

INSTRUCTIONAL WRITING LESSONS:
“Instructional Writing – Brainstorm”
(45 minutes)

Materials Needed:

- Writing Journals
- “Planning, Writing, and Animating a Haiku” booklets
- “Instructional Writing Instructions” (one per student)

Rationale:

Now that the students have finished animating, it is time for them to share their experience in the form of a how-to instructional piece. Today they will be brainstorming their ideas.

Objective:

2. Students will develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes (English Language Arts Standard VII, LE 4, *Michigan Content Standards and Draft Benchmarks*).

Key Concept:

Instructional Writing – The students will write a “How-To” do a haiku/animation project.

Sequence of Activities:

1. **Intro:** Ask the students how they enjoyed animating last week. What do they remember most about this project? (*Take some suggestions*).
2. “Now, would you be able to tell someone else how to do this project from the beginning? It would be a lot easier if you took good notes in your ‘Writer’s Log’ (*show ‘Writer’s Log’ in the haiku books*). **So here is your assignment – you are going to write an instructional “how-to” make an animated haiku!** Here are your choices of style and audience:

(Pass out the sheets of paper with the instructions).

Style choices: letter or article

Audience choices: student or teacher

3. Read aloud the instructions with the class. Take comments/questions.
4. “Today you are going to just **BRAINSTORM** your ideas.”
5. **Model brainstorming with the class on the board.** Have the class choose an audience and format. Then, make a list on how to structure the paragraphs – list of materials, then first, second, third, etc.

6. The students have the remainder of writing time to **INDIVIDUALLY brainstorm** on their own in their writing journals.
 7. Hit your target students to make sure they understand the directions and expectations. Some students may need accommodations – they might either write a list or only focus on one aspect – how to animate only. Get them to look through the haiku book for a prompt to remember what they did! Confer w/ individual students before accommodating.
 8. **Closing:** Remind the students that they will be making this “How-to animate” article/letter for the next two weeks. Tomorrow, we will return to their brainstorming ideas and put some organization to it!
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Name: _____



How-To Animate a Haiku

Your assignment is to write instructions on how-to animate a haiku! Don't be afraid to show strong **voice** and interesting **word choice**! Use your Haiku Book to help you with your information.

Your Audience: (Choose ONE)

- Next year's fifth-graders
- A teacher who wants to do this project but doesn't know how!

Your Format: (Choose ONE)

- Letter
- Magazine article

Your steps will include:

- Writing a haiku
- Making your character in art
- How to animate
- Animation team jobs
- Problems or advice



Instructional Writing – How to Write a “How-To” Article/Letter **(45 minutes)**

Materials Needed:

- Writing Journals
- “Planning, Writing, and Animating a Haiku” booklet
- “How-To Write an Article/Letter” (one per student - double-sided)
- “How-To Write an Article/Letter” Transparencies
- TIME for Kids Sample “How-To Article” (one per student)
- TIME for Kids Sample “How-To Article” Transparency

Overview:

The students will be writing a “How-To” instructional article/letter. This lesson gives them the framework for what that article/letter should look like.

Objective:

4. Students will write multi-paragraph text with a central theme (Benchmark 6, *Ann Arbor Public School Writing Rubric – Grade 5*).

Key Concept:

How-To Article – Explains how something is done in steps, listing all the materials used.

Sequence of Activities:

1. Students will need their Writing Journals and Haiku Books at their desks, ready for writing. Paper-passers pass out the “How-To Write an Article/Letter” sheets.
2. **Intro:** Remind students that we are continuing writing our “How-To” instructional papers. Yesterday we brainstormed ideas for our audience and format. But how exactly should our organization look like?
3. **Turn on the overhead with “How-To Write an Article”.** Have different students read-aloud the different bullet points. On the other side of the sheet is a **“How-To Letter”**. It is almost the same as an article, except it has letter features such as salutation and closing.
4. Have a paper-passer pass out the TIME for Kids sample “How-To Article”. Put the sample on the overhead.
5. Have different students read aloud each paragraph of the **“How-To Article”**. Stop after each paragraph to read the side notes. Have students notice the main points: **Title, introduction, list of materials, sequence of events in time-order, conclusion.**

Review with students what **“time-order”** means. (First, second, this morning, next, etc.)

"Do you feel like you can do this activity without ever having done it before? Remember you are writing to someone who has NO IDEA OF HOW TO DO THIS. You need to BE CLEAR!"

6. Take comments or questions. Students should follow this format when writing their papers.
7. Now, what should your students' writing look like?
8. On the board, draw a few paragraph boxes to indicate the shell of the article. Ask the students, "What should go in each paragraph box?"

The students should help you come up with the format. Your shell should look something like this:

How to Title

Introduction

List of Materials

Step one - write a haiku and make storyboards

Step two - make a character in art

Step three - animate! Talk about team jobs.

Conclusion - problems or advice

9. Encourage students to write down this shell in their writing journals for their own reference.
 10. Students have the remainder of the period to **individually draft**.
 11. Walk around the room. Make sure you hit your target students to re-read requirements and explain directions.
 12. **Closing:** Thank the students for their writing effort. We will continue drafting tomorrow!
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How to Write a “How-To Article”

A “how-to” article explains how something is done. It often presents the information in steps. To write a “how-to” article, follow the steps below:

- Choose a topic that could teach someone about (for example, how to animate a haiku!).
- **Brainstorm** or use an idea organizer to help you plan your article.
- Write a **title** for your article.
- Write **an introduction** that tells your reader what you will be explaining and why it is useful to know.
- Think about what your reader might already know about this subject. Assume your reader has never done this activity before!
- **List all the materials** needed to do this activity.
- Picture the activity in your mind, or do the activity yourself.
- **Make a list of the steps** you take in order to complete the activity.
- Begin writing. To help your reader follow directions, use **time-order words** such as first, second, third, fourth, now, next, then and finally.
- Include any hints, drawings or photos you think would be useful to your reader.
- Use **specific words** to help your reader understand each step.
- Write **a conclusion** to end your paper.
- Once you have finished writing, be sure to **review your work**.

Adjusted from TIME for Kids “How-To” write a “How-To Article”

How to Write a “How-To Letter”

A “how-to” letter explains to someone how something is done. It often presents the information in steps. To write a “how-to” letter, follow the steps below:

- Choose a topic that could teach someone about (for example, how to animate a haiku!).
- **Brainstorm** or use an idea organizer to help you plan your letter.
- Write the **date and greeting** for your letter.
- Write **an introduction** that tells your reader what you will be explaining and why it is useful to know.
- Think about what your reader might already know about this subject. Assume your reader has never done this activity before!
- **List all the materials** needed to do this activity.
- Picture the activity in your mind, or do the activity yourself.
- **Make a list of the steps** you take in order to complete the activity.
- Begin writing. To help your reader follow directions, use **time-order words** such as first, second, third, fourth, now, next, then and finally.
- Include any hints, drawings or photos you think would be useful to your reader.
- Use **specific words** to help your reader understand each step.
- Write **a conclusion** to end your letter.
- Remember your **closing** or **“Sincerely,” and signature**.
- Once you have finished writing, be sure to **review your work**.

Adjusted from TIME for Kids “How-To” write a “How-To Article”

Instructional Writing – Drafting **(45 minutes)**

Materials Needed:

- Writing Journals
- “Planning, Writing, and Animating a Haiku” booklet

Sequence of Activities:

- In this short writing workshop, students continue drafting their instructional “How to Animate a Haiku” papers.
 - Make sure everyone has similar “Materials Needed”. Have the students help you list them all on the chalkboard (tell them that it would be in their best interest to write this list down on their own drafts).
 - tape • scissors • haiku • paint • paper • brads (fasteners) • Mac computer • i-Sight (or video camera) • i-Stopmotion
 - Meet with students who finished early yesterday. If students finish writing too fast, they probably have not included all necessary information. Have them self-edit by comparing their work to the format discussed yesterday. If they are missing any, make them include it. Otherwise, make them look for stronger word choice.
 - With 10 minutes remaining, have an **Author’s Couch**. Take two volunteers to read their drafts thus far, asking audience members for “Pluses or Wishes”.
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Instructional Writing – “Check for Organization and Ideas” **(45 minutes)**

Materials Needed:

- Writing Journals
- “Planning, Writing, and Animating a Haiku” booklet
- “Organization/Idea Self and Buddy Checklist” (1 per student, double-sided)
- Organization/Idea Checklist” Self and Buddy Transparencies
- 6+1 Trait Rubric Transparency
- Sample Writing, “Dear Mr. Fisher”

Key Concepts:

Organization: the internal structure of the piece. How well did the student organize his/her paragraphs?

Idea: the meaning and development of the message. Can another reader understand what the writer is intending to communicate in this piece?

Sequence of Activities:

1. **Intro:** “Writers, we are continuing to work on our “How-To Animate a Haiku” instructions. Do you know what else we are continuing to work on? **Our 6+1 Writing Traits!** Remember those? Today, we are going to **stop and check** for our **organization and ideas.**”

 “It is better **to stop and check now to make sure you have strong structure** before you build an entire piece that is sloppy and weak.” **(3 minutes)**
2. Have the paper-passers pass out the “How-To Checklists”.
3. Turn on the overhead and put on the **Self-Checklist**.
4. “We have passed out **Organization and Idea Checklists**. Everyone, look at the side that says **Self-Checklist**. This is what you are going to do **FIRST**.”
5. Using the overhead as a guide, go over each point. Have individual students read aloud each point while you walk around the rows. Remind students how teachers evaluate their writing using the **6+1 Traits**. Put the 6 +1 Trait rubric on the overhead. **(3 minutes)**
6. “Now, when you are done doing a self-check, **have a buddy check your paper for you**. We are just looking at **organization and idea** so far. I know most of you are not finished or haven't put together word choice or looked at spelling or punctuation yet. Just **looking at the foundation**. Turn your checklist over and look at the side that says **Buddy-Checklist**.”

7. Put the **Buddy-Checklist** on the overhead. Using the overhead as a guide, go over each point. Have individual students read aloud each point while you walk around the rows. "Notice the spot that says, PLUSES or WISHES. Remember, you are putting on your editor's cap and **helping your buddy out with advice** on what they can do to finish his/her draft." **(3 minutes)**
 8. If the student's self check list does not match up with the buddy list then **something is wrong** and the writer should go back and follow his buddy's advice. Remember, the buddy is there to help the writer with a new set of eyes!
 9. Put the "Dear Mr. Fisher" sample letter on the transparency. "Let's all buddy-check this letter together."
 10. Using the Buddy Checklist, check off for organization and ideas, calling on individual students to comment. As a class, score this person's letter, using the 6+1 rubric as a guide. **(6 minutes)**
 11. "For the remainder of writing workshop, you should do this process for yourself. First, **check yourself**. Next, have **a buddy check your paper for you**. Use the person across from you. Discuss your "pluses and wishes."
- If you do not feel you have enough written to check or be checked, then keep writing! You need to have something to check!!"
12. Walk around the room. Hit your target students, making sure they understand what this checklist is for.
 13. With 10 minutes remaining, have an **author's couch**.
 14. **Closing:** "We will continue drafting or checking tomorrow! We are going to go through **all 6 traits** with these instructions. Coming up we will be checking your **voice** and **word choice**. Together, we will work on your writing so that this will be your strongest piece of writing so far!"
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Instructional Writing – “Check for Word Choice and Voice” **(45 minutes)**

Materials Needed:

- Writing Journals
- “Planning, Writing, and Animating a Haiku” booklet
- “Word Choice/Voice Self and Buddy Checklist” (1 per student, double-sided)
- “Word Choice/Voice Checklist” Self and Buddy Transparencies
- 6+1 Trait Rubric Transparency
- Sample Writing, “Dear Mr. Fisher”

Key Concepts:

Word Choice: The specific vocabulary that conveys meaning. Did the author use clear and interesting word choice?

Voice: The way the author brings the topic to life. Did the topic use strong voice appropriate for the audience and mood?

Sequence of Activities:

1. **Intro:** “Writers, we are going to begin our second drafts for “How-To Animate a Haiku” instructions. Today we are going to **stop and check** for our **word choice and voice.**”

“Let’s build on what you have and put some life into it.” **(3 minutes)**
2. Have the paper-passers pass out the “How-To Checklists”.
3. Turn on the overhead and put on the **Self-Checklist.**
4. “We have passed out **Word Choice and Voice Checklists.** Everyone, look at the side that says **Self-Checklist.** This is what you are going to do **FIRST.**”
5. Using the overhead as a guide, go over each point. Have individual students read aloud each point while you walk around the rows. Remind students how teachers evaluate their writing using the **6+1 Traits.** Put the 6 +1 Trait rubric on the overhead. **(3 minutes)**
6. “Now, when you are done doing a self-check, **have a buddy check your paper for you.** We are just looking at **word choice and voice.** How is the mood? Are the words you chose clear? Is this piece appropriate for the audience and format you chose? Turn your checklist over and look at the side that says **Buddy-Checklist.**”
7. Put the **Buddy-Checklist** on the overhead. Using the overhead as a guide, go over each point. Have individual students read aloud each point while you walk around the rows. “Notice the spot that says, **PLUSES** or **WISHES.**”

- Remember, you are putting on your editor's cap and **helping your buddy out with advice** on what they can do to finish his/her draft." **(3 minutes)**
8. If the student's self check list does not match up with the buddy list then **something is wrong** and the writer should go back and follow his buddy's advice. Remember, the buddy is there to help the writer with a new set of eyes!
 9. Put the "Dear Mr. Fisher" sample letter on the transparency. "Let's all buddy-check this letter together."
 10. Using the Buddy Checklist, check off for word choice and voice, calling on individual students to comment. As a class, score this person's letter, using the 6+1 rubric as a guide. **(6 minutes)**
 11. "For the remainder of writing workshop, you should do this process for yourself. First, **check yourself**. Next, have **a buddy check your paper for you**. Use the person across from you. Discuss your "pluses and wishes."
 12. Walk around the room. Hit your target students, making sure they understand what this checklist is for.
 13. With 10 minutes remaining, have an **author's couch**.
 14. **Closing:** "We will continue with our second drafts tomorrow! We are going to go through **all 6 traits** with these instructions. Soon, the editing part of our writing begins. We will be checking your **sentence fluency** and **conventions**. Every day your writing is coming together stronger and stronger!"
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Instructional Writing – “Check for Sentence Fluency and Conventions” **(45 minutes)**

Materials Needed:

- Writing Journals
- “Planning, Writing, and Animating a Haiku” booklet
- “Sentence Fluency/Conventions Self and Buddy Checklist” (1 per student, double-sided)
- “Sentence Fluency/Conventions Checklist” Self and Buddy Transparencies
- 6+1 Trait Rubric Transparency
- Sample Writing, “Dear Mr. Fisher”

Key Concepts:

Sentence Fluency: The way the words and phrases flow through the text. Does the author have long and short sentences? Are there no run-on sentences?

Conventions: The mechanical correctness of the piece. Does the author have proper punctuation and correct spelling?

Sequence of Activities:

1. **Intro:** “Writers, we are going to edit our second drafts for “How-To Animate a Haiku” instructions. Today we are going to **stop and check** for our **sentence fluency and conventions.**”

“Here’s where we read your piece aloud. Does it flow nicely off our lips? Or do we stop and stumble because sentences don’t sound right. Also, here’s where we check your spelling and punctuation – capital letters, periods, apostrophes, etc.” **(3 minutes)**

2. Have the paper-passers pass out the “How-To Checklists”.
3. Turn on the overhead and put on the **Self-Checklist**.
4. “We have passed out **Sentence Fluency and Convention Checklists**. Everyone, look at the side that says **Self-Checklist**. This is what you are going to do FIRST.”
5. Using the overhead as a guide, go over each point. Have individual students read aloud each point while you walk around the rows. Remind students how teachers evaluate their writing using the **6+1 Traits**. Put the 6 +1 Trait rubric on the overhead. **(3 minutes)**
6. “Now, when you are done doing a self-check, **have a buddy check your paper for you**. We are just looking at **sentence fluency and conventions**. How do your sentences sound? Does your spelling and punctuation look good? Turn your checklist over and look at the side that says **Buddy-**

Checklist.

7. Put the **Buddy-Checklist** on the overhead. Using the overhead as a guide, go over each point. Have individual students read aloud each point while you walk around the rows. "Notice the spot that says, PLUSES or WISHES. Remember, you are putting on your editor's cap and **helping your buddy out with advice** on what they can do to finish his/her draft." **(3 minutes)**
 8. If the student's self check list does not match up with the buddy list then **something is wrong** and the writer should go back and follow his buddy's advice. Remember, the buddy is there to help the writer with a new set of eyes!
 9. Put the "Dear Mr. Fisher" sample letter on the transparency. "Let's all buddy-check our old friend Louis' letter together."
 10. Using the Buddy Checklist, check off for word choice and voice, calling on individual students to comment. As a class, score this person's letter, using the 6+1 rubric as a guide. **(6 minutes)**
 11. "For the remainder of writing workshop, you should do this process for yourself. First, **check yourself**. Next, have **a buddy check your paper for you**. Use the person across from you. Discuss your "pluses and wishes."
 12. Walk around the room. Hit your target students, making sure they understand what this checklist is for.
 13. **Closing:** "We will begin typing tomorrow! Using this checklist will help you clean up your paper before you miss simple mistakes and include it in your final typed piece. We are almost done with our final writing!"
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Dear Mr. Fisher,

If you want to do an interesting project with your students next year then I suggest you do an "Animating a Haiku" project. It is a really cool project and we had a lot of fun doing it.

This is what you will need:

- paper • paint • brads or fasteners • a Haiku • Mac Computers
- i-Sights (videocamera) • i-Stopmotion

What do you mean you don't know what a Haiku is? Where did you get your teaching degree from? A Haiku is a poem with themes of nature or seasons and it has seventeen syllables with five syllables on the first line, seven on the second line, and five on the third line and by the way, a haiku does not rhyme.

My teacher made me brainstorm my haiku by making charts and drawing pictures about what my haiku looks like then we drafted the haiku and then we made storyboards which are what movie makers use to show you where the action is on every line. It kind of looks like a comic book.

Next we went to art class where Mr. Wyse made us paint paper but we had to wait until next class when the paper was dry before we could cut our characters out. Then we cut our characters out. It was fun.

Finally we made our animations. We needed to be in teams. First you need an i-Sight camera and your Mac laptop. Animation is at 12 frames a second. That means we needed to take 12 pictures for every second! Then we moved our paper-cut outs and took pictures of them using i-Stopmotion and we could play them back and watch them move. That was my favorite part.

You might have some problems like the animation plays too fast. That is probably because the student didn't take 12 pictures for one second and they need to go back and take more pictures to equal one second.

I hope you do this project with your students because they will have fun doing it just like I had fun and they might think it is the coolest project ever and don't worry it's not that hard to do.

Sincerely,

Louis