1. Focus

Introduce the Mentor Procedural Text

Say: In order to become a good procedural text writer, it helps to read examples of other people’s procedural writing. Today I’m going to read you a procedural text that tells how to wash a dog. As we read the procedure, we will look for some features of a procedural text. You will be using many of these features in your own procedural writing.

Say: The title of this procedure is “How to Wash a Dog.” The best kind of title for a procedural text is one that is simple and clear, like this. It tells exactly what you are explaining. What might be another title that would be similar to this one? Allow students to share their ideas.

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 three key features of a procedural text:
1. A bulleted list of supplies and equipment in the order in which they are used
2. Directions that are written in numbered steps and begin with verbs
3. Graphics that include drawings of different steps

Objectives

In this mini-lesson, students will:
• Listen to a procedural text read aloud to learn that a procedural text has a title, provides a bulleted list of supplies and equipment, gives numbered steps that begin with verbs, and has graphics that include drawings of different steps.
• Share personal responses to the procedural text.

Preparation

Materials Needed
• Mentor text: “How to Wash a Dog” from It’s Saturday!
• Chart paper and markers
• Interactive whiteboard resources

Bulleted List of Supplies and Equipment
Page 8, after bulleted list. Say: The first thing I see right below the title is the list of things I will need to wash a dog. I need a tub of water, a brush, shampoo, conditioner, a towel, and a dog treat. This is really helpful to me as a reader. I can stop and get all of the things I need before I start.

Bulleted List of Supplies and Equipment
After reading page 8. Say: When I read the list of supplies at the beginning, I wondered how the author decided what order to put them in. After reading the directions, I see that the supplies are listed in the order in which they are used. When I wash a dog, I use the tub of water first. The dog’s fur has to be wet before I apply the shampoo! Shampoo is third on the list of supplies. Dog treat is listed last, because I don’t need that until the very last step of the procedure.

Directions in Numbered Steps
After reading page 8. Say: These steps tell me exactly what I have to do to wash a dog. The numbers tell me that I have to do the steps in order, or the procedure won’t work. For example, I can’t do step 4 (Rinse off the shampoo)
Make the Mentor Text Comprehensible for ELs

Beginning
Display the materials needed using the interactive whiteboard resources (or hold up the book). Point to and name the materials used in the procedure. Ask students to name them with you. Point to the picture of the dog in the tub. Say: We can wash a dog.

Intermediate
Point to the word step that is shown before each numbered direction in the procedure. Write the word on chart paper. Draw stair steps next to it. Say: Sometimes steps mean the stairs you climb. Steps has another meaning, too. Steps are the things you do in a certain order. (Write step 1, step 2, and step 3 on chart paper.) In a procedure I follow steps. The steps tell me what to do first, second, third, and so on.

Intermediate and Advanced
Say: We are going to read a procedure. In a procedure, you follow directions in order. What do you think would happen if you did the steps out of order? (Encourage students to discuss why it is important to follow directions in order.) Listen carefully to the steps as I read the text.

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: shampoo/el champú; temperature/la temperatura.

3. Independent Writing and Conferring
Say: Remember that when you write a procedural text, you have to pretend that the audience does not know anything about how to do the activity. You must think about all the materials that are needed and all the steps that must be done. You must also put it all in the correct order in a way that is easy to understand.

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 read aloud what they visualized. Reinforce the idea that steps in a procedural text need to be described in a way that readers can “see” them.