

A “How-to” Guide Level 2, Sample 1

How To Do A Cartwheel

Getting Ready

Material Needed

- courage
- field (flat surface)
- loose clothing
- athletic footwear


Instructions:

1. Face the field that your doing the cartwheel on.
2. Start jogging on field.
3. Put arms up in air (spreadout)
4. Turn sideways
5. Right after lean forward as one hand approaches ground bring foot up, same with other hand and foot.
6. As your feet are in the air spread legs and keep them straight.
7. At the same time bring feet toward ground and w arms up in air.
8. Turn forward when feet are on the ground
9. Put arms down

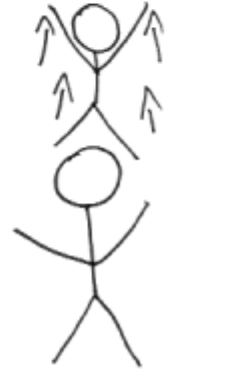
Tips

- Double check instructions
- Do activity outside
- No one around

End



Start



Teacher’s Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to some degree, as illustrated by the following:

- Format tools are varied (e.g., underlining, bullets, numbers, colour, and graphics) and support the text.
- Graphics are used, although they do not effectively illustrate how to do a cartwheel (e.g., the sequencing is inconsistent; the diagrams and the text do not match).

Thinking/Inquiry

The student selects and organizes information with some effectiveness, as illustrated by the following:

- The three required parts are present, separate, and labelled.
- Some relevant information is given in the instructions, although some key points essential to executing the cartwheel are incorrect (e.g., in instruction 5, “lean forward” should be “lean sideways”).
- The tips are poorly selected (e.g., “Double check instructions” is repetitive).

Communication

The student presents instructions with some clarity, with the following exceptions:

- Instructional style is used; however, the explanation in steps 5 and 6 is unclear.
- The tips are vague.

Application

The student uses language conventions with some accuracy, with the following exceptions:

- Punctuation (e.g., end punctuation) is inconsistent.
- “The” and “your” are used inconsistently.
- Sentence errors occasionally obscure the meaning (e.g., instruction 5).

Comments/Next Steps

- The student needs to consider the best way to place graphics so that they make the text clearer (e.g., the illustrations need to start at the top rather than the bottom, or be specifically matched to the text).

A “How-to” Guide Level 2, Sample 2

How to Roller Blade



Getting ready

Skates
Arm pads
Knee pads
Elbow pads
wrist pads
Helmet

Step by Step Instructions

- First you have to have a pair of Roller Blades
- Have a pair of socks on
- Put knee, elbow, and wrist pads on
- Put on a helmet
- Put on Roller Blades
- Tie the Roller Blades nice and tight
 - Stand up straight
- Pretend you are on ice skates
 - Move arms and legs
- Smooth road or side walk
- Watch what your doing
- Move right leg forward and left leg back
- Make sure no one is behind or in front of you
- To stop you move your leg down so that the breaks Make you slow down

Tips

**Watch where you're going
try not to Roller Blade on rocks
because you might trip
try not to go fast if you're a beginner**



Teacher's Notes

Knowledge/Understanding

The student demonstrates understanding of the use of format tools to some degree, as illustrated by the following:

- Italics and underlining are used consistently.
- Graphics are used, although they do not support the text or enhance meaning.

Thinking/Inquiry

The student selects and organizes information with some effectiveness, as illustrated by the following:

- The required three parts are present, separate, and labelled, although the physical arrangement of parts on the page makes the order of sections unclear.
- Some unnecessary details are included (e.g., “First you have to have a pair of Roller Blades”).
- Step-by-step instructions are generally clear, although some steps are out of order (e.g., you might put on the helmet after the roller blades).

Communication

The student presents instructions with some clarity, as illustrated by the following:

- The student generally uses the instructional style effectively.
- Instructions are simple and concise, although in some cases more specific instructions are needed (e.g., “Move arms and legs”).

Application

The student uses language conventions with some accuracy, with the following exceptions:

- Capitalization is inconsistent, end punctuation is missing, and some words are missing (e.g., a verb is needed in the point “Smooth road or side walk”).
- Spelling is generally accurate, with some exceptions (e.g., “your” for “you’re”).

Comments/Next Steps

- The student needs to consider whether the layout makes the text clear.
- The student needs to select graphics that support the text.
- The student should proofread carefully, especially for correct spelling, capitalization, and end punctuation.
- The student should ask a friend to proofread to make sure the meaning is clear.