Writing Unit of Study
1st Grade – Procedural Writing: How-To, Unit 3

1st Grade
Procedural Writing: How-To
Unit 3
10/31/12 Draft

This unit is presently under a state-wide pilot and review.
Writing Unit of Study
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Resource Materials

See Separate Packet
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. Paper selection and expectations will be essential as it was in previous units. 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 and 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.

- From the first day, expect young writers to generate many How-To topics and to move quickly into selecting a topic, rehearsing and planning, then drafting How-To pieces. Students will apply what they’ve learned from immersion, as well as strategies used in kindergarten and the first time they wrote How-To text.
- After the first set of lessons (concept II in MAISA unit), look for writers to have many How-To pieces (five or more). If the volume is low, spend additional time teaching into volume.
- Concepts III and IV are designed to life 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.
Resources and Materials Needed

- Anchor Charts – See Immersion Information
- 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 throughout the unit, so write a variety that lend themselves to teaching into these items:
  A. Session 2 – sketches and materials page
  B. Session 3 – A. general word to a precise word example, B. adding additional words to be clearer
  C. Session 4 – missing step or unclear step
  D. Session 5 – A. add clear and precise words, B. add clear and precise pictures (teaching pictures)
  E. Session 6 – Add text features such as title, materials, pictures that teach especially close up picture, #s for steps
  F. Session 6 MWTP – commas in a series
  G. Session 7 – A. simple sentence that could be expanded, B. adding sequencing words to indicate step order, C. cautionary note, warning or piece of advice
  H. Session 8 – introduction
  I. Session 9 – conclusion
  J. Session 10 – Misc. text features found in mentor text (e.g. diagrams, captions, lines and arrows, bold faced words, etc.)
  K. Session 12 – new teacher text that needs revision work, see checklist

- Materials
  o How-To Booklets – See Resource Materials Packet
  o Revision strips/additional pages
  o Revision toolkits: Staples, staplers, staple removers, tape, purple pens, flaps, extra How-To pages, blank pages, etc.
  o Sticky notes for active engagement
  o Blank half sheets of paper (used to add charts, diagrams to How-To books)
  o 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:
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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.)
Overview of Sessions – Teaching and Learning Points

Alter this unit based on students’ needs, resources available, and your teaching style.

<table>
<thead>
<tr>
<th>Part One:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Part Two:</td>
<td>Immersion Phase – Sample Lessons</td>
</tr>
<tr>
<td>Concept I:</td>
<td>Writers utilize mentor texts to craft their writing.</td>
</tr>
<tr>
<td></td>
<td>Immersion Sample Session 1- Writers read all mentor texts as readers.</td>
</tr>
<tr>
<td></td>
<td>Immersion Sample Session 2- Writers reread all mentor texts as writers, noticing and naming the components that How-tos have.</td>
</tr>
<tr>
<td></td>
<td>Immersion Sample Session 3- Writers chart how-to components found in all/some How-to texts.</td>
</tr>
<tr>
<td></td>
<td>Immersion Sample Session 4- Writers reread mentor texts and tell how components help the reader or writer.</td>
</tr>
<tr>
<td></td>
<td>Immersion Sample Session 5- Writers reread mentor texts noticing some teaching (precise) words.</td>
</tr>
<tr>
<td>Part Three:</td>
<td>Lesson Sequence Phase</td>
</tr>
<tr>
<td>Concept II:</td>
<td>Writers choose topics, rehearse and write lots and lots of books.</td>
</tr>
<tr>
<td>Session 1</td>
<td>Writers select a topic and begin rehearsing.</td>
</tr>
<tr>
<td>Session 2</td>
<td>Writers plan books through sketching.</td>
</tr>
<tr>
<td>Session 3</td>
<td>Writers go back and check their steps for clarity (to be sure it is clear for readers).</td>
</tr>
<tr>
<td>Session 4</td>
<td>Writers role play directions with their partner to check for clarity.</td>
</tr>
<tr>
<td>Session 5</td>
<td>Writers add clear and precise pictures and words to help readers understand directions.</td>
</tr>
<tr>
<td>Concept III:</td>
<td>Writers use effective techniques to craft their procedural texts.</td>
</tr>
<tr>
<td>Session 6</td>
<td>Writers use supportive features to help their reader learn (e.g. title, materials, steps, pictures).</td>
</tr>
<tr>
<td>Session 7</td>
<td>Writers use specific words to help their reader follow steps in order or to be clear about each step.</td>
</tr>
<tr>
<td>Session 8</td>
<td>Writers use an introduction to entice readers.</td>
</tr>
<tr>
<td>Session 9</td>
<td>Writers send off their readers, wishing them well with a conclusion.</td>
</tr>
<tr>
<td>Session 10</td>
<td>Writers add special features from mentor texts they love to enhance their How-to books</td>
</tr>
<tr>
<td>Concept IV:</td>
<td>Writers revise and edit their procedural texts.</td>
</tr>
<tr>
<td>Session 11</td>
<td>Writers go back and edit using proper punctuation.</td>
</tr>
<tr>
<td>Session 12</td>
<td>Writers work with partners to make sure their books make sense and they have all the how-to features that will help their audiences.</td>
</tr>
<tr>
<td>Session 13</td>
<td>Writers prepare for publication. (Teacher choice lesson based on students’ needs.)</td>
</tr>
<tr>
<td>Concept V:</td>
<td>Writers celebrate procedural texts.</td>
</tr>
<tr>
<td>Session 14</td>
<td>Writers celebrate their How-to writing (act out with 5th grade- written reflections on learning.</td>
</tr>
<tr>
<td>Session 15</td>
<td>Unit Wrap-Up Session</td>
</tr>
<tr>
<td>To be determined</td>
<td>Assessment: How-to post write.</td>
</tr>
</tbody>
</table>
### Part One: On Demand Assessment: How-To pre-write

<table>
<thead>
<tr>
<th>Session</th>
<th>Do before beginning immersion phase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Writers write a piece to show what they already know about How-To writing (pre-write).</td>
</tr>
</tbody>
</table>

#### Materials

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<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
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</tbody>
</table>

#### Tips

- Teachers encourage but do not give specific prompts or suggestions. The idea is to see what the students can do independently.

This section is presently being developed by the MAISA K-2 assessment sub-committee. The information will be included at a later date.
Part Two: Immersion Phase Background Information

Immersion Phase 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 How-To text to writers of How-To text. Through reading How-To books via read aloud and shared reading, students will develop a greater understanding of these areas:

A. Definition and purpose of a How-To
B. Characteristics of How-To text - 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 tend to go? What is included?
   5. Authors’ Craftsmanship
C. Steps to writing a How-To (this will be created as the unit progresses)
D. Possible ideas for How-To books
E. Teaching (precise) words and ordinal or sequence words often found in How-To text

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). **Immersion sessions 1-5 will be taught during the last three to five sessions of Unit 2- Revision.** The immersion phase is meant to be taught during read aloud. 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, immersion activities may be conducted during writing workshop time too. Text selection should include published pieces as well as student authored work.

It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of procedural text and have begun collecting How-To ideas. Teachers may want to keep their own collection of possible How-To ideas so they can model leading a “Writerly Life,” and use them as a resource when writing their own How-To pieces.

Immersion lessons typically follow an inquiry approach; therefore, there are no specific lessons. 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 procedural text and view them through a writer’s lens.

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.

Summary of How-To Immersion Activities:
1. Chart noticings from reading and studying mentor text (see A-B above)
2. Chart possible ideas for How-To books (topic selection)
3. Engage in a shared class How-To experience that leads to creating a class How-To book
Immersion Phase – Mentor Text

1. Pilot and Review – please see Mentor Text Analysis chart. Fill out chart and bring to debriefing meeting. What book/s did you use per session? What other books are available that fit the criteria?
2. Please substitute these texts with titles that you have available.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Other possible Mentor Texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Immersion Charts</td>
<td>• Kids Can Cook, Mary Pat Fergus (may no longer be available – need replacement)</td>
</tr>
<tr>
<td>• Technology Link: <a href="http://www.brainpopjr.com">www.brainpopjr.com</a> Reading and Writing --&gt; Writing --&gt; How-To Essay</td>
<td>• How to Grow a Hyacinth/How to Grow a Sunflower, Sylvia Karavis &amp; Gill Matthews (Rigby Big Book)</td>
</tr>
<tr>
<td>Mentor Texts:</td>
<td>• Making Pizza, MaryAnn McAlpin (Short Tales Press)</td>
</tr>
<tr>
<td>• How to Make Socks Puppets, Aileen Weintraub</td>
<td>• Let’s Make a Volcano, Pam Holden (may no longer be available – need replacement)</td>
</tr>
<tr>
<td>• Growing Radishes and Carrots, Faye Bolton &amp; Diane Snowball (Mondo)</td>
<td>How-To texts Needing Revision: (any of these title may be replaced based on teaching points)</td>
</tr>
<tr>
<td>• How to Make Salsa, Jamie Lucero (Mondo)</td>
<td>• Making Soup, (Heinemann, L.L.I. Kindergarten Kit) (misc. items)</td>
</tr>
<tr>
<td>• Look What I Made!, Judith McKinnon (may no longer be available – need replacement)</td>
<td>• Making Lunch, Anne Giulieri (Rigby) (misc. items)</td>
</tr>
<tr>
<td>Rigby Books, a division of Houghton Mifflin Harcourt, #1-800-289-4490</td>
<td>• How to Make Smoothies!, Elena Martin (Rigby) (Session 7 – no introduction)</td>
</tr>
<tr>
<td></td>
<td>• Mix It Up!, Heather Hammonds (Rigby Focus) (Session 5 no clear pictures or words; Session 7 no introduction)</td>
</tr>
<tr>
<td></td>
<td>• How to Make a Bird Feeder, Liyala Tuckfield (Rigby Literacy) (misc. items)</td>
</tr>
<tr>
<td></td>
<td>• Fingerprint Family, Isabel Bissett (Rigby Literacy) (Session 5 no clear pictures or words)</td>
</tr>
<tr>
<td></td>
<td>• Making Breakfast need AUTHOR (Session 5 no clear pictures or words)</td>
</tr>
</tbody>
</table>
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Immersion Phase - Sample Lessons

_Pilot and Review – Teachers have an option to implement option 1, option 2 or do a combination of the two options. Please keep notes and samples of what worked._

### Option 1 Immersion:

_Please note: Immersion is typically being done during read aloud._

<table>
<thead>
<tr>
<th>Immersion Session 1</th>
<th>Writers read all mentor texts as readers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion Sessions 2 &amp; 3</td>
<td>Writers reread all mentor texts as writers, noticing and naming the components that How-Tos have; Writers gather How-To ideas.</td>
</tr>
<tr>
<td>Immersion Session 4</td>
<td>Writers reread mentor texts and tell how components help the reader or writer.</td>
</tr>
<tr>
<td>Immersion Session 5</td>
<td>Writers reread mentor texts noticing teaching and ordinal words.</td>
</tr>
</tbody>
</table>

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 - Writers read all mentor texts as readers.**
- This session will focus in on the content of books as readers. The types of noticings students may notice are: 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?
- Definition and Purpose: Discuss what a How-To book is and why authors write these books.

**Immersion Sessions 2 & 3 Writers reread all mentor texts as writers, noticing and naming the components that How-Tos have; Writers gather How-To ideas.**
- Begin discussion of what students notice, what it is called and why an author may have included that in the book. Noticings will depend on mentor text used. The following chart 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.)
- Not all items may be noticed during immersion. Add to the list throughout the unit as students discover new things.
- Add visuals to go with each item. Add a sketch or photo on a 3x5 card or post-it next to appropriate items.
- Noticings will depend of mentor text used. The following chart is a sample only.
Please note:
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.

SAMPLE
Anchor Chart
What Makes a How-To Text?

- Title
- Materials
- Introduction  } ORGANIZATIONAL COMPONENTS
- Steps in Order (the how-to)
- Conclusion
- Teaching Words
- Steps identified by numbers or words (sequencing words)
- Special text features: (what is listed depends on mentor text used)
  - Teaching pictures
  - Diagrams
  - Labels  } OTHER CHARACTERISTICS
  - Captions
  - Close-up or zoom in pictures
  - Warnings or cautions
  - Tips
  - Arrows and action lines
  - Bold faced words
  - Extra information in parenthesis ()

- 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
Immersion Phase - Sample Lessons, Continued

Please note:
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.

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.)
- cook something (give examples – e.g. How to Make a Pizza, etc.)
- Etc.

Replace with different one after pilot and review.
Immersion Phase - Sample Lessons, Continued

Immersion Session 4  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 this item helps the reader. See Resource Materials Packet for Teacher Resource (for now, see Option chart in session 4).
- 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 all the things they know how to do in each room. They also could 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 the start of the unit.

Immersion Session 5  Writers reread mentor texts noticing teaching and ordinal words.
- In this session, students will return to mentor texts searching for teaching or precise 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.

Please note:
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 or Precise Words

<table>
<thead>
<tr>
<th>put</th>
<th>pour</th>
<th>shake</th>
<th>slice</th>
<th>cut</th>
<th>roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>tie</td>
<td>fold</td>
<td>add</td>
<td>dig</td>
<td>paint</td>
<td>scoop</td>
</tr>
<tr>
<td>draw</td>
<td>open</td>
<td>stir</td>
<td>attach</td>
<td>place</td>
<td>push</td>
</tr>
<tr>
<td>fill</td>
<td>chop</td>
<td>stack</td>
<td>mix</td>
<td>pat</td>
<td>peel</td>
</tr>
</tbody>
</table>
Immersion Phase - Sample Lessons, Continued

Please note:
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.

<table>
<thead>
<tr>
<th>Sample Anchor Chart 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Steps Are Written</td>
</tr>
</tbody>
</table>

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

B. Words:
First    Second    Third    Fourth    Fifth
Next
Then
After that
Afterward
Last
Finally
At last
Before

- Continue adding to the How-To Book Ideas chart.
- If not done earlier - For homework, ask children to tour their homes, recording on a sheet or in their Tiny Topic Notebooks all the things they know how to do in each room. They also could 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 the start of the unit.
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Immersion Phase - Sample Lessons, Continued

Pilot and Review – Teachers have an option to implement option 1, option 2 or do a combination of the two options. Please keep notes and samples of what worked.

Option 2 Immersion:

<table>
<thead>
<tr>
<th>Sample Sessions</th>
<th>Immersion Sessions 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept I</td>
<td>Writers utilize mentor texts to craft their How-To writing.</td>
</tr>
</tbody>
</table>

**Teaching Point**
Immersion Session 1 - Writers read all mentor texts as readers.
Immersion Session 2 - Writers reread all mentor texts as writers, noticing and naming the components that How-Tos have.
Immersion Session 3 - Writers chart How-To MUST haves and CAN have components.
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.

- The following sample immersion lessons provide ideas and suggestions of things to talk about with students. They do not represent all the noticings students may generate. Follow the lead of students -- notice, restate, negotiate what students say in order to bring meaning and understanding.
- Charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. These charts are merely examples and not necessarily in 1st grade language.

<table>
<thead>
<tr>
<th>Immersion Session 1 (read aloud) - Writers read mentor texts as readers.</th>
<th>Remember: This is being done during read aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This session will focus in on the content of books as readers. The types of noticings students may notice are: 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?</td>
<td></td>
</tr>
<tr>
<td>• Definition and Purpose: Discuss what a How-To book is and why authors write these books.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immersion Session 2 (read aloud) - Writers reread all mentor texts as writers, noticing and naming the components that How-Tos have.</th>
<th>Remember: This is being done during read aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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, and conclusion) and text features (e.g. diagrams, captions, arrows, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Once organization is discussed, move to noticing other characteristics.</td>
<td></td>
</tr>
<tr>
<td>• Not all items may be noticed during immersion. Add to the list throughout the unit as students discover new things.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>
## Immersion Phase - Sample Lessons, Continued

**Immersion Session 2**
(read aloud)  
- Writers reread all mentor texts as writers, noticing and naming the components that How-Tos have.

- Sample Anchor Chart. Do columns 1 and 2. Discuss organization first.

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Found in All/Some</th>
<th>How it helps the reader/writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>How-To title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Things you need</td>
<td>Materials/ingredients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invites the reader in to their How-To</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells you what to do</td>
<td>Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps in order</td>
<td>Ordered steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sends off their reader, wraps it up, wishes reader well</td>
<td>Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling words</td>
<td>Teaching words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrations/photographs match the words</td>
<td>Teaching Pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoomed in pictures</td>
<td>Close-ups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words beneath a picture/illustration</td>
<td>Caption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words next to the pictures</td>
<td>Labels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers 1, 2, 3.</td>
<td>Numbered Steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parenthesis ()</td>
<td>Extra information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words in darker color</td>
<td>Bold face words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Careful, Watch Out, Ask for Help</td>
<td>Warnings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First, Then, Next, After that</td>
<td>Ordinal or Sequencing Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drawings with arrows and words</td>
<td>diagram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>important words/bolded words at the end of the How-To</td>
<td>Glossary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows how things are changing (radish seeds growing over time)</td>
<td>chart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Immersion Phase - Sample Lessons, Continued**

Please note:
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.

---

**Remember: This is being done during read aloud.**
- Sample Anchor Chart. This session will focus on the components that a writer MUST have in their How-To and components that the writer CAN have in their How-To. Do column #3.

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Found in All/Some</th>
<th>How it helps the reader/writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>How-To title</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Things you need</td>
<td>Materials/ingredients</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Invites the reader in to their How-To</td>
<td>Introduction</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Tells you what to do</td>
<td>Directions</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Steps in order</td>
<td>Ordered steps</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Sends off their reader, wraps it up, wishes reader well</td>
<td>Conclusion</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Telling words</td>
<td>Teaching words</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Illustrations/photographs match the words</td>
<td>Teaching Pictures</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Zoomed in pictures</td>
<td>Close-ups</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Words beneath a picture/illustration</td>
<td>Caption</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Words next to the pictures</td>
<td>Labels</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Numbers 1. 2. 3.</td>
<td>Numbered Steps</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Parenthesis ( )</td>
<td>Extra information</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Words in darker color</td>
<td>Bold face words</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Be Careful, Watch Out, Ask for Help</td>
<td>Warnings</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>First, Then, Next, After that</td>
<td>Ordinal or Sequencing Words</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>drawings with arrows and words</td>
<td>diagram</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>imp words/bolded words at the end of the How-To</td>
<td>Glossary</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Shows how things are changing (radish seeds...)</td>
<td>Chart</td>
<td>some</td>
<td></td>
</tr>
</tbody>
</table>
Please note:
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.

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

Please note:
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.

<table>
<thead>
<tr>
<th>Immersion Session 5 (read aloud)- Writers reread mentor texts noticing some word usage</th>
<th>Remember: This is being done during read aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• In this session, students will return to mentor texts searching for teaching or precise words and ordinal or sequencing words.</td>
</tr>
<tr>
<td></td>
<td>• If needed, add pictures next to each word.</td>
</tr>
</tbody>
</table>

**Sample Anchor Chart 1**
Teaching or Precise 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

Please note:
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 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
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers choose topics, rehearse and write lots and lots of books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers select a topic and begin rehearsing.</td>
</tr>
</tbody>
</table>

**Materials**

- How-To booklets (See Resource Materials Packet)
- Teacher sample How-To piece
- Anchor Chart: Writing Process Steps from small moment unit
- Anchor Chart: How-To book ideas (started during immersion phase)

**Tips**

- 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.
- Lucy Calkins found that topic choice was vital to the success of this unit. Be sure student are selecting topics they are very interested in versus a mediocre
- When choosing a teacher How-To sample, leave room for improvement – see subsequent lessons

**Connection**

- “Writers, over the past week we have studied closely many different How-To texts. We started talking about things we knew a lot about and could teach others. We know the best topics are ones we are really interested in sharing with others.
- “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 rehearsing it. Listen (gesture to ear) and watch (gesture to eye) as I begin to thinking about my How-To book.”

**Teach**

- Teacher thinks aloud... “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.”
- “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.”
- Have students turn and talk and share possible How-To ideas they are thinking about writing.
Lesson Plan – Session 1, Continued

### Teach - Continued

- “Once we dream of a topic for our writing. We rehearse. Remember when we were writing our small moments stories, we learned the importance of rehearsing or practicing before we write. Just like we practice before we play a football game or we practice before we put on the school choir concert, we practice our stories. 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 Revision unit)
  - Step 1: Think of a Story Idea - point to temple with index finger
  - Step 2: Picture
    - o self - point to chest
    - o story hand - wiggling five fingers
    - o to a partner - two hands together
    - o touch each page of story booklet - motion with index finger pointing to each page
  - Step 3: Sketch - pretend sketching a picture with pen in hand
  - Step 4: Write
  - Step 5: Revise

- Point out to students how the writing process steps may be applied to writing a How-To piece too.

- “Now watch me as I go through the first few steps for my How-To book.” 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

- “Writers, I’d like you to turn to your partner and tell them the writing process steps I showed so far for writing a How-To book using gestures. What were Step 1, Step 2, and Step 3?”
- Students turn and talk listing the steps the teacher took when planning a How-To book so far.

- “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.

### Link

- “As you go off today, I will be listening in and watching as you go through the writing process steps to practice or rehearse your How-To—THINK, PICTURE, and SAY your How-To steps across your fingers. Be sure to use teaching words as you practice how your book may go.”

- “When you practice one How-To, try another!”

### Mid-Workshop Teaching Point

- “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.”

- 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.)

- “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.”
Lesson Plan – Session 1, Continued

| Mid-Workshop Teaching Point - Continued | Option – teach how to figure out how many pages will need in a booklet. Teach them to notice how many fingers they pointed to as they told the steps across their fingers. “How many steps did I have? Well, how many fingers did I use? This is the number of pages I will need.”
|                                         | Have students rehearse using How-To pages/booklets. |
| After-the-Workshop Share                | “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 your 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.”
|                                         | 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 – Procedural Writing: How-To, Unit 3

Lesson Plan – Session 2

<table>
<thead>
<tr>
<th>Session</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers choose topics, rehearse and write lots and lots of books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers plan books through sketching.</td>
</tr>
</tbody>
</table>

### Materials

- How-To booklets (see Resource Materials Packet)
- Post-it notes
- Teacher sample How-To in a booklet with sketches
- Anchor Chart: Steps to Writing a How-To

### Tips


### Connection

- “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 or 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)."
- “Today I want to teach you that writers also plan their books by sketching out the steps to their books.”

### Teach

- Model how you got How-To paper, planned what to write (say across fingers and touching pages) and sketched 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.
- Then show how you wrote your book using the sketches to guide you.

### Active Engagement

- “So today you will go off and write a How-To book. But, first 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.”
- “Partner one tell your partner 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.
- Listen in and take notes on what students were sharing.
- “Writers I hear you say things like this:
  How to Write a How-To Book
    o First THINK of things you could teach people to do and choose one.
    o SAY the steps by pointing to your fingers
    o Get a How-To booklet
    o SAY the steps by touching the pages
    o SKETCH the steps
    o WRITE it!”
- “Switch partners. This time, partner two, tell partner one exactly what you would write in a book that taught people how to write How-To books.”
Lesson Plan – Session 2, Continued

| Link | Repeat the steps for writing a How-To book. “I heard many of you say this…”  
|      | “So today you will go through the process or steps of writing a How-To book. If you want more ideas or examples, please review our idea chart or look at more examples of How-To books in this basket.” |

| Mid-Workshop Teaching Point | “I want to share with you what xxx discussed with me. He noticed in several of our mentor text they 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. |

| After-the-Workshop Share | “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.”  
|                          | “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 for her this unit. Think about who you will write for this month.” |

Please note:
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.

SAMPLE Anchor Chart
Steps to Writing a How-To

- First THINK of things you could teach people to do and choose one.
- SAY the steps by pointing to your fingers
- Get a How-To booklet
- SAY the steps by touching the pages
- SKETCH the steps
- WRITE it!
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers choose topics, rehearse and write lots and lots of books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers go back and check their steps for clarity (to be sure it is clear for readers).</td>
</tr>
</tbody>
</table>

**Materials**

- How-To booklets (see Resource Materials Packet)
- Anchor Chart from Immersion: Teaching or Precise Words
- Teacher sample How-To with revision needed – general word to a precise word, add adding additional words to be clearer

**Tips**

- 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. carat, revision strips, cut and paste). Use these samples for the Share component.

**Connection**

- “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.”
- “Today I’m going to teach one way writers check to be sure their steps are clear for the reader.”

**Teach**

- “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 to the reader so he/she can easily learn what we are trying to teach them.”
- “There are two questions for us to think about. 1) ‘What words can I make more precise or be more like teaching words?’ 2) ‘What information can I add to make it easier for the reader to understand what to do?’ (explain each)
- “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 can also think about if I need to add more words so the directions are clear to understand.”
- “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!”
- Pointing 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.”
- “Actually, let me pretend I am doing that again. (motion flipping it over). 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.”
Lesson Plan – Session 3, Continued

Teach - Continued

- Pointing to the next page. “Then, pull up the bucket. 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.”
- Pointing to the last page. “Finally, decorate your sandcastle.” Teacher says it out loud again. “Finally, decorate your sandcastle. Hmmm—could I add more information to make it clearer? 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 them get a better picture in their mind how to decorate it.”

Active Engagement

- “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.”
- Have partnerships share.

Link

- “Remember, there are two questions for us to think about. 1) ‘What words can I make more precise or be more like teaching words?’ 2) ‘What information can I add to make it easier for the reader to understand what to do?’
- “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.”
- Teacher and students read aloud anchor chart.
- “Give me a thumbs up if you heard a word on our chart that you could use in your How-To. Great!”
- “As you go off today, remember that if you are writing a new piece to use precise words and give readers enough information so they know exactly what to do. Also, go back to some of your drafts and read each page. Check if you could replace a word with a more precise word or if you could add more information.”

Mid-Workshop Teaching Point

- 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 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...you have to do this, or you have to do that.

After-the-Workshop Share

- “I noticed some of you adding on to your directions and am noticing 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.”
- Show a sample or two of students that used revision strips or cut and pasted more paper
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers choose topics, rehearse and write lots and lots of books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers role play directions with their partner to check for clarity.</td>
</tr>
</tbody>
</table>

Materials

- Teacher sample – book with a missing step
- Select a student to be teacher’s partner for the lesson
- Revision strips/additional pages
- Staples, staple removers, tape (revision toolkits)
- Anchor Chart – Steps to Writing a How-To

Tips

- This would be a great lesson to videotape (using an iPad or iPhone) partnerships acting out and checking for clarity. Playback footage using a Smartboard or TV during Share for students to see revision-in-action.

Connection

- “Yesterday, I saw xxx doing something that I thought was so helpful. He started to act out his steps to be sure they were clear. Writers, if we want to make sure our readers really understand what we want them to do, we can check whether or not our directions will work.”
- “Today I want to teach you that writers can read our How-To books aloud to a partner and add more to make each step easier to understand. Our partner can pretend to do each step we lay out, and if the directions don’t quite work, we can revise them, adding more words.”

Teach

- “When you are a partner you will try and do the thing your partner is teaching (for pretend or for real). 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.”
- “Today, xxx will assist me with this lesson. XXX will be my partner. I will read him my How-To aloud, while he acts out each step. If he notices a part that doesn’t make sense or needs some fixing up, he will give me a stop signal.”
- Reads sample How-To book aloud, omitting an important step or part of a step. Student signals the teacher and they discuss.
### Lesson Plan – Session 4, Continued

#### Teach - Continued
- Reiterate that based on acting it out you realize you need to make revisions to your directions. That’s what happens when you do this step. Point to new step on chart:

<table>
<thead>
<tr>
<th>SAMPLE Anchor Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps to Writing a How-To</td>
</tr>
<tr>
<td>- First THINK of things you could teach people to do and choose one.</td>
</tr>
<tr>
<td>- SAY the steps by pointing to your fingers</td>
</tr>
<tr>
<td>- Get a How-To booklet</td>
</tr>
<tr>
<td>- SAY the steps by touching the pages</td>
</tr>
<tr>
<td>- SKETCH the steps</td>
</tr>
<tr>
<td>- WRITE it!</td>
</tr>
<tr>
<td>- REVISE – recheck your directions with a partner (act it out)</td>
</tr>
</tbody>
</table>

### Active Engagement
- Ask students to think with their partners about ways to revise the original instructions.
- Collect their suggestions.
- Try following the revised directions.
- Show them how you will add a page to the book. Review each partner’s role.

### Link
- “As you go off with your partners acting out each step think, ‘Would I be able to do this step if I follow the directions the writer is giving?’ If you are not sure what to do, ask the writer to revise their steps by adding more words.”
- Review each partner’s role if necessary.
- Partner A reads, Partner B listens and gives feedback.
- Switch roles.

### Mid-Workshop Teaching Point
- Discuss how to revise by adding a page: “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, that we have lots of tools in the writing center to help you.”

### After-the-Workshop Share
- Highlight a partnership that was able to help one another check for clarity in their steps and make a few revisions.
- ***Now would be a great time to show video footage of partnerships acting out and revising “in action.”***
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers choose topics, rehearse and write lots and lots of books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers add clear and precise pictures and words to help readers understand directions.</td>
</tr>
</tbody>
</table>

Materials

- Class How-To or teacher How-To
- Mentor Text: *How to Make Socks Puppets*, Aileen Weintraub
  This book may be replaced with another similar, available book.
- How-To text needing clarity in pictures and words:
  - *Mix It Up!*, Heather Hammonds (Rigby)
  - Other possibilities”
    - *Making Breakfast*, Anne Giulieri (Rigby)
    - *Fingerprint Family*, Isabel Bissett (Rigby)
  - These books may be replaced with other similar, available books.

Tips


Connection

- “Writers, yesterday we worked with our partners to check that the steps of our How-To were clear and easy to follow.”
- “Today I want to teach you two more ways we can make our How-To books easy to understand and follow by having clear and precise pictures and clear and precise words.” Hold up book and point to pictures and then point to words.”

Teach 1

- “We can add clear and precise pictures and words to EACH STEP of our How-To books to help our readers understand our directions.”
- “First let’s think about the words or directions in our How-To books. Just like in our mentor text, *How to Make Sock Puppets*, 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 form the toe.’”

Active Engagement 1

- “I have another How-To book about How-To make a root beer float here that needs some fixing up. Let’s read it together and see if we can think of a way to revise the words to be precise and detailed.”
- Teacher reads a directional step from an underdeveloped How-To text (optional texts listed in materials section). *Mix It Up!* Heather Hammonds, Rigby pgs. 8-9
- “‘The soda goes in the glass.’ Hmm…how could we add more precise to help our reader know just what to do? Turn and brainstorm some ideas with your partner.”
- 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

- “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 How-To Make Sock Puppets 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.”

### Active Engagement 2

- “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.”

### Link

- “Today as you go back to your writing spot, make sure your How-To has both clear and precise words and pictures to help your reader follow your steps.”

### Mid-Workshop Teaching Point

- Discuss teaching pictures vs. regular pictures. Use sample text. “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.” Elaborate as necessary.

### After-the-Workshop Share

- “Writers, today we learned that our How-To books need both clear 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.”
- Highlight several students who were able to revise their How-To books for clear and precise pictures.
- Discuss this is another way to revise:
  - REVISE
    - recheck your directions with a partner (act it out)
    - add clear and precise pictures and words to each step
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers use effective techniques to craft their procedural texts.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use supportive features to help their reader learn (e.g. title, materials, steps, pictures).</td>
</tr>
</tbody>
</table>

### Materials

- Anchor Chart: Noticing chart from Immersion with structure and text features
- 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
- 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 – see Resource Materials Packet

### Tips

- 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.

### Connection

- “Writers, yesterday we learned the importance of having clear and precise pictures and words for our readers.”
- “Today I’m going teach you some text features of a How-To that supports our readers.”

### Teach

- 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)
  - 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

- “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 to check that you have all of the How-To features on 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!”
- Students look through their How-Tos for supportive features listed on the anchor chart.

### Link

- “I see that some of you found a missing How-To feature on our list. When you go back to your writing spots today, make sure to add those items you marked with a sticky note. All How-Tos should have a title, materials, steps, and pictures.”
Lesson Plan – Session 6, Continued

Mid-Workshop Teach

- “Writers, I was conferring with ____. They were working on adding their materials section to their How-To book and were writing all of the things they needed in a list. They didn’t want to do it like 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.”
- “When you return to your spots, 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.”

After-the-Workshop Share

- “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
  - recheck your directions with a partner (act it out)
  - add clear and precise pictures and words to each step
  - add text features

SAMPLE
Anchor Chart
What Makes a How-To Text

- Title
- Materials
- Introduction } ORGANIZATIONAL COMPONENTS
- Steps in Order (the how-to)
- Conclusion
- Teaching Words
- Steps identified by numbers or words (sequencing words)
- Special text features: (what is listed depends on mentor text used)
  - Teaching pictures
  - Diagrams
  - Labels } OTHER CHARACTERISTICS
  - Captions
  - Close-up or zoom in pictures
  - Warnings or cautions
  - Tips
  - Arrows and action lines
  - Bold faced words
  - Extra information in parenthesis ()
Lesson Plan

Pilot and Review, Should these be separate lessons? Are they both important? Could one of the teach be moved to a Mid-workshop Teach or a Share?

<table>
<thead>
<tr>
<th>Session</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers use effective techniques to craft their procedural texts.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use specific words to help their reader follow steps in order or to be clear about each step.</td>
</tr>
</tbody>
</table>

### Materials

- Anchor chart from Immersion: How Steps Are Written (numbers or words)
- Mentor text with steps written using numbers and steps indicated by words
- Class story or teacher story or student work that have simple sentence that could be expanded – see Teach I
- Mentor text with a cautionary note, warning or piece of advice – see Share

### Tips

- 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 phases.
- Adding how, where, why, sequencing and ordinal words should be reviewed and reinforced during reading and interactive/shared writing.

### Connection

- “Writers, we know that the words we choose to use in our How-Tos are very important. These words teach our readers what to do.”
- “Today, we are going to look at word choice and how we can give our reader more information.”

### Teach I word choice - Adding precise words to answer how, where, or why

- Explain 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 could start with imperative language, such as “Put cookies on rack” or “Dig a hole.”
- Model how when you write a direction, you could start with precise language, but you could also teach by telling *how or where or why*. 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.*
- 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 student do some in partnerships.
| **Teach 2 word choice – Numbers or ordinal words** | “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…”
| Teacher and students read “How Steps are Written” anchor chart aloud.
| Explicitly tell and show an example of each option: numbers or sequencing words.
| “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.”
| Teacher models adding sequencing words to sample How-To book. |
| **Active Engagement** | “Now I’m going to give you a chance to try out using 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.”
| Teacher listens in, while coaching students in choosing appropriate sequencing words.
| “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.” |
| **Link** | “As writers of How-Tos, it’s important to remember that the words we choose should tell our reader when to do each step and what to do! Today really look at your word choice. Look at each step and see if you can add how, where or why. Also, see if adding a sequencing word helps cue the reader that they need to do something different.” |
| **Mid-Workshop Teaching Point** | Could move Teach II here |
| **After-the-Workshop Share** | “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 set out in a special box on the side: “Don’t touch while cooling or you will get burnt!” I realized some procedural 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’ The Pumpkin Book, 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). |
Revisit chart from Immersion phase: (What is listed depends on mentor text used)

**SAMPLE Anchor Chart**

Special text features:
- Teaching pictures
- Diagrams
- Labels
- Close-up or zoom in pictures
- **Warnings or cautions**
- **Tips**
- Arrows and action lines
- Extra information in parenthesis ()
Lesson Plan

Session 8

Concept III Writers use effective techniques to craft their procedural texts.

Teaching Point Writers use an introduction to entice readers.

Materials

- Mentor Text with introductions – example: *How to Make Sock Puppets*, Aileen Weintraub
- Anchor Chart – What Makes a How-To Text
- How-To Booklet pages – See Resource Materials Packet
- Mentor text without an introduction – Samples:
  - *How to Make Smoothies!*, Elena Martin
  - *Mix It Up!*, Heather Hammonds
  - *Growing Radishes and Carrots*, Faye Bolton & Diane Snowball (MONDO)

Replace any of these books with similar, available text.

Tips

- 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 showed enough examples from texts.
- For additional practice, have some students practice adding introductions to class How-To piece and shared writing pieces.

Connection

- “Writers, we’ve been noticing that our mentor authors include many features and words in their books to help the reader understand how to do something. 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.”
- “Today I want to teach you about including introductions in your How-To books as we did in our small moment stories.”

Teach

- “An introduction page for a How-To book introduces the topic and 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.”
- One thing we can do is use words that invite or persuade readers to try something new. We might say something like, ‘Have you ever wanted to try...?’”
- “Let’s take a closer look at how one of our mentor authors introduced their How-To topic.”
- Read aloud introduction from, *How To Make Sock Puppets*.
- “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.”

Active Engagement

- “Let’s try writing our own introduction for the How-To book, *Mix it Up!* (or other mentor text without an introduction). 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.”
- Students share out introduction ideas.
- Show how to add an introduction page.
Lesson Plan – Session 8, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>“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. Get the reader excited and interested in what will follow on the next pages.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>“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 pull you or invite you to want to give the How-To a try?’”</td>
</tr>
<tr>
<td>After-the-Workshop Share</td>
<td>“Writers, as I was conferring today I noticed many of you wrote introductions that invited or convinced your reader to give your How-To a try. I would like a few of your friends to share their introductions with you.”</td>
</tr>
<tr>
<td></td>
<td>Share several previously selected students’ introductions aloud.</td>
</tr>
</tbody>
</table>

SAMPLE Anchor Chart
What Makes a How-To Text?

- Title
- Materials
- Introduction
- Steps in Order (the how-to)
- Conclusion

ORGANIZATIONAL COMPONENTS
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers use effective techniques to craft their procedural texts.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers send off their readers, wishing them well with a conclusion.</td>
</tr>
</tbody>
</table>

**Materials**

- Anchor Chart: What Makes a How-To Text
- Teacher How-To or class How-To
- How-To Booklet pages – See Resource Materials Packet
- Mentor Texts with a conclusion:
  - *How to Make Socks Puppets*, Aileen Weintraub
  - *How to Make Salsa*, Jamie Lucero

Replace any of these books with similar, available text.

**Tips**

- 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)

**Connection**

- “Writers, I’ve noticed that many of you have been including introductions in your How-To books to entice your reader, inviting them to try something new.”
- “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 that sounds a little bit like a send-off to the readers, wishing them well.”

**Teach**

- “Let’s take a look at how two of our mentors conclude or end their books.”
- Read conclusions aloud from *How to Make Sock Puppets* and *How to Make Salsa*. Discuss the purpose and variations of How-To conclusions.
  - Send off to readers, wishing them well (“It’s salsa party time.” “Good Luck making a xxx!” “Enjoy xxxx!”)
  - Encouragement (“Now you can...”, “Now it is your turn to xxx.” “You’ll do wonderful xxxx!”)
  - “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.”

**Active Engagement**

- “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).”
- Think aloud... “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.”
- “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!”
Lesson Plan – Session 9, Continued

| Link | “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. As you go back and work on your How-To books, give a conclusion a try that encourages your readers with words like, ‘Now you can...’ or ‘Have fun doing...’ just like our mentor authors did.” |
| Mid-workshop Teach | “Writers, I was conferring with Ana as she wrote the conclusion to her How-To Bake Chocolate Chip Cookies 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. |
| After-the-Workshop Share | “Today writers, you learned to include an ending to your How-To books that sent off your readers or wish them well. Let’s take a look back at our anchor chart, What Makes a How-To Text -- title, materials, introduction, steps, and now how to write a conclusion!” |
Lesson Plan

Session 10
Concept III Writers use effective techniques to craft their procedural texts.
Teaching Point Writers add special features from mentor texts they love to enhance their How-To books.

Materials

- Mentor Texts from Immersion
- Anchor charts from Immersion
- Books for partnerships to study
- Blank half sheets of paper (used to add charts, diagrams to How-To books)

Tips

- 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 a different feature each day.

Connection

- “Writers, we have been admiring authors all year together, and now we can take a close look at How-To book authors we admire.”
- “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.”

Teach

- “As I was rereading xxx, I noticed…” 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 -
  - Special text features:
    - 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.
**Lesson Plan – Session 10, Continued**

| Teach - Continued          | “So today, some of you may want to...”  
|                           | “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.” |
|                           | “Now I’m going to pass out some How-To texts that have other special features. Will you and the people near you 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.” |
|                           | Pass out a variety of How-To texts with special features present. Students read, discuss and share. |
| Link                      | “Writers, I’m going to pull our How-To texts together in this basket. If you want to continue studying them, they’ll be here. For now, it’s time to get started. Think in your mind of exactly what you’ll try first when you go back to your seat.” |
|                           | Have each student declare what they are going to try and then dismiss them. |
| Mid-workshop Teach        | “Writers, Dylan added a great special feature to his How-To Make a Snowman book and I thought some of you might want to give this a try in your books.” |
|                           | “Dylan remembered from our immersion anchor chart that some How-Tos have charts or diagrams. Just like the growth chart of a radish in our mentor text Growing Radishes and Carrots, Dylan found a great place to add a chart that shows the making of a snowman in the different stages.” |
|                           | “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.” |
|                           | “As you go back to your writing, don’t forget to try out a special feature in your How-To book!” |
| After-the-Workshop Share  | Option 1: “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 he or she found in the work of another author, then the writer will read what he or she did as a result in their own writing.” |
|                           | 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 – Procedural Writing: How-To, Unit 3

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers revise and edit their procedural texts.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers go back edit using proper punctuation.</td>
</tr>
</tbody>
</table>

**Materials**

- Mentor Texts:
  - *Kids Can Cook*, Mary Pat Fergus
  - *How To Make Sock Puppets*, Aileen Weintraub
- Copy of a child’s text that needs editing for periods.

**Tips**

- Select punctuation marks to focus on based on mentor text used and students’ needs. In How-To texts, periods, colon and parentheses are often found. Modify the following lesson as needed.

**Connection**

- “Writers, yesterday we learned how to add special features to our How-Tos from mentor texts we love.”
- “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.”
- Explain celebration – generate excitement.

**Teach I – period and exclamation points**

- “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 sentence ends. 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.”

**Active Engagement Teach I**

- 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.

**Teach II - Select A punctuation mark to highlight**

- Enlarge one page that uses punctuation that you decide to highlight. The following is an example and could easily be replaced with a different target area.
  - Many of our mentor authors use a special type of punctuation called parentheses. Can you say that with me? ‘Parentheses.’”
  - “Let’s study what these are and why an author uses them, because you may want to use them in your How-To books too!” (Show children a sample from a How-To text with parentheses. Ex: Kids Can Cook pg. 15 or 16)
  - “Look at this page about baking cupcakes. I’m going to read this page to you, and I want you and your partner to notice how the author uses parentheses and the job it is doing.”
### Teach II – Select A Punctuation Mark to Highlight - Continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Teach II</td>
<td>Teacher reads portion with parentheses aloud to students.</td>
</tr>
<tr>
<td></td>
<td>“Let me stop there. Tell your partner what punctuation you notice and what job it does.”</td>
</tr>
<tr>
<td></td>
<td>“I heard many of you saying smart things! The author used parentheses to whisper-in something that’s not really a step, saying one more little thing. Writers use parentheses when they want to pause for one second and add one little point, or to say one more thing.”</td>
</tr>
<tr>
<td></td>
<td>Give students more examples of How-To texts that use parentheses - e.g. Put the pan of cookies into the oven (don’t burn yourself). Put the leash around the dog’s neck (check it isn’t too tight).</td>
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</table>

### Active Engagement Teach II

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>“Writers, during immersion we had a chance to xxxx (make sock puppets) following the step-by-step directions in xxxx (How to Make Sock Puppets). Let’s see if we can go back and use parentheses to whisper in some extra information that might be helpful to the reader.”</td>
</tr>
<tr>
<td></td>
<td>Turn to page 7.</td>
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<tr>
<td></td>
<td>“‘Glue two googly eyes on the sock, up a little from the toe.’ Is there any other extra bit of information that we could whisper-in to our reader to help them with this step? Turn and talk with your partner, thinking about the information we might include in parentheses.”</td>
</tr>
<tr>
<td></td>
<td>“_______ had a great idea! She said, ‘Count to 20 slowly so that the googly eye has time to dry and stick to the sock.’ That is perfect! Watch as I add that information right after the directions using parentheses.”</td>
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<tr>
<td></td>
<td>“Before we leave the carpet, I would like you to look through your book for a place where you might be able to whisper-in to your reader something that’s not a step. Give me the flashing light bulb signal when you find a great spot!”</td>
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### Link

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<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>“First thing you need to do today is select the piece that you’ll publish. Then reread it and begin checking the punctuation.”</td>
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### Mid-Workshop Teaching Point

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<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>“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.</td>
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<tr>
<td></td>
<td>“Also we want to check to see if we have used any of our word wall words. Remember how we…”</td>
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### After-the-Workshop Share

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>“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.”</td>
</tr>
</tbody>
</table>
|          | Show checklist and briefly discuss, emphasizing they learned so much these last couple of weeks. The checklist highlights all those key learnings.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>12</th>
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<tbody>
<tr>
<td>Concept IV</td>
<td>Writers revise and edit their procedural texts.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers work with partners to make sure their books make sense and they have all the How-To features that will help their audiences.</td>
</tr>
</tbody>
</table>

**Materials**
- Anchor Chart for Immersion - What Makes a How-To Text?
- Teacher sample How-To book that needs revision work
- Student How-To Checklist – See Resource Materials Packet
- Revision toolkits (purple pens, flaps, extra How-To pages, blank pages, tape, staplers)
- Student to role play with teacher

**Tips**
- Have student bring the piece they want to publish to the meeting area.

**Connection**
- “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.”

**Teach 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?’ ‘Does each section and each step make sense?’”
- “Then, we will use this checklist to make sure I have all of the sections and features I should have. I will consider, ‘Have I used all the How-To features that will help my audience?’”
- Revisit Partnership Steps from Units 1 and 2.
- 1. Listening Purpose: Tell partner how /she can help you. What should partner be listening for in your piece?
   - Partner should listen whether you have taught the reader everything s/he needs to do in each step and if each step or section makes sense.
- 2. Read/Listen
- 3. Talk – Compliments and Suggestions
- 4. Mark the Spot for Changes
- 5. Make Changes – Revise
- Establish 1st listening purpose will be: ‘Have I taught my reader everything I need to do in each step?’ ‘Does each section and each step make sense?’”
- 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 have a portion that doesn’t make sense. Model discussing it and marking the spot so you can go back later and change.
Lesson Plan – Session 12, Continued

| Active Engagement | ● 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.  |
| Teach II         | ● “Now we will reread out How-To pieces again, but this time we will be using a checklist to make sure we have all the sections we need. We will also be studying what extra special features we have or could add. Let’s review the items on the list.”  
|                  | ● Model going step by step through the list, cross-checking that each section is done and helpful features are in place. Intentionally have some items that need to be revised.  
|                  | ● “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 feature. Did you notice any spots in my How-To book where I could add a supportive text feature?”  
|                  | ● Students share out ideas. 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.”  |
| Active Engagement II | ● “Tell your partner what each of you will do next to get our books ready for publication.”  |
| Link             | ● “So now you will work with your partner to go through this checklist. First you will look at one partner’s, book, then the other partner’s book. Remember these are your steps:  
|                  | 1. Listening Purpose: Tell partner how /she can help you. What should partner be listening for in your piece?  
|                  | - Partner is to LOOK and LISTEN for each part on the checklist.  
|                  | 2. Read/Listen  
|                  | 3. Talk – Compliments and Suggestions  
|                  | 4. Mark the Spot for Changes  
|                  | 5. Make Changes – Revise  
|                  | ● “Once you have studied both partners’ pieces, you can go back and begin implementing your Revision Decisions.”  
|                  | ● “You might use revision strips, extra paper, glue, tape and scissors to help make revisions.”  |
| Mid-Workshop Teaching Point | ● “Now that you have had an opportunity to work with your writing partner to check that your book makes sense and that it has all sections it should, you are ready to make revisions to your writing. You will use your checklists from your partners to help guide you in your revision work. As you add a feature that you may have been missing, you can check it off on your checklist. Keep working until all items are checked off. You may even want to go back and add-in a feature that will help your reader follow your How-To book.”  
|                  | ● “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!!!”  |
Lesson Plan – Session 12, Continued

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
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<tbody>
<tr>
<td></td>
<td>• “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.”</td>
</tr>
<tr>
<td></td>
<td>• Share a few ways students went back to make necessary/additional revisions based on their How-To checklist feedback from their writing partners.</td>
</tr>
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</table>

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
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers revise and edit their procedural texts.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers prepare for publication. (Teacher choice lesson based on students’ needs.)</td>
</tr>
</tbody>
</table>

**Materials**
- Editing Checklist – See Resource Materials Packet

**Tips**
- Select an editing (capitalization, usage, punctuation, or spelling) type of lesson based on students. This lesson could be a continuation of Session 12 or a session on how to use the editing checklist or a lesson on another area of need.
- Student 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.

**Connection**
- 

**Teach**
- 

**Active Engagement**
- 

**Link**
- 

**After-the-Workshop Share**
- 
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>14</th>
</tr>
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<tbody>
<tr>
<td>Concept V</td>
<td>Writers celebrate procedural texts.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers celebrate their How-To writing.</td>
</tr>
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<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>• Published How-To books</td>
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<table>
<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>• Allow students ample time to rehearse reading their published How-Tos aloud before sharing with another classroom.</td>
</tr>
<tr>
<td>• You 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 make them standardized and conventional.</td>
</tr>
</tbody>
</table>

• 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).

• 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.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
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<tr>
<td>Concept</td>
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</tr>
<tr>
<td>Teaching Point</td>
<td>Unit Wrap-Up Session</td>
</tr>
</tbody>
</table>

- Engage in activities such as:
  1. Student reflection piece – See Assessment Packet (Atlas Rubicon)
  2. Clean-out project folders
Writing Unit of Study
1st Grade – Procedural Writing: How-To, Unit 3

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>Assessment: On-Demand Post Write</th>
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Teaching Point

See Assessment Packet for guidelines on when and how to administer task.