

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel Through a Text Type

Unit #3 Grade 1

Writing a Sequence of Instructions: How-To Books



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BACKGROUND SECTION

PURPOSE OF SAMPLE IMMERSION LESSONS

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

***Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---
Dr. Sandy Biondo***

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 - 1. How does the beginning or introduction tend to go? What is included?

2. How does the middle part or body tend to go? What is included?
3. How does the ending or conclusion tend to go? What is included?
4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See MAISA unit resource packets per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resource on Atlas: Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices.

A special thank you to Mamie Giller, Farmington Schools, for helping with this packet.

Mentor Text Analysis for How-To Texts

Review books, student-authored work, teacher-authored work and shared class pieces for possible mentor texts for this unit

Title and Author Topic	Structure and Text Features																
	Lead	Materials	Steps - Numbers	Steps - Words	Ending	Ordinal Words	Precise Words	Teaching Pictures	Diagrams	Labels	Captions	Close-up or zoom in pictures	Warnings or Cautions	Tips	Arrows and action lines	Extra information in parenthesis ()	Bold Face words

HOW-TO NOTICING CHART (Teacher Resource only)

Notice	Name	Found in All/Some	How it helps the reader/writer
Title	How-To title	ALL	Tells the reader what the How-To will be about
Things you need	Materials/ingredients	ALL	Tells the reader the materials, ingredients, or tools they will need to complete the How-To
Invites the reader in to their How-To	Introduction	SOME	Invites the reader in to give their How-To a try. Entices them to read on....
Tells you what to do	Directions	ALL	Tells the reader what to do with detailed information
Steps in order	Ordered steps	ALL	Lets the reader know what order to do each step in
Sends off their reader, wraps it up, wishes them well	Conclusion	SOME	Helps bring the How-To to a close, while asking their readers to give it a try
Telling words	Teaching words	ALL	Directs or commands the reader in each step
Illustrations/photographs match the words	Teaching Pictures	ALL	Shows the reader what each step should look like
Zoomed in pictures	Close-ups	SOME	Makes it easy for the reader to see exactly what to do in each step
Words beneath a picture/illustration	Caption	SOME	Tells the reader what is happening in the picture/photo.
Words next to the pictures	Labels	SOME	Tells you what it is a picture of
Numbers 1. 2. 3.	Numbered Steps	SOME	Helps the reader know what order to do the steps in
Parenthesis ()	Extra information	SOME	Whispers-in to the reader, giving them extra information
Words in darker color	Bold faced words	SOME	Special vocabulary – defines important words
Be Careful, Watch Out, Ask for Help	Warnings	SOME	Warns the reader when a specific step might be dangerous or when a parent should be asked for help
First, Then, Next, After that	Ordinal, Sequencing Words	SOME	Helps the reader order their steps using words
Drawings with arrows and words	Diagram	SOME	Gives reader information in a different way
important words/bolded words at the end of the How-To	Glossary	SOME	Provides definitions of important words/special vocabulary

HOW-TO NOTICING CHART (Teacher Resource only – list teaching texts)

Notice	Name	Texts that have good examples
Title	How-To title	
Things you need	Materials/ingredients	
Invites the reader in to their How-To	Introduction	
Tells you what to do	Directions	
Steps in order	Ordered steps	
Sends off their reader, wraps it up, wishes them well	Conclusion	
Telling words	Teaching words	
Illustrations/photographs match the words	Teaching Pictures	
Zoomed in pictures	Close-ups	
Words beneath a picture/illustration	Caption	
Words next to the pictures	Labels	
Numbers 1. 2. 3.	Numbered Steps	
Parenthesis ()	Extra information	
Words in darker color	Bold faced words	
Be Careful, Watch Out, Ask for Help	Warnings	
First, Then, Next, After that	Ordinal, Sequencing Words	
Drawings with arrows and words	Diagram	
important words/bolded words at the end of the How-To	Glossary	

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS

Day 1	Goal 1: Develop Background Knowledge What is a How-To book? How do they tend to go? (Noticings) Why do people read them? Why do people write them?
Day 2 & 3	Goal 1: Develop Background Knowledge How does the body or middle part tend to go? (Noticings)
Day 4	Goal 2: Generate Possible Writing Ideas Use Mentor Text to Discover Ideas
Day 5	Goal #3: Try It – Shared Class Writing – Begin a Class “Flash” Draft Write a Class Flash Draft
Optional lesson	Word Study – Noticings for Teaching Precise Words and Different Ways Steps Might Be Written

IMMERSTION Goal #1 – Develop Background Knowledge

Day 1 - What is a How-To book?

Why do people read them? Why do people write them?

How do they tend to go? Do you notice a pattern? (Noticings)

Read and discuss: _____

Read and discuss: _____

Sample: Read and discuss: How to Make a Sock Puppet by Aileen Weintraub
Read and discuss: student text – How to Feed a Hamster (See Atlas - Resources)
 ~ ~ ~

Generate discussion around the following areas:

Part 1: DEFINITION AND PURPOSE

1. Both are called How-To text. Why?
2. How could we define or explain what a how-to book is?
3. Why do you think someone would read a text like this?
4. Why do you think someone would write a text like this?
5. This is called purpose.

**Part 2: HOW DO HOW-TO TEXTS TEND TO GO WITH BEGINNING, MIDDLE AND END?
DO YOU NOTICE A PATTERN? – GENERAL NOTICINGS**

- What do you remember from narrative writing about how small moment stories are structured? (small moment stories are organized with a beginning - lead, middle or body, and an ending)
- Let's discuss how How-To texts are put together. Let's look for patterns for how they begin these books, what goes in the middle and what goes at the end. Not all books will have the same things, but most of the books work this way...
- See next page for sample chart. Put an icon or picture that illustrates the word listed.

What Makes a How-To Text?

○ Graphic	Title	Beginning
○ Graphic	Materials	
○ Graphic	Lead	
○ Graphic	Steps in Order (the How-To)	Middle
○ Graphic	Ending/Conclusion	End

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.

IMMERSTION Goal #1 – Develop Background Knowledge
Day 2 - How does the body or middle part tend to go? (Noticings)

Read and discuss: _____

Read and discuss: _____

Sample: *Read and discuss: book How to Grow a Sunflower by Sylvia and Gill Matthews*

*Read and discuss: Shared Class Writing – How to Make Salsa
by Mrs. A's First Graders – Illustrated by Tad Butler (replace with
your shared writing class book from the previous year)
or book - How to Make Salsa by Jamie Lucero*

~ ~ ~

1. Revisit definition and purpose.
2. Review how How-To texts tend to go – beginning ,middle, and end

Discuss – Notice, Name, and Why of each: title, materials, lead

Steps in order (the How-To)

Ending

Example: Notice – words on the front cover at the top, Name – Title, Why? – tells what the topic of the book or what it will be about

3. Optional: Put in 4 part chart: Graphic / Notice / Name /Why? Or How it helps the reader (See sample Chart A)
4. Check if new selections also have these same 5 parts. Discuss.
5. Study more closely the body or the “How-To” part and discuss what students notice. What patterns do we see across these texts? Add information to the anchor chart. (See sample Chart B)

Sample Chart A – Parts of a How-To in a Notice, Name, Why Chart

Picture or Graphic	Notice	Name	How it helps the reader/writer	
	Title	How-To title	Tells the reader what the How-To will be about	Beginning
	Things you need	materials/ingredients	Tells the reader the materials, ingredients, or tools they will need to complete the How-To	
	Invites the reader in to their How-To; hooks the reader	lead	Hooks the reader in to give the How-To a try. Entices them to read on....	
				Middle
	Tells you what to do	directions or ordered steps	Tells the reader what to do with detailed information	
				End
	Sends off the reader, wraps it up, invites reader to try it	ending	Helps bring the How-To to a close, while asking readers to give it a try	

Sample Chart B – Visuals with a Notice, Name and Why Chart



IMMERSION Goal #1 – Develop Background Knowledge
Day 3 - How does the body or middle part tend to go? (Noticings)
ADDITIONAL DAY IF NEEDED

Read and discuss: _____

Read and discuss: _____

Sample: Read and discuss: book – My First Soccer Game by Alyssa Satin Capucilli

Read and discuss: Class text – How To Make Sugar Cookies by Mrs. Bennett's Class (See Appendix)

CONTINUE same type of discussion as day 2 and add to existing chart.

1. Revisit definition and purpose.
2. Review how how-to books tend to go – beginning, middle and ending
3. Review what was discovered about the body or “How-To” part. Discuss how each item helps the reader.
4. Check if new selections also have some of these.
5. Add new noticings.
6. Optional: Distribute additional How-To texts (books, copies of student, teacher and class shared texts) and in pairs have students explore these texts. Have them post-it pages where they notice something. Think about what this is called and why it is important. Have pairs share findings during whole class follow up discussion.

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
- 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.

Lead

Middle/Body

Ending

Suggestion: Add visuals to go with each item – sketches or photos can be placed next to appropriate items. This chart could also be in a Notice/Name/Why format. This is a comprehensive chart and not all items will be discovered during Immersion. Students may notice additional items as the unit progresses and these can be added to the chart.

Develop Background Knowledge - Open-ended listing chart

What do How-To Books Have?

- a cover with a title, picture, author
- table of contents
- introduction
- ingredients / supplies
- steps - First, Second, Third, Fourth, Fifth
First, Then, Next, After that, Finally
- conclusion
- teaching picture that match
- signs
- page numbers
- labels
- pictures that compare
- tip

Develop Background Knowledge - Noticing chart with visuals

How to Books
TEACH

They have...

Things you need

Step by step directions

in order

Teaching title

Safety Note

Diagrams

Headings

Teaching words and pictures

bullet's

Making Slime

Making Pizza

The image shows a collage of educational materials for teaching, including a 'How to Books TEACH' title, various headings like 'They have...', 'Things you need', 'Step by step directions', 'Teaching title', 'Safety Note', 'Diagrams', 'Headings', 'Teaching words and pictures', and 'Making Slime'. It also includes a 'Making Pizza' recipe card with a picture of a pizza, a 'Safety Note' about using sharp knives, and a 'Diagrams' section showing a diagram of a book with a red arrow pointing to the 'back cover'.

IMMERSTION Goal #2 – Generate Possible Writing Ideas**Day 4 – Use Mentor Texts to Discover Ideas**

Writers start gathering ideas for possible How-To texts 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 on next page. Have students begin keeping their own personalized How-To Book Idea list and encourage them to add new ideas throughout the unit.

Just as a reminder, Kindergarten focused on:

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

Generating Possible Writing Ideas

PLANNING TOOL FOR TEACHERS		HOW-TO
List texts could show	Category	IDEAS
	School	Choose a book, partner work, lunch, ...
	Pet	Walking a dog, tricks, grooming,
	Home	Set table, make a bed, chores,
	Outdoors	Snowman, gardening, ...
	Activity/Sport/Hobby	play tag, hit a baseball, ...
	Crafts	Make an apple Annie, draw a pumpkin,...
	Games	4 square, tag, hang man,...
	Know how to do well	Whistle, somersault,...
	Food	PB & J, popcorn, chocolate milk...

Find a text to match each category. Collect a variety of texts - books, student authored work, teacher authored work or shared class pieces. If you can't find one to fit a category, write it! Show the actual book or a copy of the front cover. It is not necessary to read each book listed. The book is a springboard to possible writing ideas. Have students keep their own personal list of How-To writing ideas generated by these samples.

Teachers may want to create an anchor chart only showing columns 2 and 3. Column 1 is for teacher planning purposes. See sample next page.

Planning tool for teachers

How-To Books

SAMPLE FILLED OUT

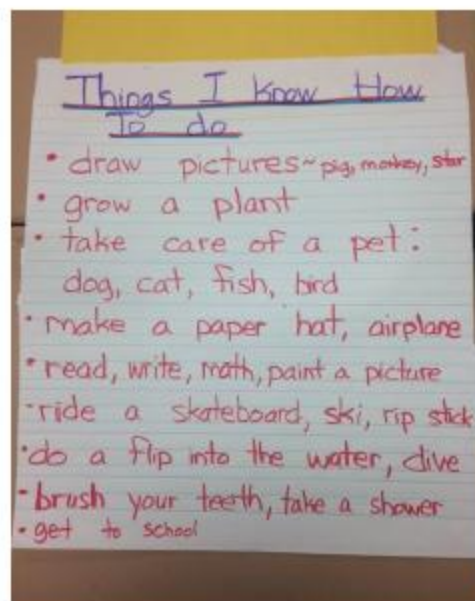
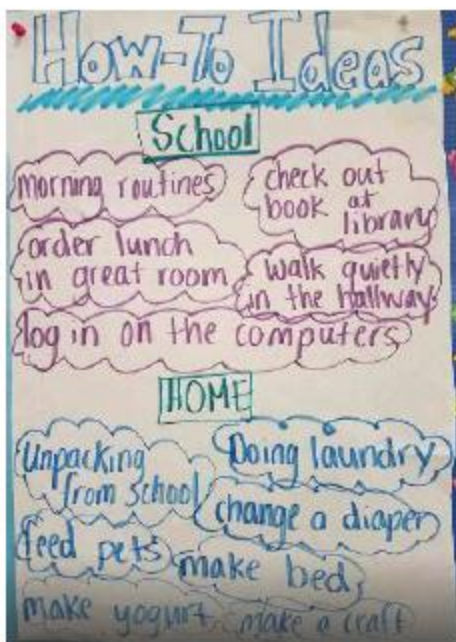
Books	Category	IDEAS
<u>How to buy a school lunch</u> (student - Baker's book)	School	Choose a book, partner work, buying lunch
<u>How to feed a hamster</u> (student - Cooper's book)	Pet	Walking a dog, tricks, grooming
<u>How to Make Salsa</u> (class shared writing piece)	Home	Set table, make a bed, chores,
<u>How to Grow a Sunflower</u> By Sylvia Karavis and Gill Matthews	Outdoors	Snowman, gardening,
<u>My First Soccer Game</u> By Alyssa Satin Capucilli	Activity/Sport/Hobby	play tag, hit a baseball,
<u>How to Make a Sock Puppet</u> By Aileen Weintraub	Crafts	Make an apple Annie, draw a pumpkin,
<u>Playing 4 Square</u> (class shared piece)	Games	4 square, kickball, Candy Land
<u>Growing Beautiful Plants</u> (teacher piece)	Know how to do well	Whistle, somersault
<u>Fruit to Shake</u> (Tori's book)	Food	Shakes, PB & J

Find a text to match each category. Collect a variety - books, student authored work, teacher authored work or shared class pieces. If you can't find one to fit a category, write it! Show the actual book or a copy of the front cover. It is not necessary to read each book listed. The book is a springboard to possible writing ideas. Have students keep their own personal list of How-To writing ideas generated by these samples. Teachers may want to create an anchor chart only showing columns 2 and 3. Column 1 is for teacher planning purposes.

Samples from 1st grade classrooms**SAMPLE****Anchor Chart****How-To Book Ideas****I could teach people How-To:**

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

Generate Possible Writing Ideas



<p>Goal #3: Try It – Shared Class Writing</p>
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<p>Day 5: Begin a Class Flash Draft</p>
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General Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume – having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

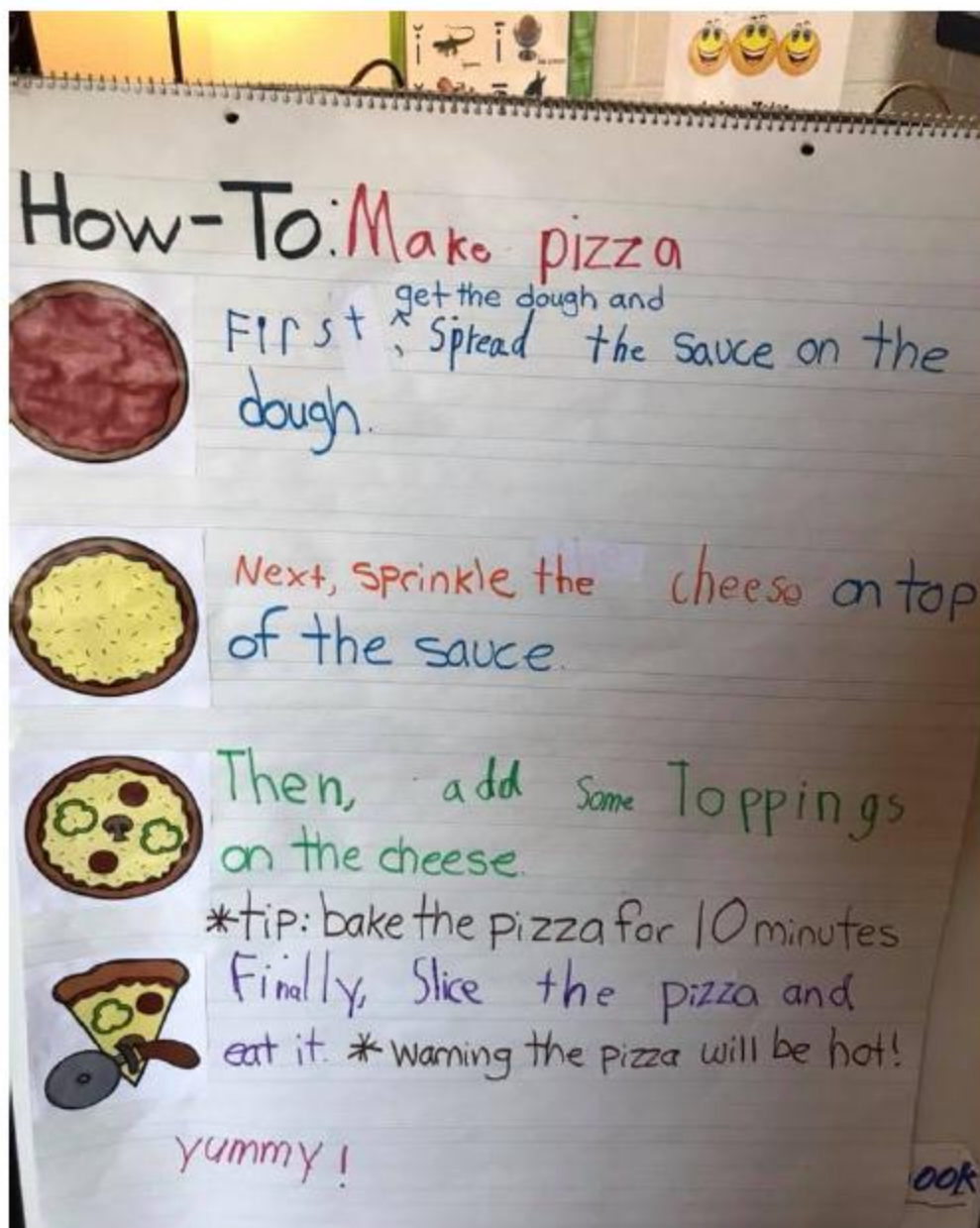
Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – introduction, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

How-To Class Shared Writing

It is suggested that the class piece *be done during the Interactive/Shared Writing component* of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. As the unit progresses and students learn more about How-To writing, go back and revise based on their new knowledge. Encourage students to do the same – go back to earlier pieces and revise, just like the class did with the shared writing piece.

- Sample sequence of shared writing lessons. Adjust based on time available and students' needs. Some days may be combined.
 - Day 1 – Choose a topic. Select a topic that all students are familiar with such as How to check out a book, How to be a book buddy, etc.).
 - Discuss the topic.
 - Rehearse - 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. Have students do the same.
 - Plan the pages – title page, materials page, leads page, steps pages, ending page.
 - Write title page.
 - Day 2 – Review yesterday's work. Rehearse steps across the hand again. Do a quick sketch for each page. Begin writing materials page, if time.
 - Day 3 – Review previous day's work. Rehearse steps across the pages using sketches. Write lead page and step 1.
 - Day 4 – Review previous day's work. Continue writing steps pages.
 - Day 5 – Review previous day's work. Write ending page.
 - Be sure to reread, revise and edit the text throughout the shared writing activity. Revise as unit progresses based on new learnings.

Shared Class Writing



OPTIONAL LESSON

IMMERSTION Goal #1 – Develop Background Knowledge

Day 6 – Word Study – Noticings for “Teaching” or Precise Words and Different Ways Steps Can Be Written

These concepts are addressed in the unit, so this lesson is designed for those that feel their students are ready for a more advanced study through the lens of word choice. Also, this could be a strategy group lesson for more able writers early in the unit.

Part A: Teaching Words (precise word choice or “bossy” words)

1. Revisit definition and purpose of How-To writing.
2. Review what the class discovered about how the beginning, middle and end tend to go; especially the body or “How-To” Part.
3. Introduce the concept of Teaching Words – *Authors select words that give explicit instructions on how to do something precisely. These are usually action words.*
4. These words could also be called “precise” words or “bossy” words (term used in unit to relate to 1st graders).
5. Model how to write a direction by starting with imperative language or teaching/precise/ “bossy” terms. Teaching or Precise or “Bossy” words are usually an action word or verb.

Example: *Get* the toothbrush, *Unscrew* the cap, *squeeze* paste on the brush, etc.

6. Read texts (books, student, teacher or class pieces) that have good examples of teaching terms. Begin making an anchor chart. (Fill in from your collection.) It is okay to revisit previously studied text through the lens of precise words.

Book Grow Tomatoes in Six Steps (Leveled reader – G www.readinga-z.com)

Student text How to Do the Writing Process by a 1st grader (see appendix)

Teacher text Put in your teacher text ☺

Class Shared Writing : How to Make Sugar Cookies by Mrs. Bennett’s class

Sample anchor chart – fill out according to sample texts read

Teaching Words (action 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

Part B: Word Choice on How Steps Might Be Written

1. Revisit the purpose of the body of a How-To piece: tells reader what to do with detailed information, gives directions or ordered steps, etc.
2. Explain that there are many different ways an author may organize and signal directions. Discuss the importance of ordered steps.
3. Through studying various examples, begin an anchor chart that shows the various options. Modify to fit class needs.

How Steps Might Be Written

List texts from your collection to go with each:

Type	Sample Texts
Numbers - 1, 2, 3, etc.	
Word Step and Numbers – Step1, Step 2, etc.	
Number Words – First, Second, Third, etc.	
Sequencing Words – Next, Then, After that, Afterward, Last, etc.	

Develop an anchor chart for students. Insert a sample next to each type

How Steps Might Be Written or (Different Ways Steps Might Be Written)

Numbers

- | | | |
|----------------------|--|------------------|
| A. Numbers | 1, 2, 3, 4, 5 | sample from book |
| B. Step and # | Step 1, Step 2, Step 3, Step 4, Step 5 | sample from book |

Words

- | | |
|------------------------|------------------|
| A. Number words | sample from book |
|------------------------|------------------|

First Second Third Fourth Fifth

- | | |
|----------------------------|------------------|
| B. Sequencing Words | sample from book |
|----------------------------|------------------|

Next

Then

After that

Afterward

Last

Finally

At last

Before




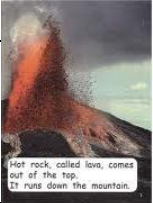
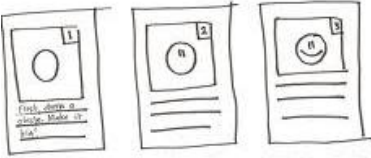


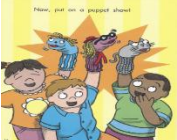
APPENDIX OF SAMPLE MENTOR TEXTS

- **Please replace sample How-To pieces in this packet with ones from your school – books, student written, teacher written or class shared pieces.**

How-To Book Checklist

Name _____

Date _____

Do you have...	Yes	Not Yet
A title that says this will be a How-To book. 		
List of things you need for each step.(materials) 		
Pictures that teach you what to do. 		
Captions under the pictures. 		
Numbers or words for each step. 		
Directions or steps in the order they should be done. 		
Text features – (LIST)		
Introduction 		
Closing 		

Checklist based on Calkins, Lucy & Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing: A Year-Long Curriculum*. *How to Make Sock Puppets* Copyright © 2004 Mondo Publishing. Illustrations by Michael Rex. Used by permission.

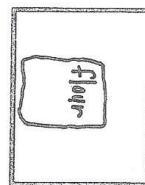
How To Make Sugar Cookies

Written and illustrated by:

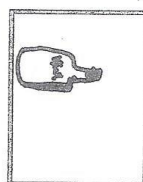
Mrs. Bennett's Class

$\frac{11}{4}$, $\frac{11}{5}$

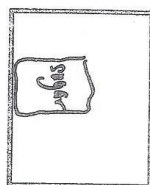
Supplies



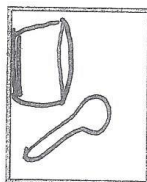
flour



vanilla



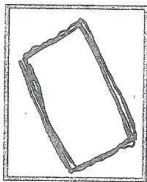
sugar



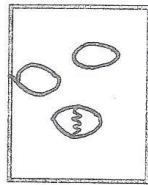
spoon and bowl



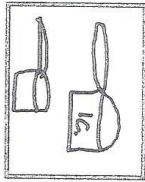
butter



pan

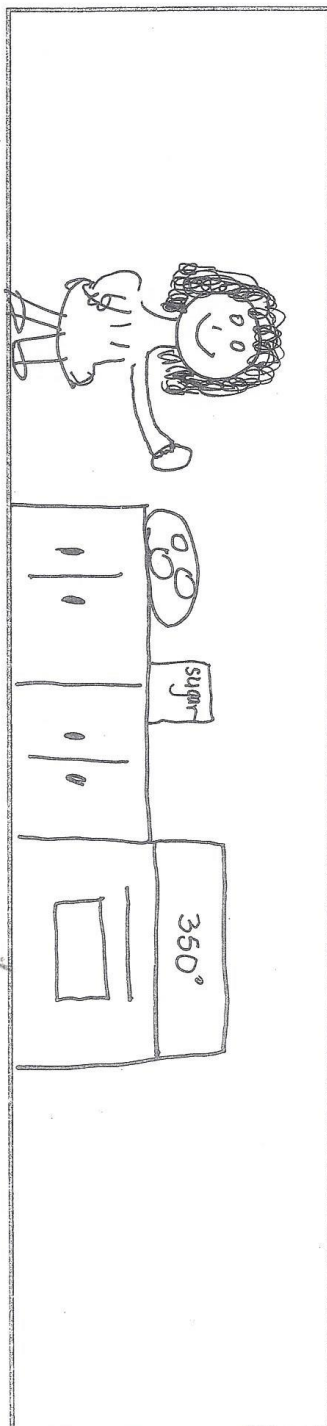


eggs



measuring cups

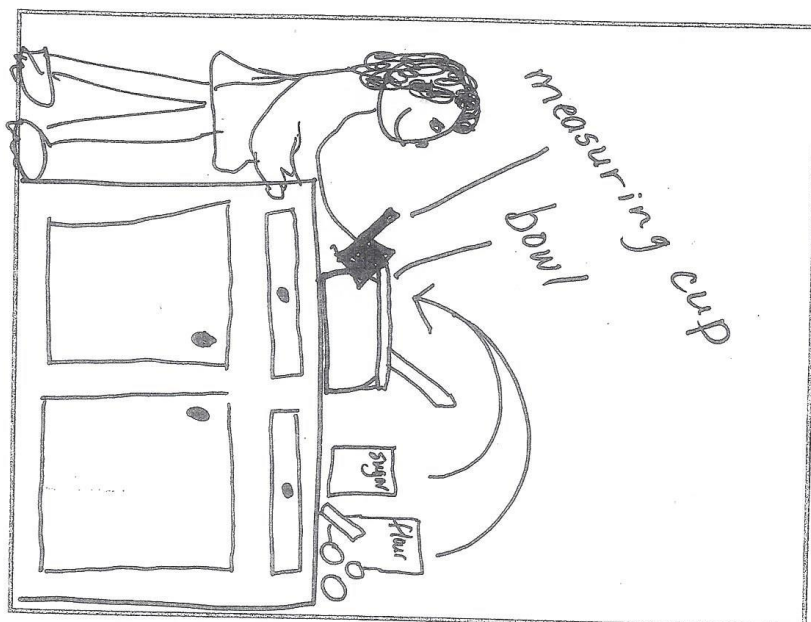
Introduction



Sugar cookies are a yummy treat.
Especially the homemade kind. Read
on to learn how to make sugar
cookies.

Step #

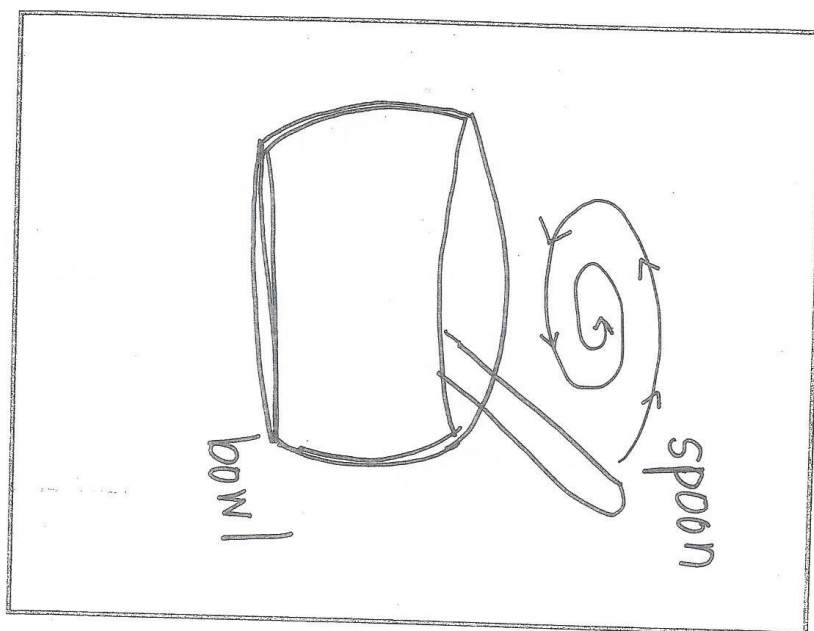
1



First, gather all your ingredients. Pour all the ingredients into the bowl. Make sure to use your measuring cups.

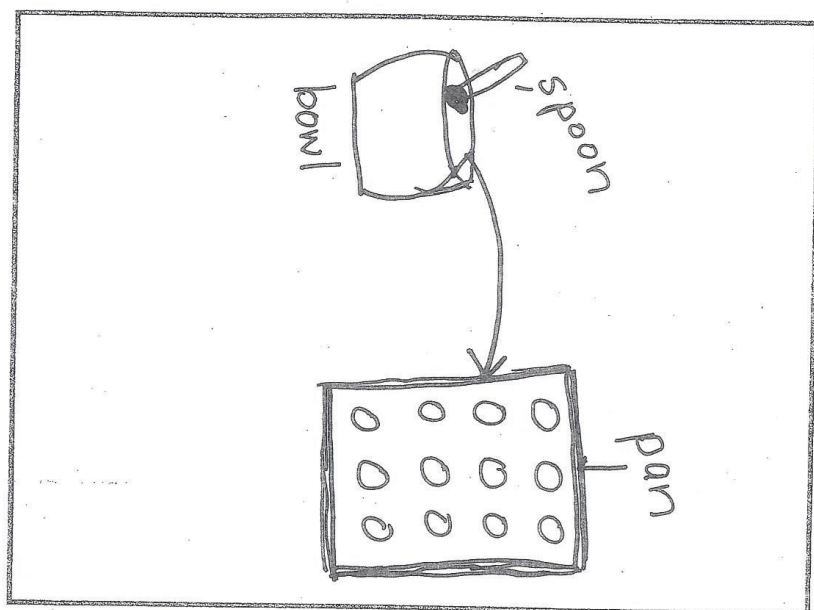
Step #

2



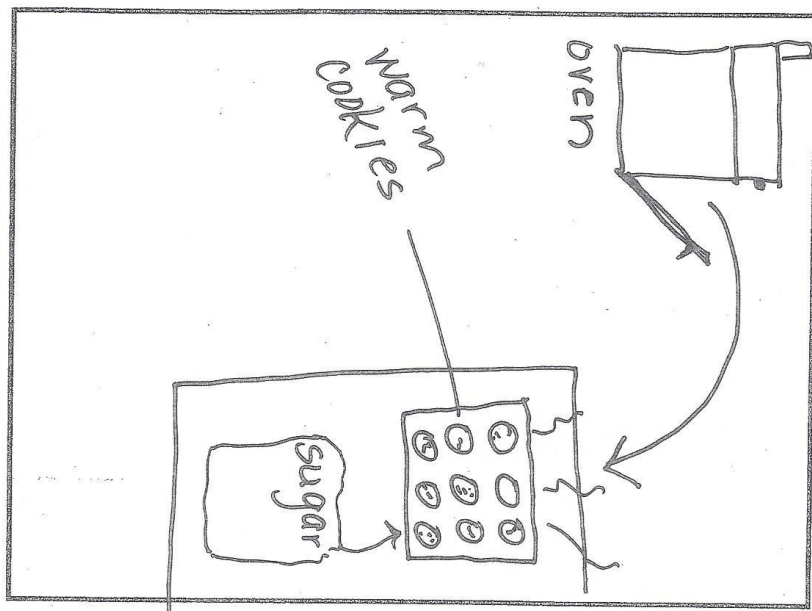
Then, mix all the ingredients in the bowl with the spoon. Mix for two minutes until the mixture is smooth,

Step #
3



Next, scoop one inch
size balls on to
the baking pan.
Put the pan in the
oven. Set the
timer for 10 minutes.

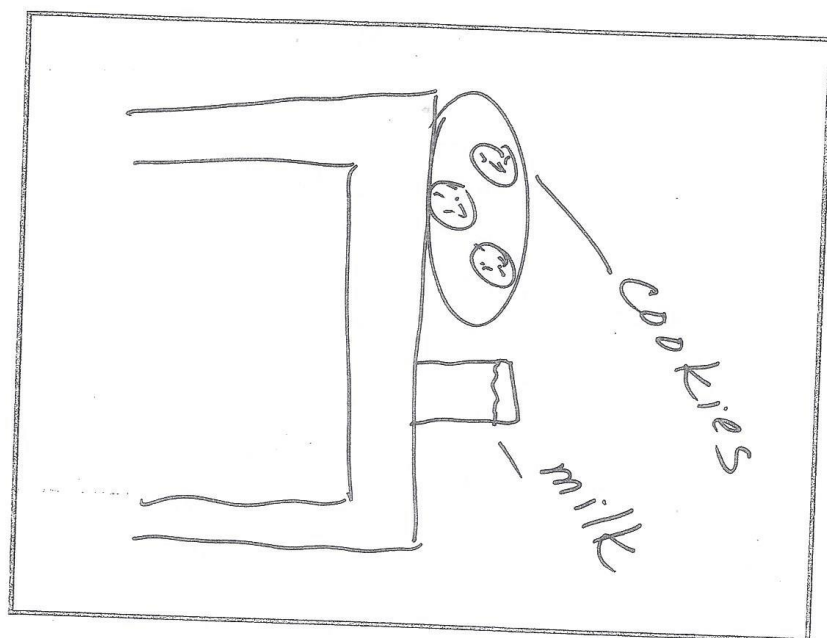
Step #
4



After that, take the
cookies out of the
oven. Sprinkle sugar
on the cookies while
they are still hot.

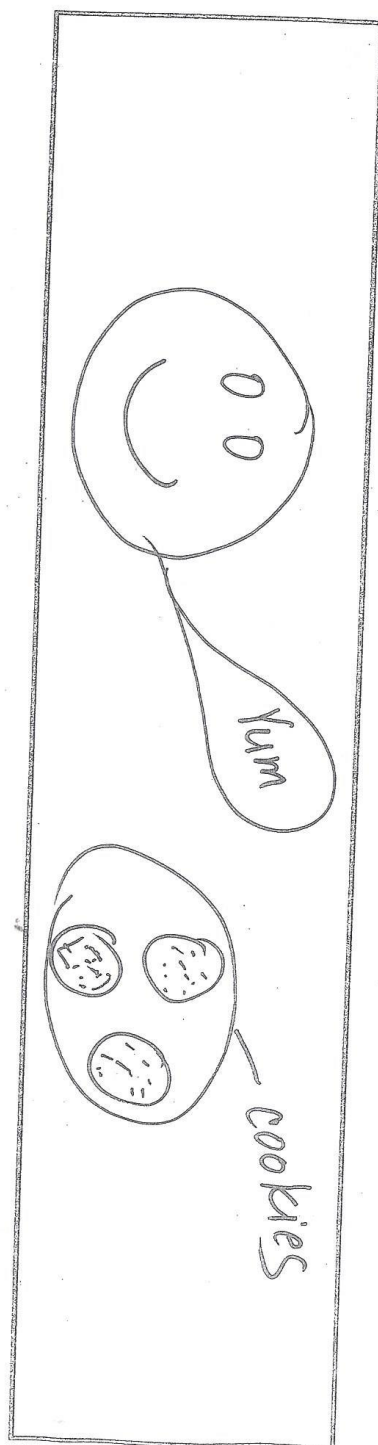
Step #

5



Finally, once the cookies cool, ~~you~~ they are ready to eat. Pour a glass of milk and enjoy the cookies.

Conclusion



Now you know how to make
homemade sugar cookies. Enjoy!

How to do the Writing Process

By 1st grader

Supplies **partner, book, pencil**

Introduction **Do you want to learn how to do the writing process? Well read this book to find out how to do it.**

Step #1 **First, you think to get words in your head.**

Step #2 **Then, you get the picture in your head.**

Step #3 **After that you say it to yourself and say it to your partner and say it across your pages.**

Step #4 **Now you sketch. But you make sure that it is a quick sketch only and then you write pages.**

Step #5 **Finally you read over the book to see if you forgot any words.**

Conclusion **Now you know how to do the writing process!**
Instead of wasting your time of writing.

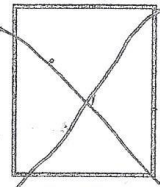
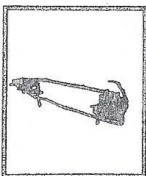

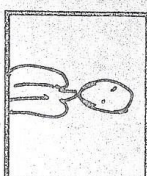
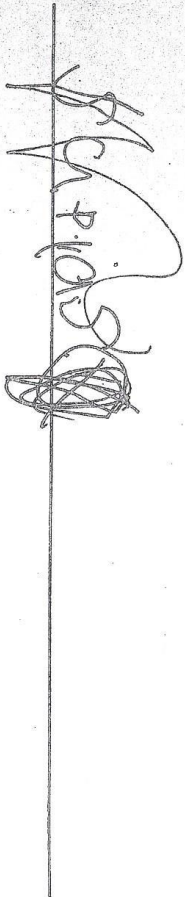
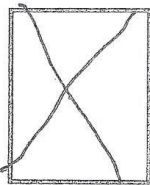
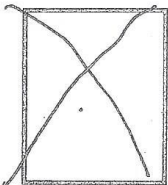
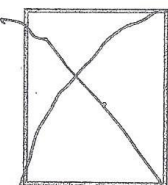
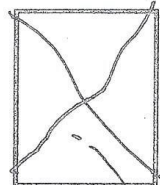
How to do the

Wri + ing Process

Written and illustrated by:

Thuan DeMaer

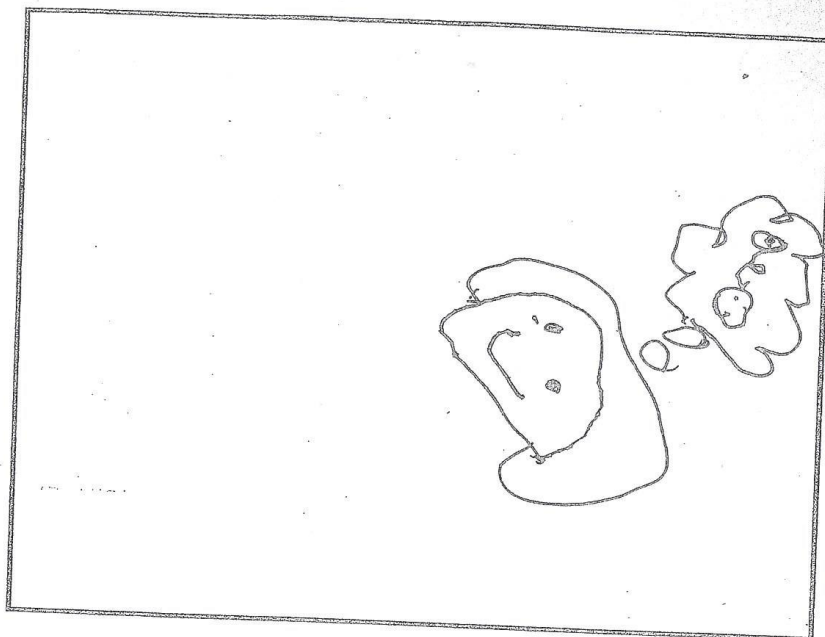
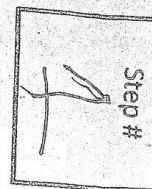
12-8

				
	Disle.	Book	partner	
				

Introduction

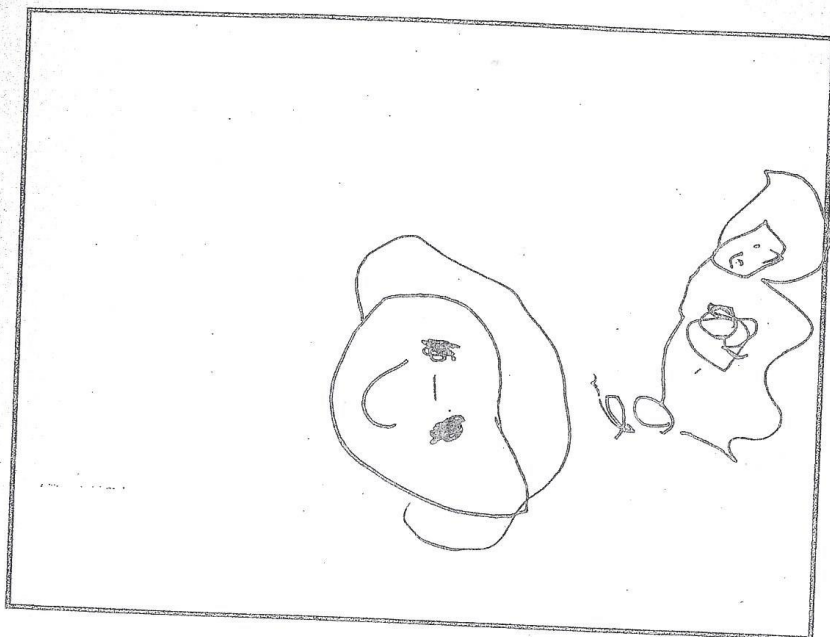


Do you ^{the} ~~have~~ ^{own} a book to read this ~~book~~ ^{pass} to well find out how to do it.

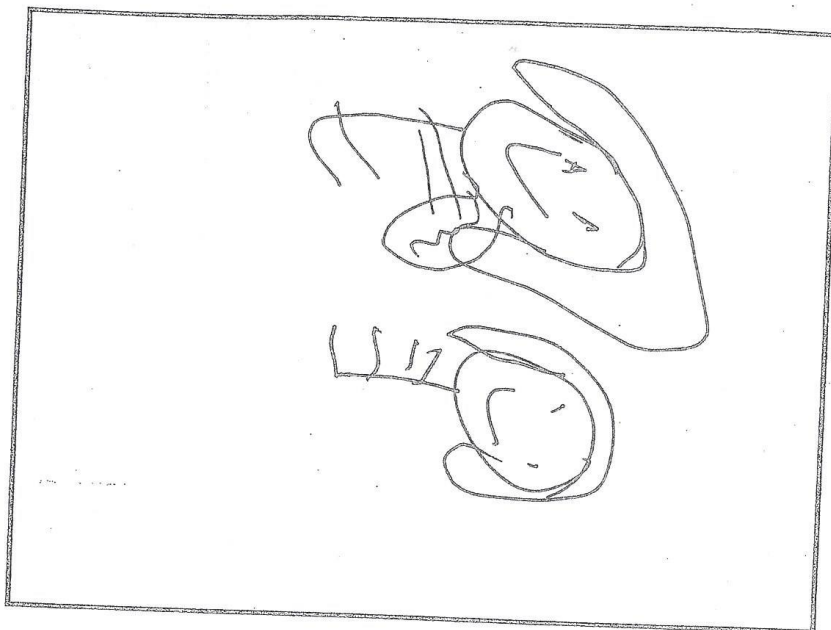


First you
check to
get your
words in
your head.

Step #
2

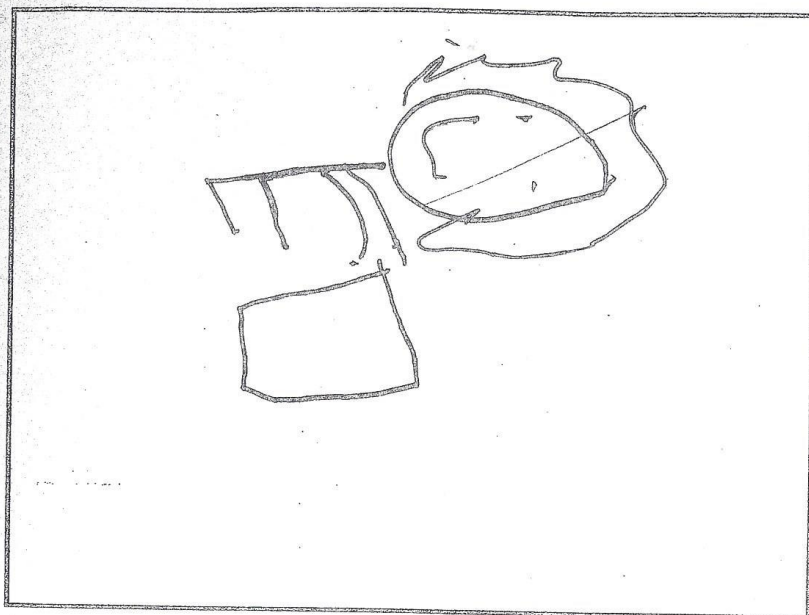


Then you
picture to
get the
picture.
In your
head.



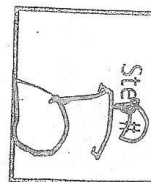
After that
 you say it
 to your
 self and say
 it to
 your partner
 and say it
 across your
 palms.

Step #
4



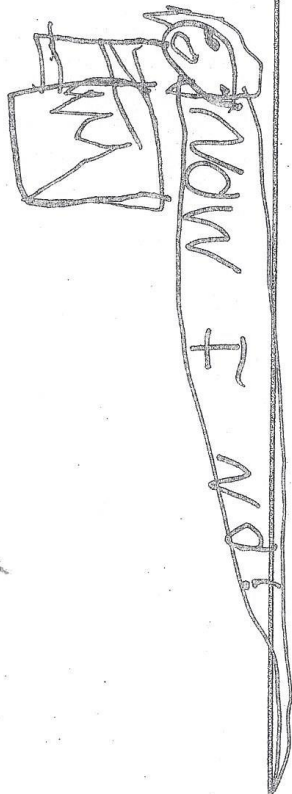
Abu you
Sketch and but
~~Write your name~~
Sore fore

It is a
twit Sketch X ON
and the you all
Write. Pag 1 3



Finish you
 fed are
 the back
 to see
 if you
 forgot they
 weds.

Conclusion



Now you ~~the~~ do the
 how to do the
 writing process!
 instead of wasting
 your time of
 writing.

