

How-To Book

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Grade Level/Subject: K-2

Students will create a class how-to book explaining how to do a familiar action or a classroom activity

Background and Modifications . . .

Writing a how-to book is a great activity for the beginning or end of the school year.

For this lesson we will focus on writing a how-to book as a back to school activity however the lesson can be adjusted for any time of year.

Early in the year it is a low-stress entry point back into writing since all students know how to do something and the structure of a how-to book is fairly simple. In addition, pictures can easily take the place of words. Actually, each step in a how-to book should be accompanied by a sketch or picture. Furthermore, you can use the creation of a class

how-to book on classroom routines to review classroom expectations and norms and is a great project for back-to-school night. Some routines could include how to line up at the door, how to walk in the hallway, how to hang up your coat, how to sit on the carpet, and how to wash your hands.

For students who aren't strong writers, you might want the whole class to make a book about just a couple of classroom routines. You could work as a whole class to write up the steps and then assign students a sentence to copy and then each would do his/her own illustration of that step. Another idea for more independent students who aren't strong writers would be to brainstorm four or five routines for the class to write up. Divvy up the routines so that each routine has four or five students working on it. In those small groups, students could verbally figure out the steps needed to do the routine. Once they can say all steps in the routine, as a group, they write down the steps. Then each member of the group responsible for rewriting the step and creating an illustration to accompany his/her written step. (see attached worksheet)

For confident writers, as a class, brainstorm ideas of classroom and school routines. Assign each routine to a student and have them create either a how-to book on how to do that routine (with each step on a separate page) or have them write all the steps on the one page that they are contributing to the book.

Once students have completed their stories and pictures, they can turn their final drafts into a Studenttreasures classbook. Each student will get 2 pages of their own. One page to add their picture and one page to type or write their story. Make sure to give time to share your creations with your students. They will love seeing their work in a hardbound book and parents have the option to purchase copies as a keepsake! Order your FREE publishing kit at Studenttreasures.com.



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Materials:

"How-to" worksheets
(2 options) included

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Common Core Standards:

CCSS Writing Standards

CCSS.ELA-LITERACY.W.K.2
CCSS.ELA-LITERACY.W.K.8

CCSS.ELA-LITERACY.W.1.2
CCSS.ELA-LITERACY.W.1.7
CCSS.ELA-LITERACY.W.1.8

CCSS.ELA-LITERACY.W.2.2
CCSS.ELA-LITERACY.W.2.8

CCSS Language Standards

CCSS.ELA-LITERACY.L.K.2
CCSS.ELA-LITERACY.L.1.2
CCSS.ELA-LITERACY.L.2.2

Hook . . .

Read aloud the book "Building a House" (Bryon Barton).

The *Building a House* book doesn't list out the steps so be sure to add them when reading it aloud (adding first, second, etc.) Later, ask the students why you did that.

Pair up your students and ask them to share with their partner what they noticed about the book.

Using student comments create an anchor chart that shows the different elements of writing a how-to book. Show the students the how-to paper you have. Review the story, having one student point at the how-to paper as you read, showing the modeling the appropriate flow of the steps. If appropriate for your students, on the how-to paper, you might number the steps and draw a quick picture either repeating the steps from *Building a House* or model the process using familiar routine. Most students will understand the structure of how-to books very quickly.

Anchor Chart Example:

How-To Writing

- Has a title
- Tells what to do in steps
- Number the steps
- Has a picture for each step

Introduction of New Material . . .

Tell the students that they are working on a new type of writing today called "how-to" or procedural writing.

Guided Practice . . .

Decide on a skill/concept that all students know.

Making a peanut butter sandwich or making an ice cream sundae are popular. Have the students work in pairs to verbally list the steps necessary for that routine. Remind them to number the steps, even when speaking the steps.

Have the students write out the routine using Post-it notes. Using Post-it notes encourages students to not spend too much time on illustrations. Pass out a set of how to paper (provided with this lesson) and have the students write in the title and then for each step, place the Post-it note in the correct place and (if necessary) write in the step number.

Tell them that one way to make sure they all know the routines is to make a classroom routines how-to book. Use the sample book provided in your Studenttreasures publishing kit to explain to the students that you will be publishing their work and it will look similar to the sample copy.

Brainstorm as a class the classroom and school routines you'd like to include in the book. Assign or have students chose the one that they want to work on. You might pair up two struggling writers to work on one routine (or work on two routines together).

Students should work using the how-to paper to write out the steps of the classroom routine. Refer students to the anchor chart if students are forgetting any elements. Draw attention to any conventions that you expect them to be using in their writing (CCSS Language).

Independent Practice . . .

Tell the students that since it's the beginning of the year, one thing that they all need to become experts in classroom routines.

Revision/ Editing . . .

Partner up the students.

Partner up the students. One student is partner A and one is partner B. Have the students exchange their how-to book pages. Partner B goes first and has to act out/follow all the steps in the routine. Remind students to do exactly what the steps say. You might want to model this by showing an example that is missing a step.

"I am not sure what to do. I followed the first step which was to listen to the teacher's directions but the second step tells me to push in my chair. I don't know how to push in my chair if I am still in the chair. And then the third step tells me to

walk to the door. Am I supposed to bring the chair with me? What is missing?"

Have student A (the student who wrote out the routine) watch student B follow the steps. He or she should note down on a post-it note when student B seems confused. Then the students switch roles.

Students should work with their partner to check on the grammar and convention expectations (from the CCSS Language Standards for your grade level and as appropriate). Students should edit their writing as necessary for conventions and spelling of high frequency words.

If students have written out the routines in groups, have the groups switch routines, but instead of having partners watch each other, have one person in the group take notes using post-its. He or she will be in charge of giving feedback to the group that wrote out the steps of the routine after all the groups have acted out/gone through the steps.

Final Copy . . .

Have students transfer their step/steps in their best handwriting using a black pen onto the manuscript paper provided in the Studenttreasures publishing kit.

For revision, students should correct any areas that didn't work when acted out. In addition, all students should add at least one more detail--either to the writing or the illustrations.

Have students transfer their step/steps in their best handwriting using a black pen onto the manuscript paper provided in the Studenttreasures publishing kit. Students should make sure to use washable markers for their illustrations. When your final drafts are complete follow the kit instructions and submit the kit to Studenttreasures for publishing.

Celebrate your students' work when the hardbound book(s) arrive. Publishing parties are very popular and a great way to have students feel proud of becoming authors. Let the students read their writing at the publishing party so that everyone invited hears it or include an author's signing. Invite parents, other classes, teachers, and school staff to celebrate with your students.

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