

Page Builders

Students add step numbers and choose helpful titles.

1.P.AC.2.d "Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 NUMBER STEPS _____

Wet

Soap

Rinse

2 CHOOSE TITLES _____

a

Soap

Handwashing

Rinse

b

Big

Read

Dogs

HOW TO RUN THIS PAGE

Explain that writers organize a page so readers can use it easily. For example, a how-to page about making a sandwich can use a title and numbers to show the order of steps. Read each part aloud, then have students make the marks on their sheets.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • NUMBER STEPS

SAY “Look at the three words beside the boxes. I will read them: Wet, Soap, Rinse. These are steps for washing hands. What number belongs by each step? Write a number in every box.”

- Box 1 (beside Wet): **1**
- Box 2 (beside Soap): **2**
- Box 3 (beside Rinse): **3**

PART 2 • CHOOSE TITLES

SAY “A title is a short name that helps a reader know what a page is about. Listen as I read the titles in each row, then circle the title that best fits.”

ROW	SAY	STUDENTS CIRCLE
a	A page tells readers how to wash their hands. I will read the titles: Soap, Handwashing, Rinse. Which title would help readers know what the page is about? Circle it.	Handwashing
b	A shelf label helps readers find books about dogs. I will read the titles: Big, Read, Dogs. Which title would help readers find dog books? Circle it.	Dogs

WHAT TO ACCEPT

Accept 1 by Wet, 2 by Soap, and 3 by Rinse. Students should circle Handwashing in the first row and Dogs in the second row.