# Ideas in Order

Students organize ideas, then write a short draft.

**1.W.5.b** "Develop drafts in pictorial or written form by organizing ideas;"

NAME _____ DATE _____

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

## 1 PUT IN ORDER

| | | | |
|---|---|---|---|
| **First** | • | • | **sprout** |
| **Next** | • | • | **flower** |
| **Last** | • | • | **seed** |

## 2 MY DRAFT

| | |
|---|---|
| **First** | |
| **Next** | |
| **Last** | |

**ANSWER KEY**

# Ideas in Order

**GRADE 1 · 1.W.5.b**

### HOW TO RUN THIS PAGE

Read the directions aloud and give students time to think before they mark or write. Students first put ideas in order, then use that order to draft three ideas of their own.

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

### PART 1 · PUT IN ORDER

**SAY** "Look at the words on both sides. As a plant grows, which word goes with First, Next, and Last? Draw a line from each word on the left to a word on the right."

- **First** matches **seed**
- **Next** matches **sprout**
- **Last** matches **flower**

### PART 2 · MY DRAFT

**SAY** "Think of something you do, like making a snack or getting ready for bed. What do you do first, next, and last? Write a word or a few words for each step in the boxes."

- Box 1 (beside First): **A first step in the student's chosen activity, such as 'I get bread.'**
- Box 2 (beside Next): **A step that follows, such as 'I add jam.'**
- Box 3 (beside Last): **A final step, such as 'I eat.'**

### WHAT TO ACCEPT

Part 1: First to seed, Next to sprout, Last to flower. For Part 2, accept student-written words or phrases that form a sensible three-step draft about one activity; record spelling support separately.