1. Focus

Explain the Brainstorming Process

Say: Brainstorming is a necessary step for writers. It helps us decide what we want to write about. When we brainstorm about writing a procedural text, one strategy we can use is thinking of things we do on the weekend—things we do so often that we could explain them to someone else. As these ideas come to mind, we need to write them down quickly so we can go back and choose the one we like best. That’s the idea we can use for writing a procedural text.

Model Brainstorming Using Activities You Do on Weekends

Use concrete objects as you model brainstorming. Display the items and use the sample think-aloud to help you demonstrate your brainstorming process. Record your ideas on chart paper.

Sample think-aloud. Say: This is my grocery shopping list from last Saturday. Every Saturday morning, I make a grocery list so I can shop for the food I’ll need to buy for the week. I check the paper for sales and for coupons. I could write a procedural text that tells someone how to make a grocery list to get the best bargains. I’m going to list that idea. These pruning shears remind me that I often work in the flower beds on the weekend. It’s important to cut off dead flowers so new buds can form. I could write a procedural text about gardening and how to prune flowers. That’s another idea I can add to my list. I also know how to wash a car really well. That’s something else I do often on the weekend. I could write a procedural text about that, too. Continue talking about other ideas and adding to the list.
2. Rehearse

**Practice Brainstorming Using Activities You Do on Weekends**

Invite students to work with a partner to use weekend activities to brainstorm ideas for writing a procedural text. Explain that they should record their ideas in their writer’s notebooks. Students should think about these questions:

- **What is an activity you do often on weekends?**
- **Can you do it very well?**
- **Could you tell someone else how to do it?**

If your class includes English learners or other students who need more support, use “Strategies to Support ELs.”

**Share Ideas**

Bring students together and ask them to share their ideas. As students contribute ideas, record them on the class list of topics you started earlier. Reread the list and discuss some of the ideas with students. Ask if others know how to do it, too. Point out that another writer’s idea can sometimes lead us to one of our own.

3. Independent Writing and Conferring

**Say:** We just learned that thinking of things we do often on the weekends is one strategy for brainstorming ideas for writing a procedural text. As you brainstorm on your own, think back to the things you do often. These are the things that can be good ideas for writing a procedural text because they are things you know a lot about.

Encourage students to apply this strategy when they brainstorm 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 students together. Invite volunteers to share some of the activities they brainstormed.

### Strategies to Support ELs

**Beginning**

Invite beginning ELs to tell you about or act out an activity that is very familiar to them. Encourage them to use any words they can to describe what they are showing you. Help them use simple sentences to support their sharing:

- *I can ______.*
- *I know how to ______.*

**Intermediate and Advanced**

Provide sentence frames to help ELs talk to their partners about their topic for a procedural text. For example:

- *On weekends, I like to ______.*
- *Every Saturday I ______.*