

Valentine "How-To" Writing

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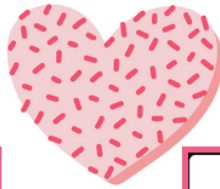


Included Prompts:

Prompt #1:
How to Make a
Valentine's Day
Card.



Prompt #2:
How to
Decorate a
Valentine's Day
Cookie.



Prompt #3:
How to Make a
Friendship
Bracelet.



Prompt #4:
How to Plan a
Class Valentine's
Day Party.



Prompt #5:
How to Create a
Heart-Shaped
Craft.



Valentine

“How-To” Writing

Black & White Option Included

Student Name: _____

Date: _____



How to Plan a Class Valentine's Day Party.

Intro

First

Next

Then

Last

Conclusion

[illegible]

How to Plan a Class Valentine's Day Party.

Materials:

- ☐
- ☐
- ☐
- ☐

- ☐
- ☐
- ☐
- ☐



How to Plan a Class Valentine's Day Party.



A worksheet titled "How to Plan a Class Valentine's Day Party." The title is written in a large, bold, black font at the top left. To the right of the title is a simple line drawing of a cupcake with a heart-shaped decoration on top. Below the title and illustration is a horizontal dotted line. The main body of the worksheet consists of several sets of horizontal lines for writing, each set preceded by a small square box for labeling. On the right side, there are two vertical columns of horizontal lines for additional notes or details.

Valentine "How-To" Writing

Each Prompt Includes Class Brainstorm & planning sheets

How to Decorate a Valentine's Day Cookie. 

.....

Class Brainstorm

Materials	Steps

Student Name: _____
Date: _____ 

How to Decorate a Valentine's Day Cookie.

First

Next

Then

Last

Student Name: _____
Date: _____ 

How to Decorate a Valentine's Day Cookie.

Intro

First

Next

Then

Last

Conclusion

Valentine "How-To" Writing

Print & Cut Books or Use the ther 4 paper options:

How to Make a Valentine's Day Card.



Author: _____

How to Make a Valentine's Day Card.

Materials: 

○ ○
○ ○
○ ○

Blank template for writing instructions, featuring a large rectangular box on the left and a column of horizontal lines on the right.

Blank template for writing instructions, featuring a large rectangular box on the left and a column of horizontal lines on the right.

How to Decorate a Valentine's Day Cookie.

Materials: 

○ ○
○ ○
○ ○

Blank template for writing instructions, featuring a large rectangular box on the left and a column of horizontal lines on the right.

How to Decorate a Valentine's Day Cookie. 

Blank template for writing instructions, featuring a large rectangular box on the left and a column of horizontal lines on the right.

How to Decorate a Valentine's Day Cookie. 

Materials: ○ ○
○ ○
○ ○

Blank template for writing instructions, featuring a large rectangular box on the left and a column of horizontal lines on the right.

How to Decorate a Valentine's Day Cookie. 

Blank template for writing instructions, featuring a large rectangular box on the left and a column of horizontal lines on the right.

Valentine “How-To” Writing

How-To Scaffolds & Organizers:

How-To Introduction

Sentence Starters

- I am going to teach you how to...
- Have you ever wondered how to...
- This is how you...
- If you want to _ this is how you do it.

Student Name: _____
Date: _____

How-To Writing Brainstorm

Materials Needed

How many steps will it take?

What are the most important steps?

Student Name:
Date:

How-To Writing Organizer

Intro

110

Shen

Then

Lead

Student Name: _____
Date: _____

How-To Writing Organizer

First

[Next](#)

Then

Last

Student Name: _____
Date: _____

How-To Writing Rubric

	0	1	2	3	4
Introduction	Student gives no attempt to introduce the topic or the topic is not correctly introduced.	Student introduces the topic in a brief but direct and correct way at first.	Student attempts to introduce the topic or it is not correctly.	Student correctly states the topic or not.	Student creatively draws the topic to make it easier to understand the introduction.
Details	Student gives no attempt to give the steps.	Student gives 1 step.	Student gives multiple steps but it is difficult to follow.	Student gives clear and complete steps.	Student clearly and richly explains the steps.
Closure	Student gives no attempt to give a sense of closure.	Student attempts to provide a sense of closure, but it is not clear.	Student somewhat provides a sense of closure.	Student gives a sense of closure.	Student clearly gives a sense of closure with some concluding statement.
Spelling	Student gives no attempt to spell phonetically.	Student spells most words phonetically.	Student spells most words phonetically.	Student spells most words correctly or phonetically.	Student spells all words correctly or phonetically.
Relevance	Student gives no attempt to use context or give a presentation.	Student gives increased context throughout the presentation.	Student connects the material to real-world situations with spelling and gives good handwriting.	Student gives good context, spelling, and good handwriting.	Student gives good context, spelling and good handwriting.

Student Score:

How-To Writing Scores

[illegible]