1. Focus

Introduce the Mentor Procedural Text

Say: Today I’m going to read you a procedural text. How many of you know how to make a peanut butter and jelly sandwich? (Allow responses.) Well, this procedure explains how you make one and how you can give it an extra special twist.

Say: The title of this procedure is “Secret-Ingredient PBJ.” You already know what’s inside a PBJ sandwich. It’s peanut butter and jelly. But the title lets us know that this sandwich has a special ingredient. Let’s read to find out what it is.

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 two 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. Directions may be a short paragraph with sequence words such as first, next, then, and finally and may include tips.

Procedures May Include an Introduction
Page 8, after introduction. Say: I like that there is an introduction to this procedural text. The introduction is short, but it helps me understand what I am about to do. It is the first thing I read because it is introducing the procedure to me. Now I know that I will be making a peanut butter and jelly sandwich that is a bit different from the ones I am used to.

Directions in a Paragraph
Page 8, after first sentence. Say: This procedural text doesn’t give me a list of steps. Instead, it provides a paragraph for me to read. The steps are in the paragraph.

Directions in a Paragraph
Page 8, after second sentence. Say: This procedure uses sequential words to tell me the order. I knew the step after putting the bread on the plate was to spread peanut butter and jelly on the bread. I knew this because the sentence begins with the word next.

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, and a list of steps or series of directions that use sequential words.
• Understand that directions in a procedure can be written in a bulleted list or in a paragraph using sequence words.
• Share personal responses to the procedural text.

Preparation
Materials Needed
• Mentor text: “Secret-Ingredient PBJ” from Kids in the Kitchen
• Interactive whiteboard resources

Advanced Preparation
If you do not have an interactive whiteboard, you may want to bring sandwich materials into the classroom and label them.
2. Rehearse

Respond Orally to the Mentor Procedural Text

After reading, invite students to share their own ideas and reactions about the text by asking questions such as:
• What did the procedure tell you to do?
• How did the introduction help you to understand the procedure better?
• How did you know which steps to do and when to do them?

If necessary, model the following sentence frames to support ELs and struggling students:
• This procedural text tells how ______.
• The introduction tells me ______.
• I know when to do the steps because ______.

Make the Mentor Text Comprehensible for ELs

Beginning
Point to the picture of the sandwich ingredients on page 8 using the book or the interactive whiteboard resources. You may also want to bring in the materials and label them. Ask: Where is the peanut butter? Where is the jelly?

Beginning and Intermediate
Show students a jar of peanut butter, a jar of jelly, and a slice of bread. Say: This procedural text tells us how to make a special peanut butter and jelly sandwich. Have you eaten a peanut butter and jelly sandwich? What is it like?

Intermediate and Advanced
Discuss steps students take to make sandwiches. Ask: What kind of sandwich did you make? What did you do first? What did you do next?

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: ingredient/el ingrediente; sandwich/el sándwich; secret/secreto(a).

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 numbers to identify the steps, or you can write the steps in a paragraph and use signal words like first, next, and then to help readers recognize the order of the steps. You can also include an introduction to your steps. This helps your readers get ready to read and focus on the steps.

Encourage students to write three steps in a simple procedure, such as getting dressed for school, in paragraph form using sequence words.

4. Share

Bring students together. Invite two or three students who used sequence words in their paragraphs to read their texts aloud to the class.