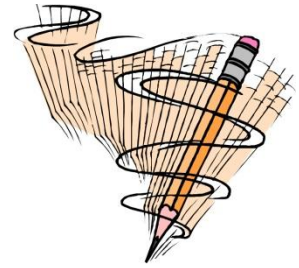


**Write On!**  
**Do It Just Like This**



**Writing Warm Up**

Spend at least five minutes writing about the topic below. Do not worry about spelling or grammar.



**In today's world, it is useful to be able to speak at least two languages. How would you teach someone to speak your language?**

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Write On! Do It Just Like This

## Writing Instructions

Every day we give and receive **instructions**. Mow the lawn with the green mower. Milk the two Holstein cows. Plant the pumpkin seeds in the garden. When we get instructions a little bit at a time, they are easy to follow. When we get lots of instructions all at once, we can get confused. If the instructions are not clear, we can make mistakes. Instructions are important. In this lesson, you will learn how to give and receive instructions.

## Receiving Instructions

Has anyone ever given you a list of work to be done? If the list is long, it is hard to remember everything. It is even harder to remember *how* it is supposed to be done. Have you ever created a list of chores for yourself? It is a smart thing to make lists when you are asked to do many things at one time. It helps you remember what to do and how to do it.



## Your Turn

Look at the following passage. Read it over **ONCE** and then try to make a list of the instructions. You are José.

Okay, José, it is going to be a busy day today. We have hundreds of things to do. First, I want you to slop the pigs with the leftovers in the blue bucket by the kitchen door. Don't use the red bucket. Next, get Sam and stack that wagon of hay in the barn. I want it stacked string-side up in rows of eight across. Don't let Sam stack them on their sides. After that, you'll need to touch up the paint on the fence. Use the paint and brushes from the utility barn, not from the cellar. Make sure you use the bright white paint and not the country white. Finally, grab the seeds off the shelf by the tank in the shed and plant them in the garden. There should be sixteen packages of assorted seeds. If there aren't, come and get me. Before you plant, check with Maria to make sure she hasn't planted any. She probably marked the rows, so if she did, you will have to plant them in that order.

Write On! Do It Just Like This

Now, without looking back, make a list of your chores. Be specific about the way you are supposed to complete each one.

For example: slop the pigs with the scraps in the blue bucket by the kitchen door

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How do you think you did? Now go back and read the passage again. Did you forget anything? Were you confused about anything? It is a good idea to write a list of the instructions someone gives you.



**Check it Out!**

***When Did That Happen?*** in the **Reading on the Move** lesson series is about the sequence of events and can help you with this lesson.

Find it on the Internet at

**[www.migrant.net/migrant/publications/index.htm](http://www.migrant.net/migrant/publications/index.htm)**

**Try it Again**

Let's try that again. Knowing that you will have to remember a list of tasks will make you pay close attention to what you are hearing or reading. Read the paragraph below and then complete the exercise after it. Your family is having a party. Your mother gives you a list of chores to do. You are Anna.

Today, Anna, we will be getting ready for the big party. You will need to make the drinks using the ginger ale pop in the refrigerator in the basement. Use the lemonade from the refrigerator upstairs. Mix two quarts of ginger ale pop with one quart of lemonade. After that, get the candy from the cupboard and fill the donkey piñata. When you are done, hang it from the tree outside. Get three sticks for the children to use. Then get the sugar cookies out of the pantry and put them on a dish and take them to the picnic table under the maple tree. When you are done, please wrap our presents with some pretty paper. Wrap mine differently than you wrap yours. Don't use all the tape. Then put them on the table when they are done.



Write On! Do It Just Like This

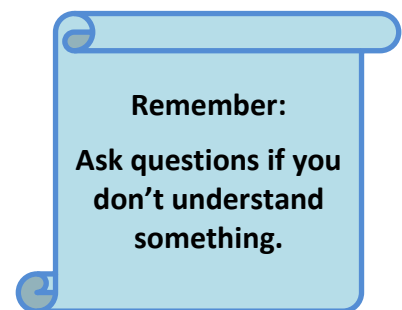
WITHOUT LOOKING BACK, write a list of what you were supposed to do.

Remember to be specific.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

This could have been hard for you to do. There are some things you might have questions about. Do you know what *pop* is? People use different words for products like Coke and Pepsi. Some people call it *pop*. Some people call it *soda*. I have even heard people call it *soda pop*. Here are some other questions you may have had:

- What candy from the cupboard should I use to fill the piñata?
- Where is the donkey piñata?
- Which tree should I hang the piñata from?
- Where do I get the sticks for hitting the piñata?
- What is a pantry?
- What paper should I use to wrap the presents?
- Where is the wrapping paper?
- What tape should I use?
- Which table should I put the presents on?



Write On! Do It Just Like This

## Giving Instructions

Have you ever put together a bookshelf or some other piece of furniture? It can be a nightmare. The package usually comes from the store with all the wood, bolts, nuts, washers, and a book of assembly instructions. It can take hours. As difficult as it seems, the company does several good things when putting the package together. When you look at the book of instructions, there is a list of everything that should be in the box. They also list all the tools you will need to complete the project. Finally, they give you step-by-step instructions. Many times an instruction book will have pictures to help you. This is a good way to give instructions.

When you give instructions, you should follow this format. It will help the project get done the way it should.

Remember when you give instructions to include the following:

- A list of materials or ingredients needed
- A list of tools needed to complete the project
- Step-by-step instructions
- Pictures, if possible



**Check it Out!**

***Making Things Happen*** in the **Reading on the Move** lesson series can also help you with writing your instructions.

Find it on the Internet at

[www.migrant.net/migrant/publications/index.htm](http://www.migrant.net/migrant/publications/index.htm)

### Your Turn



In this next exercise, you are going to give someone instructions on how to make a chicken taco or ham sandwich. This seems like an easy task, but it can be more difficult than you think.

- 1. Start with a list of the ingredients you will need to make the sandwich.
- 2. Create a list of the tools you will need—like a knife or plate.
- 3. Write step-by-step instructions. Include drawings if you want.

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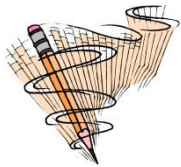
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How do you think you did? Do you think you wrote great instructions? Let's see. Give these instructions to your teacher or a classmate and have them make the taco or sandwich. They are only allowed to follow your instructions—even if you skipped something. Do you think you will be able to eat it? Was it done exactly like you wanted it done? If the answer is yes, congratulations, you give great instructions. If the answer is no, you might want to try it again.

Write On! Do It Just Like This

### Your Turn



Let's try that one more time. Give someone instructions for tying a shoe lace. This time use a **graphic organizer** to help you put your thoughts in order.

List the materials/ ingredients needed.	
List the tools needed to complete the job.	
List the actions needed to complete the job.	



Write On! Do It Just Like This

**Finishing Up**

Write your instructions on the following lines.

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Good Job! Do you want to see how well you did? Give your instructions to someone else to read and follow. How did he or she do?

### Giving and Receiving Instructions Checklist

- I make a list when I receive many instructions.
- I start instructions with a list of items and tools needed.
- I give step-by-step instructions with explanation or pictures.

### Writing Traits Scored in This Lesson

	<b>Great Job</b> 5 points	<b>Almost There</b> 3 points	<b>Keep Working</b> 1 point
<b>Organization</b>	<ul style="list-style-type: none"> <li>• There is a strong beginning.</li> <li>• Points are in order.</li> <li>• The message is clear.</li> <li>• There is a strong conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a beginning.</li> <li>• There is a middle, but it runs together.</li> <li>• There is no conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no beginning, middle, or end.</li> <li>• The message is not clear.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• There is a variety of colorful and descriptive words.</li> <li>• Words are not repeated too often.</li> </ul>	<ul style="list-style-type: none"> <li>• Some colorful and descriptive words are used.</li> <li>• Some words are repeated too often.</li> </ul>	<ul style="list-style-type: none"> <li>• Colorful and descriptive words are lacking.</li> <li>• Sometimes wrong words are used.</li> <li>• Several words are repeated too often.</li> </ul>

### Words to Know

**instructions:** detailed directions about how to do something

**graphic organizer:** a visual aid to help you organize your thoughts

