OWW Lesson 1.6 **Reading directions to a partner to check for understanding**	***Connection*:** The important thing about a how-to book is that after a person reads it they can do something new. They can do this because the author has been very careful to write the steps clearly, in order, and has used signal words to help the reader know what to do first, then next. The drawings and illustrations help even more. We have been working hard to plan our writing to make it clear and easy to follow.
Learning Objective Students will use labels to make their drawings understandable for the reader.	***Teaching*:** The only way we can know if our "how-to" book is a success is if a reader can pick it up, follow the directions and perform the task. The way we do this is by working with a partner to check for understanding. All authors have someone read their books before they are published to do this kind of check.
Materials: colored pencils ***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.*	***"Try It"*** today we are doing our "try-it" outside in the outdoor classroom. You are going to take one of the how-to books you have written connected to the outdoor classroom and see if your partner can follow the directions and perform the task outdoors. (How-to books on Opening the Gate, going down the Slide, What to do when the whistle blows are helpful topics). [*Do a little demo here acting out the directions in a student created book, pointing to a part that might be confusing].* ***Instructions to students for Independent Outdoor Writing*:** Give students colored pencils to use for their revisions before you go out. 1. Select a book you have already written to bring outside today. (Use previous writings generated in the outdoor classroom). 2. Have your partner read your book and follow the directions, acting out each step. 3. Please pay attention to any confusions or questions your

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	partner has. It means you have to "fix" something. 4. Use a colored pencil to make changes to your directions. You can make your changes outside or inside when you return to the classroom. ***Share Out*** *Students will share their experience with the class.* ***Applying the Skill*** *Peer editing, having a reader not only read your writing, but trying to follow your directions (going through the motions)is a great way to get ideas on how to "fix-up" the writing.*