

## Unit 3: Nonfiction: How-To




### Introduction

Children in first grade delight in telling others how to do or make things. This unit capitalizes on children’s emerging awareness of what speakers or writers need to do to if they wants to share procedures to do or make things. How-to texts are the most accessible form of nonfiction. Because of this accessibility and the fact that the lessons in this unit are designed to teach children specific language and strategies they need to read and write procedural texts, the unit is especially supportive for second language learners.

This unit provides an opportunity for teachers to continue to build cultural competency of the classroom community of learners. Children have many opportunities to learn about different procedures their classmates are familiar with that are unique to them, their families, and their cultures. How-to’s from students’ first languages can be incorporated into the unit by involving parents and other adults in the search for how-to texts.

Most first graders are still learning to read simple books at this time of the year. Reading strategies students learned during the first months of first grade are strategies they need for this unit. How-to texts usually require readers to predict using the title and picture, understand the genre’s structure and features, know genre-specific vocabulary, read for sequence, and reread for clarity. The *Reading and Writing New Standards, K-3* and *Using Rubrics to Improve Student Writing, Grade 1*, both by NCEE, provide information about the genre of instructions, as well as student work samples. Both should be used as resources while teaching this unit.

During Reading Workshop, students read and follow directions and use sequence of events to retell narrative stories. During Writing Workshop, students make a class how-to book of procedures for new students with teacher guidance before writing their own how-to books. During the first week and a half of the unit, Reading and Writing Workshops are closely linked.

-  Cultural Competency (CC) connection—The lessons throughout this unit are deliberately designed to promote the goals of cultural competency. This icon identifies strategies and materials that address these goals.
-  English Language Learner (ELL) connection—These planning guides were written to intentionally integrate transitioning ELLs’ needs. The star symbol indicates a strategy and/or additional support essential for transitioning ELLs and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to ELL strategies, as well as additional information for teachers working with different student populations.
-  Information Literacy and Technology (ILT) connection—Throughout this unit of study are suggestions to infuse informational literacy and technology into the lessons to provide students with opportunities for 21<sup>st</sup> century learning.

### Standards

- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write and speak for a variety of purposes and audiences.
- Standard 3: Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Standard 6: Students read and recognize literature as a record of human experience.

#### Reading Workshop: Big Ideas

- Read and follow directions.
- Use background knowledge to understand how-to texts.
- Understand and use how-to texts’ structure and features to gain meaning.
- Understand that events are sequenced in both fiction and nonfiction.
- Visualize to follow directions and monitor for understanding.
- Use rereading to understand and follow directions.

#### Writing Workshop: Big Ideas

- Write how-to texts from own experiences.
- Describe, in appropriate sequence and with a few details, steps of procedures.
- Use visualizing to plan steps of how-to texts.
- Use text features and illustrations when writing how-to texts.
- Revise and edit how-to texts.
- View themselves as authors and members of a community of writers.

#### Reading Resources

- *Making Meaning, Grade 1*
- *Fifty Strategies for Teaching English Language Learners, Second Edition*, by Adrienne Herrell and Michael Jordan
- Collection of how-to books at students’ reading levels, such as:

#### Writing Resources

- *Units of Study for Primary Writing: A Yearlong Curriculum*, Unit 6, “Nonfiction Writing: Procedures and Reports,” by Lucy Calkins and Laurie Pessah
- *Using Rubrics to Improve Student Writing, First Grade*, by NCEE
- *New Standards: Reading and Writing Grade by Grade* by NCEE

*Make a House/Haz una casa* ★  
*The Tortilla Factory/La Tortillería* by Gary Paulsen ★  
*Where Did You Get Your Moccasins?* by Bernelda Wheeler ⊕

- *Fifty Strategies for Teaching English Language Learners*, Second Edition, by Adrienne Herrell and Michael Jordan
- Collection of how-to books at students' reading levels

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|---------------|------------------|---|--|---|--|--|
| Lessons 1-5   | Reading Workshop | Lesson 1: Finding How-To Texts in Our Room ★ ⊕              | Lesson 2: Following Directions— Making a House ★ ⊕               | Lesson 3: Following Directions— Making Clay ★ ⊕ 📖                                   | Lesson 4: Following Directions— Making a Coil Pot ★ ⊕ 📖                        | Lesson 5: Following Directions— Playing a Game ★ ⊕ 📖       |
|               | Writing Workshop | Lesson 1: Generating Topics for a Classroom How-To Book ★ ⊕ | Lesson 2: Writing a How-To for a Classroom Procedure I ★         | Lesson 3: Writing a How-To for a Classroom Procedure II ★ ⊕ 📖                       | Lesson 4: Writing a How-To for a Classroom Procedure III ★ ⊕ 📖                 | Lesson 5: Beginning Our Own How-To ★ ⊕ 📖                   |
| Lessons 6-10  | Reading Workshop | Lesson 6: Following Directions— Making a Mask ★ 📖           | Lesson 7: Follow Directions— Making Maracas ★ 📖                  | Lesson 8: Retelling Using Sequence of Events I ★ 📖                                  | Lesson 9: Retelling Using Sequence of Events II ★ 📖                            | Lesson 10: Retelling Using Sequence of Events III ★ 📖      |
|               | Writing Workshop | Lesson 6: Checking for Clarity ★ ⊕ 📖                        | Lesson 7: Revising Words and Pictures ★                          | Lesson 8: Incorporating Features of How-To Writing II ★                             | Lesson 9: Using a Simple Rubric to Guide Revision ★                            | Lesson 10: Incorporating Features of How-To Writing II ★ 📖 |
| Lessons 11-15 | Reading Workshop | Lesson 11: Retelling Using Sequence of Events IV ★          | Lesson 12: Retelling a Sequence of Events ★ 📖                    | Lesson 13: Understanding Sequence in <i>Where Did You Get Your Moccasins?</i> ★ ⊕ 📖 | Lesson 14: Response to Reading in <i>Where Did You Get Your Moccasins?</i> ★ ⊕ | Lesson 15: Follow Directions— Making an Origami Hat ★ ⊕ 📖  |
|               | Writing Workshop | Lesson 11: Incorporating Features of How-To Writing III ★   | Lesson 12: Revising— Learning from a Variety of How-To Writing ★ | Lesson 13: Editing— Using Periods, Parentheses, and Colons ★                        | Lesson 14: Publishing— Preparing Our How-To's for Public Viewing ★             | Lesson 15: Celebrating Our Work as How-To Writers ★        |