Context: Writing a “How to” Book

*Grade Level:* 2nd Grade, 11 students, L1 of each is Spanish

*Approximate ELL Level of Students:* beginner and intermediate

*Content Areas:* Social Studies, Art, English

*Texts to Use:* world maps, globes, example “How to . . .” book

*Other Materials:* papier mache materials, game cards, world worksheet, word cards, continent cards, illustration and writing models

ELA Common Core Standards:

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| Writing:  Grade 2 » 2. Write informative/explanatory texts in which they introduce a topic use facts and definitions to develop points and provide a concluding statement or section.  Grade 2 » 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  Grade 2 » 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  Grade 2 » 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  Grade 2 » 8. Recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening:  Grade 2 » 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  Grade 2 » 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  Grade 2 » 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  Grade 2 » 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  Language:  Grade 2 » 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Grade 2 » 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Grade 2 » 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

Established Goals (NYC Social Studies Strand I)

Hemispheres, continents, and oceans can be located on world maps and globes.

Established Goals (NYC Art Strand III)

Apply the skills and knowledge learned in visual arts to interpreting the world.

What understandings are desired?

*Students will understand…*

the world consist of large bodies of land (continents) and water (oceans).

where the continents and oceans are located on the globe.

how to write a “how to” book and the purpose of writing such a book.

What essential questions will be considered?

What makes up our world?

How can we depict our world through art?

How can we share an experience and help someone replicate what we did?

What key knowledge and skills will students acquire as a result of this unit?

*Students will know…*

what the continents and oceans are, how many there are of each, and where they are located on the globe.

how to use directions to describe the globe

what a “how to” book is and the purpose of the genre

*Students will be able to…*

build a globe with papier mache.

locate the continents and oceans on the globe.

locate countries and talk about their locations relative to one another.

create a “How to” story about the process of making globes.

use transition words to indicate the order of the steps of a process.

use explanatory language to make steps of a process clear to a reader.

What evidence will show that students understand?

*Performance Tasks (summary addressing GRASPS):*

What has just landed in your backyard? What is it?! Two beings are standing at your door. They have big heads and big eyes. Don’t fear. They are friendly aliens. They were passing by Earth on their way to another galaxy and thought the planet was so beautiful they’d stop for a visit. But where to go? They need your help navigating this planet. Your job is to 1) make a globe so they will be able to find the continents, and navigate the oceans. And 2). Instruct your new alien friends in making globes so that they can share their home planet with you. Your instructions of “how to” make a globe must include illustrations and easy to follow steps using art and globe vocabulary. So, invite these visitors in for snacks and let’s get started!

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

1*. Continent game*—matching the names to the shapes will demonstrate students know the continents by name and shape.

2. *Marking the map and sentence quiz* will show students can locate the continents and oceans on a map and write sentences using direction words.

3. *How to story*—writing a story about the globe-making process and giving details of what they did and where they put continents and marked oceans will show they know the make-up of the globe and the process of making one.

4. *Observations* of pair work and discussions will demonstrate students can use target vocabulary to talk about their globes, the steps in making a globe, and their “how to” books.

Student Self-Assessment and Reflection:

*Illustrating and writing a “How to” story* will give students the chance to rethink the activities and reflect on what they learned.

*Reading the “How to” stories* to the class will show students can read and understand “how to” stories.

*Participating in the match, card game* will demonstrate students recognize the continents by shape and name.

*Taking the quiz* will show students they know where the continents and oceans are on the map.

Sequence of lessons

1. Introduce the performance task of making a globe and list the steps. Introduce art vocabulary (papier mache, cover, mixture, dry). Model today’s steps.
2. Assign monitors to set up and break down work area.
3. Students, in pairs, build the first layer of papier mache on their balloons.
4. Review of what we did yesterday with the art vocabulary. What were the steps? How did it go? What should we change to make it better today?
5. In pairs, students build the second layer of papier mache.
6. Now that our papier mache is dry, we have a discussion of what we should do next and why. We have our globes. What do they look like? Let’s look at this globe (purchased). What do you see? If we want to make our globes look like this globe, what should we do first? What should we paint first? Why? What color is that?
7. Students paint their globes blue.
8. Introduce essential vocabulary (names of continents) and organize on the board with the map.
9. Students write the names of the continents on their maps individually.
10. Turn and talk with a partner to check answers.
11. Check answers in whole group discussion. Students volunteer to give answers.
12. Review continents. Show individual continent cards. Students say what continent each is.
13. Students create ways to recognize continents by their shapes by answering, “How do we know it’s \_\_\_\_\_?” (It looks like a cookie with a bite out of it (Australia).)
14. Homework is coloring the continents on their maps—seven colors for seven continents.
15. Review the continents and how we know each is each.
16. Students play concentration games, referring to their globes, of continents and names of continents.
17. Review the continents and how we know each is each.
18. The directions north and south plus “equator” are introduced and students describe where continents are on the globes in relation to each other, “Africa is south of Europe,” etc.
19. Students dictate sentences and the teacher writes them.
20. Homework is writing north/south sentences describing the placement of continents on the globe.
21. Review continents and north/south.
22. Introduce west and east.
23. Participate in TPR activity motioning up for north and down for south, left for west, and right for east.
24. Students work in pairs and use their homework maps to write seven sentences using direction words.
25. As a whole class, students volunteer to answer, “Who can tell me where \_\_\_ is?” and “Does anyone have a different sentences for \_\_\_?”
26. Introduce the painting of the globes. Discuss the globe and what it looks like, and ask “What should we do first?” What are the steps we should take? Why?
27. Model the stencil tracing and the painting and how to take turns.
28. Students paint North America on their globes.
29. Students discuss where to place South America and why, and paint S. America.
30. Review vocabulary, where continents are on the globe, and where they are in relation to each other. Model using stencils to paint continents on globes.
31. Students take turns, in pairs, to trace stencils and then paint the other five continents on globes.
32. Review continents, direction words, and sentences.
33. Map and sentence quiz.
34. Pair work to correct quizzes.
35. Whole group review of the quizzes.
36. Introduce oceans and talk about how they relate to our seven continents using direction words.
37. Take a look at this globe (purchased). What is missing on ours? What is all of this writing? What should we write on our globes first?
38. Discuss the steps in marking the continents on the globes and model.
39. In pairs, students mark the names of continents on the globes.
40. Review continents and oceans.
41. In pairs, students mark the oceans names on the globes (Some students finish marking continents, if needed. Early finishers play continent concentration).
42. Introduce illustrating a “how to” book on the globe-making process, review order/sequence words.
43. Discuss what the first step was in making our globe. Students image in their minds what their first illustration should be for step one.
44. Students turn and talk with a partner about their first-step picture.
45. Students are led through each step and are allowed to image each picture for each step and then share with a partner.
46. Once all five demo steps have been thought through and described, students draw the pictures for their steps on note cards.
47. Review what we did last class. Students share their pictures with a partner and describe the steps.
48. Teacher models how to order pictures and where to place the sequence words on the colored paper.
49. Students finish drawing and/or coloring their illustrations, glue them onto colored paper in the proper order and write the sequence words next to/above each picture.
50. In whole group, students volunteer to take us through their steps as we act out the steps of the globe-making procedure.
51. Review the steps of making a globe from the example on the board.
52. Introduce writing a “How to” book based on illustrations, and review target vocabulary: order words, art words, continents, oceans, directions.
53. Model the writing by students dictating sentences and teacher writing.
54. Students, in pairs, share their steps with a partner as the partner acts out all of the steps.
55. Students start to write their “How to” books.
56. Review what we did last class.
57. Students finish writing their stories.
58. A volunteer reads his/her story to the whole group.
59. Students work in pairs to read “How to” books.
60. Large group discussion. Were they all the same? What things were different? What were things were the same? Why do you think they weren’t all the same?
61. Publish stories on board in hall and on class website.

Stage 3 – Plan Learning Experiences

Sequence the activities above into class periods for a four to six week unit, using brief, short-hand descriptions.

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| 1. Introduce globe project  2. Assign monitors  3. First layer of papier mache | 4. Review yesterday  5.2nd layer of papier mache | 6.Discussion  7. Paint globes blue | 8. Introduce vocabulary  9. Students mark maps  10. T&T to check answers  11. Check answers in whole group | 12. Review and discuss continent shapes  13. Create ways to remember continents  14. Homework |
| 15. Review  16. Play concentration | 17. Review  18. Introduce N/S & equator  19. Sentences using N&S  20. Homework | 21. Review N & S  22. Introduce W & E  23. TPR  24. Write sentences  25. Whole class answers | 26. Intro to painting globes  27. Model  28. Students paint N. America  29. S. America | 30. Review  31. Paint 5 continents |
| 32. Review  33. Quiz  34. Pair work  35. Quiz answers as whole group. | 36. Introduction to oceans  37.Discussion  38. Steps to marking continents on globe  39. Students mark globe | 40. Review  41. Mark oceans (continents/play concentration)  **catch up day** | 42. Introduce illustrating “how to” book.  43. Discuss steps in making globes.  44. T&T about images of illustrations  45. Continue images and T&T  46. begin drawing | 47. Review yesterday’s lesson.  48. Model order of pictures and addition of sequence words.  49. Students finish pictures  50. Volunteers share work |
| 51. Review  52. Introduce writing from illustrations  53. model writing | 54. Students refresh their memory with a partner  55. Students write | 56. Review  57. Students finish writing  58. Volunteer reads | 59. Students work in pairs to read  60 Discussion | 61. Publish stories |

“How to” book rubric

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| --- | --- | --- | --- |
| Illustrations | There are five pictures. There are five different steps. There may be questions about the pictures. | There are five pictures. The steps are detailed. There are not many questions about the pictures. | There are five pictures or more. Each step is clear. There is no question of what is happening in each picture. |
| Points | 1-2 | 3-4 | 5 |
| Order | There are three order words used. There may be some question about the steps. | There are five order words. The order of the steps is precise. It is easy to follow the steps. | There are five order words or more. Each word is only used one time. The pictures are ordered precisely and there are no questions about the steps. |
| Points | 1-2 | 3-4 | 5 |
| Art & Globe Vocabulary | Five of the vocabulary words are used. There are some questions about meanings of words. Many continents and oceans are used. | Most of the vocabulary is used. Meaning of each word is clear. Most of the continents and oceans are used and correct. | All of the vocabulary has been used. There is no question about the meanings. All of the continents and oceans are used and correct. |
| Points | 1-2 | 3-4 | 5 |

Overall points \_\_\_/15