Organize Ideas by Drawing and Taking Notes

1. Focus

Explain the Process

Say: Once we’ve brainstormed ideas for our procedural texts and we’ve narrowed our focus to choose our best ideas, we need to organize our ideas. A procedural text has many steps, and we need to think about what order our steps go in, and what we want to show to support each step. We can start by sketching the step, which will help us remember all the information we need to include in our instructions. Then we can take notes about it. We don’t have to be artists to do our drawings. We don’t want to spend a lot of time on our sketches. Our goal is to think about the kind of visual information that will help our readers.

Model Organizing Ideas by Drawing and Taking Notes

Display the chart on chart paper or using the interactive whiteboard resources. Use some or all of the sample think-alouds below based on “How to Wash a Dog.” (Note: If you haven’t read aloud this mentor text, you may wish to do so now.) Save your completed planning chart to use in the drafting lesson “Role-Play Steps in a Procedural Text Before Drafting.”

<table>
<thead>
<tr>
<th>Topic: How to Wash a Dog</th>
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<tbody>
<tr>
<td><strong>Sketches of the Steps</strong></td>
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<tr>
<td>Step 1: Water—not too cold or hot</td>
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<tr>
<td>Step 2: Brush, then put in tub</td>
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<tr>
<td>Step 3: Rub shampoo over fur; don’t get shampoo in eyes</td>
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<tr>
<td>Step 4: Rinse off shampoo</td>
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<td>Step 5: Repeat steps 3 and 4 but use conditioner instead of shampoo</td>
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<tr>
<td>Step 6: Use towel to dry dog</td>
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<tr>
<td>Step 7: Give dog a treat</td>
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Sample Procedural Text Planning Chart (BLM 4)
Display the mentor text “How to Wash a Dog” (book or interactive whiteboard version). For each step, model taking notes and sketching on the sequence chart.

**Sample think-aloud.** Say: I’m going to use this mentor text to model how to organize my ideas on the chart. For each step, I’ll draw sketches that will remind me of things to include when I write. Then I will take notes for each step.

**Page 8, after step 1.** Say: I’ll sketch putting water in a tub. I need to tell my readers to start by getting the water ready. It’s important to tell my readers to use water that’s not too cold or too hot, so I’ll add notes about that. Model taking notes and sketching on the sequence chart.

**Page 8, after step 2.** Say: Next I’ll sketch someone brushing a dog. I need to remember to tell my readers to brush their dogs before putting them in the tub. Model taking notes and sketching on the sequence chart.

**Page 8, after step 3.** Say: The sketch for step 3 is putting shampoo on a dog. I’ll take notes to remind myself to write that it’s important to not get shampoo in a dog’s eyes. Model taking notes and sketching on the sequence chart. Continue to model each step.

### 2. Rehearse

**Practice Organizing Ideas by Drawing and Taking Notes**

Invite students to organize the first three steps for one of their procedural text ideas, using the Procedural Text Planning Chart (BLM 4). If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Ideas**

Bring students together and invite volunteers to share the steps they organized.

### 3. Independent Writing and Conferring

**Say:** We just learned that one way to organize your ideas for a procedural text is to sketch each step and take notes on each step to remind you of what you want to say in your instructions. This gives you a chance to rehearse the words you’ll use. It also gives you a chance to make sure your steps are in the right order.

Make BLM 4 available to students who are ready to organize ideas for their procedural text during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

### 4. Share

Bring the class together. Invite volunteers to report on their progress in organizing their ideas for their procedural texts. Encourage them to comment on how focusing on the sequence is helping them.

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**Strategies to Support ELs**

**Beginning**

Invite beginning ELs to draw pictures of the steps for their procedural texts. Help students add labels to their pictures that include descriptive words and command verbs.

**Intermediate and Advanced**

Pair ELs with fluent English speakers for the practice activity.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: organize ideas/organizar las ideas; sequence/la secuencia.