



OWW 1.2 Using a graphic organizer with illustrations to map out steps in a sequence

Learning Objective Students will use the graphic organizer from Calkins, *Units of Study*, to list steps in sequence in the outdoor classroom.

Mentor Texts:

"The Pumpkin Book", Gail Gibbons;
"From Wax to Crayons," Max H. Forman; *"Games and How to Play Them"*, Ann Rockwell; *"Peanut Butter and Jelly A Play Rhyme Big Book"*;
Teacher-made books to support this project and co-constructed books from the classroom.

Connection: I love all the ideas you have generated for things you could write a "How-to" book about and you may want to write more than one of these books, but for today I want everyone to just think about one thing you are going to tell us how-to do outdoors. Keep that one idea in your head.

Teaching: Writers often need special tools to do a job. I have selected special paper, like the one I used to write my books. This paper will help you to plan your writing and sketch before you write. There are three boxes on the paper, so let's begin by thinking of the three steps you are going to write about.

I want to read you the book I wrote last night titled: *How to Wash a Dog*

For my book "*How to Wash a Dog*", I decided first, I had to get all of the things ready: tub, towel and soap and water, second, I had to catch my dog (he hates baths and runs away when I do the first step) and last, I have to wash the dog in the tub.

First I thought about the steps, then I sketched my pictures and finally, I wrote my words.

"Try It" We are going to try this plan in the outdoor classroom today. Everyone will need a clipboard with the special paper and will need to choose one idea from the list we have generated in the outdoor classroom.

Turn to your partner and share your idea and your three steps. (Teacher may choose to limit students to one idea, or to narrow students' options to three ideas preselected from the list: How to make a snow angel, How to play hopscotch, How to use the thermometer.



Instructions to students for Independent Outdoor Writing:

- 1) Go to the outdoor classroom and find the place you want to write about.
- 2) Think about your steps. Now that you are outside you may find out the steps need to be in a different order or you may need to be more specific with your directions.
- 3) Go through the movements of what you need to do. Are these the right steps?
- 4) Sketch your steps.
- 5) Write the words you need. Students can continue this part indoors, depending on the weather.

Share Out

Students share writing when they return inside. Have they written steps that tell how-to? Teacher models the process with the students.

Applying the Skill

This is a process we can use each time we write "how-to" books of our own, no matter what they are about.

We can write about things we do in the outdoor classroom, at home or in our classrooms. Each time we can begin by thinking about what we want to tell our readers how to do; then sketching the steps they will need to do; and finally going back and writing words to describe each step.

BPS Curriculum Framework > Informational/Explanatory Text > Grade 1 > Organizing ideas> **Using a graphic organizer with illustrations to list steps in a sequence.**

Outdoor Writer's Workshop

