

Building Foundations That Last  
First Grade Informational Model Planning Form

Date: October

Quarterly Benchmark: Quarter 1

**T**opic: **How to Make a Pizza**

**A**udience: 1<sup>st</sup> Grade Writers

**Standards & Curriculum Connection:**

**1.W.2** – Informational Writing

**RI.1.10** – Read informational text

**Reach** – Unit 2

**Grammar** – adjectives

**Phonics** – Double final consonants, Blends /l/ & /r/, Review short vowels

**High Frequency Words** – how, first, all, eat

**Process**

- Uses an organized plan to include I/B/C
- Plans with some words and graphics

**Surface Features**

- Consistent spacing
- Balance of spelling approx. and environmental print

**Content**

- Writing is sequential and matched to plan
- Writes information relevant to the topic

**Background Information/Lesson: How to...**

- **Build background knowledge** – Introduce and read *How to* mentor texts (Reach Unit 2/Week 2 – *A Straw Hat* and *From Cotton to Clothes*) or other *How to* mentor texts
- **Discuss and brainstorm *How to* topics** – list choices

**I**ntroduction

- no pizza delivery
- make your own



**B**ody

- **First: roll dough**
- **Next: spread sauce**
- **Last: toppings and cheese**



**C**onclusion

- Cheese bubbles



## The Writing:

### It's Pizza Time

I know how to make a pizza.

First, roll the dough into a flat, round circle.

Next, spread tomato sauce evenly all over the dough.

Last, add your favorite toppings and cover with cheese.

When the cheese bubbles and the crust is golden brown it will be time to eat.

How to... Weekly Lesson Plan –

#### **Day 1 – Build background/generate topics**

Informational text review (Purpose to inform or explain)

Explore How to... mentor texts (Reach samples or library collections)

Brainstorm How to... ideas

Teacher model – student practice

Monitor/revise/edit

#### **Day 2 – Oral rehearsal and picture planning**

Review brainstormed choices and star best choice for writing

Partners orally share steps of How to...

How to... planning (pictures and labels)

Teacher model – student practice

Monitor/revise/edit

#### **Day 3 – Draft Body**

Review picture planning

How to...write steps (plan to draft)

Teacher model – student practice

Monitor/revise/edit/rereading

#### **Day 4 – Introduction & Title**

Review steps – rereading opportunity

Review mentor texts for introduction and title ideas

Write introduction and title

Teacher model – student practice

Monitor/revise/edit

**Day 5 – Conclusion**

Review and reread piece

Review mentor texts for conclusions

Write conclusion

Teacher model – student practice

Monitor/revise/edit/rereading

**Optional: Publishing ideas****1. How to Book**

Cover – Title & author

Pg. 1 Title page/author

Pg. 2 Introduction with illustration

Pg. 3-5 Steps and illustrations

Pg. 6 Conclusion with illustration

**2. Oral Presentation**

Students present and model their How to... pieces to the class