



ANOTHER FREE CLASSROOM PROCESS WRITING LESSON FROM

TREE HOUSE PRESS

Grade 3 Lesson

Write Instructions

Integrating Process Writing with Technology, Reading, Media Literacy, and Language



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Introduction

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We are sometimes asked why we make these lessons available for free. The answer is simple: we believe that you and your students will find these powerful lessons to be both useful and enjoyable. This lesson is a small part of a larger, complete classroom program. We are confident that you and your students will enjoy using this lesson and it will prove to be a useful teaching tool.

If you do find this free classroom lesson to be a useful tool, we hope you will consider purchasing the complete program which is reasonably priced and available from TREEHOUSEPRESS.COM.

About This Lesson

The belief that student writing is a dynamic process, rather than a static event, is an important guiding principle behind this process writing lesson. The second principle - the better the prewriting, the better the first draft will be - is the reason the lesson involves kids in a wide variety of engaging prewriting activities such as the reading of and the responding to the model selection, decision making about audience and purpose, and using structured tools for generating, gathering, and organizing ideas.

When students complete the prewriting activities they are ready to complete their first draft. But there is still much more to do.

We know another guiding principle states that what students do with the first draft has a great deal to do with how effective the final product will be. Hence this lesson navigates students through practical revision, editing, and proofreading activities that guide them through various steps that improve their draft. Only then is the work ready for publication to be shared with an audience.

Finally, students complete activities that cause them to reflect on their writing and extend it.

When appropriate, tech links and language links are provided to enhance the process writing unit and Ontario EQAO-like assessments are used to examine progress made and to identify next steps.

Features of This Lesson

Students need to write in a variety of forms or genres: graphical, informational, and literary. This unit is an informational process writing unit that guides kids through the steps in writing instructions.

Unit 8 Write Instructions

"Ready or not, here I come!" What games do you enjoy playing? We can learn new games by following instructions. Instructions are step-by-step directions on how to do something.

Generate, Gather and Organize

Read the instructions below to play the game called Frozen Statues.

Frozen Statues



First you need about 5 or 6 friends to play this game. Then, the person who is "it" counts to 3 and yells "Freeze." All the players immediately freeze like a statue. Next, the person who is "it" chooses the best statue to be the next "it" person. Finally, everyone should have a turn being chosen to be the best statue.

Write instructions for playing a favourite game. Whom are you writing this for? Why are you writing it?

What games do you like to play? In a group of four, brainstorm some of your favourite games. Each group member will select a game and explain to the group how it's played. Can your group members understand your instructions? If not, ask for help to make them clear.

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The model selection involves a group of characters who have marvellous adventures together. The illustration supports the reading selection and extends it.

The model selection can be read by individuals, in pairs, by the teacher, or as a guided reading lesson exposing students to the characteristics of the form — written instructions.

Reading response activities are provided as a starting point for students to comprehend, respond to, and extend the reading selection.

Features of This Lesson

Students select a topic, keeping in mind their purpose and audience.

Writing prompts, graphic organizers, or other practical tools are provided to help students generate, gather, and organize their ideas.

Select a game and write your own instructions for playing it. What game will you pick? You could choose one of these.

- Musical Chairs
- Frozen Tag
- I Spy
- Simon Says

Write about one of these or a different favourite game.



Writing hints:

1. Write your instructions in order.
2. Use time words like first, second, next, after.
3. Use short sentences.

Draft and Revise

Write your first draft on the lines below.

Lined area for writing the first draft.

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If a device is available, students work with the teacher or a family member on a wide variety of engaging technology links and internet activities that support and enhance the prewriting stage.

Students write their first draft here. At times, additional paper may be required or students may choose to compose on their device.



Features of This Lesson

Organizers, charts, checklists, or other tools assist students as they revise, edit, and proofread individually, with a partner, or as a whole class.

Language Links provide students with the specific grammar and punctuation skills they need to help them improve their first draft.

With a partner, revise your draft. Read your draft out loud. Improve your work by thinking about these questions.

1. Will a reader be able to play this game just by reading the instructions? How can you make them clearer?
2. Were any steps left out? If so, add them.
3. Did you put the steps in the right order?

Edit, Proofread and Publish

Focus on your sentence fluency to proofread your work. Good instructions use clear, short sentences. Make sure each sentence is clear. Each must begin with a capital letter. Most will end with a period.

Now write your final draft.

Publish your instructions in a class booklet. Post them on your school's web site. In small groups, take turns reading about some of these games. Play some of them.

Reflect How did the language link help you edit and proofread your draft? Will you include your instructions in your portfolio? Why or why not?

Extend Write instructions on how to make your perfect sandwich.

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Language Link
See page 17 and 18. Proofread to make sure your sentences begin and end correctly.

Tech Link
If available, use a device. Give a copy of your final draft to your teacher. Your teacher may decide to display your draft on a digital whiteboard or share it using other digital devices.

Additional technology links or internet activities assist students with editing, proofreading, publishing, sharing, and extending their writing.

Finally, students complete activities that cause them to reflect on their writing and extend it.

Students write their final draft and share it with the intended audience.

Features of This Lesson

EQAO-like Assessment: 1

Write instructions that explain how to get ready for school.

Ideas for My Instructions

Remember: Check over your work. Check your spelling, grammar, and punctuation!

Write your instructions here.

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At times, Ontario EQAO-like process writing assessments are used to examine progress made and identify next steps.

At other times, Ontario EQAO-like multiple-choice assessments are used to measure growth in punctuation and grammar and to determine next steps.

EQAO-like Assessment: 2

Writing Multiple-choice

Circle the correct answers below.

- Choose the sentence that is written correctly.
a. saw Alex racoon a.
b. Alex racoon a saw.
c. Alex saw a racoon.
d. Racoon a saw Alex?
- Choose the sentence with the correct punctuation.
a. Zed ate chocolate ice cream
b. Zed ate chocolate ice cream.
c. Zed ate chocolate ice cream?
d. zed ate chocolate ice cream.
- Choose the sentence with the correct punctuation.
a. Did Meg go to the cottage.
b. Did Meg go to the cottage?
c. did Meg go to the cottage!
d. Did Meg go to the cottage
- Choose the sentence that is an asking sentence.
a. Devin likes to play soccer.
b. Alex scores!
c. Zed, pass the ball.
d. Who will be the goalie?
- Choose the sentence that is an exclamatory sentence.
a. Call for an ambulance!
b. Who threw the baseball bat?
c. The coach helped Devin off the field.
d. Devin's Dad says he will be ok.
- Choose the word that best joins the sentences.
Meg is at the bakery. She wants to buy a cake.
a. with
b. because
c. soon
d. still
- Choose the word that best joins the sentences.
Zed told a joke. Devin laughed.
a. or
b. but
c. and
d. with
- Choose the word that best joins the sentences.
Alex can't sing. Alex can dance.
a. because
b. and
c. or
d. but
- Choose the word that best joins the sentences.
Meg scored a goal. Zed cheered.
a. but
b. soon
c. or
d. so

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Feel free to make student copies of the following lesson for use in your classroom.

Write Instructions

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Generate, Gather and Organize

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First you need about 5 or 6 friends to play this game. Then, the person who is "it" counts to 3 and yells "Freeze." All the players immediately freeze like a statue. Next, the person who is "it" chooses the best statue to be the next "it" person. Finally, everyone should have a turn being chosen to be the best statue.

Write instructions for playing a favourite game. Whom are you writing this for? Why are you writing it?

What games do you like to play? In a group of four, brainstorm some of your favourite games. Each group member will select a game and explain to the group how it's played. Can your group members understand your instructions? If not, ask for help to make them clear.

- Musical Chairs
- I Spy
- Frozen Tag
- Simon Says

- 
- Tech Link**
- If available, use a device.
- Work with a partner.
Look up "kids party games instructions."
Read the instructions to play at least five games. Get a group together and play one of the games.

Writing hints:

- ## Draft and Revise

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

With a partner, revise your draft. Read your draft out loud. Improve your work by thinking about these questions.

1. Will a reader be able to play this game just by reading the instructions? How can you make them clearer?
2. Were any steps left out? If so, add them.
3. Did you put the steps in the right order?

Language Link

See page 17 and 18. Proofread to make sure your sentences begin and end correctly.

Edit, Proofread and Publish

Focus on your sentence fluency to proofread your work. Good instructions use clear, short sentences. Make sure each sentence is clear. Each must begin with a capital letter. Most will end with a period.

Now write your final draft.

Publish your instructions in a class booklet. Post them on your school's web site. In small groups, take turns reading about some of these games. Play some of them

Tech Link

If available, use a device. Give a copy of your final draft to your teacher. Your teacher may decide to display your draft on a digital whiteboard or share it using other digital devices.

Reflect How did the language link help you edit and proofread your draft? Will you include your instructions in your portfolio? Why or why not?

Extend Write instructions on how to make your perfect sandwich.

EQAO-like Assessment: 1

Write instructions that explain how to get ready for school.

Ideas for My Instructions

Remember: Check over your work. Check your spelling, grammar, and punctuation!

Write your instructions here.

Writing Multiple-choice

Circle the correct answers below.

1. Choose the sentence that is written correctly.

a. saw Alex racoon a.
b. Alex racoon a saw.
c. Alex saw a racoon.
d. Racoon a saw Alex?

2. Choose the sentence with the correct punctuation.

a. Zed ate chocolate ice cream
b. Zed ate chocolate ice cream.
c. Zed ate chocolate ice cream?
d. zed ate chocolate ice cream.

3. Choose the sentence with the correct punctuation.

a. Did Meg go to the cottage.
b. Did Meg go to the cottage?
c. did Meg go to the cottage!
d. Did Meg go to the cottage

4. Choose the sentence that is an asking sentence.

a. Devin likes to play soccer.
b. Alex scores!
c. Zed, pass the ball.
d. Who will be the goalie?

5. Choose the sentence that is an exclamatory sentence.

a. Call for an ambulance!
b. Who threw the baseball bat?
c. The coach helped Devin off the field.
d. Devin's Dad says he will be ok.

6. Choose the word that best joins the sentences.

Meg is at the bakery. She wants to buy a cake.

a. with
b. because
c. soon
d. still

7. Choose the word that best joins the sentences.

Zed told a joke. Devin laughed.

a. or
b. but
c. and
d. with

8. Choose the word that best joins the sentences.

Alex can't sing. Alex can dance.

a. because
b. and
c. or
d. but

9. Choose the word that best joins the sentences.

Meg scored a goal. Zed cheered.

a. but
b. soon
c. or
d. so

Thank You for Using This Lesson with Your Class

Thank you for using this lesson with your class. Hopefully you found it very useful. With this lesson, your students should have learned that writing is a process and that they complete a series of concrete steps as they take their writing from beginning ideas to published work. They will also have experienced a wide-variety of strategies and practical writing tools that guided them through the various prewriting, drafting, and post-writing stages. They will have used specific grammar and punctuation skills to improve their draft. Also, they will have learned how technology links and the Internet can enhance the writing process. Most importantly, they will have created a published piece of writing that they and their family can be proud of.

Consider Ordering the Complete *Personal StudentBOOK*

If you found this lesson helpful, imagine using an extensive collection of integrated writing process lessons across the school year. Further, we invite you to review our Reading Program and our Word Study program. We encourage you to share this information with your principle and colleagues. These highly effective programs contain many of the benefits and features you experienced using this free classroom lesson.

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