Take Notes and Draw Pictures to Organize Your Ideas

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. A simple storyboard can help us. We can sketch what the step looks like, and take some notes about the directions we’ll give. We don’t have to be artists to do this. 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 Taking Notes and Drawing Pictures to Organize Your Ideas

Display the chart and the mentor text “You—A Cartoon Character!” on chart paper or using the interactive whiteboard resources. Use some or all of the sample think-alouds below.

<table>
<thead>
<tr>
<th>Topic: How to Draw Yourself as a Cartoon Character</th>
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<tbody>
<tr>
<td><strong>Notes</strong></td>
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<tr>
<td>Step 1. <strong>Draw a large U shape</strong></td>
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<tr>
<td>Step 2. <strong>Draw hairline at the top</strong></td>
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<tr>
<td>Step 3. <strong>Draw rest of hair</strong></td>
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<tr>
<td>Step 4. <strong>Draw neck and shoulders</strong></td>
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<tr>
<td>Step 5. <strong>Draw the eyes—think about emotion</strong></td>
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<tr>
<td>Step 6. <strong>Draw the mouth—should show same emotion</strong></td>
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Sample Procedural Text Planning Chart (BLM 4)

**Say:** I’m going to use this mentor text to model how to organize my ideas on the chart. I will imagine that I’m the author and I’m organizing my ideas for telling my readers how to draw a cartoon of themselves. For each step, I’ll take notes to remind me of things to include when I write. Then I will draw a picture of the step.

**Step 1. Say:** I need to tell my readers to start by making a U shape. I need to remember to tell them to make it large. Model taking notes and sketching on the sequence chart.
Step 2. Say: Now I need to tell them to add hair, but just at the top, in this step. I’ll jot down “at the top” on the chart. Model taking notes and sketching on the sequence chart.

Step 3. Say: Okay, now my readers can add the rest of the hair. Model taking notes and sketching on the sequence chart.

Step 4. Say: Now I need to have them draw the neck and shoulders. Model taking notes and sketching on the sequence chart.

Step 5. Say: Next I’ll have them add eyes. I need to tell them to think about the emotion they want to express through their eyes. Model taking notes and sketching on the sequence chart.

Step 6. Say: I’ll have them add the mouth. I need to tell them to match the emotion on the mouth with the eyes. Model taking notes and sketching on the sequence chart.

2. Rehearse

Practice Drawing the Steps to Organize Your Ideas

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. Ask students how they think taking notes and sketching each step will help them write their procedural texts.

3. Independent Writing and Conferring

Say: We just learned that one way to organize your ideas for a procedural text is to take notes on what you want to say and then draw a picture of the step. This activity 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.

You may wish to make BLM 4 available to students who are ready to organize ideas for their procedural texts during the 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.

Strategies to Support ELs

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

Intermediate and Advanced
Encourage ELs to use the following sentence frames to help them organize the steps in their procedural text:

The first thing I want my readers to do is ______.
In this step, I want to remember to ______.
The next thing I want my readers to do is ______.

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