Lesson 1: Reading the Model Text
Pages: 8 and 9
Lesson Focus: Using Pictures; Identifying Sequenced Actions
Teaching Resources: • Upbeat music  
• A picture of a hockey game

Lesson 2: Getting Started
Pages: 8 and 9
Lesson Focus: Using Sequence Words
Teaching Resources: • Construction paper signs  
• Blue, green and yellow pencils

Lesson 3: Planning My Obstacle Course
Pages: 8-10
Lesson Focus: Drafting a Diagram
Teaching Resources:

Lesson 4: Organizing My Ideas
Pages: 9-11
Lesson Focus: Writing an Introduction; Drama Connection
Teaching Resources: • Construction paper signs (from Lesson 2)

Lesson 5: My First Draft
Pages: 9, 11 and 12
Lesson Focus: Writing a Concluding Sentence
Teaching Resources: • A large sheet of paper  
• Relaxing music

Lesson 6: My Second Draft
Pages: 12 and 13
Lesson Focus: Capitalizing Words; Using End Punctuation; Using Commas with Sequence Words
Teaching Resources:

Lesson 7: My Obstacle Course
Pages: 8, 9, 13-15
Lesson Focus: Editing; Drawing a Diagram
Teaching Resources: • Colored pencils

Lesson 8: My Presentation
Pages: 8, 9, 14 and 15
Lesson Focus: Reading Clearly and Slowly; Pausing for Meaning

Writing Log: pages 8-15

Genre
Instruction
An instruction text explains how to do or make something. It features a clear, simple introductory statement, sequenced steps that guide the reader and a concluding statement. A diagram often accompanies an instruction text to facilitate reader comprehension.

Format
Diagram and Essay
A diagram is a graphic design that makes something easier to understand. One type of diagram is a simple drawing that represents the steps in a process. Sometimes, a diagram is accompanied by an instructional essay that describes the diagram in more detail. In this topic, students create a diagram for an obstacle course, and then they write an instructional essay about it.

Writing Strategy Focus
Using Sequence Words
What is it? This strategy involves using specific vocabulary (first, second, then, next, after that, and finally) to indicate the order of steps in an instruction text.
What will students do? Students will use sequence words to order steps.
Why is it important? It is important for students to be able to sequence ideas and use sequence words correctly in order to transition from one step to another. It is a feature of following and giving instructions, creating procedures and also establishing the order of events in a narrative.
How will students build on previous knowledge? In Compass Writing Log 1, students learn to sequence information in the instructions for playing with a toy. In this topic, students practice and expand on that skill by learning additional sequence words to describe the steps in an obstacle course.
What’s my favorite sport?
Lesson 1

Teaching Resources
- Compass Writing Log 2 pages 8 and 9
- Upbeat music
- A picture of a hockey game

<table>
<thead>
<tr>
<th>Lead in to the Lesson (10 min.)</th>
<th>Reading Strategy (15 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have students form a line at the front of the class.</td>
<td>• Write the first step in the obstacle course on the board: First, you go around the cones.</td>
</tr>
<tr>
<td>• Play upbeat music. Guide students around the furniture in the classroom, having them first wave their arms as they walk, then hop, then march.</td>
<td>• Ask: What's the action? (Go around.) Circle go around in the sentence on the board. Explain or act out the difference between go and go around. Have students circle the words in the model text in their books.</td>
</tr>
<tr>
<td>• Lower the volume of the music and have students quietly march back to their seats.</td>
<td>• Form pairs. Have them read the model text again and underline the action words. (Go around, jump in and out, crawl under, run around, sit inside, jump over, walk under.)</td>
</tr>
<tr>
<td>• Ask: Do you like to wave your arms? To hop? To march? Demonstrate each action as you say it to facilitate understanding.</td>
<td>• Confirm understanding of the difference between jump and jump in and out, crawl and crawl under, run and run around, sit and sit inside, jump and jump over, and walk and walk under. Have students stand, and then call out different actions and have students act them out.</td>
</tr>
<tr>
<td>• Write the words hop, march and wave on the board, vertically.</td>
<td>Take the Lesson Further (5 min.)</td>
</tr>
<tr>
<td>• Ask: What do we do first? And then? How do we finish? (First we wave our arms, then we hop, and then we march.) Write the numbers 1, 2 and 3 in front of the actions on the board.</td>
<td>• Ask: What action do you like in the obstacle course? Elicit ideas. Encourage students to give reasons for their choices.</td>
</tr>
</tbody>
</table>

Manage Your Class
If you have a large class, consider forming more than one line for the activity. A student “leader” can direct each line in a different path around the furniture in the classroom.

Reading Strategy (15 min.)
• Direct students’ attention to the picture on page 8.
• Ask: What is this? (An obstacle course.) Explain that in an obstacle course you do different actions.
• Point out the words START and FINISH at the top of the picture. Ask: What action is first? (Students point to the three cones under the word START.)
• Guide students through the obstacle course. Elicit or teach the objects in the obstacle course: cones, hoops, hockey stick, chairs, stick, jump rope, circle. Write the words on the board. Show students the picture of the hockey game when teaching the word hockey stick.

Read and Understand the Model Text (10 min.)
• Read the title and the first two sentences of the model text on page 9 aloud. Ask: Where is the obstacle course? (At school.) Does the writer like it? (Yes.)
• Read the rest of the model text. Pause after each sentence. Have students point out the action in the picture on page 8. Elicit or act out the actions for each step in the obstacle course to confirm understanding.

Reading the Model Text
Lesson 2

Lead into the Lesson (10 min.)
• Act out the actions from the obstacle course. Have students identify them.
• Write the actions on the board: go around, jump in and out, crawl under, run around, sit inside, jump over, walk under.
• Form a circle. Say an action. Have students act it out. Continue the activity, having students take turns saying and acting out the actions.

1 Read the text. Circle the correct answers. (10 min.)
• Read the questions to the class. Clarify any new vocabulary.
• Have students read the text on page 9 individually.
• Complete question 1 as a class. Have students answer the rest of the questions individually or in pairs. Monitor and help as needed.

Answers: 1. b  2. b  3. a

2 Read the text again. Number the obstacles in the correct order. (10 min.)
• Have students look at the model text. Ask: What's the first action? (Go around the cones.) Tell students to point to the corresponding step in the picture on page 8. Have them write 1 in the box.
• Continue guiding students through the text, identifying the steps and numbering them.

3 Complete the sentences with the correct sequence words. (15 min.)

Writing Strategy Focus
• Write on the board: First, you go around the cones.
  Ask: How do we know this is step one in the obstacle course? (The word first.)
• Display the construction paper sign First on the board. Write 1 in front of it.
• Write the numbers 2-5 on the board, vertically.
• Direct students’ attention to the model text. Have them find the sentence with first in it. Then have students look at the sentences that follow it.
• Tell them to look at the first word in the sentences and underline them. (Second, Then, Next, After that, And finally.)
• Elicit answers and display the rest of the construction paper signs on the board next to the correct step number.
• Say the numbers one to six, eliciting the corresponding sequence word from the text.
• Have students complete activity 3 individually. (First, Second, Then, Next, After that, And finally.)
• Ask: Is this the same obstacle course? (No.) How do you know? (There are different actions and objects.)

4 Look at the sentences in activity 3. Follow the instructions. (10 min.)
• Read item 1 aloud. Ask: What color will you use? (Yellow.)
• Direct students’ attention to the text in activity 3. Ask: What is the first capitalized word you will circle? (First.) Have students circle First with a yellow pencil. Tell students to circle the rest of the capitalized words in the text.
• Check answers as a class.
• Read item 2 aloud. Elicit the meaning of period. (A dot at the end of a sentence.) Have students point out the first period in the text. (After the word stick.) Tell them to use their blue pencils to draw a circle around it.
• Have students circle the rest of the periods in the text.
• Read item 3 aloud. Draw a comma on the board and circle it in green. Elicit or teach why we use commas. (We put commas after sequence words.) Have students point out the first comma in the text. (After the word First.) Tell them to use their green pencils to draw a circle around it.
• Have students circle the rest of the commas in the text.

Answers: 1. Circles around First, Second, Then, Next, After that, And finally
2. Six periods
3. Six commas

Take the Lesson Further (5 min.)
• Form pairs.
• Have students look at the picture on page 8.
• Tell them to reorder the steps in the obstacle course. One student says a step and the other points to it. Encourage students to use sequence words.

Lesson 2

Teaching Resources
Compass Writing Log 2 pages 8 and 9
Construction paper signs: First, Second, Then, Next, After that, And finally
Blue, green and yellow pencils (1 set per student)

Writing Strategy Focus
Using Sequence Words

Getting Started
Our Obstacle Course

We have an obstacle course at school. It’s fun! There are six obstacles. First, you go around the cones. Second, you jump in and out of the hoops. Then, you crawl under the stick. Next, you run around the circle and sit inside it with your classmates. After that, you jump over the rope. And finally, you walk under the stick. The last one is very hard because you have to bend over backwards!

1 Read the text. Circle the correct answers.

1 What is the text about?
   a a sport    b an obstacle course

2 How many obstacles are there?
   a five    b six

3 What does the author think about the obstacle course?
   a She likes it.    b She doesn’t like it.

2 Read the text again. Number the obstacles in the correct order.

3 Complete the sentences with the correct sequence words.

   After that    And finally    First    Next    Second    Then

   ...................................., you walk under the stick. ....................................,
   you jump over the rope. ...................................., you crawl under the table.
   ...................................., you go around the chairs. ...................................., you
   jump in and out of the hoops. ...................................., you sit inside the circle.

4 Look at the sentences in activity 3. Follow the instructions.

   1 Circle capitalized words in yellow.
   2 Circle the periods in blue.
   3 Circle the commas in green.
Planning My Obstacle Course

1 Mark (✓) Yes or No.
1 I am a P.E. teacher. Yes No
2 My classmates will read the text. Yes No
3 My text describes an obstacle course. Yes No
4 My text explains the course map. Yes No

2 Think about an obstacle course. Make a map for it.

3 Write some actions for the objects in your obstacle course.

4

5

6

7

8

9

10 Topic 1
Lesson 3

Lead in to the Lesson (5 min.)
• Read the model text aloud to the class. Ask: Who is the writer? How do you know? (A student. She says that the obstacle course is at their school, and she uses it.)
• Explain that students will design and write about their own obstacle courses, but first they need to plan them.

Mark (√) Yes or No. (10 min.)
• Remind students that the writer of the model text is a student. Explain that they can write as a student, too. They can also pretend to be a different person. Ask: Will you write as a student? A teacher? A coach? Elicit some ideas.
• Tell students that one option is to write pretending they are a PE teacher. Read question 1 aloud. Have students mark Yes or No.
• As a class, work through the rest of the questions, referring to the model text as necessary.

Think about an obstacle course. Make a map for it. (25 min.)

Writing Strategy
• Form pairs. Explain that they will brainstorm actions and objects for an obstacle course. Tell students to write their ideas in their notebooks. Monitor and help as needed.
• Have students read their lists and circle six actions and objects they want to include in their obstacle courses.
• Tell students to look at the diagram on page 8. Elicit its features. (There are pictures of each step. The first step is at the top on the left side. The pictures are in order. There is a line to show the path through the obstacle course.)
• Have students draw the objects for their six steps. Tell them to number them and draw a path from one step to the next. Monitor and help as needed.

Write some actions for the objects in your obstacle course. (10 min.)
• Ask: How many objects are in your obstacle course? (Six.)
• Elicit some of the objects. Ask: What will you do with them in your obstacle course? (Answers will vary.)
• Tell students to write an action for each object in their map. Monitor and help as needed.

Take the Lesson Further (10 min.)
• Elicit the sequence words and write them on the board: First, Second, Then, Next, After that, And finally.
• Form pairs. Have each student say the appropriate sequence word, then one of their actions and objects.
Lesson 4

Lead in to the Lesson (5 min.)
• Display the construction paper signs with sequence words on the board in random order.
• Form pairs. Have students decide on the correct order.
• Encourage students to help you arrange them in the correct sequential order on the board.

4 Complete the concept map for your obstacle course. (20 min.)
• Direct students’ attention to their maps and action words on page 10. Explain that obstacle courses have easy and difficult activities.
• Form pairs. Have students identify the easy and hard activities on their maps. Explain that their obstacle courses should alternate easy and hard activities.
• Have students review the maps and decide if they like the order of their obstacle courses or they want to change them.
• Tell students to use the information from activities 2 and 3 on page 10 to complete the sequence of obstacle course activities on the concept map on page 11. Have them leave Introduction incomplete for the moment. Monitor and help as needed.

Writing Strategy (15 min.)
• Point to the concept map. Ask: What information is missing? (The introduction.)
• Direct students’ attention to the first two sentences of the model text on page 9. Read them aloud. Ask: What does the introduction tell you? (The obstacle course is at school, and it’s fun.)
• Explain that an introduction presents the main idea. Ask: What’s the main idea? (There is an obstacle course at her school.) Also explain that the introduction interests readers and makes them want to read more. Ask: What sentence makes you want to read more? (It’s fun!)
• Elicit and write some introduction starters on the board; for example: We have..., This is..., There is...
• Have students choose one and write the first sentence for their introductions. Monitor and help as needed.
• Say: The sentence It’s fun! makes me want to read more. Write fun on the board. Ask: What other words can make people want to read more? Write their ideas on the board.
• Have students write the second sentence of their introductions on the concept map.

Take the Lesson Further (20 min.)
Drama Connection
• Form groups of three. Have students read their sequences of obstacle course activities to each other. Tell students to confirm that they alternated easy and difficult activities.
• Have students take turns reading their obstacle course steps again. Tell listeners to imagine they are in the obstacle course and act it out.
4. Complete the concept map for your obstacle course.

**Introduction**

---

First, _______________

---

Second, _______________

---

Then, _______________

---

Next, _______________

---

After that, _______________

---

And finally, _______________
1 Complete the text about your obstacle course.

This is ____________________________________________________________.

First, you ________________________________________________________.

Second, you ______________________________________________________.

Then, you _________________________________________________________.

Next, you _________________________________________________________.

After that, you ____________________________________________________.

And finally, you __________________________________________________.

---

My Classmate’s Checklist

2 Exchange books with a classmate. Read the sentences.

Mark (√) Yes or No.

1 The text is about an obstacle course. Yes ☐ No ☐

2 There are instructions. Yes ☐ No ☐

3 The instructions are in the correct order. Yes ☐ No ☐

4 There are sequence words. Yes ☐ No ☐
Lead in to the Lesson (15 min.)

• Write the following sentences on the board before class:
  - …………. you walk around your desk.
  - …………. you sit down.
  - …………. you hop in place.
  - …………. you march next to your desk.
  - …………. you dance in front of your desk.
  - …………. you stand up.
• Cover the sentences with a large sheet of paper.
• Explain that they are going to do an obstacle course.
• Tell students to act it out.
• Say: First, you stand up. Second, you march next to your desk. Then, you walk around your desk. Next, you hop in place. After that, you dance in front of your desk. And finally, you sit down. Have students act it out as you say it.
• Read the obstacle course again and have students act it out. Tell them to pay attention to the order of the actions.
• Uncover the sentences on the board. Have students help you number the actions in the correct order and complete the sentences with the correct sequence words.

Manage Your Class
Instead of writing the sentences on the board, you could write them on a large sheet of paper before class.

2 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No. (10 min.)

• Form pairs. Have students exchange books.
• Tell them to read the instructions.
• Guide students through the checklist. Have them mark Yes or No.
• Tell students to return the books to their classmates.
• Have students look at the checklists. All the items should be marked Yes. If they are not, have students raise their hands so you can review the checklists and see what, if any, information is missing from the instructions.

Take the Lesson Further (5 min.)

• Have students review their obstacle courses and make a list of materials they would need.

1 Complete the text about your obstacle course. (20 min.)

• Have students review their concept maps on page 11.
• Direct students’ attention to page 12. Tell them they are going to write the first draft of their instruction texts. Point out the sentence starter This is…. Ask: Did you use This is… in your introduction on page 11? If students used a different sentence starter, tell them to cross out the words This is on page 12.
• Have students use their notes on page 11 to complete their first drafts. Monitor and help as needed. If it is not too distracting, play relaxing music softly.

Writing Strategy (10 min.)

• Direct students’ attention to the last sentence of the model text on page 9. Read it aloud.
• Explain that it is a concluding sentence; it finishes the paragraph. Ask: What does this sentence tell us? (The obstacle that is the most difficult, information about the last step.)
• Brainstorm other possible concluding sentences with the class; for example, I like to go around the cones. Our obstacle course is great! I love it!
• Have students write a concluding sentence in their notebooks.

Lesson 5

Teaching Resources
Compass Writing Log 2 pages 9, 11 and 12
A large sheet of paper
Relaxing music

Writing Strategy
Writing a Concluding Sentence
A concluding sentence is the last sentence in a paragraph. It brings the reader’s attention back to the topic of the text and leaves the reader with a sense of closure. This is a fundamental writing strategy students must develop.
Lesson 6

Teaching Resources
Compass Writing Log 2 pages 12 and 13

Writing Strategies

Capitalizing Words
Capitalizing words is a fundamental writing skill. It signals the importance of certain words, such as names, countries and nationalities. It also functions as a text marker for new sentences, making it easier for readers to understand a text.

Using End Punctuation
End punctuation, such as periods, is essential to writing. A text must have end punctuation so readers know when one idea ends and another begins. An exclamation point at the end of a sentence indicates strong feelings.

Using Commas with Sequence Words
When a sentence begins with a sequence word, a comma usually follows it. Learning to use commas with sequence words correctly is a fundamental writing skill.

Lead in to the Lesson (15 min.)

Writing Strategies
• Write on the board: first you go around the cones second you jump in and out of the hoops it's fun
• Ask: Are these sentences correct? (No.) What's wrong with them? (First, second and it's should be capitalized because they are the first words of a sentence. There should be a comma after first and after second. There should be a period after cones and hoops. There should be an exclamation point after fun.)
• Have students write the sentences in their notebooks, capitalizing words and including correct punctuation. Monitor and help as needed.

Know Your Students
If there are new students in the class, or students who do not remember the punctuation rules, teach each one and provide more examples.

3 Write the text about your obstacle course. (20 min.)
• Have students write the second draft of their texts on page 12. Remind them to include a concluding sentence. Monitor and help as needed.

4 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No. (10 min.)
• Form pairs. Have students exchange books.
• Tell them to read the texts.
• Guide students through the checklist. Have them mark Yes or No.
• Tell students to return the books to their classmates.
• Have students look at the checklists. All the items should be marked Yes. If they are not, have students raise their hands so you can review the checklists and see what, if any, information is missing from the instructions.

Take the Lesson Further (10 min.)
• Form groups of three. Have students share what they liked about their classmates' obstacle courses.

My Second Draft
3 Write the text about your obstacle course.

My Classmate’s Checklist

4 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No.

1. The text is about an obstacle course. Yes ☐ No ☐
2. The instructions are in the correct order. Yes ☐ No ☐
3. There are sequence words. Yes ☐ No ☐
4. First words in a sentence are capitalized. Yes ☐ No ☐
5. There are commas after sequence words. Yes ☐ No ☐
6. There is a period at the end of each sentence. Yes ☐ No ☐
Lesson 7

Teaching Resources
- Compass Writing Log 2 pages 8, 9, 13-15
- Colored pencils

Writing Strategies
- Editing
  - Editing is a critical thinking strategy that is essential to the draft-writing process. When editing, students identify and correct capitalization and punctuation, spelling and content in their texts.
- Drawing a Diagram
  - Drawing a diagram that contains clear, logically sequenced illustrations can facilitate understanding of an instruction text and maintain readers’ interest.

Lead in to the Lesson (15 min.)

Writing Strategy
- Direct students’ attention to the model text on page 9.
- Point to different parts, such as capital letters, periods, commas and exclamation points. Elicit the name and purpose of each.
- Hand out colored pencils.
- Have students check their second drafts on page 13. Tell them to circle the capitalized words, commas, periods and exclamation points.

Write a Final Version (15 min.)
- Tell students to refer to their texts on page 13 and write their final versions on page 15. Monitor and help as needed.
- Have students add a title to their texts.
- Form pairs. Have students check their texts for correct use of capitalization and end punctuation.

Writing Strategy (20 min.)
- Tell students to look at the diagram on page 8.
- Ask: Why is a diagram important? (It helps you understand the obstacle course and the text better.) Does the diagram show every step in the obstacle course? (Yes.)
- Have students read their texts on page 15.
- Tell students to draw a version of their diagrams in pencil on page 14. Then, have students color and add any other relevant details to their diagrams.

Take the Lesson Further (10 min.)

Read the sentences. Mark (✓) Yes or No.
- Tell students to read the final versions of their texts.
- Guide students through the checklist on page 15.

My Obstacle Course
Lesson 8

Teaching Resources
Compass Writing Log 2 pages 8, 9, 14 and 15

Reading Strategies
Reading Clearly and Slowly
The ability to give presentations is a skill students need to develop because they are often expected to present their work in school. One characteristic of giving a good presentation is reading clearly and slowly.

Pausing for Meaning
Proficient readers pause while reading a text to enhance comprehension. This strategy also applies to reading aloud. However, in this context, the reader pauses to improve the listeners’ understanding of a text and to maintain their interest.

Lead in to the Lesson (5 min.)
• Direct students’ attention to the diagram on page 8. Point to each step and elicit the instructions. Encourage students to use sequence words.

Reading Strategies (15 min.)
• Tell students they will present their diagrams and texts to the class.
• Direct students’ attention to the model text on page 9. Tell them you are going to present it.
• Model the presentation two ways. Read the model text quietly and quickly, without pausing between sentences. Then present again, reading clearly and slowly, pausing briefly after the sequence words and at the end of each sentence.
• Elicit which way they liked better and why.
• Ask: What should you do when you present your obstacle courses? (Answer will vary, but you should guide them to reading clearly and slowly.) Write clearly and slowly on the board.
• Tell students you are going to read the model text again. Have them pay attention to where you pause.
• Read the model text again, pausing briefly at the end of each sentence. Elicit where you paused.
• Form pairs. Have students take turns quietly practicing giving their presentations.

Presenting (30 min.)
• Elicit characteristics of good listeners. (They are quiet, and they listen carefully.)
• Tell students that you will ask them a question at the end of each presentation to confirm understanding.
• Have students present their obstacle courses and texts.

Manage Your Class
Some students have difficulty sitting for long periods of time. Consider allowing students to take turns standing quietly at the back of the room. This subtle change may help them focus on the presentations and enjoy them more.

Reflection (10 min.)
• Write on the board: I like my presentation because…
• Tell students to think about why they like their presentations and share their ideas.
• If there is enough time, have students choose one of the obstacle courses. The author can read the instructions and the rest of the class can act it out.
# Writing Rubric

## Topic 1: What’s my favorite sport?

<table>
<thead>
<tr>
<th>Content / Information</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively describes six steps for an obstacle course.</td>
<td>Adequately describes six steps for an obstacle course.</td>
<td>Does not describe six steps for an obstacle course.</td>
<td></td>
</tr>
</tbody>
</table>

### Organization

- Diagram and text have exactly the same sequence.
- Clearly introduces the main idea.
- Effectively includes a sentence to interest readers.
- Clearly ends the text with a concluding sentence.

- Diagram and text mostly have the same sequence.
- Somewhat clearly introduces the main idea.
- Adequately includes a sentence to interest readers.
- Somewhat clearly ends the text with a concluding sentence.

- Diagram and text rarely or never have the same sequence.
- Does not introduce the main idea.
- Does not include a sentence to interest readers.
- Does not end the text with a concluding sentence.

### Expression

- • vocabulary
  - Consistently and accurately uses above- and at-level vocabulary and sequence words.
  - Somewhat consistently and accurately uses at-level vocabulary and sequence words.
  - Does not use at-level vocabulary or sequence words.

### Conventions

- • complete sentences
- • spelling
- • capitalization
- • punctuation

- Consistently and accurately uses simple, complete sentences.
- Consistently and accurately spells above- or at-level vocabulary.
- Consistently and accurately uses capital letters.
- Consistently and accurately uses commas and end punctuation.

- Somewhat consistently and accurately uses simple, complete sentences.
- Somewhat consistently and accurately spells at-level vocabulary.
- Somewhat consistently and accurately uses capital letters.
- Somewhat consistently and accurately uses commas and end punctuation.

- Does not use simple, complete sentences.
- Does not spell at-level vocabulary correctly.
- Does not use capital letters.
- Does not use commas and end punctuation.