

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3



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

**1st Grade
Writing a Sequence of Instructions:
How-To Books
Unit 3
08/11/13**

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Abstract

Students don't enter your classroom as blank slates. They enter with daily lives rich with activities and experiences. This unit on How-To will focus on students as experts, enticing and motivating them to teach their area of expertise.

How-To, the procedural writing taught in this unit, aligns with the Common Core State Standards. The nature of procedural writing, which requires explicitness, clarity and sequence will help students navigate the challenges of both reading and writing informational texts. Understanding and writing procedural texts will support students as they work in content areas.

While the immersion activities in the unit focus on written material, teachers should incorporate everyday experiences to demonstrate that procedure is a part of everyday living (e.g. doing a summersault, craft project, making a lunch choice, recess games, etc.) Following up these life experiences with a shared writing activity will enrich the immersion phase. As in previous units, paper selection and expectations will be essential. It will be important to encourage the use of longer booklets since students may have written a How-To book during their kindergarten year.

As the students move out of the immersion phase into writing, writers remember that authors plan. Writers are taught that their readers must be able to read and follow their directions. This includes adding an introduction that sets up the book, plus a closure that ties the ends together. These sections are also highlighted in the Common Core State Standards. Inclusion of more sophisticated features and the focus on the tone of their word choice will lift the level of How-To texts too. Writers will also learn that there are certain ordinal words, or words that indicate a sequence, to help cue the reader to follow the steps.

The final days of the unit are spent on revision, editing, and a final celebration with another classroom.

Expectations:

The following suggestions and expectations are from Calkins (2011). *A Curricular Plan for the Writing Workshop Grade 1 (Unit Four Procedural Writing – How-To Books)*. Portsmouth, NH: Heinemann. Please read this resource for in-depth information.

- Following immersion, expect young writers to generate many How-To topics and move quickly through the writing process: selecting a topic, rehearsing and planning, then drafting. Students should apply what they've learned from kindergarten as they write How-To text.
- After concept II in the MAISA unit, look for writers to have many How-To pieces (five or more). If the volume is low, spend additional time teaching students to write more.
- Concepts III and IV are designed to lift the level of their How-To books, applying strategies to existing work and new pieces.
- Students will select one (or two) pieces to take to final publication.

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Resources and Materials Needed

- Anchor Charts – See Immersion Information
 - What Makes a How-To-Text?
 - How-To Book Ideas
 - Teaching Words
 - How Steps Are Written
 - Writing Process Steps
 - Steps to Writing a How-To
 - Teaching or Precise Words
 - Noticings Chart
 - Working with Your Partner

Mentor or Teaching Text

- Mentor Text - See Resource Materials Packet
- Procedural writing from real world – e.g. cookbooks, instructions for games, new toys, craft projects, directions a pharmacist writes on a medicine bottle, sign on an elevator informing passengers what to do in case of an emergency, etc.
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - Session 2 – Sketches and materials page.
 - Session 3 – A. General word to a precise word example, B. adding additional words to be clearer
 - Session 4 – missing step or unclear step.
 - Session 5 – A. add clear and precise words, B. add clear and precise pictures (teaching pictures).
 - Session 6 – Add text features such as title, materials, pictures that teach especially close-up picture, #s for steps.
 - Session 6 - Mid-workshop teaching point – commas in a series and one with materials listed in a column-like format.
 - Session 7 – Simple sentence that could be expanded using how, where, or why; Mid-Workshop Teaching Point - adding numbers or sequencing words to indicate step order.
 - Session 8 – Introduction
 - Session 9 – Conclusion, Share – cautionary note, warnings or pieces of advice.
 - Session 10 – Misc. text features found in mentor text (e.g. diagrams, captions, lines and arrows, bold faced words, etc.)
 - Session 12 – Teacher text that needs revision work, see checklist.

Resources and Materials

- How-To Booklets – See Resource Materials Packet
- Revision strips/additional pages
- Revision toolkits: Staples, staplers, staple removers, tape, special pens, flaps, extra How-To pages, blank pages, etc.
- Sticky notes for active engagement
- Blank half sheets of paper (used to add charts, diagrams to How-To books)
- Chart paper and markers
- Select Celebration Idea before starting the unit. See Session 14 for possible options. 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 1*. 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.

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Why a Script?

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

Additional lesson information:

Share Component –

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

Mid-Workshop Teaching Point –

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

Assessment –

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

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

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

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Overview of Sessions – Teaching and Learning Points

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

Part One:	On-Demand Assessment: How-To pre-write (optional)
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Part Two:	Immersion Phase – Sample Lessons
Concept I:	Writers utilize mentor texts to craft their writing.
	Immersion Sample Session 1- Writers read mentor texts as readers.
	Immersion Sample Session 2- Writers reread mentor texts as writers, noticing and naming the components that
	How-To books have. Writers start listing possible How-To text they could write.
	Immersion Sample Session 3- Writers chart How-To components found in all/some How-To texts.
	Immersion Sample Session 4- Writers reread mentor texts and tell how components help the reader or writer.
	Immersion Sample Session 5- Writers reread mentor texts noticing teaching and ordinal words.

Part Three:	Lesson Sequence Phase
Concept II:	Writers choose topics, rehearse and write lots and lots of books.
Session 1	Writers select a topic and begin rehearsing.
Session 2	Writers plan books through sketching.
Session 3	Writers go back and check their steps for clarity.
Session 4	Writers role play directions with their partner to check for clarity.
Session 5	Writers add clear and precise pictures and words to help readers understand directions.
Concept III:	Writers use effective techniques to craft their procedural text.
Session 6	Writers use supportive features to help their readers learn (e.g. title, materials, steps, pictures).
Session 7	Writers use precise words to be clear about each step and to help their reader follow steps in order.
Session 8	Writers use an introduction to entice readers.
Session 9	Writers provide some sense of closure.
Session 10	Writers study mentor text to find special features that will enhance their How-To books.
Concept IV:	Writers revise and edit their procedural text.
Session 11	Writers go back and edit using correct punctuation.
Session 12	Writers work with partners to make sure their books make sense and have all the information needed.
Session 13	Writers use a checklist to cross-check their work.
Session 14	Writers make work readable by ... (Teacher choice - editing lesson based on students' needs)
Session 15	Writers use an editing checklist to prepare for publication.
Concept V:	Writers celebrate procedural text.
Session 16	Writers celebrate their How-To writing.
Session 17	Unit Wrap-Up Session.

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On-Demand Assessment: How-To pre-write (optional)

Assessing 1st Grade Writers: Informational CCSS

Session	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
<ul style="list-style-type: none">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
1st	Prior to Unit 3- How-To	After Unit 7- Informational Writing About Science

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 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.

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Immersion Phase

Background Information

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type. In this particular unit, students will learn the purposes of How-To text as well as the characteristics of well-written How-To books. Basically, during this phase, students are thinking, How do these kinds 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 prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of How-To pieces and have begun collecting topic ideas, either on Idea sheet or in their Writer's Notebooks. Teachers will want to keep their own collections of topics 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 activities may be done during read aloud, shared reading, or reading workshop. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too.

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

Through reading How-To pieces, student will develop a greater understanding of these areas:

- A. Definition and purpose of How-To text
- B. Characteristics of How-To books – Basically, during this phase, students are thinking, How do these kinds of text tend to go? Chart findings.
 - 1. General noticings
 - 2. How do introductions tend to go? What is included?
 - 3. How does the middle or body tend to go? What is included?
 - 4. How do conclusions/endings tend to go? What is included?
 - 5. Author's Craftsmanship - Discover author's craft, unique to or typical of How-To books
- C. Possible How-To topics and identify how writers gather ideas (lead a Writerly Life – always searching for things to write about from our everyday lives)
- D. Teaching (precise) words and ordinal or sequence words often found in How-To text

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

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

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Immersion Phase, Continued

Shared Writing

It is also recommended that a class How-To piece be started during immersion. The class will add to the text as the unit progresses. Consider doing a shared class experience as the basis for this book.

Summary of How-To Immersion Activities (3-5 days):

- Chart noticings from reading and studying mentor text (see A-B above)
- Chart possible ideas for How-To books (topic selection)
- Engage in a shared class How-To experience that leads to creating a class How-To book (shared writing)
- See possible sample activities next couple of pages

For more information on immersion and the teaching of craft, read the following professional resources:

- Calkins, Lucy. (2013). Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2009). A quick guide to teaching second-grade writers with units of study. Portsmouth, NH: Heinemann. (Especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors)
- Calkins, Lucy and Amanda Hartman. (2003). Authors as Mentors. Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). Study driven: A framework for planning units of study in writing workshop. Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). About the authors: Writing workshop with our youngest writers. Portsmouth, NH: Heinemann. There is also an About the Authors DVD.
- Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann. (top priority)

Immersion Phase - Sample Sessions

Immersion Session 1 Writers read mentor texts as readers.

Immersion Sessions 2 & 3 Writers reread mentor texts as writers, noticing and naming the components that How-To books have; Writers start gathering ideas of possible How-To text they could write.

Immersion Session 4 Writers reread mentor texts and tell how components help the reader or writer.

Immersion Session 5 Writers reread mentor texts noticing teaching and ordinal words.

Shared Writing/Interactive Writing- During the immersion phase, engage in one or two shared experiences with your students and write one or more How-To pieces during shared/interactive writing. **The class will revise the text as the unit progresses.**

Immersion Session 1 – Sample Lesson

Writers read mentor texts as readers.

- This session will focus on the content of books as readers. Discussion may include: What was this book about? What was in this book? What does this book teach us? Does this remind me of anything in my life?
- Begin discussing definition and purpose: What is a How-To book and why do authors write these books.

Immersion Sessions 2 & 3 – Sample Lessons

- **Writers reread mentor texts as writers, noticing and naming the components that How-To books have.**
- **Writers start gathering ideas of possible How-To text they could write.**
- Begin Noticings chart – Notice/Name/Why: Discuss what students notice; what it is called (name) and why an author may have included that in the book. Noticings will depend on mentor text used. The following chart (see

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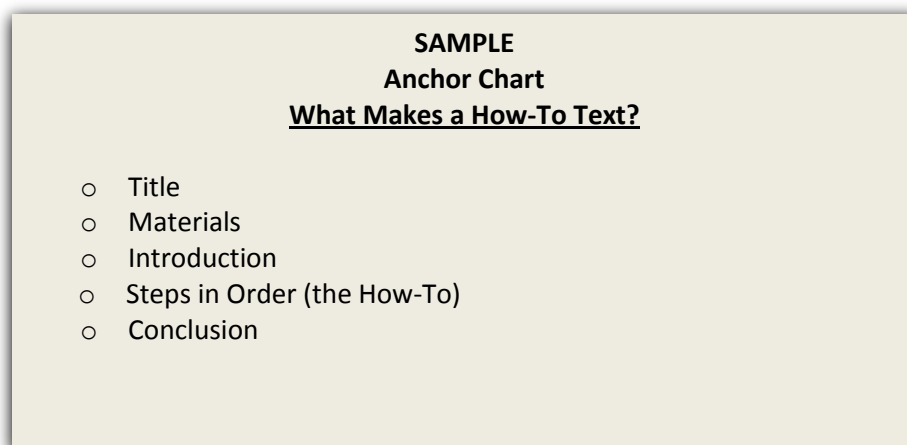
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next two pages) is just an example and a starting point. Students may notice additional items as the unit progresses and these can be added to the chart.

- The teacher will reread mentor texts while thinking aloud and promoting discussion around structure and components. This session will initially focus on answering the question, How do these texts tend to go? In other words, noticings will center on the structure or organization of How-To books (e.g. introduction, materials, steps, conclusion), as well as text features (e.g. diagram, teaching pictures, captions, etc.)
- Add visuals to go with each item - a sketch or photo on a 3x5 card or post-it and place next to appropriate items .

Sample chart highlighting organization or parts of a How-To book:

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



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Immersion Phase – Session 2 Sample Lesson, Continued

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

Students may notice additional items as the unit progresses and these can be added to the chart.

Suggestion: Add visuals to go with each item – sketches or photos on a 3x5 card or post-it note can be placed next to appropriate items. See Resource Materials packet for Teacher Resource Chart.

SAMPLE Anchor Chart What Makes a How-To Text?

- Title
- Materials (things you need)
- Invites the reader to think about topic or How-To / Introduction
- Tells you what to do – directions
- Gives steps in order (the How-To)
- How are steps shown?
 - Numbers (1,2,3...)
 - Number words (First, Second, Third, Fourth, etc.)
 - Sequencing Words (First, Then, Next, After Than)
- Wraps up the piece/ sends the reader off – Conclusion
- Teaching (or precise/exact) words in directions
- Special text features: (what is listed depends on mentor text used)
 - Teaching pictures (illustrations or photographs)
 - Drawings with arrows and words - Diagrams
 - words next to pictures - labels
 - words beneath a picture of sketch - caption
 - Close-up or zoom in pictures
 - Warnings or cautions
 - Tips
 - Arrows and action lines
 - Bold faced words
 - Extra information in parenthesis ()
 - Important words/ bolded words at the end of the How-To – glossary
 - Shows how things are changing (e.g. growth over time) – chart
 - Etc.

Beginning

Middle/Body

Ending

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Immersion Phase - Session 3 Sample Lesson, Continued

Immersion Session 3 – Sample Lesson

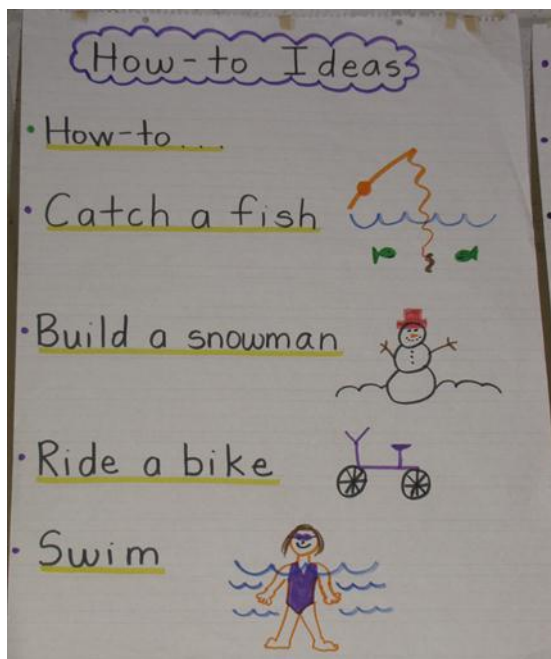
- **Writers start gathering ideas of possible How-To text they could write.**

Throughout immersion and the unit, generate a list of possible How-To ideas. These ideas may be gathered from familiar text and everyday things students do at school, home, or in the community. See sample anchor chart below. Have students begin keeping their own personalized How-To Book Idea list.

Kindergarten focused on:

- How to DO something
- How to MAKE something
- How to PLAY something

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. See Immersion section as a guide to facilitate discussion.



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Immersion Phase - Session 3 Sample Lesson, Continued

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

SAMPLE
Anchor Chart
How-To Book Ideas

I could teach people How-To:

- do things at school (give examples – e.g. How to Choose a Book, etc.)
(classroom, cafeteria, recess, special classes, etc.)
- do things with a pet (give examples – e.g. How to Talk a Dog for a Walk, etc.)
- do things at home (give examples – e.g. How to Set the Table for Dinner, etc.)
- do a favorite activity/sport (give examples – e.g. How to Hit a Baseball, etc.)
- make a craft (give examples – e.g. How to Make an Egg Friend, etc.)
- play a game (give examples – e.g. How to Play XXX, etc.)
- do something I know how to do well (give examples – e.g. How to Whistle, etc.)
- etc.
- Etc.

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Immersion Phase - Session 4 & 5 Sample Lessons, Continued

Immersion Session 4 - Sample Lesson

Writers reread mentor texts and tell how components help the reader or writer.

- Continue discussion of How-To structure and features with a special emphasis on HOW each item helps the reader. See Resource Materials Packet for Teacher Resource chart.
- Continue adding to the How-To Book Ideas chart
- For homework, ask children to tour their homes, recording on a sheet or in their Tiny Topic Notebooks (see Unit #2) all the things they know how to do in each room. They could also bring photographs that show them doing all sorts of great things. These pictures could serve as possible How-To titles. This could be done anytime during immersion or at the start of the unit.

Immersion Session 5 – Sample Lesson

Writers reread mentor texts noticing teaching and ordinal words.

- In this session, students will return to mentor texts searching for teaching words and ordinal or sequencing words
- Explain how How-To authors make sure to give explicit instructions that teach readers how to do something precisely. Model how when you write a direction, you could start with imperative language, such as Get the lipstick. Put it on your lips.
- If needed, add pictures next to each word

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 1

Teaching Words

put	pour	shake	slice	cut	roll
tie	fold	add	dig	paint	scoop
draw	open	stir	attach	place	push
fill	chop	stack	mix	pat	peel

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Immersion Phase - Session 5 Sample Lesson, Continued

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

Sample Anchor Chart 2 **How Steps Are Written**

A. Numbers: 1, 2, 3, 4, etc.

B. Words:

First Second Third Fourth Fifth

Next

Then

After that

Afterward

Last

Finally

At last

Before

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Lesson Plan

Session	1
Concept II	Writers choose topics, rehearse and write lots and lots of books.
Teaching Point	Writers select a topic and begin rehearsing.

Materials	
<ul style="list-style-type: none"> How-To booklets [Resource Materials Packet] Teacher sample How-To piece Writing Process Steps – Anchor Chart (From Unit #1) [Resource Materials Packet] 	<ul style="list-style-type: none"> How-To Book Ideas – Anchor Chart (started during immersion phase) [See Resource Materials Packet] Student’s personal list (I Can Teach Someone How-To...) – [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> Your students may spend their entire independent writing time today planning. Others may plan and then want to give How-To writing a try based on what they know thus far. Focus of lesson is rehearsal and trying out ideas, but booklets could be given to those that are ready. Lucy Calkins found that topic choice was vital to the success of this unit. Be sure students are selecting topics they are very interested in versus a mediocre idea. When choosing a teacher How-To sample, leave room for improvement – see Resources and Materials Needed section.
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Connection	<ul style="list-style-type: none"> <i>Writers, over the past week we have studied closely many different How-To texts. We started talking about things we know a lot about and could teach others. We know the best topics are ones we are really interested in sharing with others.</i> <i>Today we are going to begin our journey in becoming How-To authors. Just like in small moments, we will start by selecting a topic and then we will rehearse it. Listen (gesture to ear) and watch (gesture to eye) as I begin to thinking about my How-To book.</i>
Teach I	<ul style="list-style-type: none"> Teacher thinks aloud... <i>We want to select topics we know how to do, love to do and are proud to do!! What could I teach someone how to do? How-To make a cherry pie? No, I’ve never made a cherry pie before, I can’t teach someone if I don’t know how myself. Hmm...what do I know how to do really well and love to do? Oh I know! I am a pro at building sand castles. Every summer when I go to the beach I spend a lot of time making them with my family.</i>
Active Engagement I	<ul style="list-style-type: none"> <i>Let’s review our list of How-To Book Ideas... (or have students look over individual lists they started during immersion). Begin thinking about what book you might make to teach others to do the thing you know how to do.</i> Have students turn and talk and share possible How-To ideas they are thinking about writing
Teach II	<p><i>Once we dream of a topic for our writing, we rehearse. Remember when we were writing our small moment stories? We learned the importance of rehearsing or practicing before we write, just like we practice before we play a football game or when we practice before we put on the school choir concert. We will also rehearse, or practice, our How-To books. Let’s review our writing process steps: Refer to Writing Process Steps anchor chart from previous unit.</i></p>

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1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 1, Continued

Teach II - Continued	<p>Step 1: Think of a Story Idea/How-To Idea - point to temple with index finger</p> <p>Step 2: Picture how it might go</p> <p>Step 3: Say or Rehearse (practice) – point to mouth</p> <ul style="list-style-type: none"> ○ self - point to chest ○ story hand - wiggling five fingers ○ to a partner - two hands together ○ touch each page of a booklet - motion with index finger pointing to each page <p>Step 3: Sketch - pretend sketching a picture with pen in hand</p> <p>Step 4: Write</p> <p>Step 5: Revise</p> <ul style="list-style-type: none"> • Point out to students how the writing process steps may be applied to writing a How-To piece, too. Discuss how today you will be focusing on the first 3 steps. • <i>Now watch me as I go through the first few steps for my How-To book.</i> Model thinking of a How-To idea, picturing how the steps might go, and telling the steps across your fingers. Story hand is now a How-To hand - say steps across your fingers.
Active Engagement II	<ul style="list-style-type: none"> • <i>Writers, I'd like you to turn to your partner and tell them the writing process steps I showed you so far for writing a How-To book. Use the gestures. What were Step 1, Step 2, and Step 3?</i> • Students turn and talk listing the steps the teacher took when planning a How-To book so far. • <i>Writers, I was listening in on your partnerships as you told the three steps I took when planning my How-To book. I heard you say that first I THINK of a How-To idea. Second, I PICTURE how my How-To steps might go. Third, I SAY the steps across my hand. This is a lot like what we did when we were writing small moment stories. We followed the writing process steps to practice or rehearse — THINK, PICTURE, and SAY.</i>
Link	<ul style="list-style-type: none"> • <i>As you go off today, you will first select a topic and then rehearse your story. I will be listening in and watching you go through the writing process.</i> • <i>When you practice one How-To, try another!</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>We want to make sure our readers really understand what we want to teach them, step by step, in our How-To books. Now let me show you the next step I do when planning my How-To. I touch the box on each page for each step and rehearse my teaching words aloud.</i> • Model by pointing to each page of a booklet, saying one step per page. Also discuss how to cross-check if a topic lends itself to How-To writing (i.e. Is it the kind of topic that has steps?). Check as you touch each page. • <i>Sometimes I change my words each time I rehearse, so I am sure to teach my readers exactly how to do this thing I want them to do. I want to get the exact teaching words.</i> • Option – teach how to figure out how many pages we will need in a booklet. Teach them to notice how many fingers they pointed to as they told the steps across their fingers. <i>How many steps did I have? Well, how many fingers did I use? This is the number of pages I will need.</i> • Have students rehearse using How-To pages/booklets.
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Writers, you surprised me today with how many things you know how to do! Let's share some of our ideas. Turn to your partner and share <u>your</u> list of ideas. Make sure for each topic on your list; you can imagine how the steps might go. If one of your topics isn't good for How-To books, cross it off your list.</i> • Jot ideas as students share out and at a later time; add to the How-To Book Ideas anchor chart. A quick sketch next to each How-To title may be helpful. These don't need to be done on-the-spot with students watching.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 1, Continued

Writing Process Steps

Think



Picture



Say

Self



Partner



Story hand



Touch pages



Sketch



Write



Revise



Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	2
Concept II	Writers choose topics, rehearse and write lots and lots of books.
Teaching Point	Writers plan books through sketching.

Materials	
<ul style="list-style-type: none"> How-To booklets - [Resource Materials Packet] Post-it notes 	<ul style="list-style-type: none"> Teacher sample How-To in a booklet with sketches Steps to Writing a How-To –Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> For more information see Session 1: Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we began the adventure of starting How-To books. We first THINK of something we know how to do, maybe something we do in school, at home, or in our community. Then we PICTURE how to do it. Next, we SAY it. Yesterday we said steps across our fingers (gesture) and even touched one page per step, rehearsing our teaching words (gesture).</i> <i>Today I want to teach you that writers also plan their books by sketching out the steps to their books.</i>
Teach	<ul style="list-style-type: none"> Model the process: THINK and PICTURE a How-To idea, plan what to write (SAY across fingers, get a booklet and touch pages), then SKETCH one step, the next one, and the next. Point to each box on the paper. Explain that you rehearsed what words you would put on each page and then decided the best sketch to show that. After sketching, rehearse the story one more time. Debrief: <i>Did you see how I...</i>
Active Engagement	<ul style="list-style-type: none"> <i>Now it is your turn to try it. Let's pretend you are writing a How-To book on how to write a How-To book. Remember I first thought of possible topics: how to do a handstand, how to walk my dog, how to plant a flower, how to build a sand castle.</i> <i>Partner one tells partner two the next steps of what I did to write a How-To book... Provide gestures if needed or hold up special paper as a reminder.</i> Listen in and take notes on what students were sharing. <i>Writers, I hear you say things like this...</i> Ex: How to Write a How-To Book: First THINK of things you could teach people to do and choose one. Then SAY the steps by pointing to your fingers. Then get a How-To booklet and SAY the steps by touching the pages. Then SKETCH the steps. <i>Now switch partners. This time, partner two tells partner one the steps or exactly what you would write in a book that teaches people how to write How-To books.</i> Repeat the steps for writing a How-To book. <i>I heard many of you say this...</i>
Link	<ul style="list-style-type: none"> <i>So today you will go through the process or steps of writing a How-To book...</i> <i>If you want more ideas or examples, please review our idea chart or look at more examples of How-To books in this basket.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Discuss and model how some people, after rehearsing their book more than once, are ready to write. Encourage those that are ready to write, write, write. <i>I want to share with you what xxx discussed with me. He noticed that several of our mentor text begin with a materials page. What a great idea to tell our readers right up front what they will need to do the thing you are teaching them. In my How-To book, the materials my readers would need are.... Share out materials for Teacher How-To sample and show how you added that page.</i>

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 2, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"><i>Writers, we will write these How-To books to share with an audience. Let's brainstorm possible people we might teach. Maybe it is our kindergarten buddies or our 5th grade friends or perhaps it is your younger brother and sister, cousins or friends. Maybe some of you are in a club like Girl Scouts or you go to the after school xxxx club. Talk with your partner about who might read your books or who your audience might be.</i><i>My audience for my xxx How-To book is my daughter. I am going to take this post-it note and sketch my audience or readers. In this case, my daughter is my reader, so I will sketch her picture. This will help me write this book for her. Think about the How-To book you started today or yesterday and who you might want need to learn about what you have to teach.</i>

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

<p style="text-align: center;">SAMPLE Anchor Chart Steps to Writing a How-To</p> <ul style="list-style-type: none"><i>First THINK of things you could teach people to do and choose one.</i><i>SAY the steps by pointing to your fingers</i><i>Get a How-To booklet</i><i>SAY the steps by touching the pages</i><i>SKETCH the steps</i><i>WRITE it!</i>
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Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	3
Concept II	Writers choose topics, rehearse and write lots and lots of books.
Teaching Point	Writers go back and check their steps for clarity.

Materials	
<ul style="list-style-type: none"> How-To booklets - [See Resource Materials Packet] Teaching or Precise Words - Anchor Chart (from Immersion) [Resource Materials Packet] Have students bring writing folders to the meeting area 	<ul style="list-style-type: none"> Teacher sample How-To with revision needed – general word to a precise word, adding additional words to be clearer

Tips	<ul style="list-style-type: none"> Replace teacher's sample in Teach section with yours. Keep adding to the Teaching or Precise Words anchor chart created during immersion as students think of new words to use. This may also be done during interactive writing time. Sessions 3 and 4 may be reversed or integrated together. During independent writing time, find one or two examples of students revising in various ways (e.g. caret, revision strips, cut and paste). Use these samples for the Share component.
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday we began making plans for our How-To books: thinking of things we could teach others to do, materials we would need, and the important step-by-step directions.</i> <i>Today I'm going to teach two ways writers check to be sure their steps are clear for the reader.</i>
Teach I Precise words	<ul style="list-style-type: none"> <i>Remember, after we write we always revise. We can reread and see if we need to do any changes to our work. We want to make sure our steps are clear for the reader so s/he can easily learn what we are trying to teach them.</i> <i>There are two questions for us to think about: 1) What words can I make more precise or be more like teaching words? and 2) What information can I add to make it easier for the reader to understand what to do? Explain each. Let's work on the first one.</i> <i>During immersion, we noticed that it was very important to have words that told our reader exactly what to do. I want to go back to my draft from yesterday to check to make sure that I chose the best words for teaching my reader. Watch and listen (gesture to eyes and ears) as I read my ideas out loud, page by page. I also think about if I need to add more words so the directions are clear for my reader to understand.</i> <i>First, put sand into the bucket using your shovel. Teacher stops with a look of deep thought. First, put...put. I think scoop is a more precise word than put. First, scoop the sand into the bucket using your shovel. Oh that's better!</i>
Active Engagement I	<ul style="list-style-type: none"> <i>Point to the next page. Next, place the bucket over. Hmm... Can I think of a more precise word than place? (motion turning it over). I just flipped it over. I am going to change 'place' to 'flip.' That will tell my reader exactly what to do! Next, flip the bucket over.</i>
Teach II	<ul style="list-style-type: none"> <i>Now, let's review another way we can make our directions more clear. We can ask ourselves, 'What information can I add to make it easier for the reader to understand what to do?' Explain that sometimes writers can add more words, a sentence or even a step to make the procedure easy to understand. Elaborate as needed.</i> <i>Let's try it. Hmmm... I am going to go back to that same page we just worked on. I added a more precise word – flip instead of place. I am wondering if I should add even more information. Actually, let me pretend I am doing that again. (motion flipping it over). Let me think about what I did...I put my hands on each side of the bucket then I flipped it over. I could add – Next, flip the bucket over by placing one hand on each side.</i>

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 3, Continued

Teach II - continued	<ul style="list-style-type: none"> Point to the next page. <i>Then, pull up the bucket. Should we add more information to this step...Oh, I need to tell the reader to pull it up slowly. If they don't, it may fall apart. Let me try that again...Then, pull up the bucket slowly.</i> Point to the last page. <i>Finally, decorate your sand castle. Teacher says it out loud again. Finally, decorate your sandcastle. Hmmm—could I add more information to make it more clear? Let me picture in my mind how I decorate the sandcastle... Put sticks on the top and push the shells into the sides of the sandcastle. This will help give the reader a better picture in their mind about how to decorate it.</i>
Active Engagement II	<ul style="list-style-type: none"> <i>Writers, look over your books and select a page where you could change a word or add more information. We do this so our reader will know exactly what to do.</i> Have partnerships share. <i>Remember, there are two questions for us to think about: 1) What words can I make more precise or be more like teaching words? and 2) What information can I add to make it easier for the reader to understand what to do?</i> <i>Before you go rehearse your own How-To, let's reread our Teaching or Precise Words anchor chart from Immersion. See if there are any words on here that you might be able to use in your How-To.</i> Teacher and students read aloud anchor chart. <i>Give me a thumbs up if you heard a word on our chart that you could use in your How-To. Great!</i>
Link	<ul style="list-style-type: none"> <i>As you go off today, some of you will be writing a new piece; try to use precise words and give readers enough information so they know exactly what to do. Some of you will be going back into some of your drafts and reading each page; check to see if you could replace a word with a more precise word or if you could add more information.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Revisit the discussion from Immersion on how authors of How-To books make sure to give explicit instructions that teach readers how to do something precisely. Model how when you write a direction, you start with imperative language such as, Get the lipstick. Put it on your lips. We referred to these as precise or teaching words during Immersion. Revisit anchor chart. Discuss the noticing that when writing How-To books you have to be bossy by telling the reader exactly what to do. Explain that typically we don't want to be bossy with friends, teachers, parents, etc. but in How-To books we use a different kind of bossy voice. The writer wants to tell the reader of the How-To exactly what to do...<i>you</i> have to do this, or <i>you</i> have to do that.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> <i>I noticed some of you adding on to your directions and I saw that sometimes you need more space to add all of those words. Remember, you can use revision strips, glue and tape if you need to add more lines to your paper.</i> Show a sample or two of students that used revision strips or cut and pasted more paper.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	4
Concept II	Writers choose topics, rehearse and write lots and lots of books.
Teaching Point	Writers role play directions with their partner to check for clarity.

Materials	
<ul style="list-style-type: none"> Teacher sample – book with a missing step or select a student’s piece (make it a very concrete example) Select a student to be teacher’s partner for the lesson 	<ul style="list-style-type: none"> Revision strips/additional pages Staples, staple removers, tape (revision toolkits) Steps to Writing a How-To –Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> For additional information see Session II: Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann. This would be a great lesson to videotape partnerships acting out and checking for clarity. Playback footage using a Smartboard or TV during Share for students to see revision-in-action. Acting out, then adding what they discovered to their work is challenging for students. They will do it like first graders. But, the concept of acting out to cross-check to see if they need to add more and be more precise is a strategy they will use the rest of their writing lives. They will get better at using this strategy over time.
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Connection	<ul style="list-style-type: none"> <i>Yesterday, I saw xxx doing something that I thought was so helpful. S/he started to act out his/her steps to be sure they were clear. XXX wanted to make sure his/her readers really understood what to do.</i> <i>Today I want to teach you that writers read their How-To books aloud to a partner so that their partner can help them to check if the directions work. One partner will act out each step while the other partner reads the directions word for word. If the partnerships find that some of the directions aren’t easy to understand, then those steps can be revised. Sometimes, we have to simply add more words and other times we may need to add an additional step.</i>
Teach	<ul style="list-style-type: none"> <i>When you are acting, you will try and do the thing your partner is teaching. Think, ‘Would I be able to do this thing if I follow the directions the writer is giving?’ If you aren’t sure what to do, ask the writer to change the steps by changing some words or adding words. You will act out exactly what the writer says and only what the writer says.</i> <i>Today, xxx will assist me with this lesson. XXX will be my partner. S/he will read me their How-To while I act out each step. If I notice a part that doesn’t make sense or needs some fixing up, I will give a stop signal.</i> Read sample How-To book aloud, omitting an important step or part of a step. Teacher signals at that part and they discuss.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 4, Continued

Teach - Continued	<ul style="list-style-type: none">Reiterate that based on acting it out you realize you need to make revisions to the directions. That's what happens when you do this step. Point to new step on chart: <div><p>SAMPLE Anchor Chart Steps to Writing a How-To</p><ul style="list-style-type: none"><i>First THINK of things you could teach people to do and choose one.</i>SAY the steps by pointing to your fingersGet a How-To bookletSAY the steps by touching the pagesSKETCH the stepsWRITE it!<u>REVISE</u> <u>– Act it out - Recheck your directions with a partner</u></div>
Active Engagement	<ul style="list-style-type: none">Ask students to think with their partners about ways to revise the original instructions. How could that step be more clear and more precise?Collect their suggestions.Try following the revised directions.Show them how you will add a page to the book or revise the existing pageReview each partner's role: Partner A reads, Partner B listens and gives feedback. Switch roles.
Link	<ul style="list-style-type: none"><i>Today, and any day you are writing directions, you can role play with your partner to check if each step is easy to understand.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">Discuss how to revise by adding a page: <i>If you notice that you left out a step in your How-To book, you can always use a staple remover to take the staple out of your book and add a new page where you want to add that new step. Remember, we have lots of tools in the writing center to help you.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none">Highlight a partnership that was able to help one another check for clarity in their steps and make a few revisionsNow would be a great time to show video footage of partnerships acting out and revising in action.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	5
Concept II	Writers choose topics, rehearse and write lots and lots of books.
Teaching Point	Writers add clear and precise pictures and words to help readers understand directions.

Materials	
<ul style="list-style-type: none"> Class How-To or teacher How-To Mentor Text: <u>How to Make Socks Puppets</u>, Aileen Weintraub (This book may be replaced with another book that has clear and precise pictures) Mini sticky notes to mark pages for revision Have students bring 1-2 drafts to the meeting area 	<ul style="list-style-type: none"> How-To text needing clarity in pictures and words: <u>Mix It Up!</u>, Heather Hammonds (Rigby) Other possibilities: <ul style="list-style-type: none"> - <u>Making Breakfast</u>, Anne Giulieri (Rigby) - <u>Fingerprint Family</u>, Isabel Bissett (Rigby) (These books may be replaced with other similar, available books)

Tips	<ul style="list-style-type: none"> For additional information see Session III: Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann, 2011-2012. Close-up pictures and zooming in were included in the Kindergarten How-To unit of study. This should be a review.
Connection	<ul style="list-style-type: none"> <i>Writers, yesterday we worked with our partners to check that the steps of our How-To were clear and easy to follow.</i> <i>Today I want to teach you two more ways we can make our How-To books easy to understand and follow. We want to have clear and precise pictures <u>and</u> clear and precise words. Hold up book and point to pictures and then point to words.</i>
Teach 1 Focus on words	<ul style="list-style-type: none"> <i>We can add clear and precise pictures and words to EACH STEP of our How-To books to help our readers understand our directions.</i> Explain the concept of precise – exact. <i>First, let's think about the words or directions in our How-To books. Just like in our mentor text, <u>How to Make Sock Puppets</u>, we want to have precise words that tell our reader exactly what to do! Let's take a look at the directions on page 7, 'Glue two googly eyes on the sock, up a little from the toe.' The author didn't just say glue on googly eyes; they used detailed directions to tell you where to put them as well – 'up a little from the toe.'</i>
Active Engagement 1	<ul style="list-style-type: none"> <i>I have another How-To book about <u>How to Make a Root Beer Float</u> (replace as needed). It needs some fixing up. Let's read it together and see if we can think of a way to revise the words to be more precise and detailed.</i> Teacher reads a directional step from an underdeveloped How-To text (optional texts listed in materials section - <u>Mix It Up!</u> Heather Hammonds, Rigby pgs. 8-9) <i>'The soda goes in the glass.' Hmm...how could we add more precise words to help our reader know just what to do? Turn and brainstorm some ideas with your partner.</i> Students turn and talk, coming back to share out several ideas for precise words. Teacher revises the words of the How-To. Ex: Pour the root beer into the glass. Pour slowly so that it doesn't bubble over!
Teach 2 Focus on pictures	<ul style="list-style-type: none"> <i>Now we know how important it is to have precise words in our How-To. It is just as important to have clear and precise pictures. Let's go back to the same page from our <u>How to Make Sock Puppets</u> book. We can see that the illustrator zoomed in, showing only the hand, glue, eyes, and sock. This makes it easy for the reader to see what to do. If we draw pictures that are far away, it would be difficult for our readers to know what we wanted them to do in each step. Illustrations need to be large enough so readers know where to focus.</i>

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 5, Continued

Active Engagement 2	<ul style="list-style-type: none">• <i>Writers, I'd like you to look through your How-To book and give me a thumbs up if you find a spot where you could revise your pictures to make them bigger by zooming in, or where you could add a close-up picture to be sure your reader understands that step. This will make it clear for your reader what you want him/her to do.</i>• Optional: give sticky notes to mark the spot.
Link	<ul style="list-style-type: none">• <i>Today, as you go back to your writing spot, make sure your How-To books have both clear and precise words and pictures to help your reader follow your steps.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Discuss teaching pictures vs. regular pictures. Use sample text. <i>I've been studying pictures in some of our mentor text. I notice that these pictures aren't regular pictures. In this book, the picture doesn't just show the place where the (pumpkin) is---the trees and the sky. The picture just shows what the words say. The picture teaches readers what to do. It helps the reader better understand the step.</i> Elaborate as necessary.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>Writers, today we learned that our How-To books need both precise or exact words and pictures. Let's take a look at how _____ was able to go back to their How-To and revise their words/picture to be more precise.</i>• Highlight several students who were able to revise their How-To books for clear and precise pictures and/or clear and precise words.• Discuss the fact that this is yet another way to revise. Add to the chart: REVISE<ul style="list-style-type: none">○ Act it out - recheck your directions with a partner○ add clear and precise pictures and clear and precise words to each step.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	6
Concept III	Writers use effective techniques to craft their procedural text.
Teaching Point	Writers use supportive features to help their reader learn (e.g. title, materials, steps, pictures).

Materials	
<ul style="list-style-type: none"> Noticings chart from Immersion with structure and text features –Anchor Chart [Resource Materials Packet] Sticky notes for active engagement Mentor text with materials listed in a series with commas and one with materials listed in a column-like format (Mid-Workshop Teaching Point) 	<ul style="list-style-type: none"> Mentor How-To text with title, materials, numbers for each step and pictures that teach Teacher sample story (How-To Build a Sandcastle or a different teacher text) How-To Booklet pages [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> For additional information see Session IV: Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann. It is a Common Core Standard for first grade that students will use commas in a list. The mid-workshop addresses this standard. Teacher may need to write a model text that has items in a series where commas would be needed or find a mentor text that does that. Teacher may write MUST HAVE next to items on the Immersion chart or could develop a new Must-Have list. Some teachers modified this lesson and discussed whether an item is a MUST HAVE or an optional item (Some have).
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday we learned the importance of having clear and precise pictures and words for our readers.</i> <i>Today I'm going to teach you some text features that help support our readers' understanding of our How-To text.</i>
Teach	<ul style="list-style-type: none"> Do a picture walk through a familiar book and discuss some basic features that help readers (e.g. title to teach, a list of things a reader will need, numbers for each step, and pictures that teach, especially close up ones). Refer back to anchor chart in immersion or create a new, simplified version. How-To Text Features (Helpers/Support or Special Features) <ul style="list-style-type: none"> -Title that says this will be a How-To book -List of things we'll need or materials -pictures that teach us what to do -numbers for each step Discuss again how these items help the reader.
Active Engagement	<ul style="list-style-type: none"> <i>Take out the How-To you were working on yesterday. I want you to use this anchor chart as a checklist. In just a moment I want you to look through your How-To book to check that you have some How-To features from our chart. If you find something that is missing, I have sticky notes right here that you can use to mark a spot where you need to go back and revise. Go ahead!</i> Students look through their How-To's for supportive features listed on the anchor chart. Review from Immersion: <i>All How-To's should have a title, materials, steps, and pictures. Let's say these are MUST-HAVES.</i> Add Must-Have to anchor chart or make a new list if not already done during Immersion

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 6, Continued

Link	<ul style="list-style-type: none"> I see that some of you found a missing How-To feature from our list. When you go back to your writing spots today, make sure to add those items you marked with a sticky note because writers use text features to help their readers learn.
Mid-Workshop Teach	<ul style="list-style-type: none"> Writers, I was conferring with _____. She was working on adding a materials section to their How-To book and s/he was writing all of the things needed in a list. S/he didn't want to do it in a column like this (show example). They wanted to write materials in a sentence (show example). I want to teach you that writers use commas to separate items in a list when they have three or more items. Let me show you how that would look in my How-To book. Model. Make sure to go back to your materials section and add commas to your list of things you need if you wrote it in a sentence.
Independent Writing and Confering	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Writers, I would like you to get with your writing partner and show them all of the How-To MUST haves in your book. Also, don't forget to check to make sure you have commas when you list your materials! Add to chart REVISE <ul style="list-style-type: none"> recheck your directions with a partner (act it out) add clear and precise pictures and words to each step add text features

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

SAMPLE - Anchor Chart What Makes a How-To Text?

- | | |
|---|-------------|
| ○ Title | |
| ○ Materials (things you need) | Beginning |
| ○ Invites the reader to think about topic or How-To / Introduction | |
| ○ Tells you what to do – directions | |
| ○ Gives steps in order (the How-To) | |
| How steps are written: | Middle/Body |
| - Numbers (1,2,3...) | |
| - Number words (First, Second, Third, Fourth, etc.) | |
| - Sequencing Words (First, Then, Next, After Than) | |
| ○ Wraps up the piece/ sends the reader off – Conclusion | Ending |
| ○ Teaching (precise/exact) words in directions | |
| ○ Special text features: (what is listed depends on mentor text used) | |
| ○ Teaching pictures (illustrations or photographs) | |
| ○ Drawings with arrows and words - Diagrams | |
| ○ Etc. (see complete sample anchor chart in Immersion section) | |

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	7
Concept III	Writers use effective techniques to craft their procedural text.
Teaching Point	Writers use precise words to be clear about each step and to help their reader follow steps in order.

Materials	
<ul style="list-style-type: none"> How Steps Are Written (numbers or words) - Information from anchor chart from Immersion [Resource Materials Packet] Mentor text with steps written using numbers and steps indicated by words. 	<ul style="list-style-type: none"> Sticky notes Class story or teacher story or student work that have simple sentence that could be expanded – see Teach Mentor text with a cautionary note, warning or piece of advice – see Share.

Tips	<ul style="list-style-type: none"> Common Core State Standards want students to use a variety of sentences and complex sentences. Teaching students how to rehearse and use explicit directions will lead them to begin to include prepositional phrases, ordinal numbers, and other transitional phrases. Adding how, where, why, sequencing and ordinal words should be reviewed and reinforced during reading and interactive/shared writing. The Mid-Workshop Teaching Point on number and ordinal words is extra-long so plan time accordingly. Also, it could be a separate lesson if students need a full lesson on it. Note: Students should add cautions and warnings if applicable to their pieces. Not all writing will lend itself to this addition.
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Connection	<ul style="list-style-type: none"> <i>Writers, we know that the words we choose to use in our How-To books are very important. These words teach our readers what to do.</i> <i>Today, I am going to teach you how to use precise words to be clear about each step and to help readers follow steps in order.</i>
Teach - Adding precise words to teach how, where, or why	<ul style="list-style-type: none"> Explain how authors of How-To books make sure to give explicit instructions that teach readers how to do something precisely or exactly. Model how when you write a direction, you could start with language, such as Put cookies on rack, or Dig a hole. Also, you could include even more precise or exact language that tells how, where or why. Additionally, writers sometimes go back and revise their first directions to include the how, where, or why if it will make the directions more precise or more clear to understand. Show examples of teaching by telling <u>how</u> or <u>where</u> or <u>why</u>. For example, Put cookies on rack. → Why? Put cookies on rack to cool. ; Get into the car. Where? → Get into the car on the passenger side; Pour pop into glass. How? → Pour pop into glass slowly.
Active Engagement	<ul style="list-style-type: none"> Try as a class to expand some sentences, preferably from a class piece. For example: Draw a circle (how?). Keep your hand in the sock (why?). Put the eye on the sock (where?). Do some together and have students do some in partnerships.
Link	<ul style="list-style-type: none"> <i>As writers of How-To's, it's important to remember that the words we choose should tell our reader exactly what to do! Today, really look at your word choice. Look at each step and see if you can add <u>how</u>, <u>where</u> or <u>why</u>.</i>
Mid-Workshop Teaching Point – numbers or ordinal words	<ul style="list-style-type: none"> <i>Words not only tell us what to do, but they can tell us when to do them. Let's take a look at some of the words that our mentor authors used in their How-To books to let us know another step is coming. I wrote them here on an anchor chart. Read them aloud with me...</i> Teacher and students read How Steps are Written anchor chart aloud.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 7, Continued

Mid-Workshop Teaching Point – numbers or ordinal words	<ul style="list-style-type: none">• Explicitly tell and show an example of each option: numbers or sequencing words.• <i>These sequencing words come first in each step before our teaching or precise words. They help to tell the steps in order. Watch me as I add these words to my How-To book.</i>• Teacher models adding sequencing words to sample How-To book (e.g. caret, sticky note)• <i>Now I'm going to give you a chance to try sequencing words in your How-To! I'd like you to read your How-To aloud to yourself and try to add a sequencing word to each step in your book. If you have one already there you could check if another word would work better. You are only reading your steps aloud. You are not writing anything yet.</i>• Teacher listens in, while coaching students in choosing appropriate sequencing words.• <i>Writers, may I stop you? As I was listening to you, I was getting a picture in my head of what order to do each step. Sequencing words are a signal for the reader that another step is coming up. Go ahead and add these words.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Share students that effectively added precise words and numbers and ordinal words to their steps

Revisit chart from Immersion Phase: (What is listed depends on mentor text used)

Sample Anchor Chart 2 **How Steps Are Written**

A. Numbers: 1, 2, 3, 4, etc.

B. Words:

First Second Third Fourth Fifth

Next

Then

After that

Afterward

Last

Finally

At last

Before

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

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	8
Concept III	Writers use effective techniques to craft their procedural text.
Teaching Point	Writers use an introduction to entice readers.

Materials	
<ul style="list-style-type: none"> Mentor Text <u>with</u> introductions – example: <u>How to Make Sock Puppets</u>, Aileen Weintraub (use any How-To book that has an introduction) What Makes a How-To Text –Anchor Chart (from Immersion) [Resource Materials Packet] How-To Booklet pages – (from Immersion) [Resource Materials Packet] 	<ul style="list-style-type: none"> Mentor text <u>without</u> an introduction – Samples: <ul style="list-style-type: none"> - <u>How to Make Smoothies!</u>, Elena Martin - <u>Mix It Up!</u>, Heather Hammonds - <u>Growing Radishes and Carrots</u>, Faye Bolton & Diane Snowball (MONDO) * Replace any of these books with similar, available text.

Tips	<ul style="list-style-type: none"> Introducing a topic is a second grade common core state standard. We are introducing this concept in first grade and deem it an exceeding expectation for first graders. However, many will be able to incorporate an introduction if shown enough examples from texts. For additional practice, have some students practice adding introductions to class How-To piece and shared writing pieces.
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Connection	<ul style="list-style-type: none"> <i>Writers, we've been noticing that our mentor authors include many features and words in their books to help the reader follow instructions. We also noticed that some How-To books have different sections: an introduction, a part that describes materials, the steps in the middle, and a closing at the end.</i> <i>Today I want to teach you about including introductions in your How-To books, just as we did in our small moment stories.</i>
Teach	<ul style="list-style-type: none"> <i>An introduction page for a How-To book introduces the topic <u>and</u> it tells people why they might care about doing this thing. When we create an introduction page, our goal is to 'talk up' the thing we want people to learn.</i> <i>One thing we can do is use words that invite or encourage readers to try something new. We might say something like, 'Have you ever wanted to try...?'</i> <i>Let's take a closer look at how one of our mentor authors introduced her How-To topic.</i> Read aloud introduction from, <u>How to Make Sock Puppets</u> (or other similar book). <i>The author has told us how fun it is to make a sock puppet, the different kinds of socks puppets you can make, and they have even invited us to come and see how to make one.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Let's try writing our own introduction for the How-To book, <u>Mix it Up!</u> (or other mentor text without an introduction or class book). How could we invite readers to try making a root beer float? Why might they want to make one of their own? Turn and talk with your partner to see if you can think of a way to convince the reader to give it a try.</i> Students share introduction ideas. Show how to add an introduction page.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 8, Continued

Link	<ul style="list-style-type: none">Writers, you may want to go back and add another section to your How-To book. An introduction introduces your topic and tells the reader why they should want to do what you are teaching. It gets the reader excited and interested in what will follow on the next pages.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">Writers, pretend you are the reader and read your own introduction. Ask yourself, ‘Does my introduction introduce my topic?’ ‘Does my introduction tell people why they might care about doing this thing?’ ‘Does my introduction encourage readers to want to give my How-To a try?’
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none">Writers, as I was conferring today, I noticed many of you wrote introductions that invited or encouraged your reader to give your How-To a try. I would like a few of your friends to share their introductions with you.Share several previously selected students’ introductions

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

SAMPLE
Anchor Chart
What Makes a How-To Text?

- Title
- Materials
- **Introduction**
- Steps in Order (the How-To)
- Conclusion

} ORGANIZATIONAL COMPONENTS

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	9
Concept III	Writers use effective techniques to craft their procedural text.
Teaching Point	Writers provide some sense of closure.

Materials	
<ul style="list-style-type: none"> What Makes a How-To Text –Anchor chart Immersion [See Resource Materials Packet] Teacher How-To or class How-To –Anchor Chart (from Immersion) [Resource Materials Packet] How-To Booklet pages [Resource Materials Packet] 	<p>Mentor Texts with a conclusion:</p> <ul style="list-style-type: none"> <u>How to Make Socks Puppets</u>, Aileen Weintraub <u>How to Make Salsa</u>, Jamie Lucero <p>*Replace any of these books with similar, available text.</p>

Tips	<ul style="list-style-type: none"> For additional information, see Session V: Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann. Providing a sense of closure is a Common Core Standard for first grade. This lesson directly supports the use of a conclusion in expository writing. Use interactive writing time within your literacy block to provide students with more opportunities to practice writing conclusions in a How-To. See possible mentor text in Resource Materials Packet for suggested titles of How-To texts needing revision. May want to meet with small groups that do not have organizational or structural features in their books (e.g. title, possibly introduction, materials, steps in order, conclusion)
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Connection	<ul style="list-style-type: none"> <i>Writers, I've noticed that many of you have been including introductions in your How-To books to invite or encourage your reader to try something new.</i> <i>Today I want to teach you that not only can How-To books have an introduction, but many have an ending page or a conclusion.</i>
Teach	<ul style="list-style-type: none"> <i>Let's take a look at how two of our mentors conclude or end their books.</i> Read conclusions aloud from <u>How to Make Sock Puppets</u> and <u>How to Make Salsa</u> (or other similar books with conclusions). Discuss the purpose and variations of How-To conclusions. <ul style="list-style-type: none"> Send off to readers, wishing them well (<i>It's salsa party time. Good Luck making a xxx! Enjoy xxxx!</i>) Encouragement (<i>Now you can..., Now it is your turn to xxx. You'll do wonderful xxxx!</i>) <i>These conclusions send off readers on a positive note -- telling them what to go do now that they've read these steps and wishing them well doing it.</i>
Active Engagement	<ul style="list-style-type: none"> <i>I'd like you to help me think of a way that I could send off my readers using a conclusion in my xxx book (or class How-To).</i> Think aloud... <i>Hmm...after they've read my How-To book, what could they have fun doing? Or what could they do now that they couldn't before? Turn and talk with your partner to brainstorm some ideas.</i> <i>Writers, I was listening in as you thought of some great ideas for a conclusion to my How-To xxx book. I heard _____ and _____ say '...' What a great way to send off my readers and wish them well!</i>
Link	<ul style="list-style-type: none"> <i>Just like it was so important to end our small moment stories, it is important to leave our readers with one final thought when they finish our How-To books.</i>

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 9, Continued

Mid-workshop Teach	<ul style="list-style-type: none"> Writers, I was conferring with Ana as she wrote the conclusion to her <u>How to Bake Chocolate Chip Cookies</u> book. Her last step said, ‘Finally, take them out of the oven.’ I asked her how she could wrap up her How-To with an ending that wished her readers well, and she said, ‘Now, get ready to eat!’ It was the perfect way to bring her book to a close while also asking her readers to enjoy the cookies they had baked. As you’re working on the endings of your How-To books, remember to keep your readers in mind! Option: Using mentor text, show a different way an author wrote a conclusion for a How-To book. For example, end with a twist. A book on making cookies ends with, Then eat it! A book on making wrapping a present ends with the present being given to someone.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Writers, I noticed another interesting thing we can do with words. When I was reading xxx, I noticed at the end of these directions there was a warning written out in a special box on the side: Don’t touch while cooling or you will get burnt!’ I realized some How-To writing includes cautionary notes, advice or warnings. These are tips to the reader, often to keep him/her safe or to help them be successful with a step... Sometimes the warning is set apart with a special font, special letters, and sometimes it is right there in the text. Show samples for text...In this How-To book the author includes a warning box and it says, xxxx. In Gail Gibbons’ <u>The Pumpkin Book</u>, Number 5 says, ‘Be careful and ALWAYS carve away from yourself.’ I guess she worried that if she just said, ‘Cut along the lines, someone might hold the knife wrong and cut a finger. You may want to add this special feature to one of your How-To books! Option: Start an anchor chart of cautions or warnings (always, be careful to, don’t, or never).

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

SAMPLE Anchor Chart <u>What Makes a How-To Text?</u>	
<ul style="list-style-type: none"> Title Materials Introduction Steps in Order (the How-To) Conclusion 	} ORGANIZATIONAL COMPONENTS

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	10
Concept III	Writers use effective techniques to craft their procedural text.
Teaching Point	Writers study mentor text to find special features that will enhance their How-To books.

Materials	
<ul style="list-style-type: none"> Mentor Texts from Immersion Anchor chart from Immersion that lists special features students noticed 	<ul style="list-style-type: none"> Blank half sheets of paper (used to add charts, diagrams to How-To books) Books for partnerships to study

Tips	<ul style="list-style-type: none"> For additional information see Session V: Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann. Modify this lesson based on mentor text used and text features observed. Main point is to remind students that the world is full of a wide variety of How-To texts and that they can learn by studying them. Teachers may want to spend two days on this lesson, highlighting different features each day Many of these text features should have already been discussed during reading, especially purpose or why they are included in a text.
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Connection	<ul style="list-style-type: none"> <i>Writers, we have been admiring authors all year together. Now we can take a close look at the How-To book authors we admire.</i> <i>Today I want to teach you that we can notice how they have added some special features or supports to help readers. We have lots of charts from our immersion that show the things authors do to help their readers. You know that writers can use labels to add important details, captions to talk about the pictures, and warnings to tell their reader to be careful or to watch out.</i>
Teach	<ul style="list-style-type: none"> <i>As I was rereading xxx, I noticed...</i> Show many different texts as well as real world procedural text and discuss features a writer included to help teach others and why. Include things that were discovered during Immersion that haven't been addressed to date. For example - <ul style="list-style-type: none"> Special text features: <ul style="list-style-type: none"> Teaching pictures Diagrams Labels Captions Close-up or zoom in pictures Warnings or cautions Tips Arrows and action lines Bold-faced words Extra information in parenthesis () Select one or two and discuss more in-depth – emphasizing the why and show how to do it effectively Discuss how writing comes in many different sizes, shapes and formats and we need to see this kind of writing everywhere and learn from it <i>So today, some of you may want to...</i> <ul style="list-style-type: none"> <i>But most of all, always remember that we can make our writing better by using anchor charts to guide us and by noticing that the world is full of the kind of writing we want to do. We need to live like magnets, pulling in things about whatever kind of writing we're trying to do.</i>

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 10, Continued

Active Engagement	<ul style="list-style-type: none">• <i>Now I'm going to pass out some How-To texts that have other special features. You and the people near you will study the text and notice what the author has done. Perhaps the author will surprise you and give you ideas for what you could do as you begin to prepare your writing for publication.</i>• <i>Reread a page and study it through the lens of text or special features. What did the author do on this page that I might want to try?</i>• Pass out a variety of How-To texts with special features present. Students read, discuss and share.
Link	<ul style="list-style-type: none">• <i>Writers, I'm going to pull our How-To texts together in this basket. Go back and study mentor text to find special text features you may want to add.</i>• Have each student declare what they are going to try and then dismiss them
Mid-workshop Teach	<ul style="list-style-type: none">• <i>Writers, Dylan added a great special feature to his <u>How to Make a Snowman</u> book and I thought some of you might want to give this a try in your books.</i>• <i>Dylan remembered from our immersion anchor chart that some How-To's have charts or diagrams. Just like the growth chart of a radish in our mentor text <u>Growing Radishes and Carrots</u>, Dylan found a great place to add a chart that shows the making of a snowman in the different stages.</i>• <i>First he drew one large snowball, then in the next box two snowballs, then three snowballs, then eyes, after that the nose, the mouth, sticks for arms, a hat, and buttons. His chart teaches the reader what the snowman will look like as you build it, just like the radish chart show the reader what the seed will look like as it grows into a vegetable.</i>• <i>As you go back to your writing, don't forget to try out a special feature in your How-To book!</i>
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Option 1: <i>Today, writers, I want you to hear about writers in this room who noticed a special feature an author used and tried the same technique. I've asked a few writers to share. Each will first read and talk about something s/he found in the work of another author, then the writer will read what s/he did as a result in their own writing.</i>• Option 2: Have students display and page with a special feature. Have students do a carousel walk observing what their classmates did.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	11
Concept IV	Writers revise and edit their procedural text.
Teaching Point	Writers go back and edit using correct punctuation.

Materials	
<ul style="list-style-type: none"> Copy of a teacher and student text needing end punctuation work (copies of student text to distribute) 	

Tips	<ul style="list-style-type: none"> For additional information see Session VI: Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann.
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday we learned how to add special features to our How-To books from mentor texts we love.</i> <i>Today you will select one text that you want to take to our celebration. This book will go to our publishing center, where it'll be typed up so it can become a part of our library. Before we publish, we want to make sure we've done everything we can to make it a great book.</i> Explain celebration plan – generate excitement.
Teach	<ul style="list-style-type: none"> <i>Today, I want to teach you another thing that How-To writers think about, and that's punctuation. Writers know that adding end punctuation to How-To books can help readers move more smoothly through each page as they read. We can reread each step of our How-To books and listen for the places where our sentences end. We can put periods at the ends of sentences that sound like telling statements, and put exclamation points at the ends of sentences that sound exciting or show strong emotion or are like a warning. If we ask a question, we would put a question mark.'</i> Model all three in teacher piece.
Active Engagement	<ul style="list-style-type: none"> Ask students to help edit one's child's piece for punctuation. Give each partnership a copy of one child's text and read the book aloud. Ask students to work with their partner to add periods and/or exclamation marks.
Link	<ul style="list-style-type: none"> <i>First thing you need to do today is select the piece that you'll publish. Then reread it and begin checking end punctuation.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Writers we can also edit our work by making sure we have tried our best to spell those hard-to-spell words. Share strategy taught in word study – e.g. look at each part of word, say it again slowly, and write the parts or spelling patterns we know.</i> <i>Also we want to check and see if we have used any of our word wall words. Remember how we...</i>
Independent Writing and Confering	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> <i>Writers, I can't wait for our celebration party. We are going to.... To get us ready, I am going to show you a checklist that you will begin to use tomorrow to help guide you as you finalize your book, making it the very best piece you can.</i> Show checklist and briefly discuss, emphasizing they learned so much these last couple of weeks. The checklist highlights all those key learnings.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	12
Concept IV	Writers revise and edit their procedural text.
Teaching Point	Writers work with partners to make sure their books make sense and have all the information needed.

Materials	
<ul style="list-style-type: none"> What Makes a How-To Text? – Anchor Chart [Resource Materials Packet] Teacher sample How-To book that needs revision work Working with Your Partner - Anchor Chart [Resource Materials Packet] 	<ul style="list-style-type: none"> Revision toolkits (purple pens, flaps, extra How-To pages, blank pages, tape, staplers) Student to role play with teacher Sticky notes to mark pages needing changes

Tips	<ul style="list-style-type: none"> Have students bring the piece they want to publish to the meeting area Sessions 12 and 13 may be reversed
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Connection	<ul style="list-style-type: none"> <i>Writers, it is almost time for our writing celebration. In just a few days, we will.... We need to do whatever we can to make our writing the very best it can be.</i>
Teach	<ul style="list-style-type: none"> <i>Today, I want to teach you that when we are getting ready to share our writing, it is important to reread our books asking ourselves and our writing partners, ‘Have I taught my reader everything I need to do in each step?’ and ‘Does each step make sense?’</i> Revisit Partnership Steps from Units 1 and 2. <ol style="list-style-type: none"> Listening Purpose: Tell partner how /she can help you. What should partner be listening for in your piece? <ul style="list-style-type: none"> Partner should listen whether you have taught the reader everything s/he needs to do in each step and if each step or part makes sense. Read/Listen Talk – Compliments and Suggestions Mark the Spot for Changes Make Changes – Revise Establish 1st listening purpose will be: <i>‘Have I taught my reader everything I need to in each step?’ and ‘Does each step make sense?’</i> Model the process with a student partner, going page by page asking the aforementioned questions. Remind partner to give you a stop signal if a part doesn’t sound right or make sense. Intentionally leave a portion that doesn’t make sense. Model discussing it and marking the spot so you can go back later and change.
Active Engagement	<ul style="list-style-type: none"> Have students work with partnerships in meeting area so you can monitor and assist with their progress. Have Partner A go first, then Partner B. Debrief afterward.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 12, Continued

Link	<ul style="list-style-type: none">• <i>So now you will go back to your seats and work on the pages/sections that need some revision work or changes.</i>• <i>I have stocked our revision toolkits to make sure we have enough flaps, extra How-To pages, blank pages, purple pens, tape, and staplers for your work today. I can't wait to see how your How-To books have improved after your partner revision work today!!!</i>• Briefly review how to physically revise if necessary (e.g. carets, flaps, paper surgery, etc.)
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Highlight a student that made changes and how s/he did it.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>Writers, I saw really great revision work today. I'd like to share with you a few ways some of our writing friends used their partner's feedback to improve their books.</i>• Share a few ways students went back to make necessary/additional revisions based on the feedback from their writing partners.

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

Sample Anchor Chart **Working with Your Partner**

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

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Session	13
Concept IV	Writers revise and edit their procedural text.
Teaching Point	Writers use a checklist to cross-check their work.

Materials	
<ul style="list-style-type: none"> What Makes a How-To Text? – Anchor Chart [Resource Materials Packet] Teacher sample How-To book that needs revision work 	<ul style="list-style-type: none"> Revision toolkits (purple pens, flaps, extra How-To pages, blank pages, tape, staplers) Student to role play with teacher Student How-To Checklist – [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> Have students bring the piece they want to publish to the meeting area. Sessions 12 and 13 may be reversed.
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Connection	<ul style="list-style-type: none"> <i>Writers, it is almost time for our writing celebration. Yesterday you worked on making sure your steps made sense and you had enough information.</i> <i>Today, we will continue to work on making our books easy for others to read and understand.</i>
Teach	<ul style="list-style-type: none"> <i>Today, we will use a checklist to make sure we have all the parts and features we should have. We will also be studying what extra special features we have or could add. Let's review the items on the list.</i> Review checklist. Model process - using Teacher text having a partner check the book Model checking your own work; Example: <i>Wow writers, looking at this checklist I can see that I am missing an important section, a xxxx (conclusion)! I will take this How-To checklist back with me to my writing spot to add that important part. Did you notice any spots in my How-To book where I could add a supportive text feature?</i> <ul style="list-style-type: none"> Discuss adding any additional text features and why Students share out ideas. <i>What a great idea for a xxxx! I am definitely going to add that to my book. Thank you partners for all of your help in revising my book. Now it's your turn to work with a partner to revise your How-To.</i> Discuss how you make a plan for revision, if necessary.
Active Engagement	<ul style="list-style-type: none"> Have students work with partnerships in meeting area so you can monitor and assist with their progress. Have Partner A go first, then Partner B. Debrief afterward. Option: Dismiss partnerships after you have determined they are finished and have a plan for next steps.
Link	<ul style="list-style-type: none"> <i>Once you have studied both partners' pieces, you can go back and begin implementing your Revision Decisions.</i> <i>You might use revision strips, extra paper, glue, tape and scissors to help make revisions.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Discuss adding extra features such as a cover, an author's page, etc.

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan – Session 13, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>Writers, I saw really great revision work today. I'd like to share with you a few ways some of our writing friends used their How-To checklists to improve their books.</i>• Share a few ways students went back to make necessary/additional revisions based on their How-To checklist feedback from their writing partners

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	14
Concept IV	Writers revise and edit their procedural text.
Teaching Point	Writers make work readable by ... (Teacher choice - editing lesson based on students' needs)

Materials	
•	

Tips	<ul style="list-style-type: none">• Select an editing type of lesson based on students' needs (e.g. capitalization, usage, punctuation, or spelling). This lesson could be a separate lesson or combine it Session 15 on how to use the editing checklist.• Students will be finishing at different times so have other activities available. Some possibilities include: make a cover page for your book, color in illustrations, practice reading book, etc.• It will be important for your students to have ample time to practice reading their How-To books aloud before sharing them with their upper elementary buddies/friends at the writing celebration
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Connection	•
Teach	•
Active Engagement	•
Link	•
Independent Writing and Conferring	•
After-the-Workshop Share	•

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	15
Concept IV	Writers revise and edit their procedural text.
Teaching Point	Writers use an editing checklist to prepare for publication.

Materials	
• Editing Checklist [Resource Materials Packet]	

Tips	<ul style="list-style-type: none">• This lesson could be a separate lesson or combined with Session 14. Develop a lesson to teach student how to use the Editing Checklist. Model how to use by focusing on one item at a time and reading to cross-check that item (e.g. use an editing lens).• Students will be finishing at different times so have other activities available. Some possibilities include: make a cover page for your book, color in illustrations, practice reading book, etc.• It will be important for your students to have ample time to practice reading their How-To books aloud before sharing them with their upper elementary buddies/friends at the writing celebration.
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Connection	<ul style="list-style-type: none">•
Teach	<ul style="list-style-type: none">•
Active Engagement	<ul style="list-style-type: none">•
Link	<ul style="list-style-type: none">•
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">•

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

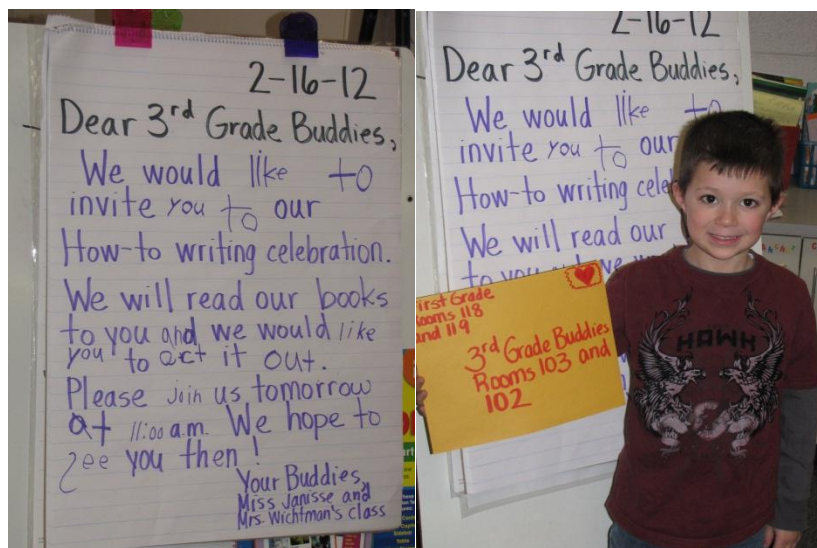
Session	16
Concept V	Writers celebrate procedural text.
Teaching Point	Writers celebrate their How-To writing.

Materials

- Published How-To books

Tips	<ul style="list-style-type: none">Allow students ample time to rehearse reading their published How-Tos aloud before sharing with another classroomYou may want to keep published How-To books in a basket in your classroom library for all students to read and enjoy. These should have gone through an editor to ensure standardized spelling and conventional capitalization and punctuation.
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- Celebration Ideas:
 - Create centers where children can teach small groups of people how to perform their tasks
 - Visit younger children and become their Teacher for a Day, demonstrating the task they wrote about and reading their texts to others
 - Hang How-To books in the hallway with a stapled example of actual materials used or a finished product beside it
 - Read to upper elementary buddies and have them act out (real or pretend) the steps
 - Create a How-To video that can be posted in public forum, like YouTube or TeacherTube (seek permission first)
 - See CD-Rom for additional Celebration information. Calkins, Lucy and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports*. Portsmouth, NH: Heinemann.
- Idea: Teacher Share - Take time to write a letter (great practice for Opinion unit) to the class that will be celebrating with you. The letter could be an interactive/shared writing experience.



Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Lesson Plan

Session	17
Concept	Writers celebrate procedural text.
Teaching Point	Unit Wrap-Up Session

- Engage in activities such as:
 1. Student reflection piece – See Assessment Packet (Atlas Rubicon – Unit #1)
 2. Clean out project folders