

Writing-Kindergarten

Lesson on Sequencing in How To Writing

Lesson Overview: The purpose of this lesson is to introduce students to the different components of a “how to” writing piece. This lesson is a part of a series of lessons in which kindergarten students eventually produce their own How To writing pieces.

Learning Objectives/Targets: Students will recognize that when completing “how to” writing, it is important to remember to include the steps involved and to list these steps in order.

Professional Standards: CCSS.ELA-LITERACY.W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about this topic.

Materials and Resources: peanut butter, jelly, knife, 2 slices of bread, plate, chart paper/easel/markers, sequence cards showing steps to building a snowman, “What Is How To Writing” anchor chart, small cards that show pictures with steps to making an ice cream cone

Lesson Development: 35 minutes total

Engagement and Motivation: Show the students a jar of peanut butter, a jar of jam, 2 pieces of bread, and a knife. Ask the students what they think you are about to do.

Instructional Procedures: Demonstrate the steps of making a peanut butter and jelly sandwich in front of the class (or, if there are peanut allergies, plant a flower in front of the class). Stop after each step to draw simple pictures of each step on a large piece of chart paper. Add numbers to the pictures so students can see the sequence of the process. Write words and/or short sentences under the pictures as well.

Discuss the importance of correctly listing the steps in order, and ask what might happen if the steps were listed out of order. Ask students to picture some children building a snowman and the order of the steps that might be needed to do this. Put large sequence cards up on a magnetic board showing the steps to building a snowman, only out of order. Draw name sticks to call students to move the pictures one by one so that they are shown in the correct order.

Show the students an anchor chart that explains the components of How To Writing, including that it uses sequence words like first, next, then, steps are in order, and pictures can help explain the steps.

Closure/Evaluation: In pairs have students put small cards showing steps to making an ice cream cone in the correct order. Ask students to label these steps with 1, 2, 3, 4 or for more advanced students, first, second, third, last. Observe students to assess understanding of sequencing and the language used when explaining the steps involved in completing a task. If students finish early, have them draw the steps to making an ice cream cone and label the steps in order.