
HOW TO WRITING UNIT

- 10 daily, detailed lessons
- Teaching Slides to display
- Anchor chart examples
- Bonus lesson ideas



INTRODUCTION:

- This month we continue with our nonfiction writing and begin to focus on “how-to” booklets. Students will brainstorm different things they know how to do and try to teach them to others!
- This writing unit is one that generally “sticks” pretty easily with my students and they have a fun time sharing how to do things they are “experts” at!

The core lessons included in this informative writing unit are:

1. What is a how to book?
2. I know how to...
3. Zooming in
4. Making Our Steps
5. Transition Words
6. Stretch it Out
7. Adding more details
8. Illustrations and Labels
9. Editing
10. Publishing

All anchor chart examples and printables are linked and included within this document.

I've also included the following **bonus mini-lesson ideas** in case your students need more explicit lessons on any of these:

- Entertaining how-to stories
- Class How-to booklets
- Exact instructions PB&J lesson



SLIDES:

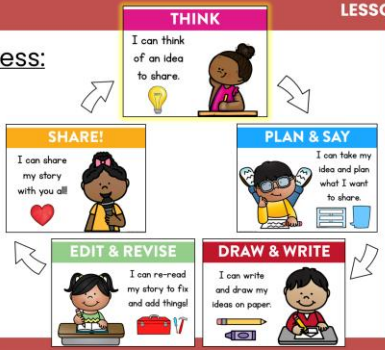
- For each day's lessons, I made slides that walk through each lesson. These include timers (that you can replace with whatever time works for you) and give prompts for the teacher and students.



We can write
HOW-TO
stories

LESSON 2

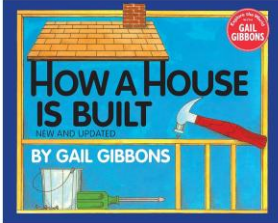
The writing process:



Explain the writing process to students and let students know that today we are going to brainstorm different ideas for our own how-to books.

LESSON 1

Let's take a closer look to see how authors write these types of books:



Can you find:

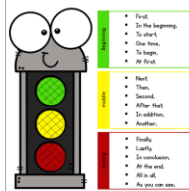
1. Transition words
2. Steps
3. Captions

For our first mentor text, I like to show an informational how-to text like *How a House is Built* by Gail Gibbons. As I read, I ask students to look for things from our anchor chart (transition words, steps, captions, etc.) to see if Gail Gibbons includes them in her story. You can use the next slide to put in your own text.

LESSON 5

Your Turn:

TRANSITION WORDS
Are words that help connect ideas and guide the reader from one part of the story to the next!



How to

Students will take out their one-page sheet from yesterday and use the transition word anchor chart, to add in transition words into each of their steps. They will also add more to their sketches or wording at this point, if needed.

LESSON 1

"How-To" writing is a specific type of informative writing where the author teaches the reader how to do something by following steps.

HOW-TO WRITING:
a type of writing that teaches readers how to do something



IS TOLD IN ORDER AND FOLLOWS STEPS

1. → 2. → 3.

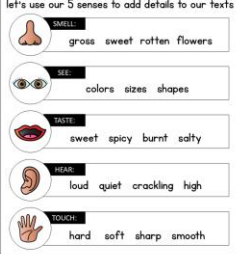
Remind students of the different types of writing we've worked through and published this year. Let them know that we will dive into a new type of informational writing and create our own "How-to" booklets.

LESSON 7

There are a few ways that add details to our stories.

One way to do this by using **sensory details.**

ADDING SENSORY DETAILS
let's use our 5 senses to add details to our texts



Go over the 5 senses and some different detail words we might use to add information to our texts.

WHAT IS A HOW TO BOOK?

PREVIEW:

- Today, students will be introduced to creating their own how-to booklet. They will see examples of how-to mentor texts and understand the basic concept of teaching someone how to do something.

MINI LESSON:

We will understand what a how-to booklet is.

As students come over to the rug, remind them of the types of writing we've worked through and published so far this year. Let them know that today, we will dive into a new type of informational writing and create our own "how-to" booklets.

Explain that "how to" writing is a specific type of informative writing where the author teaches the reader how to do something by following steps. Use this [anchor chart](#) to help explain.

I let students know that before we start making our own how-to booklets, we will first look at a mentor text to see how authors write these types of books.

For our first mentor text, I like to choose an informational how-to text like *How A House is Built* by Gail Gibbons. As I read, I ask students to look for things from our anchor chart (transition words, steps, captions, etc.) to see how Gail Gibbons includes them in her story.

Let students know that during independent writing time, they will be exploring different how-to books to see which elements authors include in their books.

INDEPENDENT WRITING:

Students will spend this time exploring how-to writing and cross-checking the anchor chart we introduced today to see what elements the different authors included in their books. This exploration will help them become more familiar with the way authors write how-to books before we write our own.

Depending on how many mentor texts you are able to find, you will likely have students do this in groups and rotate to different tables to explore!

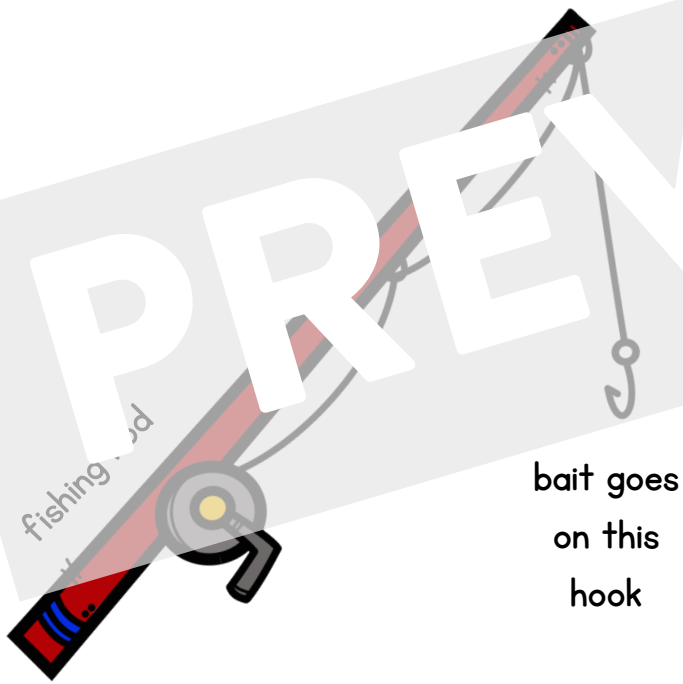
CLOSING:

Have students share out some of the features they noticed while reading the mentor texts. I like to ask students if they feel like they learned how to do something new today while reading through their books and have them explain what the author did to help them.

HOW-TO WRITING:

a type of writing that teaches readers
how to do something

uses clear pictures and labels to
help give more information



- First

- Second

- Next

- Then

- Finally

- After

- Before

- Last

uses transition words to guide
the reader

Is told in order and follows steps



NAME: _____

I KNOW HOW TO:

Brainstorm some things you know how to do in each category:

AT SCHOOL:

AT HOME:

IN THE KITCHEN:

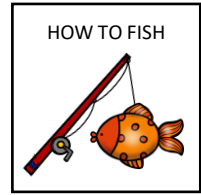
OUTSIDE:

OTHER:

LET'S PUBLISH:

☐

Do I have a clear and colorful cover page?

☐

Do my steps go in order and make sense?

☐

Do my steps use transition words?

☐

Do my illustrations have labels and/or captions?

☐

Did I go through my editing checklist?

MY EDITING CHECKLIST:		YES	NO
Do my sentences begin with capital letters?	We walked to the park.		
Did I use the word wall to spell my tricky words?	the can because		
Are there spaces between my words?	Then, I went		
Do my sentences end with punctuation?	. ? !		
Did I re-read my writing so it makes sense?			

You're ready to copy onto your publishing pages!

☐

Do I have detailed, colorful illustrations?

☐

Is my handwriting the neatest I can make it?

and