

Grade 3 Theme 2

Instructions by Aimee Campbell, 2010

Performance Standard W1.1 The student writes about a topic.

GL ES: [3] 1.1.3 Writing a story or composition with a beginning, middle and end (L)

Performance Standard W1.2 The student writes for a specific audience, including self, other children, parents, and other adults.

GL ES: [3] 1.2.6 Determine appropriateness of information for a research topic. (ASD)

Performance Standard W1.3 The student writes and edits conventions in Standard English.

GL ES: [3] 1.3.3 Noticing mistakes in punctuation at end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

Performance Standard W1.4 The student revises writing.

GL ES: [3] 1.4.1 Rearranging and/or adding supporting details to improve clarity.

Purpose:

- Connect HM Theme 2 Reading Writing Workshop Instruction Writing to Theme 2's Celebrating Traditions literature.
- Choose a topic to tie in with the theme of Celebrating Traditions.
- Use Time-Order Words and phrases to explain steps in order.
- Write composition using correct sequencing. Using the time order words as a guideline to create a beginning, middle, and end.
- Focus traits on organization, word choice, and conventions.

Resources/materials:

- HM Theme 2 Teacher's Edition- Reading Writing Workshop: 185S-187H
- HM Student anthology pgs. 186-187
- HM Transparency: RWW2-2-2
- Class copies of Practice Book page 110 (Optional)
- Class copies of prewriting web (see Attachment 1)
- Assessment rubric for each student (See Attachment 2)
- Instructional posters from Santa Bonita School District (See Attachments 3-8)
- Optional Texts: *Rotten Ralph* By: Jack Gantos
Merry Go Round By: Ruth Heller (See Trade Books/Mentor Texts)

Connection to Houghton Mifflin Literature

- Student anthologies: *The Keeping Quilt* pg. 160-181; *Grandma's Records* pgs. 190-209; *The Talking Cloth* pgs. 216-231; *Dancing Rainbows* pgs. 236-257; *Miss Rumphius* pgs. 262-273; *Celebrating Chinese New Year* pgs. 274-276; and *How to Have a Great Thanksgiving* pgs. 186-187.
- Leveled Readers for Theme 2.

Step One - mini lessons to precede writing:

Possible Day One-

- Begin activating prior knowledge about instructional writing by posing the question, "Have you ever read anything that explained how to do something?" Have students come up with a list of instructional writings they have seen.
- As a class, read *How to Have a Great Thanksgiving* written by Jaime S. pg. 186-187 in anthologies. Once done reading ask, "What does the writer give her readers instructions to do? What is the first step that the writer asks you to take? What time-order words does the writer use? Will these instructions help you to have a good Thanksgiving? Why? (Questions pulled from HM T.E. pg. 187)
- Go over the qualities of a great instructional piece. Use "Instructions: Be Sure to..." (Attachment 3). Have each student glue down into his/her writing notebook and post teacher copy on the wall.
- Using the story *How to have a Great Thanksgiving*, have students correlate what make a great instructional piece with the story. Go over detail by detail to determine whether or not the story follows these guidelines.
- Using the story, have students search to find time order words/phrases in the piece.
- Pass out class copies of HM Transparency RWW2-2. Have class add the words/phrases from the story. Have students help to brainstorm other time order words to add. Students fill in their own webs as new words are introduced. (See HM T.E. pg. 187B to see a list already generated)
- Students glue RWW2-2 into their writing notebook.
- Review day's lesson by having students restate what makes a great instructional composition.

Step 2 – mini lessons for writing:

Possible Day Two-

Prewrite

- Review the steps of a great instructional piece (Attachment 3).
- Discuss with students that they will be writing how to have a special celebration/tradition in their family. (Students should have prior knowledge of Celebration/Traditions theme by previously reading the stories included in this theme)
 - Model making a list of special celebrations/traditions in my family. (Some may find Attachment 4 useful. Use it as needed.)

Sample suggestions-

- How to have a great birthday?
- How to survive a Campbell Christmas?
- How to have a meaningful summer vacation?
- How to enjoy family game night?
- How to have a successful potlatch?
- Have students open their writing journals and begin brainstorming special celebrations/traditions in their family.
- When complete, have students turn to their eye partners and discuss his/her celebration/tradition ideas. Have partners help to narrow down ideas that will be best to write as instructions.
- Have students make final decisions on his/her topic.
- Once topics are chosen, model time order prewriting web (Attachment 1) with a topic of your choice. Refer back to other words that can be used besides, first, next, last. Encourage the use of great word choice.
 - Use Attachment 5 as a guideline to help organize and plan.
- Students begin to fill out their own prewriting web with the topic they chose. Remind students to use the time order words brainstorm list (RWW2-2) to make better word choices.
- Students share ideas/webs in pairs or threes.
- Gather students to review day's lesson.

Possible Day Three-

Draft

- Before beginning day's lesson, pull students together to read *Rotten Ralph* By: Jack Gantos. If this book is not available, find another story to follow the organization of (First, then, next, after awhile, etc.)
 - Another possible lesson idea includes using sequencing from Sneed Collard. To see full lesson, see *Books, Lessons, Ideas for Teaching the Six Traits*, pg. 44. (See Resources)
- After story is over, discuss importance of organization in writing and in particular with an instructional piece. Use Attachment 6 and 7 to help highlight idea.
- Ask students to think about their instructional topic. What steps would come first, second, third, etc.?
- Review the steps of a great instructional piece (Attachment 3).
- Provide students with the assessment rubric (Attachment 2). Explain expectations and answer questions as needed.
- Model taking the prewriting web (Attachment 1) and writing into a rough draft. Have students help to create a teacher draft of an instructional piece.

- Students begin writing rough drafts using their prewriting web.

Possible Day Four-

Revise

- Begin day's lesson by reading *Merry Go Round By*: Ruth Heller. Remind students that great writers use great word choice. Ask what words Ruth Heller used to "show" her readers. Brainstorm great word choice nouns that can be used.
- Have students help to change some of the nouns in the class sample piece.
- Students begin looking at their own instructional piece. Have them change some of their nouns in their piece to make it come alive.
- Students review rough drafts against the assessment rubric (Attachment 2). Have them revise their own papers and peer edits to get ready for teacher conference. Some teachers may find it useful to use Attachment 8 and HM Student Journal pg. 110.
- Teacher conferences with students. Meets with small groups to highlight common issues.

Possible Day Five-

Final draft

- Students publish a final draft of the instructional piece, using a method of their choice.

Publish

- Students share report, possible ideas may include, but are not limited to, making a class book, making individual booklets, demonstrating instructions whole class like a "How-To" demonstration, make a poster with pictures of each step. Other publishing ideas can come from Dinah Zike's book, *The Big Book of Books and Activities*.

Assessment:

- Grade instructional piece using Attachment 2. Optional handwriting grades and effort grades for writing can be taken as well.

Reference for teacher:

Spandel, Vicki. (2001). *Books, Lessons, Ideas for Teaching the Six Traits*. Great Source Education Group

Zike, Dinah. (1992). *The Big Book of Books and Activities: An Illustrated Guide for Teacher, Parents, and Anyone Who Works With Kids!* Dinah-Might Activities, Incorporated.

Trade Books/Mentor Texts:

Gantos, Jack. (1976). *Rotten Ralph*. Houghton Mifflin.

Heller, Ruth. (1998). *Merry Go Round*. Putnam Juvenile

Attachment 1-

Name _____ Date _____

Sequence Chart

List steps or events in time order.

Topic
First
Next
Next
Next
Next
Next
Next
Next
Last

Attachment 2-

Instructional Rubric-

Name: _____

Organization:

_____ 5-6 An interesting beginning tells the topic. The steps are listed in order. Time order words help make the sequence clear.

_____ 4 The beginning names the topic but may be uninteresting. The steps are told in order. More order words are needed.

_____ 3 The beginning may be missing. All the steps are not in order. Order words are needed.

_____ 1-2 The organization is confusing. Important steps are out of order.

Word Choice:

_____ 5-6 Precise words help readers create an accurate mental picture of each step.

_____ 4 More exact words would help the readers know what to do.

_____ 3 Word choice is limited and repetitive.

_____ 1-2 Words choice is vague or uninteresting. It may be confusing.

Conventions:

_____ 5-6 There are almost no errors in capitalization, grammar, spelling, or usage.

_____ 4 There are a few errors, but do not affect understanding.

_____ 3 Mistakes sometimes make the instructions hard to understand.

_____ 1-2 Many mistakes make the paper hard to understand.

Final Grade- (Total 18 points)

_____ 15-18 Above standard

_____ 10-12 Meets standard

_____ 9 and below Does not meet standard

INSTRUCTIONS

BE SURE TO:

- Begin by telling the goal or purpose of your instructions
- Explain exactly what your instructions are to be used for
- Use a clear, step-by-step format



- Give the steps in order and be sure to use time-order words to indicate what comes first, next, and so on.

1. First
2. Next
3. Then
4. Finally

- Give detailed explanations of the steps
- Draw diagrams or pictures if they are necessary



- Close by restating the goal or purpose of your instructions

INSTRUCTIONS

Tips for Choosing a Topic

- Focus on your goal or purpose first.
- Make a list of special things that you know how to make, do, fix, compose, play, build, cook, program, sew, paint, or draw.
- Take a look at instructions you may have. What kind of format do they use?
- Make a list of skills that you have, such as dancing, playing sports or music, acting, writing, juggling, and so on.
- Imagine that you were hired to write a "how-to" book. What subject would you write about?



INSTRUCTIONS

Tips for Organizing and Planning

- Include all the materials you will need.



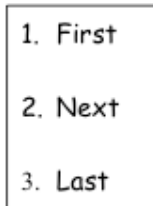
- Tell steps or events in order.



- Use time-order words and phrases as clues.



- Outline your instructions, telling what to do first, next, and last.



INSTRUCTIONS

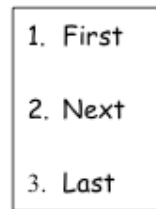
Tips for Sequencing

Sequence: a special order in which steps, events, or other things take place.

- List events in a logical order.



- Make sure it is easy to tell when things happen.



- Use time-order words and phrases as clues.



INSTRUCTIONS

Tips for Being Complete

Leaving information out can confuse and frustrate the reader.

- Don't give too little information.

1. Color
1. Cut
3. Paste

- Don't give too much information. Delete any unneeded information.

2. Color each flower your favorite color. ~~My favorite is violet.~~

- Add more steps if you need them, or add more information to key steps.

Attachment 8-

How Did I Do?

Writing genre: Instructions

1. How useful were your directions? Do you think your readers will find them valuable?



2. How clearly did you communicate the steps in your instructions?

3. Did you use time-order words?

4. How good a job did you do in sequencing your instructions?



5. How complete were your instructions? Did you give out too much or too little information?

6. Were your instructions interesting and easy to read?



7. Did you use exact nouns to make your writing accurate and vivid?