' 'stay,' and 'no running.'</i></li> <li>• <i>Writers, did you notice how the principal used a telling or teaching voice so we knew the exact directions? Writers can use a telling voice or a voice that teaches their reader what to do, too.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, now you are going to help me write the next steps to do a fire drill.</i></li> <li>• <i>Turn and talk with your partner and plan the next steps to do a fire drill. Use a telling voice or a voice that teaches the reader what to do. Remember, to try using a telling or teaching voice.</i></li> <li>• <i>Teacher calls on several students to share their ideas for the next steps of a fire drill, pointing out their telling voices.</i></li> <li>• <i>Writers, did you see how we planned the next steps of a fire drill using a telling voice or a voice that teaches the reader what to do? We used words like, 'no talking,' 'wait,' 'must,' and 'have to.'</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Writers, today when you write your how-to books, you can use a special telling voice or a voice that teaches the reader what to do. It can sound a little bossy. Remember to reread your writing to see if you have a telling voice.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Remember that you can use a caret to add shorter words such as 'must' or 'have to' into a sentence.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 6, Continued

<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Writers, you have been working so hard today to write with a special telling voice. Share with the writers at your table the work that you have done today. Be sure to listen for the telling voice or the voice that teaches the reader what to do.</i></li><li>• Add Use a telling voice to the How to Write a How-To Book anchor chart.</li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	7
<b>Concept II</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers use precise words.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Blank booklet (for Teach section)</li> </ul>	<ul style="list-style-type: none"> <li>• Precise Words We Can Use - Anchor Chart (created in immersion)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Precise words are referred to as domain specific in CCSS.</li> <li>• The chart Precise Words We Can Use should be added to throughout the remainder of the unit.</li> <li>• Could bring in a basketball to demonstrate.</li> <li>• See Immersion for precise word examples.</li> <li>• Teacher may want to pull a few small groups with similar interests to create some precise words lists.</li> <li>• The book created in the Teach section will be used again in session 8.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday, writers, I taught you that when you write a how to book, you can use a special telling voice or a voice that teaches the reader what to do. The telling voice sounds a little bossy.</i></li> <li>• <i>Today I want to teach you another thing writers do to help readers. Writers use precise words or words that describe exactly what the reader is supposed to do.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, one way we can find words that make sense to our reader is by acting out each step. While we are acting out each step, we can ask ourselves, what is the word that best describes exactly what I am doing?</i></li> <li>• <i>Watch me as I act out how to shoot a basket. After each step, I am going to ask myself, ‘What word will best describe exactly what I am doing?’</i></li> <li>• Teacher begins to model the process of shooting a basket</li> <li>• Teacher pretends to bounce the ball and says, <i>What would be the best word to describe exactly what I am doing? Hmmm, I could say, ‘I am bouncing the basketball,’ or I could say, ‘I am dribbling the basketball.’ ‘Dribbling the basketball’ is a term basketball player’s use. I will write, ‘First you have to dribble the basketball.’</i></li> <li>• Teacher pretends to point the basketball towards the basket and asks, <i>What would be the word that best describes exactly what I am doing? Hmmm, I could say, ‘Point the basketball towards the basket,’ or I could say, ‘Aim the basketball towards the basket.’ ‘Aim the basketball towards the basket,’ is another term basketball players use. I am going to write, ‘Next you have to carefully aim the basketball toward the basket.’</i></li> <li>• <i>Writers, did you notice how I asked myself what word would best describe exactly what I am doing as I act out each step? Using precise words helps our writing make more sense to our reader.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 7, Continued

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Let's begin a chart about these exact, precise words that we can use in our How-To books so that we describe exactly what we want our reader to know.</i></li><li>• Teacher begins to create a chart called, Precise Words We Can Use.</li><li>• Teacher adds 'dribble' and 'aim' with a small picture to the chart.</li><li>• Teacher says, <i>Let's look at our 'Things We Know How To Do and Can Teach Others' anchor chart. I see Tanya knows how to make cereal. Let's all act out putting milk into our cereal and think what word best describes exactly what we are doing.</i></li><li>• Teacher calls on several students and says, <i>That's right, we are 'pouring.'</i> Tanya can use the word 'pour' in her How-To book.</li><li>• Teacher continues to use the Things We Know How To Do and Can Teach Others anchor chart to generate more precise words.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Today writers, when you are acting out your book step by step, remember to ask yourself what words would describe exactly what you are doing so you can help the reader know exactly what they will be doing.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers, I want to stop you and show you what Dominic did in his How-To. Dominic used words like 'first,' 'next' and 'last' to help describe the steps of his How-To. Writers can do this to help the reader know the order of the steps.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Teacher preselects several students who used precise words that were more exact in meaning</li><li>• Teacher adds the precise words students used to the anchor chart, Precise Words We Can Use and says, <i>Remember, using precise words will help describe exactly what you are doing.</i></li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	8
<b>Concept II</b>	Writers generate topics, rehearse ideas and write lots of books.
<b>Teaching Point</b>	Writers add to their pictures.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Writing folders</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor text with action lines and arrows</li> <li>• How-To Books Can Have... - Anchor Chart</li> <li>• Teacher created book from session 7</li> </ul>

<b>Tips</b>	
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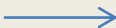
<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, we know that our writing needs to make sense to our readers; let's review how to do that. We have learned some ways to help our readers by thinking about our words and choosing precise words. For example, you can use the word 'dribble' instead of 'bounce' when you write a book about basketball. We also learned that we can add to the pictures by zooming in and adding labels to help our readers. Remember when I zoomed in on the picture of running the toothbrush under the water because that was an important part?</i></li> <li>• <i>Today I want to show you another thing writers can do to help the reader understand the steps to their How-To. Writers can do something else to their pictures. They can add action lines and arrows to give readers a more precise view of what they are saying with their words.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Teacher takes out <u>How to Play Basketball</u> book .</li> <li>• <i>Writers, yesterday I worked on my How-To book called, <u>How to Play Basketball</u>. I wanted the writing to make sense to my reader so I used precise words that described exactly what I was doing.</i></li> <li>• <i>Teacher reads, First, you dribble the basketball. Next, you carefully aim the basketball at the basket. Then, you shoot the basketball. Last, you run after the ball.</i></li> <li>• <i>I was thinking that maybe the reader doesn't know what the word 'shoot' means. I could use an action line. An action line is used to show that something is moving. The reader may not know that 'shooting the ball' means that the ball will move toward the basket. So I can add a line showing the direction the ball is going. Teacher adds action lines behind the ball. I was also thinking that maybe the reader might not understand which way to run after shooting the ball, so I am going to draw an arrow to help the reader understand which way to run.</i></li> <li>• <i>Teacher says, Did you see how writers can add arrows or action lines to their picture to help give the reader a more precise view of what they are saying with their words?</i></li> <li>• <i>Teacher adds to the How-To Books Can Have... anchor chart.</i></li> <li>• <i>On the chart, the teacher draws action lines behind a person running as a visual reminder next to the words add action lines.</i></li> <li>• <i>On the chart, the teacher draws arrows as a visual reminder next to the words add arrows.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>I want you to take out the How-To book that you were working on yesterday. Look at the pictures and see if you can zoom in on important parts by adding action lines or arrows to help teach the reader what to do.</i></li> <li>• <i>Turn and tell your partner what you can add to your picture.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today writers, when you go off to work, I want you to remember that you can help your reader understand the steps to your How-To by adding to your pictures.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 8, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>Sometimes you might have more than one thing happening in one picture. Adding numbers to the parts of your picture can help your reader understand what comes first, next...</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>Teacher select students that have added more to their pictures by zooming in on the important parts by adding action lines and/or arrows.</li> </ul>

How-To Books Can Have...	
<b>Zoom in</b>	
<b>Add Labels</b>	
<b>Action lines</b>	
<b>Arrows</b>	

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

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	9
<b>Concept III</b>	Writers write so that readers can read their writing.
<b>Teaching Point</b>	Writers have many ways to help them spell words.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <u>Making Ice Cream, Making Butter</u> or other content specific books [Resource Materials Packet]</li> <li>• Precise Words We Can Use (Anchor Chart created in immersion)</li> </ul>	<ul style="list-style-type: none"> <li>• White boards and dry erase markers</li> <li>• Chart paper</li> <li>• Markers</li> <li>• To Write a Tricky Word, We Can Look... - Anchor Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teacher should have management tools in place for using whiteboards.</li> <li>• Teacher should have mentor text nearby for students to reference.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, every day after school I have been taking your How-To books home and reading them. I have really enjoyed reading about how to make an ice cream cone, how to walk a dog, and how to pack a backpack. To help me read your directions better, it is important to spell words the best you can. Today I want to show you that you have many ways to help yourselves spell words you are unsure of and make your writing easier to read and understand.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Teacher creates anchor chart titled To Write a Tricky Word, We Can Look...</li> <li>• <i>To help us write words that we are unsure of, we can look in three different places in our classroom. First, if the word is a kindergarten word, you can look on our word wall. Kindergarten words are 'the,' 'my,' 'like,' etc.</i></li> <li>• <i>The second place you can look is at charts that we have created. Look at our chart called 'Precise Words We Can Use'. For example, if you are writing a cooking How-To and want to spell 'stir,' you can find it here on our chart. If you are writing a sports How-To and want to spell 'kick,' you can find it on the chart.</i></li> <li>• <i>The third place you can look for words you are unsure of is inside books. If you need to spell the words 'first,' 'next,' 'last,' they are here inside the book called_____ . If you are writing a How-To book on making a Valentine card, you can find the word 'Valentine' in the book called_____ .</i></li> <li>• <i>Writers can use the word wall, charts, and books to help them write words in which they are unsure.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Students, take out your white boards and let's look around the room. Do you see a word on the word wall that you can write? Students write a word and show the teacher.</i></li> <li>• <i>Do you see a word on a chart you can write? Students write a word and show the teacher.</i></li> <li>• <i>Do you see a word in a book you can write? Students write a word and show the teacher.</i></li> <li>• <i>Students put their white boards away and the teacher says, When you to get to the word you are unsure of, you can look on the word wall, on charts, and in books.</i></li> <li>• <i>Turn to the person next to you and tell them the three places you can look for help with a tricky word.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today writers, when you get to a tricky word, you can look at the word wall, at charts we have created, and inside books.</i></li> </ul>



## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 9, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers, if you have looked at the word wall, charts, and books and still are stuck on a tricky word, try your best to spell the word and keep going.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>• </li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Writers, today I showed you that writers use tools around the classroom to write words in which they are unsure. If you used the word wall today to write a word that you were unsure of, give me a thumb up. If you used a chart that we created to write a word that you were unsure of, give me a thumb up. If you used a book to write a word that you were unsure of, give me a thumb up.</i></li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	10
<b>Concept III</b>	Writers write so that readers can read their writing.
<b>Teaching Point</b>	Writers use spaces between words.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• White boards and dry erase markers</li> <li>• Chart paper</li> <li>• markers</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing piece</li> <li>• Teacher writing piece</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teacher should reinforce this concept in other areas of their balanced literacy program.</li> <li>• Teachers should use a sentence from a shared text to model the difference between a sentence with and without spaces.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday I showed you how to use tools around the classroom to write words in which we are unsure. This helps us make our How-To books easier to read. Writers can use the word wall, classroom charts, and books.</i></li> <li>• <i>Today I want to teach you another way you can make your How-To books easier to read – leaving spaces between each word.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I want to show you how important it is for writers to leave spaces between their words for readers. Teacher shows a sentence without spaces between the words (firstgetthepancakemix). This is hard to read. What does it say? I am not sure where one word ends and another word begins.</i></li> <li>• <i>Now, try to read this. Teacher shows the same sentence with spaces between each word. (First get the pancake mix) This is much easier to read. It says, ‘First get the pancake mix. It is easier to read because there are spaces between each word. I can see where one word ends and another begins.</i></li> <li>• <i>When you are writing words, you say each word slowly writing down the sounds you hear until you can’t hear any more sounds. That is the end of the word.</i></li> <li>• <i>Now it is time to leave a space before you say the next word. The space is like a rest you give yourself and your pencil before writing your next word.</i></li> <li>• <i>Watch me as I write the next part of my book called, <u>How to Make Pancakes</u>. I will write, ‘Then you mix the batter.’ I will say each word slowly writing down the sounds I hear. When I can’t hear anymore sounds, I will leave a space and start writing my next word.</i></li> <li>• <i>Teacher models writing, Then you mix the batter, leaving spaces between each word</i></li> <li>• <i>Writers, did you see how I said each word slowly, writing down what I could hear? When I was ready to begin a new word I left a space.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Students take out their white boards.</li> <li>• <i>Let’s help write the next step in making pancakes. We are going to write, ‘Put the batter in the pan.’</i></li> <li>• <i>Remember, a space between each word is like a resting place. You don’t need to put your finger down to measure it, just make it about ___ big.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 10, Continued

<b>Active Engagement - Continued</b>	<ul style="list-style-type: none"><li>• <i>Ok, let's write the word 'put.' Say the word slowly and write down what you hear. Do you hear anymore sounds? If you don't hear more sounds, you are done with that word and your paper needs a space. Give your paper a space now. What word will we write next? We can write 'the.' Write 'the.' When you can't write more sounds leave a space and try to write the next word batter.</i></li><li>• Students continue writing the rest of the sentence.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Today and every day when you write, put spaces between your words to make your writing easier to read.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Remind students about using ending punctuation marks after each step.</li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Teacher preselects several students' writing samples to show clear spaces between each word.</li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	11
<b>Concept III</b>	Writers write so that readers can read their writing.
<b>Teaching Point</b>	Writers have strategies to solve unknown words.

#### Materials

- Preselected teacher writing piece (first page written)

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teacher may reinforce saying words slowly and writing down what they hear in other balanced literacy components.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, we know how to use tools around the classroom like our word wall, charts, and books to help write words in which we are unsure. Sometimes, however, we can't always find the word we are looking for and we shouldn't give up when we come to a word that is hard to spell.</i></li> <li>• <i>Today, I want to show you how to break words into parts to make them easier to spell.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>I have been working on this how to. Teacher takes out a work in progress. The title is <u>How to Clean the Basement</u>. So far, I have written, 'First, you need to pick up all of the Legos. Next, you must pick up all of the animals.'</i></li> <li>• <i>Next, I want to write, 'Then you organize the books.'</i></li> <li>• <i>Teacher begins writing the sentence and says, 'Then.' I know that word. It is here on this chart, 'How To Write a How-To Book.' Teacher writes, Then.</i></li> <li>• <i>Teacher rereads and says, 'Then, you,' I know the word, 'you.', it is on the word wall. Teacher quickly writes 'you.'</i></li> <li>• <i>Teacher rereads what is written so far and says, Hmmm, 'organize' that is a tricky word. Let me say it again, 'organize.' Watch as I clap the word to hear the parts. Teacher claps the word, 'or-gan-ize.' Teacher says, I can hear three parts.</i></li> <li>• <i>I am going to clap the first part and write down what I hear. Teacher claps 'or' and says the first part. I am going to write 'or.'</i></li> <li>• <i>Now I will clap the first and second part. Teacher claps 'or-gan' and says, 'gan,' that's the second part so I will write 'gan.'</i></li> <li>• <i>Now I will clap all three parts. Teacher claps 'or-gan-ize'. I hear 'ize' for the last part so I will write 'ize.'</i></li> <li>• <i>Did you notice how I said the word, clapped the parts and wrote down what I heard?</i></li> <li>• <i>Teacher finishes writing the sentence</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Let's try it together. Let's try saying the word, clapping the parts and writing down what we hear.</i></li> <li>• <i>The last part of my How-To will say, 'Last, you need to vacuum.'</i></li> <li>• <i>Teacher writes the first part of the sentence and asks for help on the word vacuum.</i></li> <li>• <i>Let's say the word 'vacuum.' Let's clap the word. Teacher and students clap vac-uum.</i></li> <li>• <i>Teacher and students continue to clap and write the word vacuum.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today when you get to a tricky word that you need to spell, you can say the word, clap the parts, and write down what you hear in each part.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Remind students to reread the word in its entirety after attempting to spell it; remind them to check for each and every part that they hear, adding those that may have been missed</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 11, Continued

<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Teacher selects students that worked on writing tricky words by clapping the parts that they hear and reenacts clapping the tricky words</li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	12
<b>Concept IV</b>	Writers revise their How-To books.
<b>Teaching Point</b>	Writers act out their How-To books with partners to revise.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Teacher How to from session 11</li> <li>How To Write a How-To - Anchor Chart</li> <li>Precise Words We Can Use - Anchor Chart</li> </ul>	<ul style="list-style-type: none"> <li>Student writing folders</li> <li>How-To Books Can Have... - Anchor Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Teacher will need to decide how to form partnerships.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, I was looking through our writing and noticed that many of us have a lot of finished How-To books that we put on the green side of our writing folder.</i></li> <li><i>Today, I want to teach you that when you think you are finished with a How-To book, you can reread the book page by page and have your partner act out the steps. This will help you see if you can add something else to your book to teach the reader even more.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Yesterday I wrote this How-To book titled, <u>How to Clean the Basement</u>. I thought I was done writing the book. Watch me as I reread the book page by page to see if I can add something to teach the reader even more.</i></li> <li><i>Teacher refers to classroom chart titled, How To Write a How-To Book and says, <i>That's right, check your directions by reading them to a partner and acting them out.</i> Teacher selects a student to act out steps. Teacher reads the first part of the book and says, <i>First you need to pick up all the legos.</i></i></li> <li><i>The partner acts out the words and teacher says, <i>Oh, you don't know where to put the legos. I need to add 'and put them into the blue tub.'</i></i></li> <li><i>Teacher reads, <i>Next you must pick up all of the animals.</i> Student acts out the words and teacher says, <i>Oh, I forgot to tell the reader where to put them. I need to add, 'and put them into the yellow tub.'</i></i></li> <li><i>Teacher reads, <i>Then you organize the books.</i> Student acts out the words, but then teacher refers to chart, How to Write a How To and points out using a telling voice.</i></li> <li><i>Oh, I didn't use my telling voice on this page. I can add the word 'must.' Then, the page will say, 'Then you must organize the books.'</i></li> <li><i>Teacher reads the last page which says, <i>Last you need to vacuum.</i> Student (Lucy) acts out these words. Teacher refers to Precise Words We Can Use anchor chart and asks, <i>What word will best describe exactly what Lucy is doing? Lucy is pushing the vacuum around the furniture.</i></i></li> <li><i>I can add, 'Last, you need to push the vacuum around the furniture.'</i></li> <li><i>Writers, did you notice how I used the classroom charts, reread the book page by page, and had my partner act out each step to see if I could add something to teach the reader even more?</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 12, Continued

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Writers, you have your writing folders with you. Take out a How-To book that you thought was finished.</i></li><li>• <i>Next, sit with your writing partner and reread the steps to them as they act out each part.</i></li><li>• <i>Remember to use the classroom charts to see if you can add something to teach the reader even more.</i></li><li>• <i>Tell your partner what you can add to your writing to teach the reader even more.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Today, you can use the classroom charts and reread your How-To books to see where you can add something to teach the reader even more.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers, another chart you could use is the chart 'How-To Books Can Have...' You may notice you could add an action line or a label to teach the reader even more.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>• </li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Teacher preselects several students who attempted to add something to teach the reader more.</li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	13
<b>Concept IV</b>	Writers revise their How-to books.
<b>Teaching Point</b>	Writers use mentor text to help revise their How-to books.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Mentor text- one for teacher modeling and others to distribute to partnerships</li> <li>• Chart paper</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• How-To Books Can Have... - Anchor Chart</li> <li>• <u>Making Ice Cream</u> By Robin Opie and Martin Smith or other similar book that has a list of things you need and two pictures on a page</li> </ul>




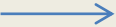

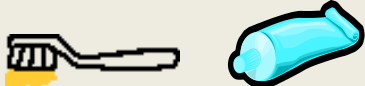
<b>Tips</b>	<ul style="list-style-type: none"> <li>• You could use a separate plain sheet of paper for materials page.</li> <li>• May modify paper used for zooming in by using a post-it or a flap.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday we worked with our partners to act out our How-To books page by page to see if we could add anything to help teach the reader more. Today, I am going to show you how to use our mentor texts to help find ways to improve our writing.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>I was studying this book called <u>Making Ice Cream</u> and I noticed that it started by listing all of the ingredients you will need to make ice cream. The writer did this to make their book easier to read and understand.</i></li> <li>• <i>As I looked further into the book, I noticed that sometimes the writer put two pictures on each page to help the reader understand how to make ice cream.</i></li> <li>• <i>The writer did these things to make their books easier to read and understand. Then, I thought I could try to add a list of things I need for my How-To books.</i></li> <li>• Teacher adds to anchor chart How-To Books Can Have...</li> <li>• Teacher adds to the chart, List of things you need, and, More than one picture.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now I am going to pass out some How-To books that you can read and look at with your partner.</i></li> <li>• <i>Notice what these writers have done in their How-To books that you can try in your books to make your writing even better.</i></li> <li>• Students read and look through books.</li> <li>• Teacher asks students about their findings and adds ideas to the anchor chart.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today I am going to put all the How-To books together in this basket. If you need to, you can continue studying them or use the classroom charts to look for ways to make your writing even better.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I want to show you how Dion added a list of things he needed to his How-To book. He grabbed a new piece of paper, wrote out the things he needed and stapled his page into the front of his book.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Teacher selects students for trying ideas learned from mentor texts to share.</li> </ul>



## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

How-To Books Can Have...	
Zoom in pictures	
Labels	 — toothbrush
Action lines	
Arrows	
Lists of things you need	
More than one picture	

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

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	14
<b>Concept IV</b>	Writers revise their How-to books.
<b>Teaching Point</b>	Writers use warning and tips.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <u>The Pumpkin Book</u> by Gail Gibbons or other similar book that has warnings and tips</li> <li>• Teacher writing piece</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing folder</li> <li>• How-To Books Can Have... - Anchor Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• This is one of many text features one could highlight. Replace based on student interest and what they noticed.</li> </ul>
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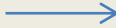

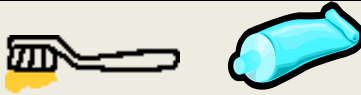


<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday we studied mentor texts and found that writers can add a list of things you need and more pictures to make their How-To books even better.</i></li> <li>• Teacher rereads chart, How-To Books Can Have ...</li> <li>• <i>Today I want to teach you that we can use warnings and tips to tell the reader to be careful and to help them be successful.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, let me show you this book called <u>The Pumpkin Book</u>, written by Gail Gibbons. Right here there is a warning. A warning helps keep the reader safe. Gail Gibbons asked herself if the reader needs to be careful and then she used a warning box. It says, 'Have an adult help you.' 'Have an adult help you' is a warning to children that carving a pumpkin by yourself is dangerous.</i></li> <li>• <i>Here in step #5, Gail Gibbons cautions the reader. Cautions also help to keep the reader safe. Gail Gibbons says, 'Be careful and ALWAYS carve away from yourself.' Gail Gibbons used all capital letters to show the reader that it is important because she didn't want anyone to cut themselves.</i></li> <li>• <i>In the How-To I wrote called, <u>How to Clean the Basement</u>, I could give a tip to the reader. A tip will help my readers be more successful when they learn to clean the basement. Teacher reads the book aloud. The tip I write could say, 'Be sure to clean up the toys from the basement steps.' Cleaning the toys off the steps will make it safer because someone could slip and fall on the toys. Teacher models writing the tip.</i></li> <li>• <i>Did you notice how Gail Gibbons used warnings to keep the reader safe and I used a tip to help my reader be successful.</i></li> <li>• <i>When writers want to add tips and warnings, they reread the steps in their books and think, 'Does the reader need to be careful?' or, 'Do they need a helpful tip to be successful?'</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, take out your writing in your folder in front of you. Reread the steps in your book and think, 'Does the reader need to be careful?' or, 'Do they need a helpful tip to be successful?'</i></li> <li>• <i>Turn and talk to your partner if you could add a warning or tip to your How-To.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today, you can use tips and warnings to help the reader be safe and successful.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Demonstrate how the use of capitals in a word can emphasize meaning such as, You MUST have an adult present when using the stove.</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 14, Continued

<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>Teacher preselects several students who attempted to add a tip and/or warning to their How-To's and adds to chart, How-To Books Can Have...</li> </ul>
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<b>How-To Books Can Have...</b>	
<b>Zoom in pictures</b>	
<b>Labels</b>	 — toothbrush
<b>Action lines</b>	
<b>Arrows</b>	
<b>Lists of things you need</b>	
<b>More than one picture</b>	
<b>Tips</b>	 Brush everyday!
<b>Warnings</b>	Always ask a parent for help! 

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

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	15
<b>Concept V</b>	Writers prepare for publication.
<b>Teaching Point</b>	Writers choose a writing piece and add or take out steps.

#### Materials

- Mentor text- to demonstrate finished piece
- Writers Can Add to their How-To - Anchor Chart
- Teacher piece

<b>Tips</b>	<ul style="list-style-type: none"><li>• Teacher collects chosen pieces of writing. These pieces will be used again in Sessions 16 and 17.</li><li>• Teacher needs procedure in place for stapling in extra pages.</li></ul>
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<b>Connection</b>	<ul style="list-style-type: none"><li>• <i>Writers, we have been busy writing lots and lots of How-To books. Authors like Gail Gibbons also write lots and lots of how to books. Gail Gibbons writes How-To books about things she can teach others and then she shares them with us.</i></li><li>• <i>Teacher holds up book and says, This is a finished piece. It is a book that Gail Gibbons wanted to share with us. Gail Gibbons read through all of her How-To books and she chose her best writing and then worked hard to make it even stronger.</i></li><li>• <i>Today, we are going to choose a writing piece and make it better by adding in or taking out a step, just like Gail Gibbons.</i></li></ul>
<b>Teach</b>	<ul style="list-style-type: none"><li>• <i>Writers, when we want to find our best piece of writing and fix it up like Gail Gibbons, we first need to read through all of our finished How-To books. After you finish reading each book, ask yourself if it is your best work. Is this a book I worked extra hard on?</i></li><li>• <i>Teacher reads a book and says, Hmmm, is this my best work? No, this was the first one I wrote, it doesn't have any arrows or tips. I would have to do a lot of fixing up. Teacher reads another book and asks, Hmmm, is this my best work? Yes, it is one of my favorites. I think a lot of people would be interested in it and it has a lot of things on the chart.</i></li><li>• <i>Teacher continues reading through all of his/her books and asks if it is his/her best work. After reading through all of the books, the teacher holds up a book and says, This one is my best writing. I worked really hard on this book it is my favorite.</i></li><li>• <i>After you find your best piece of writing, you are going to read it again to a partner. After each page, ask yourself if you are missing a step that you need to add in or do you have a step that you don't need that can be taken out?</i></li><li>• <i>Teacher begins to read her book to a partner</i></li><li>• <i>Teacher reads own How-To book <u>How to have a Birthday Party</u>. First your friends come to your house. Teacher asks, Do I need to add in a missing step or do I have a step that needs to be taken out?</i></li><li>• <i>Teacher says, Hmmm I forgot to pass out invitations. I need to add that step first. My How-To book should say, 'First, pass out invitations. Next, friends come to your house.'</i></li><li>• <i>Teacher reads, Next you open the door. Teacher asks, Do I need to add in a step or take a step out?</i></li><li>• <i>Teacher says, Hmmm, I don't need this step and can take it out.</i></li><li>• <i>My How-To book should say, 'First, you pass out invitations. Next, your friends come to your house. Then you play birthday games.'</i></li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 15, Continued

<b>Teach - Continued</b>	<ul style="list-style-type: none"><li>Teacher continues reading through the How-To book page by page asking if a missing step needs to be added or if there is a step that needs to be taken out.</li></ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"><li><i>Turn and talk with your partner about what you saw me do when I wanted to choose my best piece of writing and then work on it to make it better by adding in missing steps or taking out a step that I don't need.</i></li><li>Teacher calls on several students.</li><li><i>That's right. First, I read through all my How-To books and asked if it was my best writing. After I chose my best piece of writing, I read it to my partner page by page, and asked myself if a step was missing and needed to be added or if I had a step that needed to be taken out.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li><i>Writers, today when you go off to work, you are going to read through all of your How-To books and choose your best piece of writing. Then you'll work to make it even better by adding in steps that are missing or taking away steps that you don't need.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>Explain to students that we want to add or take away steps in a neat manner so that others will still be able to read it. Remind about flaps, carets, extra pages, etc.</li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li><i>Writers, hold up your best piece of writing. Give me a thumb up if you added in a missing step. Give me another thumb up if you took away a step that you didn't need.</i></li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	16
<b>Concept V</b>	Writers prepare for publication.
<b>Teaching Point</b>	Writers check their words and sentences.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Teacher writing piece from session 15</li> <li>Student writing pieces from session 15</li> </ul>	<ul style="list-style-type: none"> <li>Writing pen</li> <li>Editing Checklist [See Resource Materials Packet]</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Teacher could also ask students to look for word wall words.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, yesterday you read through all of your finished How-To books and chose your best piece of writing. Then you worked to make it even stronger by adding or taking away steps. Maya chose a book called, <u>How to Plant Flowers</u> and fixed it up by adding or taking away steps. Nick chose a book called, <u>How to make a Paper Airplane</u> and fixed it up by adding or taking away steps.</i></li> <li><i>Today, I want to show you how writers can also check their words and sentences to make their writing better.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher takes out her writing piece from session 15 and says, <i>Yesterday I chose this book, <u>How to Have a Birthday Party</u>. I read it to my partner and after each page asked myself if I needed to add or take away a step.</i></li> <li><i>Today I am going to reread my How-To book again. This time I will read it word by word. As I am reading, I could add in a missing word with a caret or cross out words that don't belong.</i></li> <li>Teacher reads page one and says, <i>First, pass our invitations. Next, friends come to your house. Teacher says, Hmmm, that doesn't make sense. I need to add the word 'your.'</i> Teacher says, <i>This is a 'caret.' I will use it to add the word 'your.'</i></li> <li>Teacher reads page two next, <i>You play birthday games.</i></li> <li>Teacher reads page three and says, <i>Then you eat your chocolate birthday cake.</i></li> <li><i>Hmmm, that doesn't make sense. I already wrote the word 'eat' so I don't need it again. I am going to cross the word 'eat' out with one line.</i></li> <li>Teacher continues reading the remainder of the How-To adding and crossing out words.</li> <li><i>Writers, did you see how I read my How-To book again word by word and added missing words with a caret and crossed out words that don't belong?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Writers, I have given you back the writing piece that you worked on yesterday.</i></li> <li><i>Now you can reread your How-To book word by word. While you are reading, ask yourself if you can add in words with a caret or cross out words that you don't need to make your writing better.</i></li> <li><i>Turn and read your piece to your partner and talk to your partner about words that you need to add in or cross out.</i></li> </ul>
<b>Teach 2</b>	<ul style="list-style-type: none"> <li>Review editing checklist and demonstrate as needed.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Writers, you can make your writing better today by rereading your piece word by word and adding or crossing out words. Then, use your editing checklist to make other changes as needed.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan – Session 16, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li><i>I noticed that Suzy has the word 'wuz' crossed out on her paper and she has written the word 'was' above it neatly. Can you tell the class why you did that, Suzy? Suzy explains about editing for spelling mistakes, too.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li><i>Today, you made your writing better by adding in words with a caret and crossing out words that you don't need. I want to show you a special page we are going to add to our work tomorrow called an 'About the Expert' page. The 'about the expert page' tells all about the person or expert who wrote the book. Tomorrow, you are going to fancy up your work by adding color and writing an 'About the Expert' page so readers can learn more about you.</i></li></ul>

## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	17
<b>Concept V</b>	Writers prepare for publication.
<b>Teaching Point</b>	Writers improve their How-To with color, a book cover, and ‘about the expert’ page.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Markers</li> <li>• Crayons</li> <li>• Writing paper</li> </ul>	<ul style="list-style-type: none"> <li>• Stapler</li> <li>• About the Expert page [Resource Materials Packet]</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Students will not recopy their finished work; however, books to be shelved for others to read need to be typed for conventional spelling.</li> <li>• Writing pieces will be celebrated as they are.</li> <li>• Teachers may plan a celebration that is appropriate for the class.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday, we fixed up our How-To books by adding and crossing out words to make our writing make sense and sound better.</i></li> <li>• <i>Today we are ready to fancy-up our How-To books by adding color and an ‘About the Expert’ page.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>How-To books that are ready to be shared with others first have color on their cover and pictures. Watch me as I use crayons and markers to add color to my cover and pictures.</i></li> <li>• Teacher models adding color.</li> <li>• <i>How-To books that are ready to share may also have an ‘About the Expert’ page. An expert page tells about the person who wrote the book and why they are an expert. An expert on dogs can teach others how to take care of dogs. An expert on soccer can teach others how to score a goal. I am an expert on having a birthday party.</i></li> <li>• Teacher models stapling an ‘About the Expert’ page to the back of the book.</li> <li>• <i>Now, watch me as I tell the reader why I am expert at having birthday party.</i></li> <li>• Teacher models writing, <i>My name is Mrs. Brown. I am xx years old. I am an expert on having birthday parties. I have given my son Sam three birthday parties, so I know a lot about what to do at a birthday party and a lot about how to plan them.</i></li> <li>• <i>Writers fancy-up their How-To books by adding color and adding an ‘About the Expert’ page.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, you have your How-To books next to you.</i></li> <li>• <i>Look at your How-To book and think about what you can do to fancy-up your writing.</i></li> <li>• <i>Turn and tell the person next to you how you will fancy-up your How-To book.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Writers, you can all fancy-up your writing. Today you will take your How-To book and add color and an ‘About the Expert’ page.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Show students how they can add an illustration of themselves on the ‘About the Expert’ page.</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Teacher selects some pieces of student writing to share with the class.</li> <li>• The pieces should demonstrate what you hope all students will try to do.</li> </ul>



## Writing Unit of Study

### Kindergarten – Writing a Sequence of Instructions: How-To Books, Unit 7

#### Lesson Plan

<b>Session</b>	18
<b>Concept V</b>	Writers prepare for publication.
<b>Teaching Point</b>	Writers celebrate and share with others.

#### Materials

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|---|---|
| <ul style="list-style-type: none"><li>Finished writing pieces</li></ul> | <ul style="list-style-type: none"><li>Materials may vary depending on final celebration</li></ul> |
|---|---|

<b>Tips</b>	<ul style="list-style-type: none"><li>Students will not recopy their finished work; however, books to be shelved for others to read, need to be typed for conventional spelling.</li><li>Writing pieces will be celebrated as they are.</li><li>Teachers may plan a celebration that is appropriate for the class.</li></ul>
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<b>Connection</b>	<ul style="list-style-type: none"><li><i>Writers, we have worked hard writing about things we know a lot about and can teach others. Today we are going to share our hard work.</i></li><li>Teachers may want to set up centers where children can teach a small group of people how to perform their task.</li><li>Students may visit younger children and become their teacher for a day.</li><li>Students may hang their how-to books in the hallway with stapled example of materials used or a finished product beside it.</li></ul>
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