

# how to writing

## WEEK ONE

Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
1	I can develop a how-to writing piece.	Brainstorm: I can develop ideas for how-to writing.	W2.2, W2.7 W3.2 W3.4 TEKS 2.17A, 2.19 TEKS 3.17A, 3.20	How to Teach a Slug to Read by Susan Pearson  How to Read a Story by Kate Messner
2		Write: I can organize my ideas using time-order transition words	W2.3 W3.5 TEKS 2.17B, 2.19, 2.2A.vii TEKS 3.17B, 3.20, 3.22A.viii	How to Wash a Wolly Mammoth by Michelle Robinson  How to Babysit a Grandma by Jean Reagan
3		Revise: I can develop a how-to writing piece with describing words.	W2.1E, 2.5 W3.5 TEKS 2.17C, 2.21A.iii TEKS 3.17C, 3.22A.iii	How Rocket Learned to Read by Tad Hills  How a House is Built by Gail Gibbons
4		Edit: I can use a variety of verbs in my writing.	W2.5 W3.5 L2.1 L3.1A TEKS 2.17D, 2.21A.i TEKS 3.17D, 3.22A.i	How to Be a Baby by Sally Lloyd-Jones  Growing Vegetable Soup by Lois Ehlert
5		Publish: I can publish a final copy of my story.	W2.6 W3.6 TEKS 2.17E TEKS 3.17E	How to Make a Liquid Rainbow by Lori Shores  How to Make Slime by Lori Shores  How To Dress a Dragon by Thelma Godin

# how to writing

## WEEK TWO

Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
6	I can write	Brainstorm: I can develop ideas for how-to writing.	W2.2, W2.7 W3.2 W3.4 TEKS 2.17A, 2.19 TEKS 3.17A, 3.20	How to Teach a Slug to Read by Susan Pearson  How to Read a Story by Kate Messner
7		Write: I can organize my ideas using time-order transition words	W2.3 W3.5 TEKS 2.17B, 2.19, 2.2A.vii TEKS 3.17B, 3.20, 3.22A.viii	How to Wash a Wolly Mammoth by Michelle Robinson  How to Babysit a Grandma by Jean Reagan  How Rocket Learned to Read by Tad Hills
8		Revise: I can develop a great start for my How-To writing.	W2.1E, 2.5 W3.5 TEKS 2.17C TEKS 3.17C	How a House is Built by Gail Gibbons  How to Be a Baby by Sally Lloyd-Jones
9		Edit: I can use a variety of verbs in my writing.	W2.5 W3.5 L2.1 L3.1A TEKS 2.17D, 2.21Ai TEKS 3.17D, 3.22Ai	Growing Vegetable Soup by Lois Ehlert  How to Make a Liquid Rainbow by Lori Shores
10		Publish: I can publish a final copy of my story.	W2.6 W3.6 TEKS 2.17E TEKS 3.17E	How to Make Slime by Lori Shores  How To Dress a Dragon by Thelma Godin

# S.t.E.A.M.: What to do With A BOX

WEEK FOUR			
Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
I can write a procedural (how to) writing.	Brainstorm: I can generate ideas.	W2.3 W3.3 W3.8 TEKS 2.17A, 2.19 TEKS 3.17A, 3.20	<p>What to Do With a Box by Jane Yolen</p> <p>What Do You Do With an Idea by Kobi Yamada</p> <p>What Do You Do With a Problem by Kobie Yamada</p> <p>The Most Magnificent Thing by Ashley Spires</p> <p>Rosie Revere, Engineer by Andrea Beaty</p> <p>Violet the Pilot by Steve Breen</p>
	Write: I can write a how to (procedural) writing.	W2.3 W2.8 W3.3, W3.3A, W3.3B, W3.3D TEKS 2.17B, 2.19 TEKS 3.17B, 3.20	
	Revise: I can add details to give clarity.	W2.3 W3.3 W3.3, W3.3A, W3.3B, W3.3D TEKS 2.17C TEKS 3.17C	
	Edit: I use simple and compound sentences.	L.2.1F L.3.1F TEKS 2.17D, 2.21B TEKS 3.22Avii, 3.22BC	
	Publish: I can publish a final copy.	W2.5 W3.5 W2.6 TEKS 2.17E TEKS 3.17E	

# Week One

## How to Make Pie in a Cup

### Brainstorming

Anchor Chart for Minilesson:

# HOW TO MAKE PIE IN A CUP



**Independent Practice:**  
Students put the steps in sequential order and attempt to write about each step.

**How To Make Pie in a Cup**

- Crush up a graham cracker
- Staple the pudding out.
- Put whip cream on top.
- Crunch up an Oreo
- Sprinkle with candy

### Writing

Transition Word Signs:

**HOW TO** *starting* *use once* *beginning* *write*

**FIRST** *to start with* *at the beginning* *to begin* *as soon as* *first of*

**NEXT** *then* *later* *after that* *MEANWHILE* *also*

**FINALLY** *at last* *at the end* *all in all* *IN THE END* *LASTLY*

**Draft:** Fold a piece of paper in half and staple the booklet pages in between the paper. Glue the spoon on top.



First, put one graham cracker into a baggie and close it tightly. Press the graham crackers until you have small pieces.

### Revising

Students describe the pie in the cup using their senses. Students add describing words to their rough drafts.

*Describing with The Senses*

**SOUNDS** crunchy, quiet

**SMELLS** sweet, chocolaty

**LOOKS** smooth, silky, creamy, tempting, speckled, small

**FEELS** smooth, colorful, delightful, frosty, cold, cool

**TASTES** tasty, delicious, heavenly, sugary, divine, wonderful, mouth-watering, rich, flavorful, pleasant, savory

**SPIN @ SENSE!**

### Editing

Minilesson: whip up dull verbs and generate a list of verbs that are stronger and more vivid.

<b>CRASH</b> crash crash crash crash crash	<b>CRASH</b> crash crash crash crash crash	<b>CRASH</b> crash crash crash crash crash	<b>CRASH</b> crash crash crash crash crash
<b>CRASH</b> crash crash crash crash crash	<b>CRASH</b> crash crash crash crash crash	<b>CRASH</b> crash crash crash crash crash	<b>CRASH</b> crash crash crash crash crash

Close Editing:

**How To Make Pie in a Cup**

First, put one graham cracker into a baggie and close it tightly. Press the graham crackers until you have small pieces.

### Publishing

Students make a pie in a cup to display with their writing.

**How to Make Pie in a Cup**

First, place one graham cracker into a baggie and seal it. Using your hand, crush the graham cracker into fine pieces. Open the bag and pour into a cup. Sprinkle the pudding and press into the top of the crust. Put a dollop of whip cream on top of the pudding. Then, put an Oreo into your baggie and close it tightly. Crush the Oreo into small bits. Open the bag and add the Oreos on top of the whip cream. Sprinkle some candy on top to finish it off. Finally, take a spoon and eat it up! Yay!

**Dubric:** Students check their writing before turning it in.

**How to Make Pie in a Cup**

First, place one graham cracker into a baggie and seal it. Using your hand, crush the graham cracker into fine pieces. Open the bag and pour into a cup. Sprinkle the pudding and press into the top of the crust. Put a dollop of whip cream on top of the pudding. Then, put an Oreo into your baggie and close it tightly. Crush the Oreo into small bits. Open the bag and add the Oreos on top of the whip cream. Sprinkle some candy on top to finish it off. Finally, take a spoon and eat it up! Yay!

## How to Make Pie in a Cup



Ingredients: graham crackers, pudding, Oreos, whip cream, small cups, baggies

Optional: candy for top

Give students one graham cracker and a baggie.

Students will close the baggie and smash the graham cracker into very small pieces.

# Week Two

Students write an original How-To

20 DAYS OF LESSON PLANS AND ACTIVITIES *Grade 2-3*

# WRITE On!

Unit Three: HOW-TO

By Amy LITVIN & JOYCE KING

## Brainstorming

Anchor Chart for Minilesson

# WE KNOW HOW TO

## Brainstorming

Independent Practice

## Writing

Modeled and Shared Writing

# HOW TO

Write My Book

**FIRST:** Next: Then: **AFTER THAT:** LAST:

Student Rough Draft: Glue the two pieces together. Fold on the lines like an accordion fold, glue hands on either side (optional).

## Revising

Cookin' Up a Great Start

Independent Practice: Students continue writing rough drafts and add in a great start

**How To:** FIRST, Make a stack of four Oreos. Choose the top Oreo.

## Editing

Vivid Verbs Minilesson

**Vivid Verbs** **Dull Verbs**

## Editing

Independent Practice

Close Editing

## Publishing

Students publish their How-To Writing

### HOW TO WRITING

WEEK TWO

Day	Big Topic	Mini-Lesson Focus	Standards	How-To Teal
6	I can write	Brainstorm: I can develop ideas for how-to writing	W.1.1, W.1.2, W.1.3, W.1.4, W.1.5, W.1.6, W.1.7, W.1.8, W.1.9	How To Teach a Dog to Read by Daniel Treadwell How To Read a Story by Amy Mack
7		Write: I can organize my ideas using first-order transition words	W.1.1, W.1.2, W.1.3, W.1.4, W.1.5, W.1.6, W.1.7, W.1.8, W.1.9	How To Make a Book by Deborah Blum How To Make a Book by Deborah Blum
8	I can write	Revise: I can develop a great start for my how-to writing	W.1.1, W.1.2, W.1.3, W.1.4, W.1.5, W.1.6, W.1.7, W.1.8, W.1.9	How To Make a Book by Deborah Blum How To Make a Book by Deborah Blum
9		Edit: I can use a variety of verbs in my writing	W.1.1, W.1.2, W.1.3, W.1.4, W.1.5, W.1.6, W.1.7, W.1.8, W.1.9	How To Make a Book by Deborah Blum How To Make a Book by Deborah Blum
10		Publish: I can publish a final copy of my story	W.1.1, W.1.2, W.1.3, W.1.4, W.1.5, W.1.6, W.1.7, W.1.8, W.1.9	How To Make a Book by Deborah Blum How To Make a Book by Deborah Blum

# Weeks 3 & 4

## STEM Project

20 DAYS OF LESSON PLANS AND ACTIVITIES  
Grade 2-3

# WRITE On!

Unit Three:  
HOW-TO

By Amy Lemons & Hope King

**DAY ONE:**  
Steps of S.T.E.A.M. and Brainstorming

**DAY TWO:**  
S.T.E.A.M. Process Step Two: Plan

**DAY THREE-FOUR:**  
Create and Track Steps

**DAY FIVE:**  
ANALYZE & MAKE IMPROVEMENTS

The students will meet in groups to discuss ways to better their projects prior to the final share and write.

**DAY SEVEN:**  
REVISE - add details for clarity

The students will use their packing slips to add additional details to make their step and directions clear to their readers.

**DAY NINE:**  
Publishing

Students will publish a final copy into their manual.

They will add both their initial sentence and their additions that they created using the packing slips.

They will glue their picture from earlier in the writing process to the bottom by simply cutting out the pictures from their blueprints booklet.

**WHAT TO DO with a BOX**

Close Editing for this week:

FIRST READ	My story is written in sequential order.
BLUE	Capital Letters
PINK	Punctuation Marks
YELLOW	Spelling
GREEN	Simple Sentences
PURPLE	Compound Sentences

## Compound SENTENCE

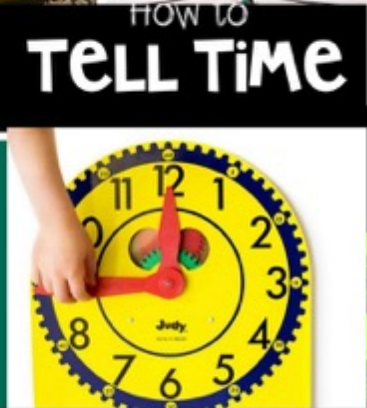
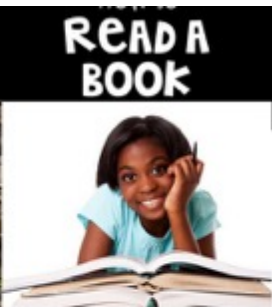
Contains two or more simple sentences and includes a coordinating conjunction.

Mark researched about new inventions, and he decided that he would create something new.

SIMPLE SENTENCE + COORDINATING CONJUNCTION + SIMPLE SENTENCE

# Journal Prompts

18 Prompts to Display and Prompt Strips to glue into spiral



**COUGH POLITELY**

**RECYCLE**

**BRUSH YOUR TEETH**

**HOLD A SNAKE**

**USE AN UMBRELLA**



Copy of white paper and cut apart so that students can glue into their journals.

 <b>How to MAKE A PIZZA</b>	 <b>How to COUGH POLITELY</b>
 <b>How to MAKE A PIZZA</b>	 <b>How to COUGH POLITELY</b>
 <b>How to MAKE A PIZZA</b>	 <b>How to COUGH POLITELY</b>
 <b>How to MAKE A PIZZA</b>	 <b>How to COUGH POLITELY</b>

Copy of white paper and cut apart so that students can glue into their journals.

 <b>How to RECYCLE</b>
 <b>How to RECYCLE</b>
 <b>How to RECYCLE</b>
 <b>How to RECYCLE</b>

**TAKE CARE OF A PUPPY**

**CHOP AN ONION**