

This Lesson's Sample

PoB-A*	Paragraph 1	<p>A snowman is a simple, fun piece of art. Before building one, first make sure there is plenty of snow outside. Then, check whether the snow is suitable for packing. If it is wet and heavy, you are ready to start building!</p> <p><i>Topic of Paragraph:</i> Checking That You Have the Right Material</p>
PoB-B	Paragraph 2	<p>To begin, start gathering snow into a pile. As you add snow, shape it into a roughly round shape with your hands. Continue until you decide the ball is large enough. Then, you are ready to craft the second sphere.</p> <p><i>Topic of Paragraph:</i> Building the First Section</p>
PoB-C	Paragraph 3	<p>The second ball should be slightly smaller than the first. Once it is done, lift it into place on top of your first section. Then, create one more smaller ball as the head. Place this piece on top of the previous two sections.</p> <p><i>Topic of Paragraph:</i> Building the Second and Third Sections</p>
Extension--PoB-D	Paragraph 4	<p>Now, to decorate, place a carrot in the middle of the “face” as a nose. Next, use whatever small, round objects you have on hand to create eyes and a smile. Then, place a stick into each side of your snowman’s middle for arms. Finally, stand back and admire your masterpiece!</p> <p><i>Topic of Paragraph:</i> Decorating Your Snowman</p>

Lesson A. Read Sample and Learn About Instructional Writing

- ↔ A. Read the Sample Instructional Essay provided in the beginning of this lesson (in the paragraph boxes).
- (1) Who were those paragraphs written to?
 - (2) They were written to **you!** (Or whoever reads them!)
 - (3) When sentences have instructions in them but are not written about a specific person, we say that they have an **Understood YOU subject**.
 - (4) That is, it is understood that the person reading the sentences is the subject of the sentences.
 - (5) **Instructional writing is writing that gives instructions.**
 - (6) We see instructional writing everywhere--online, in toy instructions, in cookbooks...everywhere
 - (7) You will be writing an instructional essay this week about **how to build a snowman**.
 - (8) Just like the sample that you just read, you will write sentences and paragraphs telling someone how to build your perfect "Frosty"!

Lesson B. Pre-Writing

<> B-1. Read the sample outline that went with the sample Instructional Essay (outline provided below).

Sample Outline	
Paragraph 1: Checking That you Have the Right materials	Paragraph 3: Building the Second & Third Section
Sentence 1: snowman = simple art	Sentence 1: 2nd ball less +++ than 1st
Sentence 2: check if +++ snow	Sentence 2: place on top of 1st
Sentence 3: check if +++ 4 packing	Sentence 3: 1 more smaller ball = head
Sentence 4: wet/heavy → start building	Sentence 4: place on top of 1st/2nd
Paragraph 2: Building the First Section	Ext.--Paragraph 4: Decorating Your Snowman
Sentence 1: gather snow → pile	Sentence 1: Carrot → face
Sentence 2: shape → round shape	Sentence 2: Small round objects = eyes/smile
Sentence 3: continue until +++ ball	Sentence 3: Stick → each side of middle
Sentence 4: ready make 2nd ball	Sentence 4: Stand/admire

Notice how the outline had symbols in it so the student didn't have to use so many words when he created it.

Sentence-by-Sentence Outlining Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean *up, more, above, increase, better*

= can mean *the result of, the same as, is equal to, means, like, occurred*

can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates*, and can also stand for *time*, etc.

→ can mean the *result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can be spoken words or special words

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

<> B-2. Highlight the topic of each paragraph in the sample essay.

- (1) Do you see how each paragraph has a "topic"?
- (2) When you are about to write a paragraph, you need to **decide ahead of time what is going to be in that paragraph.**
- (3) You can't just start writing and hope it all fits together!
- (4) **By deciding ahead of time what will be in that paragraph, you are helping your brain put things together in an organized way**
- (5) When you write, it will be much easier because you thought of the paragraph's contents ahead of time.
- (6) Your writing will be better, and your readers will thank you!

<> B-3. In the box on the next page, complete the following steps to determine what each of your paragraphs will be about.

- (1) **Basic Students:**
 - a. Put an X in the fourth box
 - b. Think about what you want to include in your Instructional Essay and **write these three steps in the three remaining boxes.** Some examples might include:
 - i. Go to favorite snowy area and build a snowball and start rolling it.
 - ii. Roll each ball until you have three of three different sizes/stack.
 - iii. Decorate with favorite things.
- (2) **Extension Students:**
 - a. Think about what four main steps or parts you need to include in order to give someone instructions on building a snowman and **write these in the four Topic of Paragraph boxes.**
 - b. Here are some to consider:
 - i. Bundle up in warm clothes.
 - ii. Find nice area with mounds of snow
 - iii. Start rolling balls (3) and roll in snow until you have three sizes. Stack and place firmly.
 - iv. Decorate

Your Paragraph Topics	
<p>Topic of Paragraph 1:</p> <hr/> <hr/>	<p>Topic of Paragraph 2:</p> <hr/> <hr/>
<p>Topic of Paragraph 3:</p> <hr/> <hr/>	<p>Extension--Topic of Paragraph 4:</p> <hr/> <hr/>

Box B-3

Lesson C. Outline Essay

<> C. Outline your essay using these tips:

- (1) Write the Topic of Paragraph 1 on the line given for that (from Box B-3).
- (2) Outline that paragraph with words and symbols one sentence at a time.
- (3) Do this for each of your 3 or 4 paragraphs.
- (4) Plan to include 3-6 sentences per paragraph. (You probably won't need all sentence lines.)

***Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph). P_{so}B stands for Paragraphs of Body (more than one PoB).**

All--Paragraph 1 of Body (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

All--Paragraph 2 of Body (PoB-B)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

All--Paragraph 3 of Body (PoB-C)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Extension--Paragraph 4 of Body (PoB-D)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

SAMPLE

Lesson D. Composition: Write a Rough Draft Essay

<> D-1. Follow these steps for writing your rough draft essay:

- (1) Read the **topic of the first paragraph** and the sentence notes beneath it.
- (2) **Add any notes** to this paragraph that you desire or **mark through** things you do not want or **renumber** the sentence lines if you want your information in a different order.
- (3) **Write the first paragraph** of the body of your essay in your notebook or key it on the computer.
- (4) Be sure to double space (if keying) or write on every other line if writing by hand.
- (5) Continue the steps above for the rest of your essay.

<> D-2. Read your essay aloud. Do you like the way it sounds?

SAMPLE