

## **Informative/Explanatory: How-To Unit Introduction**

### **NOTE**

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages.

### **Unit Overview:**

\*Prior to this unit, you need to gather a collection of How-To books acquired from classroom library, school library and public library. This collection will be needed for lesson one.

This unit begins with many explicit teacher-directed lessons but is designed to be a gradual release to independent writing by the end. It will begin with time to explore published How-To text, noticing some common conventions of this genre. The class will generate possible topic ideas for How-To text and compose a How-To text together. This is followed by partner work, then gradually releasing to independent writing. Writers will have opportunities to refine their work during revision lessons. While unit does not have a formal end of unit writing celebration, you may wish to have your students publish their personal How-To pieces and add them to your classroom library. See page HT-43 for more information.

Many of these minilessons will be followed by short writing tasks for the day. Most conferring time will be spent with the students requiring additional support to grasp the concepts. Some students will likely finish the assigned task quickly and should return to other independent writing projects.

The partner writing found in this unit is a bit different from a traditional writing partner format. In lessons 2-5 the teacher will model a feature of How-To writing. The students will then work on that same feature with a partner. Each student will have his/her own paper and writing implement. The two will plan together but write individually.

### **Student Goals for this Unit:**

1. Students will write instructions that illustrate multiple steps in a logical sequence.
2. Students will reread and revise for clarity, sequence and missing steps.
3. Students will use transition words.
4. Students will print legibly and space letters, words and sentences appropriately.

# Informative/Explanatory Writing: How-To

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## **How-To Resources in Scott Foresman**

“Growing Plants” Grade 1 Unit 3 pp. 114-115

Ask Mrs. Greenthumb: A Gardening Magazine for Kids Special Issue: Start Your Own Vegetable Garden Grade 3 Reading ELL Readers

Special Days, Special Food Grade 1 On-level Reader 1.4.1, p. 12 (recipe)

Going on a Dinosaur Dig Grade 1 On-level Reader 1.4.3 p. 7 (numbered steps and text matching the picture)

Links in the Food Chain Grade 1 Above-level 1.2.5 pp. 10-11 (numbered steps and clearly written steps)

Butterflies Grade 1 Above-level Reader 1.3.5 p. 14 (materials list)

The Great Scientist Detectives at Work Grade 1 Above-level

## Informative Writing: How-To (1) Looking At How-To Texts

**Minilesson Teaching Point:** Characteristics of How-To texts.

### Standard(s):

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Materials:

- A sample How-To book for each pair or small group. (Look for a variety of How-To texts in your classroom library, science kit library, school library, or public library. Some topics might include how to draw; how to make puppets; recipes; magic tricks; and sports.)
- Chart paper
- Marker

### Connection:

*“Writers, today we are starting a new type of writing. We will not only be writers, but we will also be teachers. We are all an expert at something, and we will be using this expertise to write How-To texts.”*

### Teach (modeling):

*“**How-To** books teach someone how to do or make something. For example, how to plant a garden, how to make a card or how to play soccer. Authors organize the information in a special way so that the directions are easy to follow. Today I brought in a variety of How-To books for you to look through. Notice how the author included the materials and steps to help you understand how to do or make something.”*

### ELD:

Show a How-To book to students and point out the following features: teaches how to do or make something; has lists of materials or ingredients; gives directions; has a sequence of steps to follow; has illustrations that match the directions.

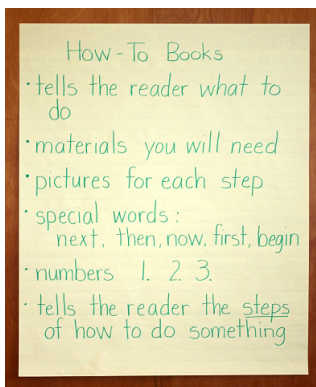
### Active Engagement (guided practice):

*“Look through your How-To text with your partner(s) and talk about what you notice.”* Pass out a book to each pair or small group. Give students a few minutes to look through the texts. *“Now students, decide with your partner one thing that you noticed and want to share with the class. What is something you see over and over again that the author does in these books?”* Have students share their observations. At the end of the whole group sharing, summarize the most important elements and record them on chart paper.

Below are some possible observations:

### How-To Texts

- Teach how to do or make something
- List materials or ingredients
- Give directions
- Sequence steps to follow
- Have illustrations that match the directions



ELD: Use visuals on the chart of How-To Features

### **Bridge to Independent Practice:**

*"Today when you write, maybe you would like to write about something you know how to do or make."*

### **Conferring:**

Have students tell you about their writing. For emergent writers, help them sequence their stories and stretch words. Ask advanced writers to reread their writing making sure that it follows a logical sequence.

### **Closure:**

Choose 2-3 student examples from conferring to share with the whole class.

### **Reflection:**

### **Resources & References: (adapted from, acknowledgments)**

PPS: Grade 2 Writing Units of Study

## Informative Writing: How-To (2)

### Creating a Classroom How-To List

**Minilesson Teaching Point:** Classroom How-To list.

**Standard(s):**

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Materials:**

- Chart paper
- Marker
- Blank paper for students

**Connection:**

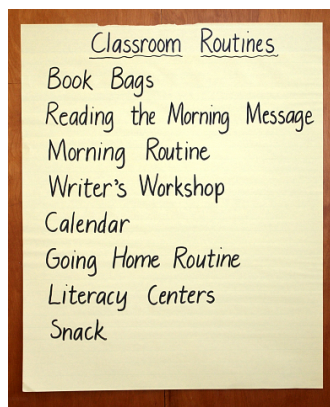
*“Let’s think about what it would be like to have a new student in our classroom. We would need to teach the new student many things that we already know how to do.”*

**Teach (modeling):**

Help students think about the routines in your classroom. Record 2-3 of their ideas on chart paper. See below for examples.

Topics for a Classroom How-To

- How to line up for recess
- How to do literacy centers
- How to sharpen a pencil



**ELD:** Use visuals on the How-To List.

**Active Engagement (guided practice):**

*“Tell yourself one more thing we would need to teach a new student. Now turn and tell your partner one routine we would need to teach a new student.”* Have a few students share out. Record 2-3 more ideas on the class topic chart.

ELD:

Provide the following sentence frames:

(Beginner) “How to\_\_\_\_\_.”

(Intermediate) “We need to teach them how to \_\_\_\_\_.”

(Advanced) “They would need to know how to \_\_\_\_\_.”

**Bridge to Independent Practice:**

*“Now you will each get a piece of blank paper to create your own list of classroom How-To topics. You will work with your partner to think of ideas, but you will each write on your own paper.”* See the unit introduction for a further explanation of how partner writing is conducted in this unit. *“When you have finished your list, you may return to your independent writing.”*

**Conferring:**

Work with students who are having difficulty generating a topic list.

**Closure:**

Have partners share one idea from their lists and add the ideas to the class topic chart.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver Public Schools: Unit 3-Nonfiction-How-To [curriculum.dpsk12.or/](http://curriculum.dpsk12.or/)

# Informative Writing: How-To (3)

## Choosing a Classroom How-To Topic

<b>Minilesson Teaching Point:</b> Choosing a Topic
<p><b>Standard(s):</b></p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Classroom How-To Topic List (created in Lesson 2)</li> <li>• Student generated How-To Topic lists</li> <li>• Marker</li> </ul>
<p><b>Connection:</b></p> <p><i>“Yesterday we thought of many ideas for a classroom How-To. Today we are going to choose one of our topics to write about.”</i></p>
<p><b>Teach (modeling):</b></p> <p><i>“<b>Prewriting</b> is all of the planning authors do before they write a piece. Yesterday we began our How-To prewriting by making a list of possible topics. Today we are going to reread our list and decide on one topic that we would like to write about. As I reread our topic list, think about which topic you think we should write about.”</i></p> <p>ELD: Learners are supported through the use of an illustrated list and the teacher’s guidance.</p>
<p><b>Active Engagement (guided practice):</b></p> <p>Read the Classroom How-To Topic list to the class. <i>“Turn and tell your partner which topic you would like us to write about.”</i> Guide the class in choosing a topic for your classroom How-To. This same topic will be used in the next few lessons. <i>“Now that we have chosen a topic, I will circle it on our list. This way we will be able to remember which one we chose when we begin to write tomorrow.”</i></p>
<p><b>Bridge to Independent Practice:</b></p> <p><i>“Now you and your partner will reread your How-To lists and decide on a topic. You need to decide on the same topic. Once you have decided, circle your topic on your list.”</i> See the unit introduction for a further explanation of how partner writing is conducted in this unit. <i>“When you have agreed on your topic, you may return to your independent writing.”</i></p>

**Conferring:**

Meet with partners that are having trouble deciding on a topic.

**Closure:**

Have each set of partners share their chosen topic.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver Public Schools: Unit 3-Nonfiction How-To [curriculum.dpsk12.or/](http://curriculum.dpsk12.or/)



## Informative Writing: How-To (4) Materials List and Drawing the Steps for a Classroom How-To

**Minilesson Teaching Point:** Writing a materials list and drawing the steps for a How-To.

### Standard(s):

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Materials:

- How-To Make a Card Shared Reading (copies for each student from page following this lesson)
- Classroom How-To Topic List (from Lesson 3)
- Student generated How-To Topic lists
- How-To Template drawn on chart paper
- Marker
- Copies of the How-To Template for students (follows this lesson)
- How-To Texts Anchor Chart (from Lesson 1)

### Connection:

*“Today we will look at two important parts of a How-To: the materials list and the pictures of the steps. We will then begin writing our classroom How-To.”*

### Teach (modeling):

Pass out the copies of How-To Make a Card. Lead the class in a shared reading of this text. After reading, call their attention to the materials list and the pictures that go with each step. *“I would like you to notice the list at the top of the page and the heading ‘Materials.’ This is called the materials list. A **materials list** tells the reader what is needed. Next, I would like you to notice the pictures that go with each step. In a How-To, the **pictures** help the reader understand how to do or make something.”*

ELD: Point to the Materials List and the pictures when referring to each part.

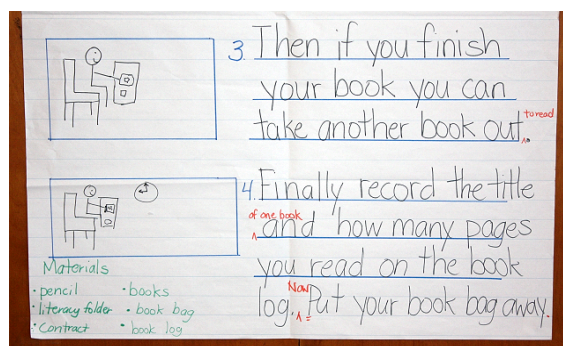
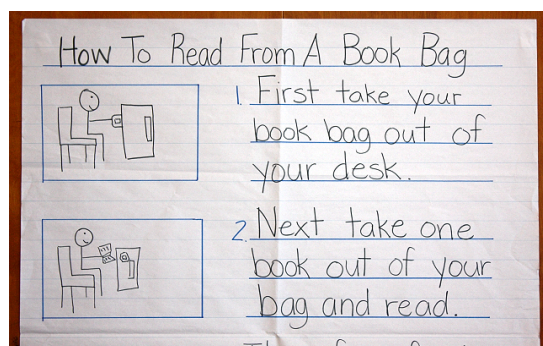
### Active Engagement (guided practice):

*“First let’s look at our topic list. We circled the topic we chose. This topic will be the title of our How-To. I will write our topic on the line at the top of the page.”* Model writing the title on the line.

*“Now we are going to add the materials list.”* Have the students help generate the ideas for the materials list. *“I will write the list of materials in the box at the top of the page.”* Model writing the materials in the box.

*“Now we need to think about the steps for our How-To. Our How-To will have four steps. Let’s think of the first thing our reader should do.”* Lead the class in thinking

about the first step. *“I will draw a simple picture of our first step in Box #1.”* Model drawing a simple picture of the first step. *“Now let’s think of the second thing our reader should do.”* Lead the class in thinking about the second step. *“I will draw a simple picture of our second step in Box #2.”* Model drawing a simple picture of the second step. *“Now let’s think of the third thing our reader should do.”* Lead the class in thinking about the third step. *“I will draw a simple picture of our third step in Box #3.”* Model drawing a simple picture of the third step. *“Now let’s think of the fourth thing our reader should do.”* Lead the class in thinking about the fourth step. *“I will draw a simple picture of our fourth step in Box #4.”* Model drawing a simple picture of the fourth step.



### Bridge to Independent Practice:

*“Now you and your partner will write the materials list and draw the pictures for your classroom How-To. You will be using a new type of paper.”* Show the students the How-To Template. *“Notice how there is a line for the title, a box for the materials, and a box for each of the steps. When you go off to write, look at your list and write your topic on the line. Then write your list of materials and draw each step. You will work with your partner, but each of you will write on your own paper.”* See the unit introduction for a further explanation of how partner writing is conducted in this unit. *“As you finish, return to your independent writing.”*

### Conferring:

Work with students who are having difficulty. Ask questions to help them decide on what materials are needed and what the steps will be.

### Closure:

Look back at the anchor chart started in Lesson 1. If **Title**, **Materials List** and **Pictures for Each Step** are not included on your classroom’s chart, then add these to the chart. If they are already listed, comment on how the students have now included three important elements of How-To writing in their classroom How-To.

### Reflection:

### Resources & References: (adapted from, acknowledgments)

Denver Public Schools: Unit 3-Nonfiction How-To [curriculum.dpsk12.or/](http://curriculum.dpsk12.or/)

# How to Make a Card

## Materials

\* Glue



\* Scissors



\* Old Magazines



\* Pencils



\* Construction Paper



\* Markers



1. Draw or trace shapes on colored construction paper or cut them from magazines.



2. Cut out the shapes.



3. Fold a piece of construction paper in half.



4. Arrange the cutouts on the folded paper.  
Put glue on one side of the cutout shapes.  
Place the shapes on the construction paper, glue-side down.



5. Write a message on the inside with marker.

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## Informative Writing: How-To (5)

### Writing the Steps for a Classroom How-To

**Minilesson Teaching Point:** Writing the steps for a How-To.

**Standard(s):**

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Materials:**

- How-To Play Double Compare Shared Reading (copies for each student)
- Classroom How-To (from Lesson 4)
- Marker
- Student Classroom How-To pieces (from Lesson 4)

**Connection:**

*“Yesterday we began writing our own Classroom How-To pieces. Today we will add the words for each step.”*

**Teach (modeling):**

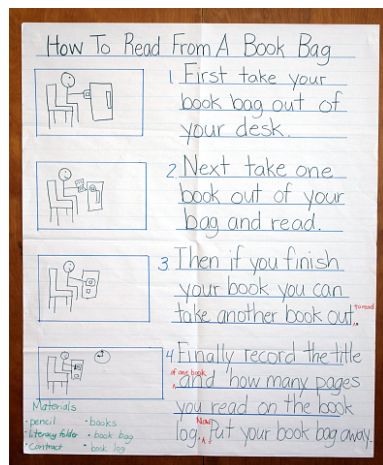
*“The words in a how-to are called the **directions** because they tell the reader what to do. It is important that the directions be easy to read and understand.”* Lead the class in a shared reading of How-To Play Double Compare. *“Notice how the author of this how-to wrote sentences for each step. These directions teach us how to play a game. When we write a how-to, we need to make sure that our writing tells the reader exactly what to do in each step.”*

**ELD:**

Highlight verbs on How-to Play Double Compare and act out or use sketches to illustrate their meaning. Consider making an illustrated list of verbs to use in a How-To piece.

**Active Engagement (guided practice):**

*“Let’s look at our Classroom How-To that we are writing together. Look at the pictures for each step and remind yourself what we are showing the reader how to do or make.”* Lead the class in a picture telling of the Classroom How-To. *“Now let’s look closely at the picture in Box #1. Let’s write a sentence telling our reader what to do in this step.”* Lead the class in composing a sentence for Step #1. Repeat for each step. As you are writing the sentences for each step, make sure to model proper spacing and writing in your best handwriting.



ELD: Highlight or circle the verbs in teacher modeled instructions.

### Bridge to Independent Practice:

*“Now you are going to write the steps for your how-to. First, talk with your partner about what is happening in each of your pictures. Then, write a sentence that tells your reader what to do for each step. Remember, you will work with your partner, but you will each write on your own paper. As you are writing the words for your steps, make sure to space the words and use your best handwriting. This will make your writing easy to read.”* See the unit introduction for a further explanation of how partner writing is conducted in this unit. *“As you finish, you may return to independent writing.”*

### Conferring:

Work with students who are having difficulty composing a sentence for each step. Ask them to tell you about each picture, and then help them compose a simple sentence to go with each step.

### Closure:

Have students share their Classroom How-To in groups of four.

### Reflection:

### Resources & References: (adapted from, acknowledgments)

Denver Public Schools: Unit 3-Nonfiction How-to [curriculum.dpsk12.or/](http://curriculum.dpsk12.or/)

## How to Play Double Compare

### Materials

Deck of Number Cards 0 – 10 (remove the wild cards)

### Object

Decide which of two totals is greater.

### How to Play

1. Mix the cards and deal them evenly to each player. Place your stack of cards facedown in front of you.



2. At the same time, both of you turn over the top two cards in your stacks.



3. Look at your two numbers and find the total. Then find the total of the other player's numbers.

$$"6 + 3 = 9"$$

$$"2 + 5 = 7"$$

4. The player with the higher total tells which number is greater.



5. Turn over two more cards and continue the game where the player with the higher total tells which number is greater.

6. The game is over when you both have turned over all the cards in your stack.



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# Informative Writing: How-To (6) Checking for Clarity—1

**Minilesson Teaching Point:** Checking for clarity in a How-To.

**Standard(s):**

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**

- A teacher prepared how-to with a missing step or with the steps in the incorrect order on a large chart or sentence strips or for document camera. (Choose a topic you can actually test out by acting. i.e.: putting your coat on, drinking with a straw from a milk carton, turning a somersault.)
- Chart paper and Markers **or** sentence strips for each step and pocket chart

**Connection:**

*“Writers we have been writing how-to pieces about our classroom. When you are writing a how-to piece it is important to check back and make sure you have all the steps and that they are in the correct order. We want to make sure the directions can be followed and that they make sense. The best way to do this is to read the directions aloud with a partner and see if that person can follow the directions.”*

**Teach (modeling):**

*“I am going to check for clarity by testing the steps in this how-to.”*

Read the first step from the prepared How-To on the big chart, and then have the class act the step out.

Continue step by step until you find a step that is missing or unclear (hopefully by step 2 or 3).

**Active Engagement (guided practice):**

Have students turn and talk about what steps might be missing or how to make the directions more clear.

ELD: *“I would add \_\_\_\_\_.” “I would change \_\_\_\_\_.”*

Take student ideas and revise the how-to so steps are clear.

**Bridge to Independent Practice:**

*“Writers, today if you are working on a how-to piece, you may want to find a partner and read your directions to him or her. As the listening partner, let the reader know when the directions are missing a step or are unclear.”*

**Conferring:**

Work with students who are having difficulty composing a sentence for each step. Ask them to tell you about each picture, and then help them compose a simple sentence to go with each step.

**Closure**

Invite a few students who tried out the directions with a partner to share any changes they made.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

PPS: Grade 2 Writing Units of Study

## Informative Writing: How-To (7) Checking for Clarity—2

**Minilesson Teaching Point:** Checking for clarity in How-To

**Standard(s):**

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**

- A teacher prepared how-to with missing or incorrect steps, this time for an activity you cannot actually test in the classroom so students will need to imagine doing the steps. (See sample for sliding at the end of this lesson.)
- Chart paper and Markers **or** sentence strips for each step and pocket chart

**Connection:**

*“Writers yesterday we reread a how-to to make sure that the steps were clear and easy to follow. Today we will practice doing this again.”*

**Teach (modeling):**

*“Sometimes you will not be able to test the steps in our classroom so instead we can pretend to do the steps. We can also make pictures in our mind and ask ourselves ‘Would I do the right thing if I do exactly what the writer is describing with the words?’”*

**Active Engagement (guided practice):**

(Sliding sample follows this lesson.) *“Close your eyes and imagine yourself following these directions for sliding down a slide”. (Read first step.) “ ‘First go up the slide.’ Oh no! I just imagined myself walking up the slide. That’s against the rules! How can I change my words so the first step tells what I really mean?”* Have students turn and talk making suggestions for clarifying this step. Model writing the corrections on the chart paper or on a new sentence strip. Continue through each step, reordering or adding steps if needed.

ELD: *“I would add \_\_\_\_\_.” “I would change \_\_\_\_\_.”*

**Bridge to Independent Practice:**

*“Writers, you will reread your how-to with a partner. As the listening partner, pretend to follow the directions or close your eyes and imagine yourself following the directions. Let the reader know when the directions are missing a step or are unclear.”*

**Conferring**

Work with students who are having difficulty composing a sentence for each step. Ask them to tell you about each picture, and then help them compose a simple sentence to go with each step.

**Closure**

Share 2-3 examples of students who made changes to their how-to pieces.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

PPS: Grade 2 Writing Units of Study

# How To Slide

1. First go up the slide.
2. Sit down.
3. Let go.
4. Stand up at the bottom.

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# Informative Writing: How-To (8)

## Using Transition Words

**Minilesson Teaching Point:** Adding transition words.

### Standard(s):

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

### Materials:

- How-to Plant a Garden Shared Reading (copies for each student)
- Classroom How-to (from Lessons 4 and 5)
- Marker
- Student Classroom How-to pieces (from Lessons 4 and 5)
- How-to Texts Anchor Chart (from Lesson 1)

### Connection:

*“Yesterday we checked our How-To for clarity, checked to make sure our readers can follow our directions. Today we will look at using **transition words** to make our directions easier for our readers to follow.”*

### Teach (modeling):

Lead the class in a shared reading of How-To Plant a Garden. *“The author of this how-to uses special words to begin the directions for each step. Words such as ‘first,’ ‘then,’ ‘next’ and ‘last’ are called transition words. Authors use **transition words** to help the reader go from one step to the next.”*

ELD: Create or re-use a vocabulary bank of sequence/transition words. Use sketches to illustrate the meanings of the words. Show students how to select transition words for their ‘How To’ writing.

### Active Engagement (guided practice):

*“Let’s add transition words to the directions in our Classroom How-To. A good transition word to use for Step #1 is ‘first.’ The word ‘first’ lets the reader know that this is where they begin learning how to do or make something new.”* Model adding the word “first” to Step #1. Write the word in the space between the picture and the lines for Step #1. *“For Steps #2 and #3 we can use the transition words ‘next’ and ‘then.’”* Model adding “next” and “then” to Steps #2 and #3. Write the words in the space between the picture and the lines for Steps #2 and 3. *“For the last step in a how-to, authors usually use the transition words ‘finally’ or ‘last.’ Which word do you think we should add to our Classroom How-To?”* Model adding a final transition word to Step #4. Write the word in the space between the picture and the lines for Step #4.

**Bridge to Independent Practice:**

*“Now you will be adding transition words to your own how-to. You can use the space between the picture boxes and the lines to add your transition words. When you finish adding transition words, you may return to independent writing.”*

**Conferring:**

Work with students who are struggling with adding transition words. Help them identify and write the word they need for each step.

**Closure:**

Look back at the anchor chart begun in Lesson 1. If **Transition Words** is not included on your classroom’s chart, then add it to the chart. Talk about all of the important elements of how-to writing that the students have included in their own texts.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver Public Schools: Unit 3-Nonfiction-How-To [curriculum.dpsk12.or/](http://curriculum.dpsk12.or/)



# How to Plant a Garden

## Materials

pot



seeds



soil



water



1. **First**, pour the soil into the pot.



2. **Next**, plant the seeds in soil.



3. **Then**, water the soil and the seeds.



4. **Finally**, watch your plants grow.



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# Informative Writing: How-To (9)

## Choosing a Topic for a Personal How-To

**Minilesson Teaching Point:** Brainstorming a list for a personal How-To.

**Standard(s):**

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Materials:**

- Chart paper
- Marker
- Blank paper for students

**Connection:**

*“Today you are going to begin writing your own How-To about any topic you choose.”*

**Teach (modeling):**

*“I am going to make a list of things that I know how to do or make. As I get an idea I will write it on my paper.”* Model writing possible topics for a How-To text. See list below for examples.

How-To Topic

- How to make a snowman
- How to make fruit salad
- How to play soccer
- How to draw a person
- How to tie your shoes
- How to ride a bike
- How to brush your teeth

ELD: Use sketches next to the text on the topic list to illustrate the meaning of the words.

**Active Engagement (guided practice):**

*“Think about something that you could teach someone else how to do. Maybe it is something you do every day, maybe it is something you know how to make, maybe it is a game or sport you know how to play. Turn and tell your partner two things that you could teach someone else.”*

**Bridge to Independent Practice:**

*“Now get a blank piece of paper and write all of your ideas for How-To topics. Remember, today you are not writing a How-To, you are just making a list of all the things you could teach someone else how to do. When you finish your list, you may return to independent writing.”*

**Conferring:**

Assist students who are having trouble thinking of multiple ideas for How-To topics. Ask them to tell you what types of things they do everyday.

**Closure:**

Have students sit with their lists and a pen/pencil. Model rereading your list and choosing one topic by circling it. For the next few lessons, the topic chosen by teacher will be How-to Make a Fruit Salad. Feel free to choose your own topic. *“Now you will reread your topic list and circle the topic you would like to write a how-to about.”*

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver Public Schools: Unit 3-Nonfiction-How-To curriculum.dpsk12.or/

## Informative Writing: How-To (10) Materials List and Drawing the Steps for a Personal How-To

**Minilesson Teaching Point:** Writing a materials list and drawing the steps for a How-To.

### Standard(s):

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Materials:

- Student generated How-To Topic lists
- How-To Template drawn on chart paper
- Marker
- Copies of the How-To Template for students

### Connection:

*“Yesterday you chose a topic for writing your own How-To. Today we will begin by writing the list of steps and drawing those steps.”*

### Teach (modeling):

*“I chose the topic how to make a fruit salad. I will write How To Make A Fruit Salad on the line for the title.”* Model writing the title on the line. *“Now I will think of the materials I need for making a fruit salad. I know that I will need apples, bananas, grapes, a chopping board, a knife, and a bowl. I will write my ingredients in the materials box.”* Model writing each of the materials needed in the materials box. *“Now I need to think about what will happen in each step. I know that first I need to wash the fruit. I will draw a picture of washing the fruit in Box #1.”* Model drawing the first step. *“Next I need to think about what I want my reader to do next. I know that the next step is chopping up the fruit. I will draw a picture of chopping up the fruit in Box #2.”* Model drawing the second step. *“Now I will think about the third step. I know that next the fruit needs to be put in the bowl. I will draw putting the fruit in the bowl in Box #3.”* Model drawing the third step. *“Finally, I will think about what to do last. I know that the last thing to do is stir the fruit salad. I will draw stirring the fruit salad in Box #4.”* Model drawing the fourth step.

### Active Engagement (guided practice):

Have students get out their How-To topic lists. *“Look at your How-To topic list and remind yourself of the topic you chose. Now think about what materials will be needed for your How-To. Turn and tell your partner your list of materials.”* Have 2-3 students share their materials. *“Now think about the steps for your How-To. Tell yourself what happens in each step.”* Have 2-3 students share their thinking modeling putting up a finger for each step.

**Bridge to Independent Practice:**

*“Now you will write the materials list and draw the pictures for your How-To.”* Pass out the How-To Template. *“Remember there is a line for the title, a box for the materials, and a box for each of the steps. When you go off to write, look at your list and write your topic on the line for the title. Then write your list of materials and draw each step. When you finish, you may return to independent writing.”*

NOTE: You will want to collect the How-To's to look over so you may want to tell students where to put their How-To's or remind them you will be collecting the papers during closing.

**Conferring**

Work with students who are having difficulty. Ask questions to help them decide on what materials are needed and what the steps will be.

ELD: Meet with ELL students and support vocabulary for materials and instructions with illustrated word banks.

**Closure:**

Choose 2-3 examples of student writing to share with the class. (Collect papers.)

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver Public Schools: Unit 3-Nonfiction-How-To curriculum.dpsk12.or/

# Informative Writing: How-To (11)

## Writing the Steps for a Personal How-To

**Minilesson Teaching Point:** Writing the steps for a How-To.

### Standard(s):

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Materials:

- Teacher How-To (from Lesson 8)
- Marker
- Student How-To pieces (from Lesson 8)

### Connection:

*“Yesterday we began writing our own How-To pieces. Today we will add the words for each step.”*

### Teach (modeling):

*“I will look at my pictures for each step and write the words that go with each picture. I know that I want to teach my reader how to do or make something, so I need to make sure to write neatly and use correct spacing. The picture in Box #1 shows washing the fruit. I will write ‘First, wash the fruit.’ on the lines next to Box #1.”* Repeat for the next three steps.

ELD: Create an illustrated word list (could be a continuation of an illustrated list of verbs from Lesson 5) of vocabulary students are likely to use in their How-To piece.

### Active Engagement (guided practice):

Pass out the student How-To pieces. *“Look at your pictures. Point to each box and tell yourself what you will write for each step. Share with your partner the steps in your How-To.”*

### Bridge to Independent Practice:

*“Now write the steps for your How-To. Make sure to write in your best handwriting and use correct spacing, so that your piece will be easy to read.”*

NOTE: You will want to collect the How-To’s to look over so you may want to tell students where to put their How-To’s or remind them you will be collecting the papers during closing.

**Conferring:**

Work with students who are having difficulty composing a sentence for each step. Ask them to tell you about each picture, and then help them compose a simple sentence to go with each step.

**Closure:**

Share 2-3 student examples that demonstrate easy to read writing and clear steps. (Collect papers.)

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver Public Schools: Unit 3-Nonfiction-How-to curriculum.dpsk12.or/



## Informative Writing: How-To (12)

### Fixing Up a Personal How-To

**Minilesson Teaching Point:** Adding details to pictures and words

**Standard(s):**

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**

- Chart paper
- Marker
- Student How-To pieces (from Lessons 8 and 9)
- Optional: chart showing your expectations for the How-To project as well as individual checklists for student use (sample follows this lesson)

**Connection:**

*“Today we will fix up our How-To pieces.”*

**Teach (modeling):**

*“Let’s think about all of the things we have learned about How-To writing. Today we will make a chart to help us fix up our writing. We will make a list of things that our How-To pieces must have. We know that our How-To pieces always begin with a title. I will write ‘**A title**’ on our chart. We also know that our How-To pieces have a materials list. I will write ‘**A materials list**’ on our chart. Our How-To pieces always have pictures and words for each step. I will write ‘**Pictures and words for each step**’ on our chart. Finally, we know that our How-To pieces need to have transition words. I will write ‘**Transition words**’ on our chart.”* (See model of the chart below.)

Our How-To Writing Has...

- a title
- a materials list
- pictures and words for each step
- transition words

**ELD:**

Use visuals on “Our How-to Writing Has... Chart. Touch each item on the chart as it is referenced.

**Active Engagement (guided practice):**

Pass out the student How-To pieces. *“Now we are going to use our chart to help us fix-up our How-To pieces. As I read each item on the list, I want you to touch that part on your How-To piece and show it to your partner.”* Read through each item having the students share each part on their How-To pieces with their partners.

**Bridge to Independent Practice:**

*“Today writers, I want you to add anything that you left out of your How-To. If you have each important thing in your How-To, then reread your piece and add details to the pictures or words. When you are finished, you may return to independent writing.”*

**Conferring:**

Check in with students making sure that they have all four important parts in their How-To. Assist any students who are having difficulty.

**Closure:**

Have students read their completed How-To pieces in small groups.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Denver Public Schools: Unit 3-Nonfiction-How-to curriculum.dpsk12.or/

## Our How-To Writing Has...

- a title
- a materials list
- pictures and words  
for each step
- transition words

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

How-To Checklist	Yes	No
My How-To has all the parts:		
A title		
A materials list		
Pictures and words for each step		
Transition words		
My handwriting is neat and easy to read.		
I have space between my words.		

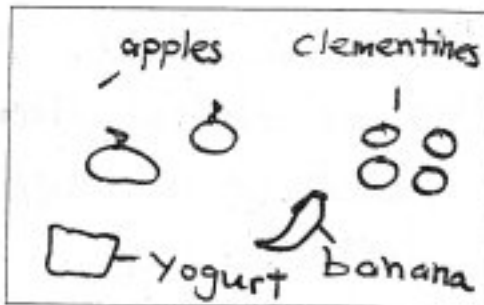
Name: \_\_\_\_\_ Date: \_\_\_\_\_

How-To Checklist	Yes	No
My How-To has all the parts:		
A title		
A materials list		
Pictures and words for each step		
Transition words		
My handwriting is neat and easy to read.		
I have space between my words.		

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STUDENT WORK

# How to Make a Fruit Salad



1. Gather all of  
the ingredients.

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2. Chop the fruit  
into small pieces.  
Put the pieces  
into the bowl.

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3. Scoop the yogurt  
into the bowl.

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4. Stir the yogurt  
and fruit  
together.

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Materials:

2 apples

1 cup of yogurt

chopping board

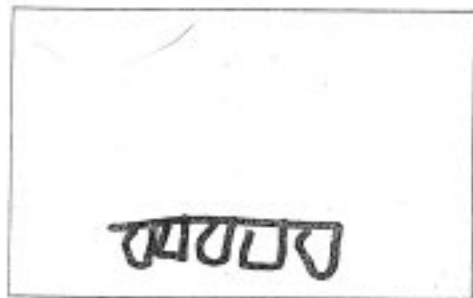
4 clementines

1 large bowl

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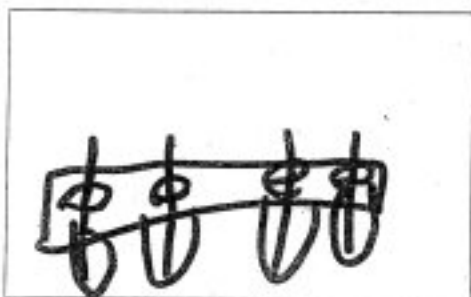
# How to make LIMADE POPSCUS



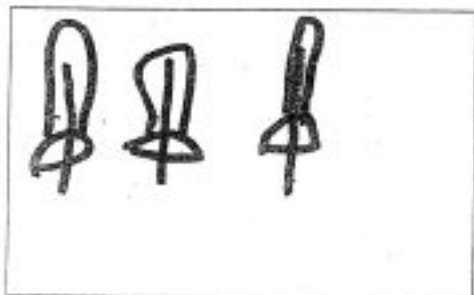
1. Get the tray



2. Pour the limeade



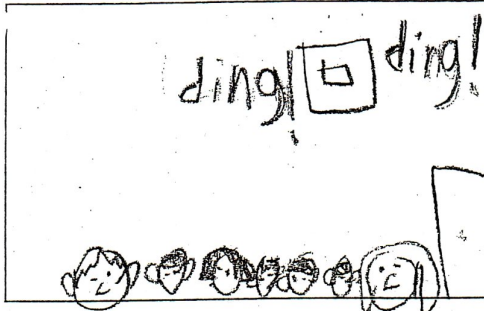
3. Put the sticks in  
Put it in to the Fridge



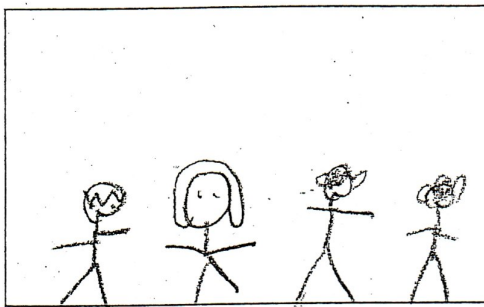
4. Take the popsicles out

Materials: Popsicles

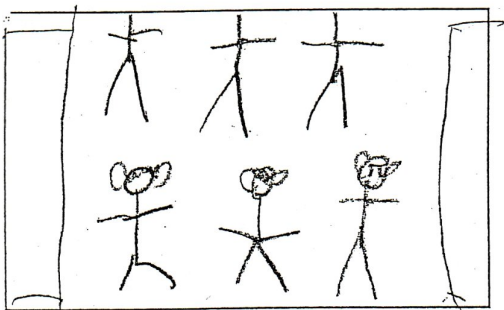
## fire drill



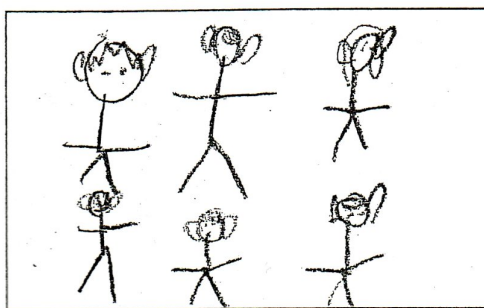
1. First you walk out of the classroom and then you make two lines.



2. Then your teacher guides you out side.



3. And then you walk up the hill but don't touch.



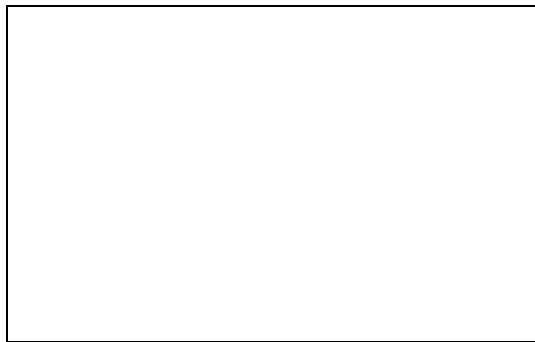
4. After that you clap the lines. And your teacher will put a green paper up.

School  
classroom green paper  
red

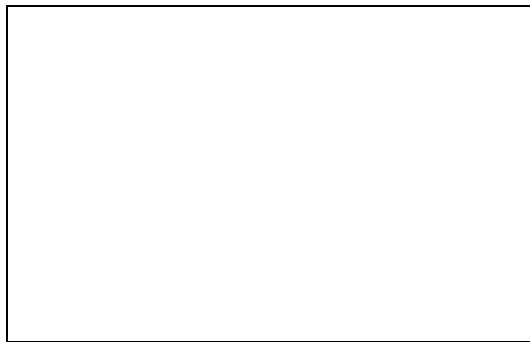
As an extension for students who are ready, or as a project later in the year, you may wish to publish How-To Books. The following is an example of a possible How-To book format (each square represents one page). If you type the student text, the pictures can be cut from the original hand-written text and glued in rather than being redrawn. Informative text elements such as title page, dedication, about-the-author-and captions can be utilized. Step #4 has writing that is placed below the picture (e.g., a caption).

<p style="text-align: center;"><b><u>How to Do a Somersault</u></b></p> <p style="text-align: center;">Written and Illustrated by Ms. Smith</p>	<p style="text-align: center;">I would like to dedicate this book to my first grade students and to gymnasts around the world! --J.L.S.</p>
<p style="text-align: center;"><b><u>How to Do a Somersault</u></b></p> <p>1. First, get on shorts or pants and stand on a carpeted floor.</p> <div data-bbox="224 1528 755 1864" style="border: 1px solid black; height: 160px; margin-top: 10px;"></div>	<p>2. Second, get in a squat position, put your hands on the ground in front of you, and tuck your head to your knees.</p> <div data-bbox="878 1528 1409 1864" style="border: 1px solid black; height: 160px; margin-top: 10px;"></div>

3. Third, push your body forward like a ball and roll.



4. Finally, when your feet touch the ground stand up.



If you get stuck, use your hands to help you up.

5. Now you have done a somersault! Congratulations!



### About the Author

Ms. Smith teaches first grade at \_\_\_\_\_ Elementary School in Portland, Oregon. She loves to do somersaults... and cartwheels... and flips...

Name: \_\_\_\_\_

\_\_\_\_\_

## Materials

1.

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2.

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4.

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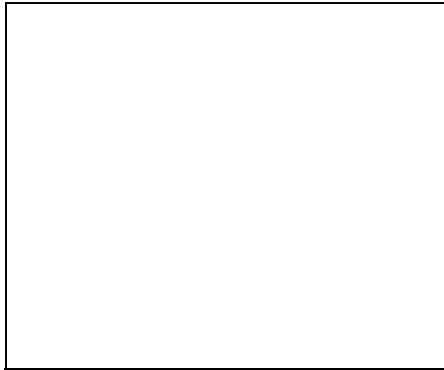

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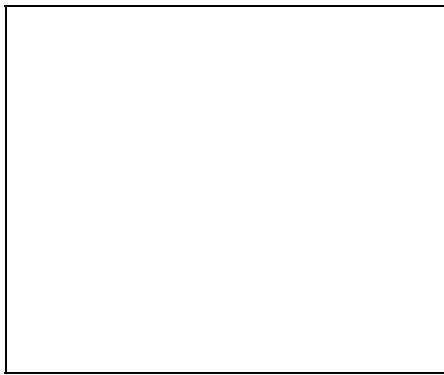
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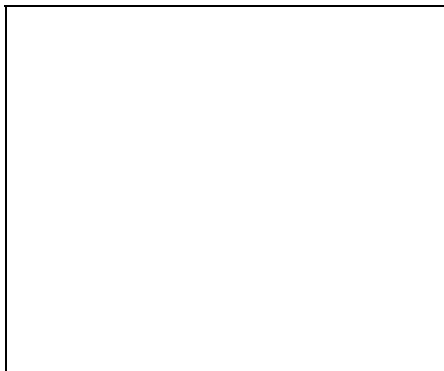
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Name: \_\_\_\_\_

How To \_\_\_\_\_

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# End of Unit Checklist: How-To

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating <b>STUDENTS</b>		Writes instructions that illustrate multiple steps in a logical sequence.	Revises for clarity, sequence and missing steps.	Uses transition words.	Print legibly.	Space letters, words and sentences appropriately.	Includes required elements for How-To Project.		
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