Use Your Personal Voice

1. Focus

Explain Using Your Personal Voice in a Procedural Text

Say: A recipe tells me how to do things in step-by-step order. The title of the recipe text may simply tell me what kind of food it’s about, like “How to Make Burritos.” Or the title might add a little fun, to show me I’ll enjoy the step-by-step process, like “How to Jazz Up Your Cereal.” Or the title could be a mystery, to make me curious and interested in making the recipe, like “Secret-Ingredient PBJ.” Between the title and the step-by-step instructions, many recipe writers also add an introductory sentence. The main purpose of this introductory sentence is to help set up what the recipe is about. This introductory sentence is a way that writers can use their personal voices to connect with their audience.

Model Using Your Personal Voice in a Procedural Text

Display the modeling text on chart paper or using the interactive whiteboard resources.

Read each introductory sentence aloud and use the think-alouds below to model how writers use voice to form a connection with their readers.

Modeling Text

1. Use this recipe to make your favorite peanut butter and jelly sandwich taste extra special.
2. Cereal is a speedy and nutritious choice for your morning meal.  Try this to jazz it up.
3. Try this recipe for a tasty family meal. You’ll love it!

After sentence 1. Say: In this sentence, I feel as if the writer is speaking directly to me, because she uses the word your. The sentence tells me a bit about the recipe, but more importantly, I get the sense that the writer is personally thinking about me and wanting to help me make my sandwich special.

After sentence 2. Say: The sentence tells me that I will learn how to jazz up my morning cereal. Jazz is one of my favorite kinds of music, so I think that, in the second part of the introduction, the writer is talking to me and telling me my breakfast will taste as good as music with a jazz beat.

After sentence 3. Say: In the third introductory sentence, I hear a writer who loves the recipe and wants me to love it, too. All of these introductory sentences help me understand what the recipes are about, how I can use them, and how I’ll be affected by them. And in all of these sentences, the writers use their personal voices to try to make a connection to me.

Objectives

In this mini-lesson, students will:

• Learn the purpose of the introductory sentence in a procedural text.
• Practice writing an introductory sentence for a procedural text that conveys the purpose of the procedure.
• Discuss the effect of the introductory sentence on readers.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text onto chart paper prior to the mini-lesson. If necessary, copy the sentence frames from “Strategies to Support ELs” onto chart paper.
2. Rehearse

**Practice Using Your Personal Voice in a Procedural Text**

Write the following title on chart paper: “Chocolate-Dipped Strawberries.” Explain that this is the title to a recipe. Ask students to work with a partner to add an introductory sentence that could come after the title that tells something about the recipe. Remind students that it is important for them to add their personal voice to their sentences to try and connect with the reader. Each pair should write down its sentences and be prepared to read them to the class.

**Share Practice Sentences**

Bring students together and invite pairs to read their sentences aloud. Discuss with students whether the sentences tell something about the recipe and also whether they can hear the writer’s voice coming through. Record students’ sentences and post these as models for students to use as they write their own procedural texts.

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3. Independent Writing and Conferring

**Say:** We learned that between the title and the steps, a procedural text, such as a recipe, can include an introductory sentence that tells about the procedure. This introductory sentence is a chance for you to connect to your readers to build interest in what you have to tell them.

Encourage students to think about their introductory sentences as they draft or revise their procedures during independent writing time. During conferences, reinforce students’ use of voice and other skills using the prompts on your conferring flip chart.

**4. Share**

Bring students together. Invite volunteers to read aloud the introductory sentences they wrote for their procedural texts.

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**Strategies to Support ELs**

**Beginning**

Meet with beginning ELs one on one while other students work with partners. Encourage them to describe the strawberries and other ingredients in the recipe in any way they can—with words or gestures. Expand on their ideas with simple sentences.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Write simple sentence frames on chart paper and model how students can use them to talk about the introductory sentence in the Modeling section.

*I can add my personal voice by ______.*

*This sentence connects to readers by ______.*

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the lesson focus: *introductory/ introductorio(a); title/el título.*