1. Focus

Introduce the Mentor Procedural Text

Say: Today I’m going to read to you a procedural text. The title of this procedure is “How to Make a Grilled Cheese Sandwich.” You can tell right away what the text is about and what you will be learning in the procedure. How many of you know how to make a grilled cheese sandwich? (Allow responses.) Well, this procedure explains what materials you need and how you can make the sandwich.

If your class includes English learners or other students who would benefit from vocabulary or oral language development to comprehend the procedural text, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Procedural Text

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight four key features of a procedural text:

1. Procedural texts may include an introduction that tells why the reader will want to make or do the activity or project.
2. Procedural texts may include a bulleted list of supplies and equipment, presented in the order in which they are used.
3. Procedural texts may include directions in short paragraphs with sequence words such as first, next, then, and finally.
4. Procedural texts sometimes include tips to help the reader learn more or do a better job.

Objectives

In this mini-lesson, students will:

• Listen to a procedural text read aloud to learn that a procedural text has: a title; an introduction; a bulleted list of supplies and equipment; directions in paragraph form using sequence words; and a tip.
• Share personal responses to the procedural text.

Preparation

Materials Needed

• Mentor text: “How to Make a Grilled Cheese Sandwich” from It’s Saturday!
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, find pictures of a toaster and microwave to use with ELs.
Instead, there are words that tell me that things are happening in a certain order. The words first, when, next, after, and finally really help me do the steps in the right order. These special signal words can take the place of numbers in a numbered list.

Tips
After reading page 12. Say: I see the word tip in bold letters at the very bottom. This tells me that there is something the author wants to say about the procedure that is not actually part of the procedure. I remember that the introduction says a grilled cheese sandwich is a good lunch. The tip tells me how to add things to make it a complete meal. A tip gives me extra information about the procedure.

2. Rehearse

Respond Orally to the Mentor Procedural Text

After reading, invite students to share their own ideas and reactions to the text by asking questions such as:
- How did the introduction help you to understand the procedure better?
- Do you think this sandwich would be tasty? Why or why not?
- What do you think of the tip the author gives?

If necessary, model the following sentence frames to support ELs and struggling students:
- The introduction helped me to understand the procedure by______.
- The sandwich would/would not taste good because ______.
- I thought the tip was ______.

3. Independent Writing and Conferring

Say: Remember that when you write a procedural text, you are giving directions. Today we learned that you can use an introduction to tell readers a little bit about your procedure. You should list your materials in the order they will be used. You can write the steps in a paragraph. Use signal words like first, next, and then to help readers follow the order of the steps. You can also give your readers a tip with extra information you think they might like to know about the procedure.

Ask students to write or draw what they visualized as they listened to the steps in the mentor text procedural.

4. Share

Bring students together. Invite volunteers to share what they visualized.

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Make the Mentor Text Comprehensible for ELs

Beginning
Point to the picture of the sandwich on page 10 using the book or the interactive whiteboard resources. Ask: Where is the bread? Where is the cheese?

Beginning and Intermediate
Ensure that ELs understand what equipment is needed for the procedure. Display pictures of a toaster and a microwave. Say: This is a toaster. In the procedure, you use this to toast the bread. This is a microwave. You use this to melt the cheese in the sandwich.

Intermediate and Advanced
Say: This procedure is about making a sandwich. What kinds of sandwiches do you like? What are the ingredients of that sandwich? How do you make that kind of sandwich? Engage students in a background-building discussion about sandwiches.

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: ingredient/el ingrediente; plate/el plato; sandwich/el sándwich; toaster/la tostadora.