The Immersion Excursion

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

Unit #3 Grade 1
Writing a Sequence of Instructions: How-To Books
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BACKGROUND SECTION

PURPOSE OF SAMPLE IMMERSION LESSONS

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

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

Purpose of Immersion

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

A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)

B. Characteristics (What makes an effective xxx?)

C. How these texts tend to go?

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

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

Reading Like a Reader, Reading Like a Writer

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

Inquiry Approach Versus Architecture of a Mini-Lesson

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

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

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

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

Where to Find More Information on Immersion

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

A special thank you to Mamie Giller, Farmington Schools, for helping with this packet.
Mentor Text Analysis for How-To Texts

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

<table>
<thead>
<tr>
<th>Title and Author</th>
<th>Structure and Text Features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lead</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
</tr>
</tbody>
</table>
### HOW-TO NOTICING CHART (Teacher Resource only)

<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,</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>Invites the reader into their How-To</td>
<td>Telling words</td>
<td>ALL</td>
<td>Directs or commands the reader in each step</td>
</tr>
<tr>
<td>Illustrations/photographs match the</td>
<td>Teaching Pictures</td>
<td>ALL</td>
<td>Shows the reader what each step should look like</td>
</tr>
<tr>
<td>words</td>
<td></td>
<td></td>
<td></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</td>
<td>Glossary</td>
<td>SOME</td>
<td>Provides definitions of important words/special vocabulary</td>
</tr>
<tr>
<td>end of the How-To</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW-TO NOTICING CHART (Teacher Resource only – list teaching texts)

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

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

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

SAMPLE WEEK OF IMMERSION LESSONS

Day 1  Goal 1: Develop Background Knowledge

What is a How-To book? How do they tend to go? (Noticings)
Why do people read them? Why do people write them?

Day 2 & 3  Goal 1: Develop Background Knowledge

How does the body or middle part tend to go? (Noticings)

Day 4  Goal 2: Generate Possible Writing Ideas

Use Mentor Text to Discover Ideas

Day 5  Goal #3: Try It – Shared Class Writing – Begin a Class “Flash” Draft

Write a Class Flash Draft

Optional lesson  Word Study – Noticings for Teaching Precise Words and Different Ways Steps Might Be Written

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**IMMERSTION Goal #1 – Develop Background Knowledge**

Day 1 - What is a How-To book?  
Why do people read them? Why do people write them?  
How do they tend to go? Do you notice a pattern? (Noticings)

Read and discuss: ________________________________
Read and discuss: ________________________________

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

---

Generate discussion around the following areas:

**Part I:** DEFINITION AND PURPOSE

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

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

- What do you remember from narrative writing about how small moment stories are structured? (small moment stories are organized with a beginning - lead, middle or body, and an ending)

- Let’s discuss how How-To texts are put together. Let’s look for patterns for how they begin these books, what goes in the middle and what goes at the end. Not all books will have the same things, but most of the books work this way...

- See next page for sample chart. Put an icon or picture that illustrates the word listed.
What Makes a How-To Text?

- Graphic Title Beginning
- Graphic Materials
- Graphic Lead

- Graphic Steps in Order (the How-To) Middle
- Graphic Ending/Conclusion End

Suggestion: Add visuals to go with each item – sketches or photos on a 3x5 card or post-it note can be placed next to appropriate items.
IMMERSTION Goal #1 – Develop Background Knowledge

Day 2 - How does the body or middle part tend to go? (Noticings)

Read and discuss: ________________________________________________________________

Read and discuss: ________________________________________________________________

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

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

~~~

1. Revisit definition and purpose.

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

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

   Steps in order (the How-To)

   Ending

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

3. Optional: Put in 4 part chart: Graphic / Notice / Name /Why? Or How it helps the reader (See sample Chart A)

4. Check if new selections also have these same 5 parts. Discuss.

5. Study more closely the body or the “How-To” part and discuss what students notice.

   What patterns do we see across these texts? Add information to the anchor chart.

   (See sample Chart B)
Sample Chart A – Parts of a How-To in a Notice, Name, Why Chart

<table>
<thead>
<tr>
<th>Picture or Graphic</th>
<th>Notice</th>
<th>Name</th>
<th>How it helps the reader/writer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>How-To title</td>
<td></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></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; hooks the reader</td>
<td>lead</td>
<td></td>
<td>Hooks the reader in to give the How-To a try. Entices them to read on....</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells you what to do</td>
<td>directions or ordered steps</td>
<td></td>
<td>Tells the reader what to do with detailed information</td>
</tr>
<tr>
<td><strong>End</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sends off the reader, wraps it up, invites reader to try it</td>
<td>ending</td>
<td></td>
<td>Helps bring the How-To to a close, while asking readers to give it a try</td>
</tr>
</tbody>
</table>
Sample Chart B – Visuals with a Notice, Name and Why Chart
IMMERSION Goal #1 – Develop Background Knowledge

Day 3 - How does the body or middle part tend to go? (Noticings)

ADDITIONAL DAY IF NEEDED

Read and discuss: ______________________________________________________

Read and discuss: ______________________________________________________

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

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

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

1. Revisit definition and purpose.

2. Review how how-to books tend to go – beginning, middle and ending

3. Review what was discovered about the body or “How-To” part. Discuss how each item helps the reader.

4. Check if new selections also have some of these.

5. Add new noticings.

6. Optional: Distribute additional How-To texts (books, copies of student, teacher and class shared texts) and in pairs have students explore these texts. Have them post-it pages where they notice something. Think about what this is called and why it is important. Have pairs share findings during whole class follow up discussion.
Sample Anchor Chart

What Makes a How-To Text?

- Title
- Materials (things you need)
- Invites the reader to think about topic or How-To / Introduction

- Tells you what to do – directions

- Gives steps in order (the How-To)
  How are steps shown?
  - Numbers (1, 2, 3...)
  - Number words (First, Second, Third, Fourth, etc.)
  - Sequencing Words (First, Then, Next, After Than)

- Wraps up the piece/ sends the reader off

- Teaching (or precise/exact) words in directions

- Special text features: (what is listed depends on mentor text used)
  - Teaching pictures (illustrations or photographs)
  - Drawings with arrows and words - Diagrams
  - words next to pictures - labels
  - words beneath a picture of sketch - caption
  - Close-up or zoom in pictures
  - Warnings or cautions
  - Tips
  - Arrows and action lines
  - Bold faced words
  - Extra information in parenthesis ( )
  - Important words/ bolded words at the end of the How-To – glossary
  - Shows how things are changing (e.g. growth over time) – chart
  - Etc.

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

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Develop Background Knowledge - Open-ended listing chart

What do How-To Books Have?

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

How to Books TEACH

They have...

Diagrams

Things you need

Headings

Step by step directions

Making slime

Teaching words

Teaching title

and pictures

Safety Note

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IMMERSTION Goal #2 – Generate Possible Writing Ideas

Day 4 – Use Mentor Texts to Discover Ideas

Writers start gathering ideas for possible How-To texts they could write.

Throughout Immersion and the unit, generate a list of possible How-To ideas. These ideas may be gathered from familiar text and everyday things students do at school, home, or in the community. See sample anchor chart on next page. Have students begin keeping their own personalized How-To Book Idea list and encourage them to add new ideas throughout the unit.

Just as a reminder, Kindergarten focused on:

- How to DO something
- How to MAKE something
- How to PLAY something
Generating Possible Writing Ideas

<table>
<thead>
<tr>
<th>List texts could show</th>
<th>Category</th>
<th>IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Choose a book, partner work, lunch, ...</td>
<td></td>
</tr>
<tr>
<td>Pet</td>
<td>Walking a dog, tricks, grooming, ...</td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td>Set table, make a bed, chores, ...</td>
<td></td>
</tr>
<tr>
<td>Outdoors</td>
<td>Snowman, gardening, ...</td>
<td></td>
</tr>
<tr>
<td>Activity/Sport/Hobby</td>
<td>play tag, hit a baseball, ...</td>
<td></td>
</tr>
<tr>
<td>Crafts</td>
<td>Make an apple Annie, draw a pumpkin, ...</td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td>4 square, tag, hang man, ...</td>
<td></td>
</tr>
<tr>
<td>Know how to do well</td>
<td>Whistle, somersault, ...</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>PB &amp; J, popcorn, chocolate milk, ...</td>
<td></td>
</tr>
</tbody>
</table>

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

Teachers may want to create an anchor chart only showing columns 2 and 3. Column 1 is for teacher planning purposes. See sample next page.
### Planning tool for teachers  
#### How-To Books  
#### SAMPLE FILLED OUT

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

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

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Samples from 1st grade classrooms

SAMPLE
Anchor Chart
How-To Book Ideas

I could teach people How-To:

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

etc.
Generate Possible Writing Ideas

**How-To Ideas**

**School**
- Morning routines
- Check out book at library
- Order lunch
- In great room, walk quietly in the hallway
- Log in on the computers

**Home**
- Unpacking
- Doing laundry
- From school
- Change a diaper
- Feed pets
- Make beds
- Make yogurt
- Make a craft

**How to Books**
- Ideas

**Let’s get cooking**
- Spread
- Cut
- Fry
- Peel
- Mix
- Pour
- Stir
- Art open

- Write
- Color
- Slow
- Draw
- Tales

**How-To Ideas**

**Home**
- Make bed
- Play dough

**School**
- Morning math
- Shoot baskets
- Find a workspace
- Play games
- Find a workspace

**Things I know how to do**
- Draw pictures
- Pig, monkey, star
- Grow a plant
- Take care of a pet:
  - Dog, cat, fish, bird
- Make a paper hat, airplane
- Read, write, math, paint a picture
- Ride a skateboard, ski, rip stick
- Do a flip into the water, dive
- Brush your teeth, take a shower
- Get to school
Goal #3: Try It – Shared Class Writing

Day 5: Begin a Class Flash Draft

General Background Information

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

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

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

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

• Sample sequence of shared writing lessons. Adjust based on time available and students’ needs. Some days may be combined.

  o Day 1 – Choose a topic. Select a topic that all students are familiar with such as How to check out a book, How to be a book buddy, etc.).
    ▪ Discuss the topic.
    ▪ Rehearse - Model thinking of a How-To idea, picturing how the steps might go, and telling the steps across your fingers. Story hand is now a How-To hand - say steps across your fingers. Have students do the same.
    ▪ Plan the pages – title page, materials page, leads page, steps pages, ending page.
    ▪ Write title page.

  o Day 2 – Review yesterday’s work. Rehearse steps across the hand again. Do a quick sketch for each page. Begin writing materials page, if time.

  o Day 3 – Review previous day’s work. Rehearse steps across the pages using sketches. Write lead page and step 1.

  o Day 4 – Review previous day’s work. Continue writing steps pages.

  o Day 5 – Review previous day’s work. Write ending page.

➢ Be sure to reread, revise and edit the text throughout the shared writing activity. Revise as unit progresses based on new learnings.
Shared Class Writing

How-To: Make pizza

First, spread the sauce on the dough.

Next, sprinkle the cheese on top of the sauce.

Then, add some toppings on the cheese.

*Tip: Bake the pizza for 10 minutes.

Finally, slice the pizza and eat it. *Warning: the pizza will be hot!

Yummy!
OPTIONAL LESSON

IMMERSTION Goal #1 – Develop Background Knowledge

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

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

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

1. Revisit definition and purpose of How-To writing.

2. Review what the class discovered about how the beginning, middle and end tend to go; especially the body or “How-To” Part.

3. Introduce the concept of Teaching Words – *Authors select words that give explicit instructions on how to do something precisely. These are usually action words.*

4. These words could also be called “precise” words or “bossy” words (term used in unit to relate to 1st graders).

5. Model how to write a direction by starting with imperative language or teaching/precise/ “bossy” terms. Teaching or Precise or “Bossy” words are usually an action word or verb.

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

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

   - Student text: *How to Do the Writing Process* by a 1st grader (see appendix)
   - Teacher text: Put in your teacher text 😊
   - Class Shared Writing: *How to Make Sugar Cookies* by Mrs. Bennett’s class

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Sample anchor chart – fill out according to sample texts read

<table>
<thead>
<tr>
<th>Teaching Words (action words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
</tr>
<tr>
<td>tie</td>
</tr>
<tr>
<td>draw</td>
</tr>
<tr>
<td>fill</td>
</tr>
</tbody>
</table>
Part B: Word Choice on How Steps Might Be Written

1. Revisit the purpose of the body of a How-To piece: tells reader what to do with detailed information, gives directions or ordered steps, etc.

2. Explain that there are many different ways an author may organize and signal directions. Discuss the importance of ordered steps.

3. Through studying various examples, begin an anchor chart that shows the various options. Modify to fit class needs.

How Steps Might Be Written

List texts from your collection to go with each:

<table>
<thead>
<tr>
<th>Type</th>
<th>Sample Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers - 1, 2, 3, etc.</td>
<td></td>
</tr>
<tr>
<td>Word Step and Numbers – Step1, Step 2, etc.</td>
<td></td>
</tr>
<tr>
<td>Number Words – First, Second, Third, etc.</td>
<td></td>
</tr>
<tr>
<td>Sequencing Words – Next, Then, After that, Afterward, Last, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Develop an anchor chart for students. Insert a sample next to each type.

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

Numbers

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

Words

A. Number words  sample from book
  First  Second  Third  Fourth  Fifth
B. Sequencing Words  sample from book
  Next
  Then
  After that
  Afterward
  Last
  Finally
  At last
  Before
APPENDIX OF SAMPLE MENTOR TEXTS

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

<table>
<thead>
<tr>
<th>Do you have...</th>
<th>Yes</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>A title that says this will be a How-To book.</td>
<td><img src="How_to_Make_Sock_Puppets.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>List of things you need for each step. (materials)</td>
<td><img src="ingredients.png" alt="Ingredients" /></td>
<td></td>
</tr>
<tr>
<td>Pictures that teach you what to do.</td>
<td><img src="Sock_Puppet_Instructions.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Captions under the pictures.</td>
<td><img src="Sock_Puppet_Caption.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Numbers or words for each step.</td>
<td><img src="Sock_Puppet_Steps.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Directions or steps in the order they should be done.</td>
<td><img src="Sock_Puppet_Steps_2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Text features – (LIST)</td>
<td><img src="Sock_Puppet_List.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td><img src="Sock_Puppet_Intro.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td><img src="Sock_Puppet_Closing.png" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>


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How To Make Sugar Cookies

Written and Illustrated by:

Mrs. Bennett's Class

11/5

11/4
eggs
butter
sugar
flour
Supplies

measuring cups
pan
spoon and bowl
vanilla
Sugared cookies are a yummy treat. On to learn how to make sugar. Especially homemade kind. Read.
First, gather all your ingredients. Pour all the ingredients into the bowl. Make sure to use your measuring cups.
Then, mix all the ingredients in the bowl with the spoon. Mix for two minutes until the mixture is smooth.
Next, scoop one inch balls on to the baking pan. Put the pan in the oven. Set the timer for 10 minutes.
After that, take the cookies out of the oven. Sprinkle sugar on the cookies while they are still hot.

Step #4

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Finally, once the cookies cool, you can eat. Pour a glass of milk and enjoy! The cookies are ready to eat.
Now you know how to make homemade sugar cookies. Enjoy!

Conclusion
How to do the Writing Process

By 1\textsuperscript{st} grader

Supplies partner, book, pencil

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

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

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

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

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

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

Conclusion Now you know how to do the writing process!

Instead of wasting your time of writing.
How to do the process.
Do it! Find out how to read this book to prepare well.

May you write to learn.

Introduction
Thank you to your words in your head.
Then you get the picture in your head.
Pregnancy

After that

You say it

Self and say it

Hooray! You are pregnant

And so I tell you!
Now you sketch your make.

Sore, take a rest.

Write your make.

They peek, you peek.

It is a twist. You call it sketchy all.
Finally, you read the book if you inch your fingers. You didn't see the book.
Writing:

Late time of washing

instead of house:

Writing and process

How to do the

Now you know no the

Conclusion

I know I not