

Follow the Flow

Arrange a how-to text for readers, then adapt it for listeners.

3.P.AC.3.c "Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)"

NAME _____ DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the written how-to text. Label its three paragraphs 1, 2 and 3. Underline the order words in the middle paragraph. Discuss how spoken directions must help someone who cannot see the page.

Make a Paper Bookmark

A bookmark helps you find your place in a book. To make one, you need a strip of paper, crayons and a book. You can use a strip already cut by an adult, so no cutting is needed during this task. Choose paper that is easy to slide between pages.

First, put the paper strip flat on your desk. Next, draw a small picture or write your name on one side. Leave the paper flat while you color. Finally, open your book and slide the strip between the pages where you want to stop. Close the book gently.

Check that you can see the top of the bookmark. Keep it flat so it will be easy to use again. On paper, the three paragraphs group supplies, steps and checking. For spoken directions, say one step at a time and pause so the listener can follow before you continue.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What genre is this text? Give one clue.

2 How does paragraph 1 do a different job from paragraph 2?

3 Name the three order words in paragraph 2.

4 How should you change the delivery when giving the directions aloud to someone who cannot see the page? Why?

3 YOUR TURN _____ Your own words

Write a three-paragraph how-to text about a simple classroom task. Paragraph 1 introduces the task and supplies. Paragraph 2 gives steps in order. Paragraph 3 explains how to use or check the result. Then give a partner spoken directions for the same task: say one step at a time and pause so they can follow. Explain one change you made for listening.

1. Introduce the task

Write a short paragraph with the purpose and supplies.

2. Give the steps

Write a short paragraph with clear actions in order. Use order words.

3. Check and share

Write a short paragraph about using or checking the result. Then give your spoken directions and explain your delivery change to your partner.

PART 1 • READ AND MARK

Read the written how-to text. Label its three paragraphs 1, 2 and 3. Underline the order words in the middle paragraph. Discuss how spoken directions must help someone who cannot see the page. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What genre is this text? Give one clue.	It is a how-to text. It tells what is needed and gives ordered actions to make and use a bookmark.
2	How does paragraph 1 do a different job from paragraph 2?	Paragraph 1 introduces the purpose and supplies; paragraph 2 gives the actions in order.
3	Name the three order words in paragraph 2.	First, Next, Finally
4	How should you change the delivery when giving the directions aloud to someone who cannot see the page? Why?	Say one step at a time and pause for the listener to follow it, because they cannot scan the written paragraphs or reread the page.

PART 3 • YOUR TURN (SAMPLE ANSWER)

An organized pencil case helps you find your tools. You need a pencil case, pencils and an eraser.

First, empty the case on your desk. Next, put the pencils on one side and the eraser on the other. Finally, close the case.

Open the case to check that you can find a pencil quickly. Return each tool to its place after using it.

TEACHER ASSESSMENT NOTES

The model has three separately displayed paragraphs for supplies, ordered actions and checking. Do not accept one undivided paragraph when three are requested. Require the actual spoken adaptation too: a student may say, First, empty your case, pause for the partner, then give the next action. The student should explain that pauses and one-step delivery help a listener who cannot scan or reread the printed text. Observe the exchange; a written claim that sharing happened does not replace it. Students may choose another simple classroom task if complete and logically ordered. Written paragraphs and oral directions serve the same how-to purpose but arrange delivery for different modes.