

Lesson 16

Writing

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions orally about “The Market,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Market” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skill in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4.c)
- ✓ Plan and draft an informative text on instructional writing that includes mention of a topic, some facts about a topic, and some sense of closure (W.1.2)

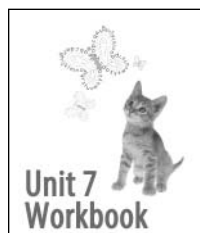
<i>At a Glance</i>	Exercise	Materials	Minutes
Writing	Instructional Writing: Planning and Drafting	Worksheets 16.1, 16.2	40
Reading Time	Partner Reading: “The Market”	<i>Kay and Martez</i> ; Worksheet 16.3	20

Advance Preparation

You will need to copy the blank plan and draft templates (Worksheets 16.1 and 16.2) on a transparency or chart paper. You will also need the writing process chart from Lesson 15.

Instructional Writing: Planning and Drafting

Plan



Worksheets 16.1, 16.2

- Display the blank plan template from Worksheet 16.1 (on transparency or chart paper) that you prepared prior to this lesson.

Plan Template	Completed Draft with Decodable Sentences
<p>The steps tell you how to _____</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ <p>Result: _____</p>	<p style="text-align: center;">Brushing Your Teeth</p> <p>The steps tell you how to brush your teeth.</p> <ol style="list-style-type: none"> 1. Wet your toothbrush. 2. Place toothpaste on your toothbrush. 3. Brush your teeth. 4. Rinse your mouth. 5. Rinse your toothbrush. <p>Result: If you do all of the steps, then you will have a fresh-feeling mouth.</p>

- Referring to the writing process chart, quickly review the three steps of the writing process—plan, draft, and edit.
- Point to the first step on the writing process chart and explain that today students are going to begin with the first step in the writing process. They are going to think about and plan the instructions for brushing teeth.
- Remind students that they have talked about a number of characteristics of good instructions. Encourage them to review any of the characteristics that they remember.
- Emphasize how important the clarity and order of the steps are in any set of instructions and ask students what happened in previous lessons when the instructions were poor. (The instructions were difficult to follow.)
- Remind students that complete steps in a logical order are important for any instructions. During this planning part of the process for writing instructions, you will focus on planning complete and logical steps.
- Explain that you are going to act out or pantomime the steps for brushing teeth and that they are to describe what it is that you act out in each step. (See box on the next page.) You will use the plan template to jot down their ideas. Remind students that when we plan, it is okay to just write down words and phrases so we do not forget our ideas.
- Pantomime the first step, wetting your toothbrush, then pause and ask students to orally describe the step (e.g., “The first step when brushing teeth is to make the toothbrush wet.”).
- Continue in this manner through the remaining steps. Be sure to pause after you pantomime each additional step and ask students to describe it.

- After you have pantomimed a step and the class has described it orally, have the whole class join you in pantomiming the entire series of steps.

1. Wet your toothbrush.
2. Place toothpaste on your toothbrush.
3. Brush your teeth.
4. Rinse your mouth.
5. Rinse your toothbrush.

- When all of the steps have been pantomimed and described, tell students that they just completed the first part of the writing process. They planned five instructional steps for brushing teeth. Good writers plan to help them organize their ideas.

Draft

- Display the blank draft template from Worksheet 16.2 (on transparency or chart paper) that you prepared prior to this lesson.
- Point to the second step on the writing process chart and explain that they will now work on drafting the instructions for brushing teeth.
- Point to the first blank and explain that when writing instructions, students first have to write down the title or the name of the instructions. The title is what the instructions are about.
- Remind students that the instructions are about brushing teeth. Explain that this is the title. On the draft template write the title “Brushing Teeth.”
- Explain that the next thing they need to write in a draft is a starting sentence. The starting sentence for instructions summarizes what the instructions are about. It starts with “The steps tell you how to . . .”
- Complete the starting sentence on the draft template and have students read the sentence out loud. (For an example of a decodable sentence see the completed draft template on previous page.)
- Point to the numbers and ask students what might go next to each number (the individual steps.)
- Explain that the starting sentence is followed by the steps of the instructions.
- Remind students of the steps they came up with during the planning phase, pantomiming each step again if needed.

- Write the individual steps on the draft, one by one, and have students read the sentences. (For examples of decodable sentences see the completed draft template on previous page.)
- Remind students that each sentence is one of the steps that they pantomimed earlier.
- When all five steps have been written, explain that the last thing they need to write down in a draft is the result sentence.
- Explain that a result sentence includes the words *if* and *then*. It starts with “If you do all of the steps, then . . .”
- Write the result sentence on the draft template and have students read it out loud. (For an example of a decodable sentence see the completed draft template on previous page.)
- Point out that the starting sentence, each step sentence, and the result sentence all start with a capital letter and end with the correct punctuation.
- Tell students they just completed the second step in the writing process.

Summarize: Planning and Drafting Instructions

- With the draft of the instructions for brushing teeth still displayed, point to the writing process chart and remind students of the first two steps that are involved in writing instructions. (plan and draft)
- Explain that they can draft instructions using the draft template, which students can find on Worksheet 16.2.
- Explain that this time they did not do the last step in the writing process. (edit) Tell students they will edit in later lessons.
- Summarize by saying that good instructions have a title, a starting sentence, complete and clear steps that are numbered and given in correct order, and a result sentence.
- Have students write a set of instructions on their own, using Worksheets 16.1 and 16.2. Possible topics are How to Draw the Sun and Feeding a Pet. You may wish to list decodable topics on the board or assign topics to students.

Partner Reading: “The Market”

Previewing the Story

- Tell students that today’s story is called “The Market.” Discuss with students what markets are, and what people might buy and sell at them.

Previewing the Spellings

- Please preview the following spellings before reading today’s story:

‘oa’ > /oe/	‘ai’ > /ae/	‘ay’ > /ae/	Two-Syllable Words
groans	paintings	day	market
	painted	pay	knickknacks
			patterns
			glitter
			fifteen
			impressed
			limit
			dicker

Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **arts and crafts**—things made by hand (decorations, pottery, etc.)
 2. **knickknacks**—small objects used for decoration
 3. **spending limit**—the most amount of money that you can spend to buy something
 4. **dicker**—bargain about the price

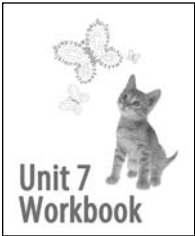
Purpose for Reading

- Tell students to read the story carefully to find out what Kay and her mom get at the market. When they are finished, they should complete Worksheet 16.3. Encourage students to look back at the story to find their answers.

Remember to use this time to circulate as students read to observe and make notes using an anecdotal record.



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Worksheet 16.3

Wrap-Up

- Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions on “The Market”

1. *Literal* Where did Kay and her mom go? (Kay and her mom went to a market.)
2. *Literal* What does the mask that Kay’s mom likes look like? (The mask is red with glitter.)
3. *Literal* How much does the man ask for the mask? How much does Kay’s mom offer to pay? (The man asks for fifteen dollars for the mask. Kay’s mom first offers to pay ten, then twelve dollars.)
4. *Inferential* Why does the man call Kay’s mom back after she started to leave? (The man calls Kay’s mom back because he wants to sell her the mask.)
5. *Evaluative Think Pair Share:* Would you have bought the mask for the price the man was asking? Why or why not? (Answers may vary.)